SURREY
COUNTY COUNCIL

Making Surrey a better place

Directorate for children and young people

Special Educational Needs: A Graduated Response

Index

Introduction

The following provides guidance to support planning and decision making for SEN.

The SEN Code of Practice (2001) emphasises that SEN provision is appropriate only for pupils requiring action that is additional to or different from normal activities in the classroom.

The following therefore focuses on those actions that are additional to or different from the variety of approaches that should be employed to maximise the achievement of all pupils and which are not part of special educational provision. The emphasis has shifted away from purely individual assessments and resource allocations to considering the child's needs in relation the total resource already available in, and to, the school/setting. In order to support planning and decision making, clear threshold criteria and expectations of prior intervention are provided at each SEN decision point.

The structure of the guidance is provided by:
- the four dimensions of need (SEN Code of Practice)
- the gradations (SEN Code of Practice) or courses of action
- specific and process criteria
- the four broad strands of action to meet SEN (SEN Toolkit)

The Dimensions
- Cognition and Learning
- Behaviour, Emotional and Social
- Communication and Interaction
  - (a) Speech, Language difficulties
  - (b) Autistic Spectrum Disorder
- Sensory and Physical
  - (a) Hearing Impairment
  - (b) Visual Impairment
  - (c) Physical and Medical difficulties

The Courses of Action (gradations)
The guidance and criteria below have been revised and also anticipate future development work. They are presented under the following dimensions:

School/Early Years Action
Additional or different action within the school or setting to enable independent learning and curriculum access.

School/Early Years Action Plus
Builds on arrangements for School/Early Years Action to enable schools to match provision to meet children's needs. This has been expanded to meet the need range of children up to and including those currently requiring 10 ISPSB point support.

Statutory Assessment

Builds on arrangements for School/Early Years Action and Action Plus to enable schools to match provision to meet children's needs. Appropriate only for children with long term needs arising from a major disability in one or more of the four dimensions. The child or young person's SEN indicates a need for the Local Authority to take responsibility and to become more actively involved. There will be prolonged multi-agency involvement.

Threshold triggers have been revised to meet the need range of children currently receiving 11 or more ISPSB points.

The decision points described should be seen as part of a continuous and systematic cycle of planning, action and review within the school/setting to help all children to learn and progress. The range, type and intensity of interventions should not be seen as a fixed state but should be reduced as a child makes adequate progress.

Process Criteria and Pupil Characteristics
Process Criteria

The process element of the guidance relates to the continuous cycle of planning, action and review required to address the needs of the child or young person.

Specific Criteria

The specific element of the guidance relates to attainment, progress and description of needs. The attainment thresholds for School/Early Years Action are provided for general guidance to assist decision-making. It is recognised that the point at which a child may require additional or different action will vary between schools/settings depending on the range and extent of differentiation provided.

The four broad strands of action to meet SEN

The process section of the guidance- Provision Characteristics- adopts the four strands of action as a framework. These are:

curriculum and teaching methods

Guidance given builds on the considerable flexibility detailed in the National Curriculum statutory statement on inclusion (See Appendix: National Curriculum Online for details).

grouping for teaching purposes

Grouping depends on the teaching styles adopted and on children's preferred learning styles. Where grouping involves spending time outside the classroom, it is always in the context of an inclusive curriculum.

assessment, planning and review

The Code defines assessment as a fourfold process that focuses not only on the child's characteristics but also on the learning environment, the task and the teaching style.

additional human resources

The Code emphasises that class and subject teachers form the major resource in enabling all pupils to learn. It encourages schools and settings to consider 'support' on a broader basis than only that of additional human resources and promotes an examination of the accessibility of the learning environment and adult/child relationships.

Decision-making and Specific Criteria

Whatever the level of a child the Code advises that inadequate progress should be the key test of whether additional or different action should be taken. It also warns, however, that there should be no assumption that all learners will progress at the same rate and that there needs to be a judgement in each case about what it is reasonable to expect the child or young person to achieve.

'Adequate' progress is defined in the Code as progress which:
- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour

The special educational needs of the great majority of children with SEN should be met effectively within mainstream settings at the appropriate level of the Code of Practice without the Local Authority needing to make a statutory assessment.

We want parents/carers to have confidence that their children's needs will be met effectively in school without feeling that the only way to achieve this is through a statement. In time, through action at local and national level to build the skills and capacity of schools to meet diverse pupil needs, we would expect only those children with the most severe and complex needs, requiring support from more than one specialist agency, to need the protection a statement provides. (Removing Barriers to Achievement DfES 2004).

Although children's SEN needs and requirements can usefully be organised into dimensions, individual pupils may well have needs which span two or more areas. A pupil with general learning difficulties, for example, may also have behavioural difficulties or a sensory impairment. In some cases pupils will have needs that are not only complex but also severe. However, this is frequently not the case. The accumulation of low-level difficulties does not in itself equate with higher levels of need.

At each SEN threshold it is essential to consider not only the significant concern demonstrated by the child but also the process of intervention that has been implemented.

Before considering a child for Statutory Assessment, schools should give careful consideration to the circumstances of a child's SEN, bearing in mind that this may reveal good progress from a low base and that not all children are expected to progress at the same rate. Use of additional funding for School Action Plus

With an increased range of children included in School Action Plus (SA+) and an increased unit of funding it would not be expected that all children receive the same level of support over time.

The increased funding to support SA+ interventions is designed to be used flexibly in the light of the needs of individual children. A child who is just inside the SA+ boundary may have a relatively low additional resource to implement targeted intervention. While a child who has failed to make adequate progress may have a more intensive intervention programme involving a higher level of resource. A child may receive for example an intensive programme of intervention such as a language programme for a defined period of time before dropping back to a lower level. A child with BESD may need relatively high levels of support at times of crisis but if this intervention is successful may then be able to continue to make progress with a reduced level of support. Some interventions might require access to a laptop, which the school may also provide out of the SA+ funding resources.

The highest level of support funding would be expected to be in excess of that nominally provided by the SA+ unit of funding and reflect the levels of support that may previously have been provided through a statement. Note that schools will in future be expected to fund the first 10 points of a statement through the funding devolved at SA+.

It would be expected that where a request for statutory assessment is made the pupil would have had support at a high level over time. Evidence provided should indicate how support has been targeted and should show either that:
a)   The pupil is failing to make adequate progress despite this level of support.
b)   Or that a high level of support will need to be sustained over time to ensure the pupil continues to make appropriate progress.

Ethnic Minorities and Travellers
The Code of Practice states 'It is necessary to consider the child/young person within the context of their home, culture and community.' A child's cultural heritage may affect their response to a curriculum delivered in English and their understanding of the majority culture.

Where a child has a first language other than English, the Code of Practice states, 'Lack of competence in English must not be equated with learning difficulties as understood in this Code. At the same time, when children who have English as an additional language make slow progress, it should not be assumed that their language status is the only reason: they may have learning difficulties.'

The results of standardised test with children with a first language other than English should be treated with caution and can only give guidance within a framework of:

- An assessment of the child's background
- A first language assessment
- A comparison between responses in the child's first language and English
- Low rates of first language development
- Low rates of development for culturally familiar knowledge
- Low levels of performance in comparison to children with similar linguistic and cultural backgrounds.

Children who are Travellers may also have special educational needs although again it should not be assumed that they do.

It is also necessary to take care when assessing the behaviour, emotional and social responses of children with a minority ethnic or Traveller background, because interpretations of behaviour can differ significantly from one culture to another.

The circumstances of these children may require specialist intervention and referral to the appropriate team will provide further advice and support.

Looked after children

As part of the schools duty of care it is essential that all looked after children have their educational; needs assessed. The designated teacher, if not the SENCO, should be working with the SENCO in assessing the educational needs and monitoring the progress of all looked after children.

Communication and Interaction

(Speech, Language and Communication/Autistic Spectrum Disorder)
Indicators
Children with significant communication and interaction difficulties will be identified before school age or early in their school career. The impact of such difficulties can be considerable effecting learning, socialisation and emotional development. These pupils are at particular risk of experiencing literacy difficulties.

Most children with special educational needs have strengths and difficulties in one, some or all of the areas of speech, language and communication. Their communication needs may be both diverse and complex. They will need to continue to develop their linguistic competence in order to support their thinking as well as their communication. The range of difficulties will encompass children and young people with speech and language delay, impairments or disorders, specific learning difficulties, such as dyslexia and dyspraxia, hearing impairment and those who demonstrate features within the autistic spectrum; they may also apply to some children and young people with moderate, severe or profound learning difficulties. The range of need will include those for whom language and communication difficulties are the result of permanent sensory or physical impairment. (Code of Practice 7:55)

Children with less severe difficulties or difficulties that only effect one aspect of may be less easy to identify and may appear to be developing normally at an early age. Communication and interaction difficulties may become more apparent with the increased demands of school life, but the exact nature of the difficulty may not be immediately apparent. Whatever the level of the child the Code advises that inadequate progress should be the key test of whether additional or different action should be taken (see Introduction).

Communication and interaction difficulties cover a wide and complex range of impairments that frequently over lap including:
Speech, Language and Communication
Developmental Language Delay
This may be a delay in one or more aspect of language (comprehension, expression, interaction) but progress however slow follows a 'normal pattern' of development.

Developmental Language Disorder
Development in one or more aspects of language (comprehension, expression, interaction) will show an uneven or unusual pattern.

Phonological/Speech Difficulty
This refers to the child's ability to produce intelligible speech and will include those with specific difficulties including verbal dyspraxia and dysarthria. Complete normal development of the speech sound system may not be in place until the age of 6 years.

Receptive Language Difficulty
Children may have particular difficulty attaching meaning to words and

developing concepts or have difficulties understanding complex grammar or implied meaning.

Expressive Language Difficulty
There may be a difficulty accessing vocabulary, using complex grammar, organising ideas, structuring sentences and conveying intended meaning.

Autistic Spectrum Disorders
Autistic conditions are now generally regarded as disorders of development linked to neurological factors. Children with significant communication and interaction difficulties generally experience, to varying degrees, problems with one or more of three dimensions. This is sometimes described as the triad of impairments, which can affect:

- social interaction and relationships
- social communication and language
- social imagination and creative development, with typically restricted and repetitive patterns of self-chosen behaviour.

These impairments affect the whole process by which an individual makes sense of his or her world, and can occur across the full ability range and are frequently associated with feelings of anxiety.

Children at the extreme end of the continuum are often referred to as "classically autistic" while those at the more able end of the continuum, whose early language development is not generally delayed, may be diagnosed as having Asperger's Syndrome.

Children with difficulties at the extreme end of the autistic continuum are more likely to be identified as having special educational needs in their early years, although reliable diagnosis is often not confirmed in current practice until 3-4 years of age. The issues relating to autism are complex and diagnosis may be delayed owing to the following:

- the basic impairments can occur with differing degrees of severity changes occur with increasing age: different aspects of the behaviour pattern are more obvious at some stages than at others
- mild learning difficulties occur in about one quarter, and severe learning difficulties in about half of the population with autism
- there may be other associated needs because of physical disability, sensory impairments and epilepsy
- education, the social environment and personality variables can have marked effects on overt behaviour
- the primary focus has been on the presenting language difficulties.

Children with communication and interaction difficulties vary greatly in the way these impact on their learning. Some will develop good strategies as they mature and will learn to handle a wide range of situations whilst others find social development and relationships increasingly difficult and may become isolated and difficult to manage.

It should be noted that whilst a medical diagnosis of autism is important it is only the first step in carrying out assessment and intervention planning. A medical diagnosis of autism or autistic

spectrum disorder does not, of itself, determine that a statutory assessment is required. In all cases the prime consideration will be the needs of the child.

Primary need codes

Care will need to be taken with the use of primary need codes in relation to ASD. ASD cannot be used until there is a diagnosis. If difficulties appear to encompass the triad of impairments associated with ASD then this will need to be broached sensitively in consultation with parent/carer s and a medical opinion should be sought. Advice from a Speech and Language therapist would be expected.

Interventions

The needs of most children with language difficulties will be met within the school-based stages of the Code of Practice.

