

**Supporting children and young people who have special education needs and/or disabilities and vulnerable groups:**

Resources to support children and young people who require additional support

**2026 – 2028**

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**Acknowledgements**

To be inserted in the final version

## Executive summary

The Lancashire SEND Banding Framework sets out a clear and equitable approach to supporting children and young people with Special Educational Needs and Disabilities (SEND). Developed by a multi-agency working group, the framework aims to ensure that resources are allocated fairly and consistently, while promoting inclusive education and high-quality teaching for all learners. Its purpose is to provide clarity for schools, local authorities, professionals, and families, ensuring that every child and young person receives the right level of support at the right time.

The framework is built around three levels of provision:

1. **The Universal Offer** focuses on high-quality teaching that is adapted for all learners, including those with SEND, and promotes inclusive classroom strategies.
2. **The Targeted Offer** provides additional or different support funded through schools' notional SEN budgets, typically up to £6,000 per pupil, and includes short-term interventions and small-group work.
3. **The Specialist Offer** is designed for learners with highly individualised needs, usually identified through an Education, Health and Care Plan (EHCP), and funded through Element 3 of the High Needs Block.

Funding is structured across three elements: Element 1 provides core funding for all pupils, Element 2 covers notional SEN funding for targeted support, and Element 3 offers top-up funding for learners with EHCPs guided by the banding descriptors and targeted to deliver section F of the EHCP. This system ensures that resources are proportionate to the complexity and intensity of need.

Accountability is reinforced through Ofsted's new inspection framework, which introduces a five-tier grading system and a dedicated focus on inclusion. Schools will not be able to achieve a strong overall rating if their SEND provision is inadequate. Inspections will assess SEND provision across curriculum design, teaching quality, leadership, and safeguarding.

The framework draws on evidence-based practice, including recommendations from the Education Endowment Foundation (EEF). These emphasise creating inclusive environments, building a holistic understanding of pupil needs through the Assess, Plan, Do, Review cycle, ensuring access to high-quality teaching, and using structured interventions alongside effective deployment of teaching assistants.

To support implementation, the document provides detailed support matrices for early years practitioners, teachers, and support staff, as well as guidance on adaptive teaching strategies, curriculum modifications, and assistive technologies. Exemplification examples are included to illustrate how EHCP outcomes and provision can be delivered effectively.

Overall, the Lancashire SEND Banding Framework is designed to ensure that children and young people with SEND can thrive academically and socially by accessing the right support in a timely and consistent manner.



## Introduction and overview

This document has been developed by the Lancashire Banding Working Party, a multi-agency group including school leaders (primary, mainstream and special), LCC personnel and health professionals.

The purpose of the group was to reflect on strengths and weaknesses of the previous banding documentation, identify areas for potential improvement and reach a consensus on what was required to improve the system.

Lancashire Banding Working Party Objectives; to produce reframed banding system that:

- Works for everyone.
- Is financially viable.
- Is fair and justifiable.
- Is based on best practice.
- Is understandable and relevant.

The purpose of the revised SEND banding system is to provide a shared understanding for schools, the local authority, other education related professionals, parents/carers, and services such as health and social care.

The Lancashire SEND Banding document is designed to:

- Promote inclusive education.
- Secure high-quality teaching for all.
- Provide guidance on provision and practice recommended to meet the four broad areas of need.
- Ensure that children and young people with SEND can access the right level of support to meet their needs.

### **When a child or young person has special educational needs**

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

- (1) A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
  - (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
  - (b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- (2) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).

[Children & Families Act, 2014](#)



## Levels of provision

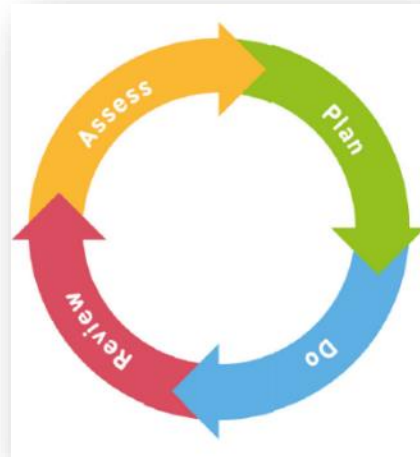
Best practice identifies three levels of SEND provision that can be provided in schools, colleges and other educational settings: **Universal**, **Targeted** and **Specialist**<sup>1</sup>.

Movement between levels is secured through the graduated response/approach (Assess, Plan, Do, Review).