These children may require some, or all, of the following:

- flexible teaching arrangements
- help in acquiring, comprehending and using language
- help in articulation
- help in acquiring literacy skills
- help in using augmentative and alternative means of communication
- help to use different means of communication confidently and competently for a range of purposes, including formal situations
- help in organising and coordinating oral and written language

- support to compensate for the impact of a communication difficulty on learning in English as an additional language
- help in expressing, comprehending and using their own language, where English is not the first language. (Code of Practice 7:55)

These children are best supported by clear understanding by class and subject teachers of the needs of individual children and the strategies that support the learning of all children; using visual information/demonstration, structured environment, careful delivery of spoken language, providing alternative means of showing skills and knowledge or recording work. Some children will need targeted school based intervention in small groups to support them in the development of particular skills and strategies.

Evidence

The school should provide written information that it has:

- Drawn up, implemented, monitored and regularly reviewed Individual Education Plans at each SEN decision point over a period of at least six months.
- Sought and acted upon advice from appropriate external specialists (e.g. multi professional team members, Speech and Language therapist).

- Sought the views of and involved the child and parent/carer sat each stage. The parent/carer (s) should have had the full opportunity to be involved in supporting the school staff in the implementation and evaluation of any intervention programmes.
- Taken action to make the appropriate curriculum accessible to the child through differentiation, homework, resources, teaching and pastoral support.
- Considered and taken steps to meet the pastoral needs of the child and if necessary sought appropriate advice or expertise to meet any behavioural, emotional or social needs.
- Explored the benefits of, and where practicable secured access for the child to appropriate information technology.

Table 1: Communication and Interaction: Speech, Language and Communication - Pupil Characteristics / Attainment Criteria: Foundation Stage

Foundation Stage	Early Years Action (EYA)	Early Years Action Plus (EYA+)	Statutory Assessment
	Standardised scores of 84 or below, 14th percentile or below	Standardised scores of 78 or below, 7th percentile or below	Standardised scores of 67 or below, 1.5 percentile or below
Age 3:0 – 3:05	Delay requiring some additional focus of support to ensure adequate progress.	Delay of at least 12 months. See Appendix 1 E.g. Best performance - achieving most of milestones on Teaching Talking Profile 18 – 24 months.	Not appropriate at this age.
Age 3:06 – 3:11	Delay requiring some additional focus of support to ensure adequate progress.	Delay of at least 14 months	Delay of at least 18 months
Age 4:0 – 4:05	Delay requiring some additional focus of support to ensure adequate progress.	Delay of at least 16 months	Delay of at least 21 months
Age 4:06 – 4:11	Delay requiring some additional focus of support to ensure adequate progress.	Delay of at least 18 months	Delay of at least 2 years
Age 5:0 – 5:11	Delay requiring some additional focus of support to ensure adequate progress.	Delay of at least 21 months	Delay of at least 2 years 2 months

Communication and Interaction: Speech, Language and Communication - Pupil Characteristics / Attainment Criteria Key Stage 1-2

	School Action	School Action Plus	Statutory Assessment
All Other Ages & Key Stages –	Standardised scores of 84 or below, 14th percentile or below (General guidance only)	Standardised scores of 78 or below, 7th percentile or below following 2 reviewed IEP s at SA.	Standardised scores of 67 or below, 1.5 percentile or below following 2 reviewed IEPs at SA+
Key Stage 1 Age 6:2 Y1	Working at/<P7 on P scales for core skills	Working at/<P6 following 2 reviewed IEPs at SA.	Working at/<P5 following 2 reviewed IEPs at SA+.
Age 7:2 Y2	Working at/< Level 1C for all or specific elements on P scales for core skills	Scores at/<P8 for all or specific elements on P scales for core skills following 2 reviewed IEPs at SA.	Working at/< P6 for all or specific elements on P scales for core skills following 2 reviewed IEPs at SA+.
Key Stage 2 Age 8:2 Y3	Working at/<Level 1A	Working at/< Level 1C and1B following 2 IEPs at SA.	Working at/< P8 for all or specific elements on P scales for core skills following 2 reviewed IEPs at SA +.
Age 9:2 Y4	Working at/< Level 2C	Working at/< Level 1A following 2 IEPs at SA.	Working at/< Level 1C following 2 reviewed IEPs at SA+
Age 10:2 Y5	Working at/< Level 2A/B	Working at or below Level 2C &2B in NC core subjects following 2 reviewed IEPs at SA.	Working at/< Level 1B in all NC core subjects following 2 reviewed IEPs at SA+.
Age 11:2 Y6	Working at/< Level 3C	Working at or below Level 2A following 2 reviewed IEPs at SA.	Working at/< Level 1A following 2 reviewed IEPs at SA+.

Communication and Interaction: Speech, Language and Communication - Pupil Characteristics / Attainment Criteria Key Stages 3 - 4

	Action	Action Plus	Statutory Assessment
	Standardised scores of 84 or below, 14th percentile or below (General guidance only)	Standardised scores of 78 or below, 7th percentile or below following 2 reviewed IEP s at SA.	Standardised scores of 67 or below, 1.5 percentile or below following 2 reviewed IEPs at SA+
Key Stage 3 – National Curriculum Age 12:2 Y7	Working at Level 3	Working at/< Level 2A following 2 IEPs at SA.	Working < Level 2 following 2 reviewed IEPs at SA+.
Age 13:2 Y8	Working at Level 3	Working towards Level 3 following 2 IEPs at SA.	Working at Level 2C following 2 reviewed IEPs at SA+.
Age 14:2 Y9	Working at Level 3	Working towards Level 3 following 2 reviewed IEPs at SA.	Working at Level 2 following 2 reviewed IEPs at SA+.
Key Stage 4 – National Curriculum Age 15:2 Y10	Working towards level 4	Working towards Level 3 following 2 reviewed IEPs at SA.	Working at Level 2 following 2 reviewed IEPs at SA+.

Table 2: Communication and Interaction: speech, language and communication descriptors
Foundation Stage - end of Year R
Pupils may show some or all of the difficulties stated below. Difficulties at each age / level are in addition to those at a less severe level.

	Action	Action Plus	Statutory Assessment
Attention	Easily distracted can be refocused.	Difficulty in all situations; easily distracted, frequent refocusing.	Constant & severe difficulty. Single channelled attention. Very distractible.
Receptive	May need some repetition & simplification of spoken language. Slow to respond	Noticeable delay in responding to spoken language, frequent repetition/simplification. Relies on visual information. Slow acquisition of new concepts, limited basic concepts	Responds to only part of an instruction. May repeat instead of responding. Very slow to acquire the meaning of new words.
Expressive	4-6 word sentences. Limited ability to recount events & use descriptive language; grammar likely to be immature; hesitant.	Not using question forms. Limited sentence length, may omit small words, possible word order errors.	Very limited. Very restricted sentence structure; 2-3- word combinations, uses only most meaningful words – 'me go toilet'
Speech	Mostly intelligible	Intelligible 50% of the time in school context. Not monitoring own speech. No developing awareness of rhyme.	Very difficult to understand – even for familiar adults
Interaction	Some reluctance to engage in conversation.	Poor understanding of verbal & non-verbal turn taking. With adult support able to share & interact with peers.	Reluctant to interact with other children. Isolated play; poor imaginative play.

Communication and Interaction: speech, language and communication descriptors
Key Stage 1 Year 2

	Action	Action Plus	Statutory Assessment
Attention	Remains focused for up to 15 mins. But needs support with verbally presented information – no visual clues. Difficulty attending to other pupils in a group.	Difficulty attending in whole class group. Needs regular prompting to attend to verbally presented information.	Unable to attend in whole class without support. Difficulty in small groups and in some 1-1 situations
Receptive	Difficulty understanding abstract concepts. Difficulty listening to paragraphs and answering accurately.	Delay in responding to spoken language, needs frequent repetition/simplification. Relies on visual information. Slow acquisition of new concepts, poor basic concepts.	Difficulty accessing the curriculum at the level of peers. New vocabulary needs specific teaching. May give inappropriate responses. See also 'receptive' YR action ++
Expressive	Difficulty verbally recounting a story using imagination and asking questions. Grammar may still contain immaturities.	Poor vocabulary knowledge. Not able to report a sequence of events accurately. Restricted use of grammar. May be word order problems.	Limited ability to use language meaningfully. Uses short phrases. Sentences used are likely to have been rote learnt. Increasing reluctance to contribute verbally. May take a long time to find words to express ideas
Speech	Speech may sound immature. Polysyllabic words may be mispronounced. Unable to identify initial phonemes of words given orally.	Significant speech problems impacting on literacy. Difficult to understand if context not known.	Major impact on literacy. Speech difficult to understand in all situations. Some distortion of consonants & vowels. May only be using single sounds. Not able to segment words into sounds orally.
Interaction	Some difficulties interacting with peers.	Poor understanding and use of turn taking, verbal & non-verbal. Some inappropriate use of non-verbal skills. Difficulty developing peer relations.	Difficulty working within a group – poor understanding of application of group rules. Some inappropriate responses. Needs support to develop peer relations. Behaviour may be a concern.

Communication and Interaction: speech, language and communication descriptors
Key Stage 2 Year 6

	Action	Action Plus	Statutory Assessment
Attention	Able to focus attention sufficiently to access curriculum. May tire easily in long sessions.	Difficulty attending in whole class. May need refocusing in small groups.	Not developing/using self help strategies to remain focused in any situation.
Receptive	Needs support to understand subject specific language. Understanding may be literal. May have difficulty with implied meaning.	May be slow to process information or may do so inaccurately. Difficulty using context to support understanding.	Literal interpretation. Limited understanding of verbally presented information & knowledge of the world.
Expressive	May have residual word finding difficulties and problems using complex grammar.	Slow to initiate & express ideas clearly. Language may not always convey intended meaning.	Difficulty recounting events. Restricted use of vocabulary. May have difficulty with tenses, pronouns, irregular plurals etc. Limited sentence length. Unable to link ideas to form complex sentences.
Speech	May still have difficulty producing polysyllabic words accurately. Some residual difficulties with consonant blends. Speech should be intelligible.	Some immature speech sound errors. Residual speech errors will not affect intelligibility. Phonological awareness skills are poor and impact on literacy.	Very occasionally, physical difficulties may cause intelligibility problems. Intelligibility effected in stressful situations and when speaking too fast.
Interaction	Needs some support to participate effectively in group discussions. Some difficulty with peer relations.	May be increased isolation in relationships. Difficulty responding appropriately in learning & social situations.	Communication is effected in all situations. May be reluctant to participate in group work. Isolated from peers. Unaware of social rules and of effect of responses on others. Some unacceptable behaviour.

Communication and Interaction: speech, language and communication descriptors
Key Stage 3 and 4

	Action	Action Plus	Statutory Assessment
Attention	May be effected by unfamiliar situations/speakers, stress and distractible environment	Some difficulties ignoring both active & passive distractions. Needs reminders to monitor attention.	Needs support to maintain appropriate attention in a small group.
Receptive	May be slow to process orally presented information. Poor understanding of complex grammar. Difficulties with implied meaning & colloquialisms.	Needs visual support to process language according to intention. Prediction may be poor. Frequent misunderstandings. Repetition & some simplification needed.	Obvious difficulties understanding spoken language. Frequently confused and responding inappropriately. Language needs to be simplified.
Expressive	Language may sound immature or particularly hesitant. Finds it difficult to convey intended meaning at first attempt.	Uses simplified language and limited vocabulary. Ideas / conversations may be difficult to follow, with the need to request frequent clarification.	Limited ability to express ideas verbally. May volunteer very limited information. May show frustration when required to express ideas. Difficulty conveying intended meaning even using simple language
Speech	Some continuing difficulties sequencing polysyllabic words.	Some immaturities in speech sound system may remain. Phonological awareness still relatively poor & literacy effected.	Any continuing difficulties effecting general intelligibility are likely to have a physical cause and will seriously affect self-esteem.
Interaction	Difficulties with social skills that effect relationships with peers and unfamiliar adults. May find conversation difficult and have difficulties timing remarks.	Interaction will not always be appropriate and may cause upset and confusion to the pupil. Peer relationship difficulties may become an issue.	Social and interaction difficulties affect performance in all situations. Pupil does not transfer strategies from one situation to another. Behaviour and self-esteem may be badly affected.

Table 3: Communication and interaction: Autistic Spectrum Disorders descriptors
General guidance - all Key Stages; Level of support required to implement planned ASD specific strategies should also be noted.

	School/Early Years action	School/Early Years action plus	Statutory Assessment
General ability to adapt to school demands	Conforms with some prompting and some adaptation to the curriculum and classroom environment.	Planned approaches needed to enable the child to remain within the class group. Specific IEPs developed to reduce disruption. Adult assistance needed several times a day.	The child has difficulty participating within whole class group for significant part of school day despite SA+ arrangements. Curriculum access restricted. Greater curriculum emphasis required to address social and communication needs.
Social interaction/ relationships	Inappropriate or limited peer group relationships. Able to imitate actions and learn from models of others.	Poor understanding of social conventions and expectations leading to social isolation. Prefers interaction with adults. Difficulties responding to adult direction. Requires small group and individual instructions. Requires more explicit modelling of skills for imitation.	Clear difficulty responding in social situations and to adult instruction. May be aloof or show markedly inappropriate interactions with other children.
Social communication/ language	Immature social communication skills affecting their ability to listen and take turns in groups. Tendency to dominate in conversations showing limited awareness of listener's needs. Some difficulty with the use and understanding of non-verbal signals. Some literal response to verbal communication.	Difficulty with the social use of language requiring some direct teaching (e.g. eye contact, initiating conversations, attention, taking the listeners perspective) Literal interpretation of language e.g. humour and idioms May have some stereotyped language Adaptations of communications by adults essential.	Severely impaired social communication skills' requiring either intensive programme of social communication training and generalisation. Has some superficially 'perfect' language but unable to use it in other than rote manner. Adaptation of communication by adults essential, with cues such as visual prompts and signalled routines.
Social Imagination/ play	Some concerns about levels of symbolic play in younger child and ability to understand symbolism in poetry and literature in older children. Shows anxiety needing some reassurance when routine is changed. A special interest that may affect ability to stay on task. In appropriate classroom behaviours which distract self and others and unaware of affect of behaviour on others.	In the context of the child's developmental pattern, an inability to show empathy, or to predict the emotional response of others. May have some obsessional interests, stereotyped behaviours or language, which can be redirected by an adult. Rigid and inflexible adherence to rules, may become upset by changes e.g. assembly, supply teacher. Needs warnings/ reassurance when there are changes to routines. Some difficulty generalising skills learnt to other areas.	In the context of the child's developmental pattern, a profound impairment of ability to show empathy, or to predict the emotional response of others. Obsessional adherence to some routines. Requires a high level of consistency and routine in order to reduce anxiety and access the curriculum. Clear difficulty generalising skills learnt to other situations.

Cognition and learning

General learning difficulties

Indicators

With effective early identification processes, children with significant and complex learning difficulties will be identified before school age or early in their school careers. Their general level of academic attainment will be significantly below that of their peers (see Pupil Characteristics-Attainment Criteria below) and there will be a commensurately slower rate of learning. They will have difficulty acquiring and applying basic numeracy and literacy skills and many will have significant speech and language difficulties. Additionally, children with significant learning difficulties may often experience difficulty in concentrating and acquiring social and life skills: they may also have low self-esteem. Whatever the level of a child's difficulties, the key test of how far their learning needs are being met is whether they are making adequate progress.

Typically, such children are likely to need to work to a structured learning programme in which tasks are set at an appropriate level, presented in small steps and supported where appropriate by concrete and experiential learning opportunities. Many children with learning difficulties will be able to make the expected amount of progress if given the appropriate school-based intervention; this intervention being over a medium to long term period of time.

Attainment

The published QCA/DfES guidance (March 2001), Planning, teaching and assessing the curriculum for pupils with learning difficulties, defines severe or profound general learning difficulty as equating to global pupil performance that is no more than Level 2 by Key Stage 4.

The same guidance defines moderate learning difficulty as performance equivalent to age-related expectations in some subjects, but well below this in others. Pupils with moderate to severe difficulties are likely, therefore, to be working within or below Level 1 of the National Curriculum in all core subjects when they reach Year 6, and when they reach Year 11 they are likely only to be working within or below level 2.

Progress and Level of Need

A variety of approaches should be employed to maximise the achievement of all pupils. These kinds of arrangements apply to all children and are not part of special educational provision. There should not be an assumption that all children progress at the same rate. A judgement has to be made in each case as to what it is reasonable to expect a particular child to achieve.

Children at School Action require support which is in addition to, or different from, that normally available in order to enable them to learn more effectively. These support arrangements would be over and above the differentiated curriculum plan, which is in place as part of the provision for all children.

The triggers for intervention through School Action could be the teacher's or others concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities fails to maintain adequate rates of progress.

Children whose attainments lie below the 14th percentile merit consideration for intervention and support at School Action on the Code of Practice.

The school setting should decide on the Action needed to help the child to progress in the light of their earlier assessment. There is sometimes an expectation that this help will take the form of the deployment of extra staff to enable one-to-one tuition to be given to the child. However, this may not be the most appropriate way of helping the child.

The key lies in providing effective individualised arrangements for learning and teaching. A more appropriate approach therefore might be to provide different learning materials or special equipment; to introduce some group or individual support; to devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness; or to undertake staff development and training to introduce more effective strategies. Speedy access to Local Authority support services for one-off or occasional advice on strategies or equipment or for staff training may make it possible to provide effective intervention without the need for regular or ongoing input from external agencies.

These support arrangements are a means of matching special educational provision to the child's needs, and are therefore part of the continuous and systematic cycle of planning, action and review within the school to enable all children to learn and progress. These interventions will not usually be steps on the way to statutory assessment.

If after a minimum of six months intervention and two reviews, the child is failing to achieve adequate rates of progress and is showing attainments that fall below the 7th percentile (standard score 78) the child merits consideration for support at School Action Plus.

Serious consideration should be given for Statutory Assessment of children whose attainments fall below the second centile (standard score 67) following a minimum of six months intervention and two reviews.

Process Criteria

Interventions and Evidence Base

The special educational needs of the great majority of children with learning difficulties should be met effectively within mainstream settings at the appropriate level of the Code of Practice without the Local Authority needing to make a Statutory Assessment.
School-based intervention should occur over a medium to long-term period of time.

The school should provide written information that it has:

- Drawn up, implemented, monitored and regularly reviewed Individual Education Plans at each SEN decision point over a period of at least six months.
- Sought and acted upon advice from appropriate external specialists (e.g. multi professional team members, heath care professionals).
- Sought the views of and involved the child and parents/carers at each stage. The parent/carer(s) should have had the full opportunity to be involved in supporting the school staff in the implementation and evaluation of any intervention programmes.
- Taken action to make the appropriate curriculum accessible to the pupil through differentiation, homework, resources, teaching and pastoral support.

- Considered and taken steps to meet the pastoral needs of the child and if necessary sought appropriate advice or expertise to meet any behavioural, emotional or social needs.
- Explored the benefits of, and where practicable secured access for the child to appropriate information technology.

Specific Learning Difficulties (SpLD)

Indicators

Some children may have significant difficulties in reading, writing, spelling or manipulating numbers, which are not typical of their cognitive ability or general level of performance. They may gain some skills quickly and demonstrate a higher level of ability orally, yet may encounter sustained difficulty in gaining literacy or numeracy skills.

These difficulties may sometimes be associated with significant difficulties of sequencing; visual and auditory perception; developmental co-ordination difficulties (dyspraxia); short-term memory; verbal recall or significant delays in language functioning (e.g. word retrieval difficulties).

Children with specific learning difficulties may become severely frustrated and they may experience social, emotional and/or behavioural difficulties. They may have low self-esteem.

It is important to recognise that children with specific learning difficulties vary in terms of the nature and severity of their difficulties. They will display a variety of patterns of difficulty and achievement. Some may experience severe literacy problems into adolescence, whilst others will be able to read - although spelling difficulties may persist. Many continue to have difficulties working with sounds in words (phonological processing) and/or information processing. Some of these difficulties may affect progress in other areas such as mathematics.

Children with Specific Learning Difficulties will usually require specific, structured programmes to aid learning. Pupils experiencing mild specific learning difficulties should have their needs identified and met within the resources normally available to schools. Only those very few children who experience severe, enduring specific learning difficulties will require support through Statutory Assessment.

When interpreting the criteria for a child with specific learning difficulties it is necessary to consider the impact of their difficulties on their ability to access the full range of the curriculum. A child may have a very specific difficulty, e.g. with Spelling or Maths that may meet the attainment criteria for SA+ or Statutory Assessment in that area. However these children may be able to access the curriculum with appropriate differentiation and their difficulties may be best supported using focused teaching strategies or other interventions that do not require the highest levels of resources.

Interventions and Evidence Base

The school should provide written information that it has:

- Drawn up, implemented, monitored and regularly reviewed Individual Education Plans at each relevant SEN stage over a period of at least six months.
- Sought and acted upon advice from appropriate external specialists (e.g. multi-professional team members, Health care professionals).
- Sought the views of and involved the child and parents/carers at each stage. The parent/carer(s) should have had the full opportunity to be involved in supporting the school staff in the implementation and evaluation of any intervention programmes.
- Taken action to make the appropriate curriculum accessible to the child through differentiation, homework, resources, teaching and pastoral support.
- Considered and taken steps to meet the pastoral needs of the child and if necessary sought appropriate advice or expertise to meet any behavioural, emotional or social needs.
- Explored the benefits of, and where practicable secured access for the child to appropriate information technology.

Table 4: Cognition and Learning: Pupil Characteristics – Attainment Criteria

Foundation Stage	Early Years Action (EYA)	Early Years Action Plus (EYA+)	Statutory Assessment
	Standardised scores of 84 or below, 14th percentile or below	Standardised scores of 78 or below, 7th percentile or below	Standardised scores of 67 or below, 1.5 percentile or below
Age 3:0 – 3:05	Delay requiring some additional focus of support to ensure adequate progress.	Delay of at least 12 months E.g. Best performance: - achieving most milestones in Teaching Talking Profile 18-24 months. Portage Profile if available	Not appropriate at this age.
Age 3:06 – 3:11	Delay requiring some additional focus of support to ensure adequate progress.	Delay of at least 14 months	Delay of at least 18 months
Age 4:0 – 4:05	Delay requiring some additional focus of support to ensure adequate progress.	Delay of at least 16 months	Delay of at least 21 months
Age 4:06 – 4:11	Delay requiring some additional focus of support to ensure adequate progress.	Delay of at least 18 months Foundation Stage Profile total score less than 52	Delay of at least 2 years Foundation Stage Profile total score below 28
Age 5:0 – 5:11	Delay requiring some additional focus of support to ensure adequate progress.	Delay of at least 21 months Foundation Stage Profile total score less than 58	Delay of at least 2 years 2 months Foundation Stage Profile total score below 35

Cognition and Learning: Pupil Characteristics – Attainment Criteria
Key Stages 1 and 2

	School Action (SA)	School Action Plus (SA+)	Statutory Assessment
All Other Ages & Key Stages –	Standardised scores of 84 or below. 14th percentile or below.	Standardised scores of 78 or below. 7th percentile or below.	Standardised scores of 67 or below. 1.5 percentile or below.
Key Stage 1 Age 6:2 Y1	Scores at/<P7 for all or specific elements on P scales for core skills	Scores at/<P6 following 2 reviewed IEPs at SA.	Scores at/<P5 following 2 reviewed IEPs at SA+.
Age 7:2 Y2	Scores at/< level 1C	Scores at/<P8 for all or specific elements on P scales for core skills following 2 reviewed IEPs at SA.	Scores at/< P6 for all or specific elements on P scales for core skills following 2 reviewed IEPs at SA+.
Key Stage 2 Age 8:2 Y3	Scores at/<Level 1A.	Scores at/< Level 1C and 1B following 2 IEPs at SA.	Scores at/< P8 following 2 reviewed IEPs at SA+.
Age 9:2 Y4	Scores at/< level2C	Working at/< Level 1A following 2 IEPs at SA.	Scores at/< Level 1C following 2 reviewed IEPs at SA+
Age 10:2 Y5	Working at/< level 2A/B	Working at/< Level 2C and 2B in NC core subjects following 2 reviewed IEPs at SA.	Scores at/< Level 1B in all NC core subjects following 2 reviewed IEPs at SA+.
Age 11:2 Y6	Working at/< level 3C	Working at Level 2 following 2 reviewed IEPs at SA.	Working at/< Level 1A following 2 reviewed IEPs at SA+.