This is a model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs.

The graduated approach recognises that there is a continuum of needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

Where a child or young person in alternative provision has SEN that are not specified in an EHCP then the alternative provider should also employ a graduated response to these needs.



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<sup>1</sup> Source: NASBTT and NASEN (2025) Classroom Strategies. [PDF] Available at: <https://nasen.org.uk/resources>

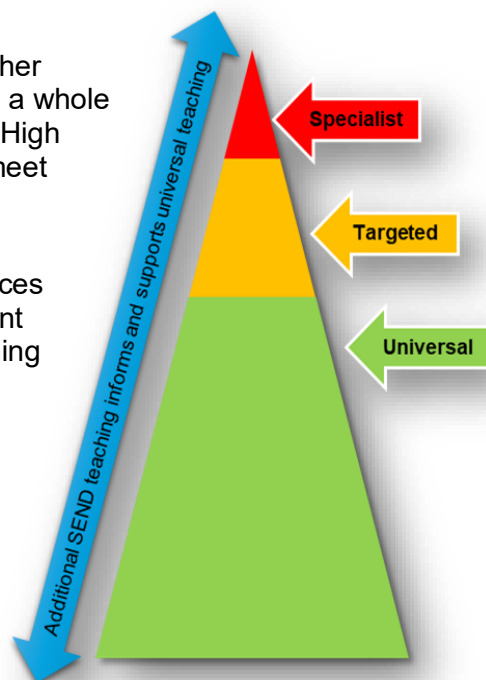


## Universal

Universal provision forms the foundation for all other provision or support. Universal provision includes a whole school ethos, culture and values underpinned by High Quality Teaching that is adapted and tailored to meet the individual needs of most children and young people, including those with and without SEND.

High Quality Teaching includes strategies, resources and adaptations to the curriculum and environment that teaching staff use to remove barriers to learning for children and young people.

Universal provision is based on inclusive approaches to teaching and learning which benefit all learners but are essential for those with SEND. Reasonable adjustments for individual needs are made to ensure schools and settings are adapted for learner needs.



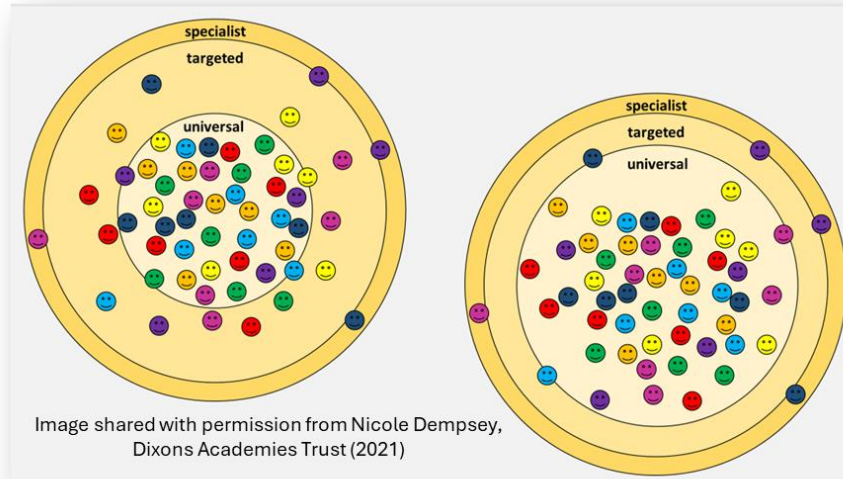
*'The leaders of early years settings, schools and colleges should establish and maintain a culture of high expectations that expects those working with children and young people with SEN or disabilities to include them in all the opportunities available to other children and young people so they can achieve well'.*

SEND Code of Practice, 2015 para. 1.31.



## Targeted

Targeted provision is educational provision that is '**additional to**' and '**different from**' the setting's universal provision. This is funded through school's notional budgets (see appendix I for more detail about funding).



Learners who require targeted provision will require a level of additional or different SEN support at times throughout the day.

These learners are likely to be accessing most of their learning in the classroom with their peers, with some access to additional support.

They will access most of their interventions inside the classroom on a group and/or 1:1 basis. Any out of class interventions should be carefully timetabled to avoid curriculum narrowing and should be short and sharp.

Pre and post teaching should be used to quickly re-engage learners into whole class learning. Some learners may also require indirect support in unstructured times, over and above that of their peers.