Cognition and Learning: Pupil Characteristics – Attainment Criteria
Key Stages 3 and 4

	Action	Action Plus	Statutory Assessment
	Standardised scores of 84 or below, 14th percentile or below (General guidance only)	Standardised scores of 78 or below, 7th percentile or below following 2 reviewed IEP s at SA.	Standardised scores of 67 or below, 1.5 percentile or below following 2 reviewed IEPs at SA+
Key Stage 3 – National Curriculum Age 12:2 Y7	Working at Level 3	Working at/< Level 2A following 2 IEPs at SA.	Working < Level 2 following 2 reviewed IEPs at SA+.
Age 13:2 Y8	Working at Level 3	Working towards Level 3 following 2 IEPs at SA.	Working at Level 2C following 2 reviewed IEPs at SA+.
Age 14:2 Y9	Working at Level 3	Working towards Level 3 following 2 reviewed IEPs at SA.	Working at Level 2 following 2 reviewed IEPs at SA+.
Key Stage 4 – National Curriculum Age 15:2 Y10	Working towards level 4	Working towards Level 3 following 2 reviewed IEPs at SA.	Working at Level 2 following 2 reviewed IEPs at SA+.

Table 5: General Provision characteristics

	Curriculum Access			Arrangements	Support	
Action	**Curriculum and teaching** • Emphasis on differentiation for curriculum access and independent learning: • Access, response, appropriate pace, consolidation. • Cross curricular support of SMART targets from IEP's • Some specific reinforcement or skill-development activities as required.	**Grouping** • Grouping strategies used flexibly to promote independent learning and provide general support for self-esteem/confidence building. • Support during less structured times as needed. • Equal access to both curriculum and out-of-hours (e.g. homework clubs, lunchtime clubs) learning opportunities.	**Assessment planning Monitoring and review** • Termly or at least 6 monthly action plan and review recorded on the IEP. • SMART targets demonstrating a progression towards a minimum level of competency. • Planning involving the parent/carer, pupil, SENCO, class teacher or equivalent. • Outcome focussed review	**Human and other Resources** • Individual and small group in and out of whole class setting. • Grouping strategies used flexibly. • Routine curriculum resources including differentiated materials. • Class/subject teachers or SENCO or TA or other equivalent participate in monitoring and reviews. • Space for group work.	**Parents/carers and Pupil** • Specific additional support, perhaps as part of Homework Strategy and to support IEP's. • Parents & pupil invited to participate in IEP reviews. • Opportunities to learn how to help their child further. • Reports on IEP outcomes. • Contact book or diary.	**Training and Advice** • Staff courses. • Group and issue based work as appropriate.
Action Plus	• Increased differentiation of activities and materials, with key objectives targeted within an IEP. • Access to ICT and specialist equipment/materials • Inclusive process, with emphasis on small step approach. • Structured teaching. • Accelerated learning and thinking skills. • Embedded study and life skills teaching • A variety of practical materials and experiences to support learning	• Access to additional and different arrangements on a small group or individual basis. • Arrangements mainly within the classroom with limited periods of withdrawal • Specific techniques used such as buddy, reward and 'golden time' programmes. • Structured input to playground and free time.	• IEP frequency as above, includes advice/assessments made by external agencies. • Review of pupil's academic and emotional needs. • Monitoring and assessment through IEP review. • Input or attendance made by appropriate external agencies to reviews	• Daily, individually focused intervention and in class implementation across the curriculum. • Programmes delivered by or under the direction of appropriately qualified and experienced professionals. • Close supervision and monitoring by SENCO or equivalent. • School provides specific equipment, games, appropriate software and access to hardware. • Space for ICT, individual work and storage facilities for pupil's specific equipment.	• Parents/carers give informed consent for referrals to external agencies • Pupil participates in target setting and monitoring. • Parents/pupils participate in reviews	• Consultation with external agencies. • Individual referrals to external agencies.

Table 5: General Provision characteristics (cont.)

	Curriculum Access			Arrangements	Support	
Statutory Assesment	**Curriculum and teaching** • Increasingly individualised programme (although within the context of an inclusive curriculum) • All aspects of the curriculum are highly differentiated, with specific programmes to aid progress. • Supportive ICT (hardware and software) and systematic tuition is in use.	**Grouping** • Specific programmes, individual and group (e.g. Circle of Friends) provided to promote self-esteem, independence skills and social inclusion. • Explicit social skills curriculum.	**Assessment planning Monitoring and review** • Continuous monitoring and termly reviews of IEP's and pupil progress. • Planning for successful transition from one setting to another.	**Human and other Resources** • Pupil works predominately on an individualised approach to class work within the mainstream classroom/setting. • Suitably qualified /experienced teachers and directed TA's deliver aspects of the support programme.	**Parents/carers and Pupil** • Close participation in ongoing monitoring and review. • Opportunities to recognise and celebrate progress and success.	**Training and Advice** • Direct multi-agency involvement with substantial long-term support from visiting professionals.
Special School	• Special methods, materials and equipment used to enable curriculum access such as multi-sensory techniques, ICT, signing and use of symbols.	• Focus on skills for independent living. • Inclusive social (and academic) opportunities within the school and beyond as appropriate.	• Continuous assessment.	• Specialist communication aids. • Multi-sensory environment. • Soft play areas.	• As above	• Regular access to school medical and therapeutic services.

Behaviour, emotional and social development

Indicators

With effective early identification processes, children with significant and complex behavioural, emotional and social development difficulties will be identified early in their school careers. There will be clear evidence of emotional instability or disturbed behaviour that is significantly different from that of their peers (see Pupil Characteristics – Attainment Criteria). They may have difficulty acquiring and applying basic social skills and life skills, be hyperactive and have difficulty concentrating and applying their learning. They may appear withdrawn or isolated, be disruptive and disturbing and may also have low self-esteem. They may present a range of challenging needs arising from other complex special needs and may require some form of help or counselling. The impact of their behaviour may affect their academic achievement.

Progress and Level of Need

A variety of approaches should be employed to maximise the achievement of all children. These kinds of arrangements apply to all children and are not part of special educational provision. These include consistent application of usual classroom management strategies and school behaviour policy. There should not be an assumption that all children progress at the same rate. A judgement has to be made in each case as to what it is reasonable to expect a particular child to achieve.

It is important to recognise that the emotional and behavioural needs of children change over time and across different settings. Behaviour is dependent on the context in which it occurs and will change from one context to another. The differences in responses from situation to situation can usefully highlight the environmental factors that influence a child's behaviour and inform the development of strategies to manage it. Therefore there must be flexibility in the response and approach from schools and clear recognition that changing the context may be the most effective intervention to support the child.

All teachers may expect that there will be children in their class who test boundaries. It would be expected that these children are managed supported within the classroom. Temporary exclusion from the classroom would be a last resort when all other strategies have been tried.

Children may be escorted from the classroom but it is unacceptable and unlawful to use force to gain compliance. For safety reasons children should not be carried.

School Action

Children at School Action require support which is in addition to, or different from, that normally available in order to enable them to behave more appropriately or manage the emotional and social demands of the classroom or school environment. These support arrangements would be over and above the emotional and social support, which is in place as part of the provision for all children.

The triggers for intervention through School Action could be the teacher's or others concern, underpinned by evidence, about a child who despite receiving differentiated supportive opportunities fails to maintain adequate rates of progress.

Baselines
When a child is identified as needing support at School Action it is necessary to obtain a baseline assessment of those behaviours that are causing concern so that the impact of any intervention programme can be evaluated. Baselines should give a clear idea of the frequency and severity of any behaviours.

Such baseline assessments could include the use of: -
- Behaviour checklists such as the EBD Scale (QCA) or SNIP Behaviour profile. These checklists are useful to highlight the main areas of difficulty the child has as perceived by teachers working with the child. It must be remembered however that these are judgements and as such are subjective indicators.
- Observations – focused on identified target behaviours. These observations could combine with the judgements made using behaviour profiles to give a more objective measure of the frequency or intensity of behaviours highlighted.
- Assessments of pupil views including use of questionnaires such as B/G Self-Esteem questionnaire.
- ABC/C – Antecedents, Behaviour, Consequences, Communication frameworks can be useful in assessing the triggers for behaviour and the factors that maintain it.
- Proactive behaviour logs.

Example:
These support arrangements are a means of matching special educational provision to the child's needs, and are therefore part of the continuous and systematic cycle of planning, action and review within the school to enable all children to learn and progress.

Children whose assessments on the EBD Scale, SNIP Behaviour Profile and or P scales indicate moderate concern across one section - Conduct, Emotional, Learning, or part of specific section would merit consideration for intervention and support at School Action on the Code of Practice

The setting should decide on the action needed to help the child to progress in the light of their earlier assessment. There is sometimes an expectation that this help will take the form of the deployment of extra staff to enable one-to-one tuition or support to be given to the child. However, this may not be the most appropriate way of helping the child. The key lies in providing effective individualised arrangements for supporting the child through appropriate modeling, learning and teaching. A more appropriate approach therefore might be to provide an alternative setting or grouping; to introduce some group or individual support; to devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness;

or to undertake staff development and training to introduce more effective strategies. Speedy access to Local Authority support services for one-off or occasional advice on strategies or equipment or for staff training may make it possible to provide effective intervention without the need for regular or ongoing input from external agencies.

These interventions will not usually be steps on the way to statutory assessment.

School Action Plus

The child would merit consideration for intervention and support at School Action Plus if, after at least two reviews, the child is failing to achieve adequate rates of progress. The period of time covered by this review process would normally be approximately six months but if the child's behavioural difficulties escalate and do so quickly, it would be appropriate to fast track the move to School Action Plus by shortening the review cycle. Progress indicators would be measured against baseline information after targeted interventions, which have been appropriately monitored and evaluated. Additionally the level of concern is escalating compared with those baseline measures.

Use of withdrawal from class

At all stages of the Code of Practice the aim is to include all children in all normal classroom activities. Any time spent out of the class should be with a clear purpose in mind and be part of a planned programme of intervention. Withdrawal may be appropriate for specific individual or group teaching programmes. If the child is to leave the class as part of

the planned rewards or sanctions it should be clear to the child what the purpose of this withdrawal is. If a child leaves a class as a sanction but then gets a lot of positive attention they may find this rewarding. Be clear about the function of this withdrawal and consider how the child might perceive this. Any withdrawal as a sanction should be for a short specified time with clear planned reintroduction back into the classroom.

At times it may be necessary to develop a planned reintegration programme for children who are having difficulty managing the behavioural, emotional and social demands of school or classroom. The purpose of any reintegration programme is to return the child to full participation in the school/classroom with whatever level of support is necessary to achieve this. The progress of this should be planned and carefully monitoring ensuring the speediest return to class inclusion that the child's needs allows.

Statutory Assessment

Following at least two reviews, if the child continues to fail to achieve adequate rates of progress and revisiting of baselines suggest high levels of concern, the child could be considered for intervention and support at Statutory Assessment. (see provision and pupil characteristics)
The following sections identify what the Local Authority will consider when responding to a request for statutory assessment
Process Criteria:

Interventions and Evidence Base

The needs of most children with behaviour, emotional and social difficulties will be met within the school-based stages of the Code of Practice. These children are likely to need to work to a structured behaviour and learning programme in which targets are set at an appropriate level, presented in small steps and supported where appropriate by concrete and experiential modeling and learning opportunities. Many children with behavioural, emotional and social difficulties will be able to make the expected amount of progress if given the appropriate intervention; this intervention being over a medium to long-term period of time. The following interventions may be considered:

- Flexible teaching arrangements
- Help with development of social competence and emotional security
- Help with adjusting to school expectations and routines
- Help in acquiring the skills of positive interaction with peers and adults
- Specialized behavioural and cognitive approaches
- Re-channeling or re-focusing to diminish repetitive and self injurious behaviours
- Provision of class and school systems which control or censure negative or difficult behaviours and encourage positive behaviours
- Provision of a safe and supportive environment

Evidence for Statutory Assessment - attainment and other factors

The Local Authority will consider whether the child's needs meet the criteria on pupil characteristics in table following this section and that the school has made appropriate provision as outlines in process/provision criteria.

The Local Authority will always require clear recorded evidence of:

- The school (or settings) assessment of the child's needs, including the input of other professionals such as educational psychologists and specialist support teachers, and the action the school has taken to meet those needs.
- The child's academic attainment in all areas of learning and the nature of their emotional and behavioural difficulties.

Clear evidence will be required to show that the school has:

- Drawn up, implemented, monitored and regularly reviewed Individual Education Plans at each SEN stage over a period of at least six months. Targets should be appropriate to the behavioural, emotional and social needs of the pupil
- Sought and acted upon advice from appropriate external specialists (e.g. multi professional team members, Health, CAMHS, Connexions, etc.)
- Sought to develop a constructive relationship with the child's parent/carers, encouraging them to participate in their child's education, including visiting the school on a regular basis
- Sought the views of and involved the child and his/her

parent/carers at each stage. The parent/carer(s) should have had the full opportunity to be involved in supporting the school staff in the implementation and evaluation of any intervention programmes

- Informed all staff of the child's difficulties and a consistent approach to remedying these difficulties has been taken across the school/setting
- Carried out appropriate assessments to understand the nature of the difficulties of the child (e.g. SNIP Behaviour Profile, B/G self esteem - see Webside for suggested assessments). The school needs to consider whether there is significant discrepancy between the child's assessed behaviour and emotional state and the expectations of the child as assessed by teachers, parent/carers and others directly concerned. Where behaviour affects learning there needs to be significant discrepancy between the child's cognitive ability and the expectations of the child as assessed by teachers, parent/carers and others directly concerned. This needs to   be supported by the relevant standardised tests, National Curriculum assessments and teacher's records
- In an attempt to identify patterns or causes, recorded the frequency, intensity and duration of the child's behaviour through appropriate observations, behaviour logs and detailed records of
  - exclusions
  - evidence of obsessive eating habits,
  - self harm,

- substance or alcohol misuse,
- poor attendance,
- displays of unpredictable, bizarre, obsessive, violent or severely disruptive behaviour
- Taken action to meet the needs of the child by an appropriate and regularly monitored and reviewed IEP/IBP, Behaviour Support Plan, Pastoral Support Plan including resources such as anger management, social skills and self esteem groups (see Provision Characteristics)
- has followed, as appropriate in the individual case, the provisions of its policies on behaviour and on pastoral care and guidance
- has carefully informed all staff of the child's difficulties and a consistent approach to remedying these difficulties has been taken across the school
- has explored the possible benefits of, and where practicable secured access for the child to appropriate information technology as a means of motivating and stimulating the child, for example word processing facilities, painting programs and other software which encourages communication and self-expression, providing training in the use of that technology for the child, his or her parent/carers and staff, so that the child is able to use that technology across the curriculum in school, and wherever appropriate, at home
- has, where appropriate, notified and sought the involvement of education welfare and/or the social care
- has, with the parent/carers' consent, notified and sought the assistance of the school health service and/or the child's general

practitioner, as appropriate, in order to investigated any significant mental or physical health problems

When considering the evidence;

- The Local Authority will need to consider, on an individual basis, whether the necessary interventions can be provided through school-based support or whether the Local Authority needs to undertake a statutory assessment.
- Except in those rare circumstances where the child's needs have suddenly changed, there should be clear and specific recorded evidence of the child's academic attainment and the behavioural, emotional and social difficulties identified and the appropriately graduated interventions taken by the school/setting to help the child as detailed above.
- To be considered for statutory assessment, the Local Authority will expect there to be clear and significant evidence of at least three of the difficulties outlined in the section above. Evidence of difficulty in any one of the areas specified might not, of itself, necessarily constitute sufficient grounds for statutory assessment.
- Particular importance will be given to the extent to which the difficulties impede the children's access to the National Curriculum and/or that of other children.
- The view of an appropriate member of the Multi Professional Team (Educational Psychologist and/or Behaviour Support teacher) would be expected to form part of this evidence.

General points to be noted:

- Exclusion does not constitute an intervention
- It must be emphasised that exclusion from school does not of itself indicate that a child requires statutory assessment of special educational needs.
- Problem behaviour(s) should have continued through at least two terms during the support of the various agencies
- Consideration has been given to a move into another class, form or even a managed move to another school if this is feasible as in some circumstances this may reduce the difficulties.
- If a child commits a serious offence which endangers him/her or other pupils or teachers then this process may be accelerated.

Table 6: Behaviour Emotional and Social Development Needs – Pupil Characteristics

	School Action	School Action Plus	Statutory Assesment(Illustrative examples of optimal achievement
Attainment across the curriculum	See section on Cognition and Learning	See section on Cognition and Learning	See section on Cognition and Learning
Attainment less than expected from child's percieved ability	Underperformance of moderate concern.	Underperformance of significant concern.	Underperformance of serious concern.
Isolation and/or withdrawal	Silent or selectively speaking for 1 term; apart from other children; lacks confidence to attempt tasks; often destroys own work; seems depressed; often hides.	Silent or selectively speaking for over a term; avoids other children; very anxious; physical signs of stress; spends a significant time attempting to be concealed	Silent or selectively speaking for more than 2 terms; continuing isolation, avoidance strategies, and/or anxiety impairs curriculum access
Poor social interaction, communication, imagination interests	Some concern, taken into account in IEP planning and implementation; diagnostic work undertaken	Advice sought from external services, IEP focused on areas related to advice given, adaptations to curricular approaches	See section on Communication and interaction
Irregular attendance Eating disorder;	Less than 70% attendance, where EWS and school, in conjunction with Health and Social Services where appropriate, have concerns about emotional difficulties.	Advice sought by external agencies; absence from school because of extreme fearfulness or phobia, which has not responded to more than 2 terms of, focused intervention.	Absence from school because of extreme fearfulness or phobia which has not responded to more than 3 terms of focused intervention
Substance misuse	Not achieving to expectations in the context of poor/excessive appetite and/or concentration on work, and/or Health concerns.	Not achieving to expectations in the context of health investigation and treatment of illness related to appetite and weight; multidisciplinary approach to substance abuse, where poor behaviour and attainment are significant features.	Multidisciplinary work at SA+ identified extreme SEN, in addition to health and social needs.

Behaviour Emotional and Social Development Needs – Pupil characteristics

	School Action	School Action Plus	Statutory Assesment (Illustrative examples of optimal achievement
Behaviours of serious concern	Any of the following observed over more than 1 term, and not responding to pastoral and SEN approaches: obsessional behaviour; irrational anxieties; extreme mood swings; disruptive behaviour in class.	Concerns over mental and physical health referred to appropriate agencies, and severely impeding learning. Persistent disruptive behaviour occurs in a variety of contexts and impedes learning of the child and/or other pupils, despite SEN/IEP interventions.	Concerns over mental and physical health referred to appropriate agencies, and severely impeding learning. (see Section on Communication and Interaction). Persistent disruptive behaviour which occurs in a variety of context and impedes learning of the child and/or other pupils despite SA+ SEN/IEP interventions over at least 2 terms.
Bullying, abuse, difficulties at home	Bullying or signs of stress arising from social factors significantly affecting school performance and quality of life, despite referral to appropriate agencies.	Bullying or signs of stress arising from social factors significantly affecting school performance and quality of life, despite referral to appropriate agencies and IEPs over at least 2 terms.	Multidisciplinary review following a period of joint work over at least 6 months identifies statutory assessment of emotional and behavioural difficulties as a key component of the overall plan for the child.
Mental and physical health	Any sign that the child has problems of physical or mental health should be brought to the attention of the health services, following the procedures set down.	Any unpredictable change in a child's apparent physical or mental state, or sudden unpredictable and significant change in a child's behaviour should be brought to the attention of the relevant services, following the procedures set down.	Multidisciplinary assessment identifies a sudden or deteriorating mental or physical health condition, and that the child is likely to have SEN in terms of the Code of Practice.

Difficulties expected in three areas although not all needs may be os some level of concern. Evidence should show all needs have been addressed at the appropriate level.

Table 7: BESD Process/Provision Criteria
Note: Effective interventions should include actions in each of columns 1 - 4
Early Identification - Before School Action
Class teacher/ form tutor identifies a BESD concern for a child and takes action to resolve the difficulty.
Table A The table shows a model for good practice

Interventions to Support Curriculum Access				
Environmental Factors	Differentiation	Behaviour Management	Communication and support	Evidence
• Complete a learning environment checklist and make changes as needed • If the concern relates to unstructured times, consider how this environment can be adapted. • Review how additional adults are deployed to support behaviour	• Review differentiation of curriculum content and modify where needed. • Ensure curriculum delivery is differentiated for different learning styles / individual needs.	• Review and adapt classroom behaviour management strategies. • Ensure school behaviour policy is consistently implemented.	**Pupil** • Discuss the difficulty with child. **Parents/ Carers** • Discuss the difficulty with parent/carers **School** • Consult with colleagues in your department, key stage or pastoral team or the SENCO.	• Lesson plans • Usual teacher / school records for pupils **Examples**: Records of progress, academic / pastoral reports, incident records, additional known information, minutes of meetings, attendance records etc.

If these actions have not resolved the difficulty, evidence of actions and outcomes should be collated. The SENCO should be consulted about whether the child should be placed on the SEN Code of Practice at School Action.

School Action
The SENCO or identified member of staff should be consulted with evidence of the nature of the difficulty, actions already taken and outcomes.
Relevant staff must:
Provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum offer and strategies. (SEN Code of Practice 2001 paragraph 6:50)
Establish a pattern of SEN Plan, Do, Review cycles, which will further address the identified needs.
Table B

Environmental Factors	Differentiation	Behaviour Management	Communication and support	Evidence
• Revisit the learning environment checklist. • Look at environmental triggers that might escalate behaviour or emotional stress or anxiety. • Put in place individual adaptations of the classroom /school environment such as a work station, different seating arrangements, a quiet retreat area, alternative play time arrangements • All adults to be aware of the importance of appropriate language, tone of voice, body language	• Identify how School Action funding will be used to support interventions for the pupil. This could involve 1:1 interventions or group work and could involve staff training. • Investigate possible underlying learning / language/social communication difficulties and differentiate the curriculum appropriately for any identified needs. Consider the nature of the primary need and see relevant section of the criteria • Use good practice strategies related to specific conditions such as ADHD, Asperger's Syndrome etc	• Further adapt classroom behaviour management strategies. • Consider a more flexible interpretation of the behaviour policy as a response to individual needs. • Individualised rewards and consequences. • Establish baselines against which progress can be measured • Identify relevant SMART targets with the child and plan focussed intervention strategies • Set success criteria, decide how progress will be monitored and set a review date.	**Pupil** Ensure that the pupil is involved in decision making. **Parents / Carers** Ensure that parent/carers are consulted and their views are taken into account. **School** Ensure within school communication systems work effectively for the child. Ensure adults working with the child know the strategies that are successful External Agencies Liase with agencies already involved with the pupil to share relevant information	Collect evidence to document all actions to assist future decision making. Examples may include: IEPs and reviews; completed checklists; incident records; pro-active behaviour logs; observation records; behaviour frequency tally charts. Keep records of evidence of pupil/carer involvement Keep records of baselines and reviews Keep records of evidence supporting checklists and judgements

School Action Plus

At the end of each Plan, Do, Review cycle look for evidence of progress and consider whether needs are being met with current resources. A move to School Action Plus is considered when a review of strategies and resources introduced at School Action indicates that these have been insufficient to meet need. This will usually be after at least two Plan, Do, Review cycles at School Action. However, it may be necessary to make the cycles shorter where behavioural needs are escalating rapidly.