*'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable'*

SEND Code of Practice, 2015 para. 6.15



## Specialist

Specialist provision is educational provision that is designed specifically to meet highly personalised need, typically this is provision that will be identified through section F of an Education, Health and Care Plan (EHCP).

*‘The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges ... Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.’*

*SEND Code of Practice, 2015 para. 9.1.*

*An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school, college or other provider can meet the child or young person’s needs without an EHC plan.’*

*SEND Code of Practice, 2015 para. 9.6.*



## Broad areas of need

The SEND Code of Practice groups needs into four broad areas to support schools to plan the provision that they offer<sup>2</sup>:

### 1. **Cognition & Learning:**

May include mild learning difficulties (MLD), severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD) where children may require varying support to access their learning as well as specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia.

### 2. **Communication & Interaction:**

May include difficulties speaking, understanding or communicating as well as autism.

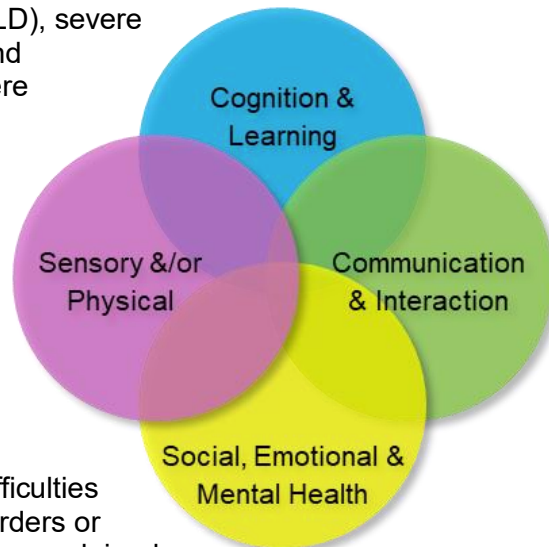
### 3. **Social, Emotional, & Mental Health:**

May include a range of mental health difficulties such as anxiety, depression, eating disorders or physical symptoms which are medically unexplained.

This could include behaviour you may find challenging, as well as conditions such as attention deficit hyperactive disorder or attachment disorder.

### 4. **Sensory &/or Physical:**

May include a physical disability (PD) which hinders their ability to access standard provision, this may also include visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI)



Considering primary needs is a useful first step, but a more detailed understanding of an individual learner is required. Teachers should understand the individual characteristics of learners' needs, and how these relate to their classroom environment, the content that they are teaching and the pedagogy they are adopting.

It is important to remember that whilst these are some of the identified needs within the four broad areas of need, they are not the only needs or the only areas of support a child may need.

<sup>2</sup> Source: Department for Education (2024) The four broad areas of need. [online] Available at: <https://help-for-early-years-providers.education.gov.uk/support-for-practitioners/send-assessment/four-broad-areas>.



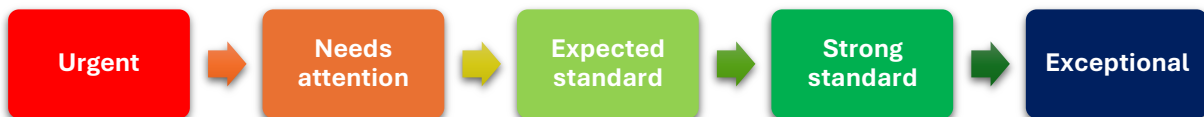
## The Ofsted framework and SEND

Ofsted have introduced a new inspection framework<sup>3</sup>, which will be used from November 2025 for early years, state-funded schools and FE and skills inspections and from January 2026 for ITE and non-association independent school inspections.

### Key changes

#### Five-step grading system

The outdated single-word judgments (Outstanding, Good, Requires Improvement, Inadequate) are being replaced with a five-tier system that offers a more nuanced evaluation. The shift is intended to acknowledge the complexity of school effectiveness and prevent schools from hiding behind a broad 'Good rating while failing in specific areas like SEND provision.



#### Assessment categories

The inspection will now look at the following assessment categories, which will be used to evaluate schools' effectiveness:

- Safeguarding
- Inclusion
- Curriculum and teaching
- Achievement
- Attendance and behaviour
- Personal development and well-being
- Early years in schools (where applicable)
- Sixth form in schools (where applicable)
- Leadership and governance

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<sup>3</sup> <https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework-for-use-from-november-2025#the-evaluation-areas-graded-on-inspection>



## **Inclusion in focus**

For the first time, inclusion is recognised as a standalone category and considers how leaders and staff identify and support:

- Socio-economically disadvantaged children and young people (those eligible for the pupil premium).
- Children and young people with SEND; this means those receiving special educational needs (SEN) support, and those with an EHCP.
- Children and young people who are known (or previously known) to children's social care, such as children in need and looked-after children.
- Pupils who may face other barriers to their learning and/or well-being, which may include pupils who share a protected characteristic.