Table C - All actions from Tables A and B continue

Environmental Factors	Differentiation	Behaviour Management	Communication and support	Evidence
• Increased opportunity for access to individual or small group support within the classroom • Increased opportunity for brief periods of withdrawal with a clear purpose and as part of a structured, time bonded behaviour management programme. • Provide access to specialist equipment such as IT where there is an identified need. • Support for unstructured time as needed.	• Incorporate advice from external agencies to further differentiate the curriculum • Identify how School Action Plus funding will be used to support interventions for the pupil. • Consider an individualised timetable. At KS4 this could include extended work experience and college links as part of a full time programme. The school-based activities should be coherent and tailored to the needs of the child.	• Further adapt classroom behaviour management strategies and flexible interpretation of the behaviour policy in the light of advice from external agencies. • Revisit and monitor progress in relation to baseline indications • Modify targets and success criteria through the plan /do/ review process. • Pastoral Support Plans should be in place for pupils at risk of permanent exclusion • Risk Assessment in place and training completed if necessary	• Likely increase in use of school communication systems for sharing information. • Initiate or continue liaison with appropriate external agencies. • Consider involvement of these agencies in review process. • Contact with parent/carers likely to be more frequent. • All staff aware of process around Risk assessment and management for aggressive and violent behaviour	All evidence from previous stages updated as appropriate. In addition: Evidence of parent/carer al consent to MPT involvement and information sharing IEP to incorporate advice from external agencies. Evidence of parent/carer , pupil and staff involvement in documentation. Examples of further intervention may now include Behaviour plans, PSP's; **MAPA**® (Management of Actual or Potential Aggression) risk assessments;

Consideration for Statutory Assessment

Schools should seek additional advice from the MPT and / or other relevant agencies and incorporate the advice given into the planning process to address pupil needs.

Plan, Do, Review cycles continue, with the use of resources within the School Action Plus range to support the interventions. Review cycles should include a review of the resources allocated to the pupil. Possible outcomes at review are:

- Good progress made. Needs can now be met at School Action.
- Progress made. Initiate a new cycle with the same level or a reduced level of resources at School Action Plus.
- Limited progress made. Consider increasing the resources within the School Action Plus range.
- Little or no progress made over at least two cycles with resources at or above the maximum for School Action Plus. Use evidence collected over time to inform a decision about putting the pupil forward for Statutory Assessment.

Table 4: All actions from previous tables continue:

Environmental Factors	Differentiation	Behaviour Management	Communication and support	Evidence
• Factors as previous levels with increased support within classroom, or playground. • Further adaptations to learning or social environment to support classroom access and development of appropriate peer relationships.	• Aspects of the curriculum are highly differentiated. • Increased opportunities for teaching of specific skills of social using modelling and role-play.	• An individual planned programme using explicit rewards and sanctions, emphasising self-organisation, attention to tasks, negotiating help, accepting whole class conformity and the management of free time. • Regular reviews and monitoring by teacher and SENCO	On going good communication and support with parents/carers. Further training and/or advice to teaching and support staff	On going collection of information to support plan, do review process.

Sensory and/or physical needs

There is a wide spectrum of sensory, multi-sensory and physical difficulties. The sensory range extends from profound and permanent deafness or visual impairment through to lesser levels of loss, which may only be temporary. Physical impairments may arise from physical, neurological or metabolic causes that only require appropriate access to educational facilities and equipment; other may lead to more complex learning and social needs; a few children will have multi-sensory difficulties some with associated physical difficulties. For some children the inability to take part fully in school life causes significant emotional stress or physical fatigue. Many of these children and young people will require some of the following:

- Flexible teaching arrangements
- Appropriate seating, acoustic conditioning and lighting
- Adaptations to the physical environment of the school
- Adaptations to school policies and procedures
- Access to alternative or augmented forms of communication
- Provision of tactile and kinaesthetic materials
- Access to different amplification systems
- Access to low vision aids
- Access in all areas of the curriculum through specialist aids, equipment or furniture
- Regular and frequent access to specialist support.

Medical conditions

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

Medical conditions may have a significant impact on a child's experiences and the way they function in school. The impact may be direct in that the condition may affect cognitive or physical abilities, behaviour or emotional state. The impact may also be indirect perhaps disrupting access to education through unwanted effects of treatments or through the psychological effects that serious or chronic illness or disability can have on a child and their family. The effects of a medical condition may be intermittent and their impact on the child's function in school can vary at different stages of their school career. This may reflect changes in the school curriculum, changes in the individual child and changes in the peer group, for example, with the onset of puberty.

Consultation and open discussion between the child's parents/carers, the school, the school doctor or the child's general practitioner, the community paediatrician and any specialist services providing

treatment for the child will be essential to ensure that the child makes maximal progress.   Such collaboration should also ensure that the child is not unnecessarily excluded from any part of the curriculum or school activity because of anxiety about their care and treatment.

Schools should ensure that their own pastoral care arrangements allow children and young people to discuss any health related and other problems with a relevant health professional, educational psychologist, education welfare officer, counsellor or other professional. The school and family should liaise in providing maximum support for the child.

Table 8: Hearing Impairment – Provision

	Curriculum Access			Arrangements	Support	
Action	**Curriculum and teaching** • Differentiation: access, response, appropriate pace, consolidation • Cross-curricular support of SMART targets from IEPs if appropriate • Special arrangement for positioning for SATS	**Grouping** • Care exercised within school grouping and general support for self-esteem, confidence building and promoting independence • Support during unstructured times, where needed	**Assessment planning Monitoring and review** • Initial Assessment and report by ATOHI • Termly and at least 6 monthly action plan and review, recorded in the IEP if appropriate • SMART targets that demonstrate progression towards a minimum level of competence if required • Planning between the parent/carer s, SENCO and class teacher/s if required	**Human and other Resources** • Individual and small group teaching in/out of whole class setting if required • Grouping strategies used flexibly. • Care over acoustic environment • Appropriate position in class • Routine curriculum resources, including differentiated materials if appropriate • Form/subject teachers, SENCO, LSA all participate in planning • Space for group work	**Parents/carers and Pupil** • Specific, additional support, perhaps as part of Homework Strategy, and to support IEPs if required/ appropriate • Parents/carers invited to participate in IEP reviews, with opportunities to learn how to help their child further if appropriate • Reports on IEP outcomes. Contact book or diary if appropriate	**Training and Advice** • INSET • Group and issue based work as appropriate • Liaison with MPTs and other agencies as appropriate
Action Plus	• As above, but may need preparation of individual learning materials	• Grouping according to support, language, learning and age-appropriate social skills • Access to Deaf Awareness Curriculum as appropriate	• As above, plus long term assessments form ATOHI • Minimum of termly visits for ATOHI • Advice to inform IEP (Termly contact with ATOHI)	• Grouping according to learning ability and to support language leaning and age appropriate social skills • As above, advice and input from ATOHI. • INSET from ATOHI • Support with audiological equipment	• Specific, additional support, perhaps as part of Homework Strategy, and to support IEPs if required/appropriate • Parents/carers invited to participate in IEP reviews, with opportunities to learn how to help their child further if appropriate • Reports on IEP outcomes. Contact book or diary if appropriate	• As above • Individual referrals to other agencies. • Liaison with MPTS and other agencies as appropriate

Hearing Impairment – Provision

Curriculum Access				Arrangements	Support	
Statutory Assessment	Academic	Social	Assessment and Review	Human and other Resources	Parents/carers and Pupil	Training and Advice
	• Communication support as appropriate • Differentiation of materials and advice on differentiation/modification • Individual tuition – language development, listening skills, speech perception/production, literacy skills, curriculum support, pre and post teaching, life skills • Special arrangements for examination	• Group work such as Circle of Friends/Buddies/ Mentors provided to avoid isolation • Explicit social skills and Deaf Awareness Curriculum	• As at School Action Plus and annual reviews • Multi-disciplinary involvement where appropriate • Planning for transition from one environment/setting to another • Regular contact with ATOHI	• As above plus regular support from ATOHI and where appropriate specialist TA • Hours to be decided on individual basis • Individual tuition • Support in class • As above and maintenance and management of specialist equipment – FMs, post aurals, Cochlear Implant, Sound Field • Loan of equipment/materials where appropriate e.g. conference mic, personal Sound Field	• As above • Pupil voice to be included • Family support	• Teacher of the Hearing Impaired/ • Educational Audiologist • Liaison with MPTs and other Agencies

Table 9: Hearing Impairment – Pupil Characteristics

Area of Need Degree of Hearing Loss	Early Years/School Action	Early Years/School Action Plus	Statutory Assessment
	• Unilateral • Mild bilateral • Fluctuating conductive or long term	• Moderate unaided (41-70 decibels) • Moderate aided • Deteriorating conditions	• Severe HI – 71 decibels and above • Severe high frequency HI (at 1kHz to 4kHz at71 decibels and above) • Progressive degenerative hearing condition e.g.. widened vestibular aqueducts
Communication, Speech & Language	• Speech is readily understood. • Communication is spontaneous or at least age appropriate • May require opportunities to develop use and understanding of language. • (See section on speech and language)	• Understood in the educational setting by staff and peers • Communication is enhanced by structure and prompting • Has a delay in the use and understanding of language that might be found in 5% of children • (See section on speech and language)	• May use a range of approaches to communication including natural aural speech or sign • Will have a delay of up to 2 years in receptive and expressive language • (See section on speech and language)
Specialist environment, equipment and resources	• May use hearing aid/s • Seating arrangements to enhance access to good hearing opportunities • Is advantaged by good classroom management strategies	• Uses hearing aid/s • Is advantaged by a reduction in background noise and/or amplification for teaching input • Is advantaged by equipment such as radio aids, attention to acoustics of the learning environment	• Uses hearing aid/s or Cochlear Implant and Radio Aid • Requires an acoustically planned environment and or specialist communication aids
Specialist Teaching	• Teaching staff require periodic monitoring, support and advice regarding auditory functioning and effective delivery of the curriculum	• Requires guidance and support in learning to manage and maintain their personal hearing aids and radio aids. • Regular staff support • Specialist ATOHI support	• The pupil will require regular TA support and input from ATOHI to access the curriculum
Attainment in literacy of numeracy	• The hearing loss does not impede the learning process • See Cognition & Learning: Attainment Criteria	• Requires language enrichment to compensate for reduced linguistic experience due to language delay • See Cognition & Learning: Attainment Criteria	• Requires some modifications to curriculum delivery, teaching methods and materials • Requires language enrichment to compensate for reduced linguistic experience due to language delay • See Cognition & Learning: Attainment Criteria
Behaviour, Emotional, and Social Development	• See section on Behaviour, Emotional, and Social Development • Some concern re. social inclusion	• See section on Behaviour, Emotional, and Social Development • Concern re. social inclusion	• See section on Behaviour, Emotional, and Social Development • Specific attention to emotional support needed

Table 10: Visual Impairment – Provision Characteristics

	Curriculum Access			Arrangements	Support	
Action	**Academic** • Limited modifications to, and differentiation of, the curriculum to ensure access.	**Social** • Monitoring and awareness re potential inclusion difficulties	**Assessment and Review** • Initial assessment and report by ATVI in accordance with school assessment policy and Code of Practice. • Termly and at least 6 monthly action plan and review, recorded in the • IEP SMART targets that demonstrate the progression towards a minimum level of competency. Planning between the parents/carers, SENCO & class teacher/s	**Human and other Resources** • Individual and small group teaching in/out of whole class setting. • Grouping strategies used flexibly. • Grouping and general support to ensure access and to encourage independence. • Routine curriculum resources, including differentiated materials. • Advice on lighting etc. • Appropriate position in class. • Occasional monitoring of vision and curriculum access by ATVI	**Parents/carers and Pupil** • Specific, additional support, perhaps as part of Homework Strategy, and to support IEPs • Parents/carers invited to participate in IEP reviews. • Parental opportunities to learn how to help their child further. • Reports on IEP outcomes. • Contact book or diary. • Pupil to be part of target Setting	**Training and Advice** • INSET • Liaison with MPTs and other agencies as appropriate
Action Plus	• As above, but may need preparation of individual learning materials • Differentiation: access, response, appropriate pace, consolidation. • Cross-curricular support of SMART targets from IEPs	• Care exercised within school groupings, and general support for self-esteem and confidence building. • Support during unstructured times, where needed.	• As above, plus long term assessments from ATVI • Minimum of termly visits from ATVI • Advice to support IEPs	• Space for group work. • As above, plus involvement of ATVI • Form/subject teachers, SENCO, TAs, all participate in planning	• Specific, additional support, perhaps as part of Homework Strategy, and to support IEPs • Parents/carers invited to participate in IEP reviews. • Parental opportunities to learn how to help their child further. • Reports on IEP outcomes. • Contact book or diary. • Pupil to be part of target setting	• INSET • Group and issue based work with • ATVI, MPTs and other agencies as appropriate

Table 10: Visual Impairment – Provision Characteristics (cont)

	Curriculum Access			Arrangements	Support	
Statutory Assessment	**Academic** • Access support, as appropriate including ICT, speech systems, LVAs CCTVs, keyboard skills, laptops tactile and large print materials. • Differentiation/modification of materials, with advice. • Individual tuition to enable access as well as pre and post teaching curriculum support. • Multi-sensory services and vision enhancement. • Work to be made available in advance.	**Social** • Group work to facilitate social skills/social access • Explicit social skills and VI Awareness curriculum	**Assessment and Review** • As at School Action Plus. • Multi-disciplinary involvement (where appropriate). • Planning for transition from one environment to another	**Human and other Resources** • Regular and frequent support from ATV1 and other appropriate specialists • Support hours to be decided on individual basis. • Support in class • Environmental audit • Orientation and mobility advice • Appropriate storage and working space	**Parents/carers and Pupil** • As above. • Close participation in ongoing monitoring review and support. • Pupil Voice	**Training and Advice** • NSET • Group and issue based work with ATVI, MPTs and other agencies as appropriate

Table 11: Visual Impairment – Pupil Characteristics

Area of Need	Early Years/School Action	Early Years/School Action Plus	Statutory Assessment
Degree of Hearing Loss	• Slightly reduced visual acuities in 1 or both eyes which could affect learning	• Corrected distance vision 6/18 or worse in both eyes which does affect learning • Nystagmus or visual field defects which may affect learning	• Entitled to be registered blind or partially-sighted • Progressive eye condition • Functional vision worse than recorded acuities indicate • Nystagmus or visual field defects which significantly affect learning
Mobilty	• School based IEPs	• Advice from Mobility and/or ILS Officers	• Input from Mobility and/or ILS officers
Social emotional and behavioural development	• See section on emotional, behavioural and social difficulties • Some concern re social inclusion	• See section on emotional, behavioural and social difficulties • Specific attention to emotional support needed • See General Learning Difficulties	• See section on emotional, behavioural and social difficulties • Specific attention to emotional support needed
Levels of attainment	• See General Learning Difficulties	• IEPs need to focus on auditory attention.	• See General Learning Difficulties
Curriculum approaches	• IEPs need to focus on auditory attention • Advice on position in class	• Support for Speed of working. Adaptations in presentation • Advice on position in class	• IEP and further assessment over time focused on: auditory attention; work speed; curriculum presentation and receipt of information. • Requires modified materials e.g. large print, etc.
Specialist equipment and resources	• May require a writing/reading slope	• Equipment, such as writing/reading slope • Suitable writing materials and large print materials. • Low vision aids	• Equipment, such as word processors, visual aids and textual modifications. • Low vision aids, dark lined books.
Specialist teaching	• Support and advice re classroom management strategies	• Teaching staff require periodic support with monitoring, and advice regarding effective delivery of the curriculum.	• Requires guidance and support in learning to use and manage vision aids. • Regular staff support and/or - specialist teaching needed.
Adaptations to physical environment	• Suitable lighting	• Suitable lighting and seating for specific tasks required to access the whole curriculum	• Suitable desk and other work areas. • Support for movement about the setting. • Position in class

Table 12: Multi-sensory impairment Pupil Characteristics

Area of Need	Early Years/School Action	Early Years/School Action Plus	Statutory Assessment
Degree of msi	• Combination of mild hi & vi, fluctuating conductive hearing loss with slightly reduced visual acuities in one or both eyes which could affect learning. • Speech is readily understood	• Combination of moderate hi & partial vi, moderate vi & conductive hearing loss which affect learning e.g. nystagmus or visual field defects which may affect learning	• Mild/moderate hi & vi with additional needs • May have other multisensory needs/sensory integration difficulties • MSI which significantly affects learning
Communication	• Communication is spontaneous • May require opportunities to develop use and understanding of language	• Some delay in use and understanding of language and communication • SALT support • Materials may need to be presented in ways that take into consideration visual needs	• Major delay in communication and language development. Major modifications to access curriculum language. Requires support from Intervenor • Multidisciplinary approach to method of communication
Social and Emotional Development	• See section on emotional behavioural and social difficulties • Some concern re social inclusion	• See section on emotional behavioural and social difficulties • Specific attention to emotional support needed	• See section on emotional behavioural and social difficulties • As before
Mobility	• School based IEPs	• Advice from mobility and/or ILS Officers	• Input from mobility and/or ILS officers
Levels of Attainment	• See General Learning Difficulties Curriculum	• See General Learning Difficulties Curriculum	• See General Learning Difficulties Curriculum
Curriculum approaches	• Advice on position in class • And strategies employed by staff enable child to access curriculum	• As before and differentiation required to access the curriculum – IEP to have targets on use of senses, i.e. hearing and vision and other senses	• As before requires individual curriculum incorporating aspects of deafblind curriculum
Specialist environment	• Strategies adopted to enable access to environment such as suitable lighting, reducing background noise, positioning in class	• As before plus suitable lighting and seating for specific tasks	• As before including suitable desk and other work areas. Support for movement about the setting
Specialist equipment and resources	• May use hearing aids &/or glasses • May require a writing/reading slope	• Uses hearing aids/glasses and/or other amplification equipment such as radio aids, sound field system, low vision aids and textual modifications, enlarged materials etc.	• As before and word processors, visual aids and textual modifications, ICT support for visual and hearing needs
Specialist teaching	• Support and advice re classroom management	• Teaching staff require periodic support with monitoring, and advice regarding effective delivery of the curriculum • Multidisciplinary approach to meeting needs	• As before including support in managing the equipment and differentiation of the curriculum. May require an intervenor

Table 13: Multi-sensory impairment Provision Characteristics

	Curriculum Access			Arrangements	Support	
Action	**Academic** • Differentiation for access, response, appropriate pace, consolidation. • Cross-curricular support of SMART targets on IEP. Temporary modification for areas of the national curriculum	**Social** • Monitoring and awareness re potential inclusion difficulties	**Assessment and Review** • Initial assessment and report by ATOHI &/ ATOVI &ATOMSI. Termly and at least 6 monthly action plan and review recorded on the IEP • SMART targets that demonstrate progression towards a minimum level of competency • Planning between parent/carer s SENCO class teachers	**Human and other Resources** • Individual and small group teaching. In/out of whole group setting. Grouping strategies used flexibly. Minimal care of environment relating to the lighting, acoustics and physical layout. Routine curriculum resources including differentiated materials. • Form/subject teachers, SENCO and TA all participate. • Additional support if required.	**Parents/carers and Pupil** • Specific additional support, perhaps as part of homework strategy and support to IEPs. • Parents invited to participate in IEP reviews, with opportunities to learn how to help their child further. Reports on IEP outcomes. • Regular contact. • ATOHI, ATOVI, ATOMSI • SALT, Audiologist, TA support as required.	**Training and Advice** • INSET
Action plus	• As above plus preparation of individual learning materials.	• Care exercised within school grouping and general support for self-esteem and confidence building and promoting independence. Support during unstructured times where needed.	• As above and long term assessment from advisory teachers for VI, HI, MSI. • Advice to inform IEP • Attendance of external services at planning and review meetings	• Grouping according to learning ability and to support language learning and age appropriate social skills. As above specialist teacher must be involved. • Access to training for support staff from ATOHI/ATOVI/ATOMSI • Support with equipment i.e. amplification, large print etc	• As above	• Staff courses/INSET Group and issue based work with specialist teachers, EPs and other professionals involved in giving advice. • Other therapies maybe involved like physios, SALT, OT and ICT • Mobility • Multidisciplinary approach to whole process

Table 13: Multi-sensory impairment Provision CharacteristicsTable 14: Physical disability – Pupil Characteristics (cont.)

	Curriculum Access			Arrangements	Support	
Statutory Assessment	**Academic** • All aspects of the curriculum highly differentiated – • Supportive technology in use. • Individual focus on delivery of national curriculum. All NC differentiated • Systematic tuition necessary • Substantial in class support from Intervenor, ATOMSI/VI/HI • Modified methods of communication. Communication support as appropriate. • High level of differentiation to access the environment Pastoral support • Input from SENSE. • Support in exams	**Social** • Grouping according to support, language, learning and social needs • Adult support for planned social integration and independence programmes • Social skills curriculum programmes • Social curriculum including community activities. Other children aware of specific needs of child with msi. • Social contact and interaction require additional adult support – • Focus on skills for independent living	**Assessment and Review** • Statutory annual review • Annual monitoring of IEPs and reporting of pupil progress monitored by advisory teachers • Planning for transition • Multidisciplinary involvement for assessment, planning and review.	**Human and other Resources** • High level of specialist support from ATOVI, ATOHI and ATOMSI depending on individual need. • Support hours decided on an individual basis. • Loan of equipment where appropriate. Materials adapted. Specialist communication aids • Orientation and mobility advice and support • Intervenor support. Decisions about resources will be highly individualised. • Wider range of materials/equipment available on site e.g. multi-sensory environments, acoustically treated rooms • SENSE input. • Social and peer group support. • Braille, specialist ICT, touch typing, • Specialist orientation and mobility training • Intervenor Support	**Parents/carers and Pupil** • As above and Deafblind role model if required	**Training and Advice** • As above

Table 14: Physical disabilities – Pupil Characteristics

Area of Need	Early Years/School Action	Early Years/School Action Plus	Statutory Assessment
Degree of Disability	• Lower levels of difficulty. • Able to participate in setting/classroom activities but some minor difficulties undertaking certain tasks. • Minor modifications required to access the curriculum and setting/class / school environment	• Increasing levels of difficulty. • Able to participate in setting/classroom activities but difficulties undertaking certain tasks impacts significantly on pace of work in comparison to peers. • Minor adaptations required to access the curriculum and setting/ class / school environment. The child may require support for gross / fine motor and / or self-help needs	• Higher levels of difficulty indicated by the need for specialist materials, aids, equipment, adaptations to the environment in order to make progress within the curriculum. • The child requires support for mobility and / or personal / self-help needs.
Therapy	• Assessment / programme from therapist.	• Therapy programme implemented and monitored in setting/school in consultation with appropriate therapists	• Daily supported therapy programme required in setting/school with on-going intervention from therapist.
Social , emotional and behavioural development	• Some concern about social • inclusion • Social skills training required • Physical difficulties impact on self-esteem & confidence	• Specific attention to emotional support needed • Physical difficulties impact on self-esteem & confidence. Concerns regarding social inclusion	• Impaired social communication skills, requiring intensive programmes of social communication training • Supported programmes required for emotional, social and behavioural needs
Levels of attainment	• See General Learning Difficulties	• See General Learning Difficulties	• See General Learning Difficulties
Curriculum approaches Specialist	• IEPs focus on motor control, e.g. adaptations in presentation	• IEP and further assessments over time focused on: motor control, specific learning areas, curriculum presentation	• IEPs focused on physical needs, specific learning areas, curriculum presentation. Special arrangements and teaching methods needed to accommodate physical disabilities and curriculum access
Equipment & Resources	• Classroom equipment needed to support curriculum access, e.g. scissors, pencil grips, sloping boards etc.	• Specialist equipment needed on a daily basis, e.g. mobility aids, use of school ICT and access to specialist software etc	• Significant adaptations to materials needing extra daily provision and training
Specialist Teaching	• Support and advice required for setting/classroom management strategies	• Teaching support required with monitoring and advice regarding effective delivery of the curriculum	• Staff require guidance & support in making special arrangements and adaptations to the curriculum and environment
Adapt ations to the physical environ-ment	• Arrangements made within setting/school environment to meet child's physical needs	• Minor adaptations may be required, e.g. handrails in toilets, a ramp	• Planned environment for learning, including adaptations to building to facilitate mobility and/or personal needs