## **Elevating SEND in school inspections**

Schools can no longer achieve a strong overall rating if their SEND provision is inadequate. Ofsted will explicitly assess how well schools adapt their curriculum, train staff, and provide proper interventions for SEND students across all aspects of school life.

## **RISE Teams**

The introduction of Regional Improvement for Standards and Excellence (RISE) Teams stands for a major shift toward a support-focused approach. These teams will:

- Offer tailored guidance to struggling schools.
- Support the implementation of effective SEND strategies.
- Work collaboratively with SENCOs and leadership teams to drive improvement.



## Evidence-based practice: SEND in mainstream schools

The Education Endowment Foundation (EEF) have shown five key recommendations for supporting learners with SEND in mainstream schools<sup>4</sup>.

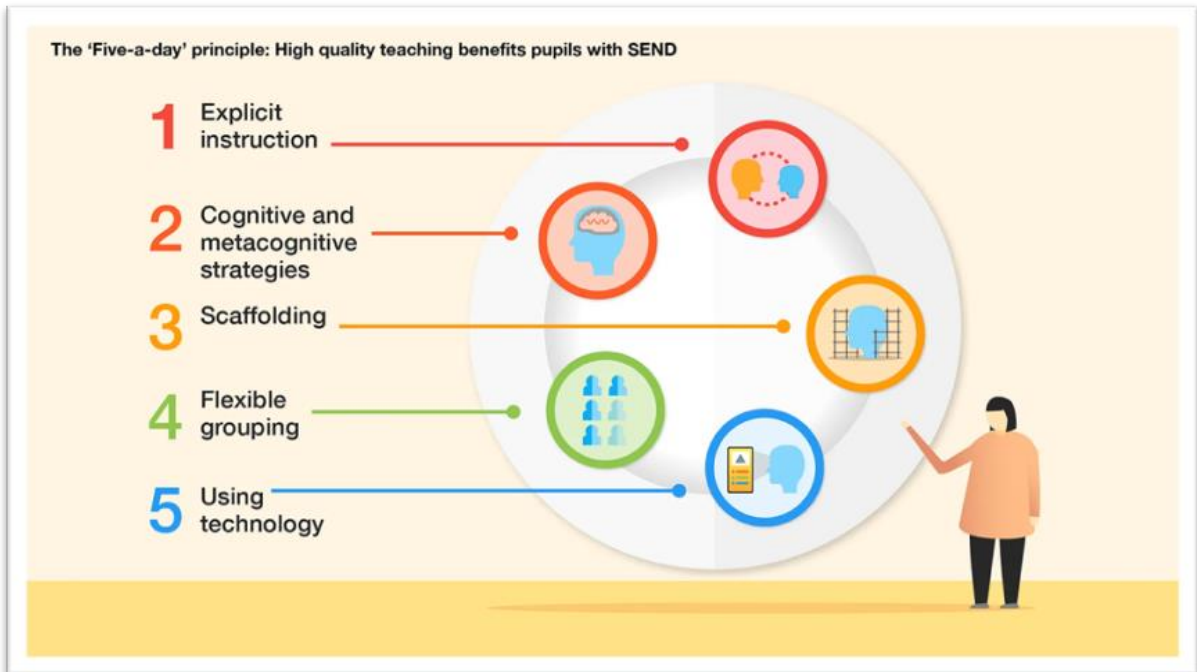
<p><b>1</b> Create a positive and supportive environment for all pupils, without exception</p>	<ul style="list-style-type: none"> <li>• An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should: <ul style="list-style-type: none"> <li>○ Promote positive relationships, active engagement, and wellbeing for all pupils.</li> <li>○ Ensure all pupils can access the best possible teaching; and adopt a positive and proactive approach to behaviour, as described in EEF's <i>Improving Behaviour in Schools</i>' guidance report.</li> </ul> </li> </ul>
<p><b>2</b> Build an ongoing, holistic understanding of your pupils and their needs</p>	<ul style="list-style-type: none"> <li>• Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.</li> <li>• Assessment should be regular and purposeful rather than a one-off event and should seek input from parents and carers as well as the pupil themselves and specialist professionals.</li> <li>• Teachers need to feel empowered and trusted to use the information they collect to decide about the next steps for teaching that child.</li> </ul>
<p><b>3</b> Ensure all pupils have access to high quality teaching</p>	<ul style="list-style-type: none"> <li>• Primarily, good teaching for pupils with SEND is good teaching for all.</li> <li>• Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already have.</li> <li>• The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils. <ul style="list-style-type: none"> <li>○ Flexible grouping.</li> <li>○ Cognitive and metacognitive strategies.</li> <li>○ Explicit instruction.</li> <li>○ Using technology to support pupils with send; and</li> <li>○ Scaffolding.</li> </ul> </li> </ul>
<p><b>4</b> Complement high quality teaching with carefully selected small-group and one-to-one interventions</p>	<ul style="list-style-type: none"> <li>• Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.</li> <li>• High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.</li> <li>• The intensity of intervention (from universal to targeted to specialist) should increase with need.</li> <li>• Interventions should be carefully targeted through identification and assessment of need.</li> <li>• Interventions should be applied using the principles of effective implementation described in EEF's, <i>Putting Evidence to Work: A School's Guide to Implementation</i>.</li> </ul>
<p><b>5</b> Work effectively with teaching assistants</p>	<ul style="list-style-type: none"> <li>• Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.</li> <li>• TAs should supplement, not replace, teaching from the classroom teacher. EEF's, <i>Making Best Use of Teaching Assistants</i> provides detailed recommendations.</li> </ul>