Table 15: Physical disabilities – Provision

	Curriculum Access			Arrangements	Support	
Action	**Academic** • Differentiation: access, response, appropriate pace, consolidation • Differentiation to Foundation Stage/National Curriculum for activities with a physical basis and for associated learning difficulties	**Social** • Groupings and general support for self-esteem and confidence building. • Support during unstructured times, where needed	**Assessment and Review** • Continuous monitoring & termly reviews • Planning between the parent/carer SENCO and class / subject teacher(s). • Plans reflect available advice from therapist and/or outside specialists	**Human and other Resources** • Individual and small group teaching in/out of whole class setting, as required • Grouping strategies used flexibly. • Curriculum resources differentiated, • May need access to small items of specialist equipment e.g. scissors, sloping boards, pencil grips	**Parents/carers and Pupil** • Parent/carer invited to participate in target setting & review • Child participates in target setting and monitoring. • Opportunities to recognise and celebrate progress and success	**Training and Advice** • Advice and training to staff on meeting child's physical needs • Liaison with MPTs and other agencies, as appropriate
Action Plus	• Differentiation, with key objectives targeted within an IEP. • Involvement of outside agencies with advice reflected in IEPs • Support and appropriate differentiation in subjects requiring physical co-ordination or strength, i.e. PE	• Specific techniques used, such as buddy systems and circle of friends • Structured input at social times	• IEP includes advice and/or targets from other agencies. • Review of child's emotional needs • Monitoring & assessment through IEP Review • Assessment of cognitive abilities and attainments, where appropriate	• Individual intervention in-class. • Small group teaching in/out of whole class setting. • Programmes to support physical needs under the direction of appropriately qualified & experienced professionals • Support provided by teachers & TAs • Monitoring by SENCo or equivalent • School provides specific equipment, including appropriate software and access to hardware • Buildings may need minor adaptations, e.g. ramps, handrails in toilets. • Some equipment to support access e.g. hardware & software	• Parent/carer invited to participate in target setting & review • Child participates in target setting and monitoring • Opportunities to recognise and celebrate progress and success	• Support staff trained in managing individual childs' physical needs including moving and therapeutic handling • Liaison with MPTs and other agencies, as appropriate

Table 15: Physical disabilities – Provision (cont.)

	Curriculum Access			Arrangements	Support	
Statutory Assessment	**Academic** •All aspects of the curriculum are differentiated. •Supportive technology (hardware & software) and systematic tuition taking place. •Individual focus for delivery of Foundation Stage/National Curriculum	**Social** •Adult support for social integration and independence programmes. •Programmes implemented to support social skills developmen	**Assessment and Review** •Continuous monitoring of IEPs and termly review. •Planning for transition from one setting to another. •Multi-disciplinary involvement for assessment, planning and review	**Human and other Resources** •Child works on an increasingly individualised approach to class work within the curriculum. •Additional hours of weekly support to provide opportunities for regular individual and/or small group teaching. •Additional personnel to facilitate therapeutic programmes, physical management and organisation of environment •Involvement of therapists in accordance with individual need. •Planned environment for learning, including minor adaptations to building to facilitate mobility and/or personal needs. •More specialist equipment to support access	**Parents/carers and Pupil** •Parent/carer invited to participate in target setting & review •Child participates in target setting and monitoring. •Opportunities to recognise and celebrate progress and success.	**Training and Advice** •Staff receive regular and frequent advice and training from outside agencies in managing the child's individual needs •Liaison with MPTs and other agencies, as appropriate

Ceasing to maintain a statement

The purpose of this section of the document is to provide guidance on ceasing to maintain statements of special educational needs with the aim of providing consistency in the decision making around the ceasing of a statement.

Developing and maintaining good practice in ceasing Statements is linked to:
- transparent processes which have been made known to all parties
- good quality support and advice to schools
- positive communication with parents/carers

Code of Practice
The advice given in the Code of Practice is as follows:

There should be no assumption that, once the Local Authority has made a statement, they should maintain that statement until they are no longer responsible for the young person. Statements should be maintained only when necessary. But a decision to cease to maintain a statement should only be made after careful consideration by the Local Authority of all the circumstances and after close consultation with parents/carers

A Statement will remain in force until and unless the Local Authority ceases to maintain it. A statement also ceases when a young person moves into further or higher education. Therefore, if the young person,

the parents/carers, the Local Authority and the further education institution are all in agreement about the young person's transfer, there is no need to formally cease the statement since the young person would cease to be a pupil for whom the Local Authority is responsible after leaving school.

A young person may leave school at age 16 plus to seek employment or training, again there is no need to formally cease to maintain the statement since the young person would cease to be a pupil for whom the Local Authority is responsible once they leave school. By contrast, where there is agreement all-round that the pupil should stay at school post-26 and the Local Authority has appropriate school provision, the Local Authority should normally continue to maintain the statement.

The Local Authority may consider it unnecessary to maintain a statement if:

i. the objectives of the statement have been met;
ii. the child's needs can be met in future within the resources of a mainstream school;
iii. the child's special needs no longer significantly impede access to the National curriculum;
iv. the child no longer requires daily adult supervision or substantial adaptation of teaching materials to access the curriculum fully;
v. the child can cope with everyday social interaction at school;
vi. the child has no significant self-help difficulties that require more provision than is normally available within the school

Once a Local Authority makes a decision not to maintain a statement the Local Authority must write to the child's parents/carers to give notice of their decision, and explain the parent/carer's right of appeal to the SEN Tribunal and the time limits for lodging the appeal. The Local Authority should always explain the reasons for their decision and also ensure that parents/carers have copies of any evidence that led to that decision. It is good practice to offer a meeting to explain the rationale for their decision and to discuss the provision the child will receive once the statement has ceased. Such a meeting should be held before the statement and its provisions actually cease. Provision should be maintained if parents/carers lodge an appeal to the SEN Tribunal until after the Tribunal makes a decision.

Every case for ceasing to maintain a statement must be judged on an individual basis. There will be the occasional child for whom it may be appropriate to continue to maintain a statement for a limited period even when the criteria for ceasing it have been met.

General principles governing guidance criteria

As funding is increased to schools for children at SA+ a greater range of needs will be able to be met within the resources of a mainstream school. The difference between the funding available to the school and that given additionally through a statement will be smaller. Therefore the Local Authority will take this into account when assessing whether the child's needs can be met within the resources of a mainstream school.

The guidelines regarding levels of need that could, in future, be met within school resources are as follows:

- the child's attainments are above the 2nd percentile;
- the level of special provision require to meet any of the child's remaining special educational needs would be within the resources normally available to schools;
- the child would normally be placed at School Action plus following the ceasing of a statement.

Process of ceasing a statement

In the future schools will be expected to provide for the first 10 points of a child's statement through the increase in the money given to them for children at School Action Plus (SA+). Any further funding

required to meet the needs of a child as outlined in their statement will be funded by the Local Authority. This will mean that where a child is approaching the criteria to cease to maintain their statement they may already be being funded only by the school or with only a low amount of additional funding from the Local Authority. While the child continues to have a statement the expectation will be that the school continue to provide for the child that level of support identified through the statement. It will therefore be important for the school to consider whether the child does indeed continue to need the support identified through the statement or whether they can be provided for at SA+. In this case, ceasing the statement will allow the school to use their SA+ funding more flexibly to meet the needs of the whole group of pupils at SA+.

Where the school identifies a child who appears to meet the ceasing criteria it will be important to bring these children to the attention of the Multi Professional Team (MPT) at a school planning meeting. The members of the MPT will also be alert to those children that they feel might be meeting ceasing criteria and may ask about these pupils. This will allow an appropriate identified MPT member to ensure they attend the child's next Annual Review. The parents/carers will need to be prepared for the possibility that their child may be considered to no longer require their statement to be maintained. They may need reassurance and information about the level of support that the school will continue to provide for their child's needs at SA+ and that this level of support is appropriate given the good progress made by their child.

At the next Annual Review there should be the opportunity to discuss the child's progress and continuing needs and to decide whether or not these needs could be met at SA+. If it is decided that the child no longer needs the level of support offered through the statement and all agree that it is appropriate the statement could be ceased then this may be done following this annual review.

Where there are parental concerns regarding the Local Authority's intention to cease a statement the Local Authority should consider some or all of the following before the statement is ceased:
- obtaining updated advice from appropriate professionals
- gradual withdrawal of support in an agreed timescale
- providing a monitoring statement for a further year with a view to ceasing it the following   year if progress is maintained.

Careful consideration should be given to ceasing a statement when a child is due to make a phase transfer and would not be usual at this time.

When the statement is ceased by mutual consent of the parent/carer and Local Authority, the event should be celebrated in some way with the pupil/student and their parents/carers.

Ceasing criteria

Cognition and learning
Pupils with more general learning difficulties (MLD) would be expected to have low attainments in all National Curriculum subjects.

Pupils with specific learning difficulties (SpLD) will be assessed as having significant weakness in particular attainments but have strengths in others
An important consideration given alongside the levels of need in the following guidance will be to consider the impact of the child's areas of weakness on their access to the curriculum. Some more specific difficulties may persist at a level below that indicated below but have less impact on access to the curriculum or could be provided for with the level of resources available to the school. E.g. a child whose difficulties are very specific to their spelling skills may, with suitable differentiation and teaching programmes be able to be provided for within the schools resources.

Speech, language and communication difficulties
When assessing the level of need it is important to take account the relative severity of the speech, language or communication difficulty in relation to other abilities/skills of the pupil.

Age Group	NC levels - guidance	Standardised test scores
Year R Age 5	Foundation Stage Profile Score 41 or above	Standardised scores of 70 or above Above 2nd percentile
Year 1	P Scales P6 and above	
Year 2	P Scales P7 and above	
Year 3	P Scales Level 1C and above	
Year 4	Level 1B and above	
Year 5	Level 1A and above	
Year 6	Level 2C and above	
Year 7	Level 2C or above	
Year 8	Level 2B or above	
Year 9	Level 2B or above	
Year 10	Level 2A or above	

Assessments
The most relevant assessment criteria is the National Curriculum 'Speaking and Listening' section; where appropriate the P scales Speaking and Listening/ Listening and Comprehension sections. The pupil's attainments within this should correlate directly with the learning difficulty matrix above.

Other assessments should indicate a level of functioning at or above the 2nd percentile or a standardised score of 70 or above.

Again an important consideration will be the impact of their speech and language need on their ability to access the National Curriculum. Where the attainments of the pupils are seen to be significantly above the ceasing criteria in the matrix above it will be necessary to consider what the barriers to the child's learning are and how they have been reduced to enable them to attain at a this level. If the child is only achieving those levels by the significant support and mediation of a teaching assistant for example it may still be appropriate to maintain the statement. It would be important to consider in this case how the child can be supported to develop the appropriate strategies to gain more independent access to the curriculum.

When considering the child with social communication difficulties or difficulties on the autistic spectrum consideration will need to be given to the levels of support they require in order for them to be able to function effectively in the school/classroom environment. Refer to the criteria for Statutory Assessment in the main section of this document.

Behaviour, emotional and social development
Where the child has a statement for behaviour, emotional and social needs consideration will need to be given regarding the progress made against objectives in the statement and from monitoring and reviewing needs in relation to baselines. A child would be considered to be making progress where the frequency and severity of the behaviours of concern have reduced significantly. It would also be expected that the child's academic attainments would show progress in line with their expected rate of progress. Consideration would then need to be given to the levels of support required to maintain that level of progress. If this is considered to be within the range of provision that could be expected to be made from within the schools own resources it would then be appropriate to consider whether the statement could be ceased.

Physical and sensory difficulties
At all times the level of need is determined by the impact the child's physical/sensory difficulties have on their ability to learn or access the National Curriculum.

Significant parts of the curriculum have to be adapted/supported i.e. the pupil is unable to participate in identified, routine classroom activities without a high level of adaptation/support. These arrangements should be close to that identified for Statutory Assessment in the main part of the criteria document. If the child no longer needs this level of support/adaptation it would be appropriate to consider whether the statement could be ceased.

Surrey County Council
County Hall
Kingston upon Thames
Surrey KT1 2DN