<sup>4</sup> Source: Education Endowment Foundation (2020) Special Educational Needs in Mainstream Schools. Available at <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send>.



## Evidence-based practice: The five-a-day principle

As part of recommendation 4, the EEF also find the five most promising High Quality Teaching strategies which can support learners as part of the Universal Offer<sup>5</sup>: Teaching Assistants are fundamental in the delivery of aspects of the targeted and specialist offer.



<sup>5</sup> Source: Aubin, G. (2022) The Five-a-day approach: How the EEF can support. Education Endowment Foundation: <https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes>.



## Evidence-based practice: Deployment of Teaching Assistants

EEF, 2025, shows 5 strategies, which ensure that teaching assistants are well deployed<sup>6</sup>.

Effective practices	
<b>1</b> Deploy TAs in ways that enable all pupils to access high quality teaching.	<ul style="list-style-type: none"> <li>• Ensure all pupils have access to high quality teaching with their class teacher.</li> <li>• Equip TAs with a range of scaffolding strategies appropriate to the age, subject, and specific individual needs of the pupils they work with.</li> <li>• Support teachers and TAs to find practices which go against this and engage in effective alternatives.</li> </ul>
<b>2</b> Deploy TAs to scaffold learning and to develop pupils' independence.	<ul style="list-style-type: none"> <li>• Ensure all pupils have access to high quality teaching with their class teacher.</li> <li>• Remove scaffolds over time to promote independent learning, with teachers supporting TAs to make those judgements.</li> <li>• Teacher and Tas understand 'least support first.'</li> </ul>
<b>3</b> Deploy TAs to deliver well chosen, evidenced based, structured interventions, where appropriate.	<ul style="list-style-type: none"> <li>• Reflect on the purpose and engage with the evidence base before deploying TAs to deliver structured intervention.</li> <li>• Monitor progress to be sure the benefit of the intervention outweighs time away from the classroom.</li> <li>• Teachers and TAs engage in bridging practices to connect learning between interventions and the classroom.</li> </ul>
Effective implementation	
<b>4</b> Prepare and train staff around effective TA deployment.	<ul style="list-style-type: none"> <li>• The role of the TA should be clear for all in the school.</li> <li>• Through professional development, enable TAs to be effective in these roles and teachers to work effectively with TAs.</li> <li>• Teachers and TAs should coordinate to ensure they are prepared for their day-to-day roles.</li> </ul>
<b>5</b> Engage all staff in the process of implementing effective TA deployment.	<ul style="list-style-type: none"> <li>• TA deployment is overseen by the Senior Leadership Team, who are aware of implementation challenges.</li> <li>• Engage and align the school community to build a shared understanding of good TA practice.</li> <li>• Deployment decisions are deliberate and contribute to school priorities and context.</li> </ul>

<sup>6</sup> Source: Education Endowment Foundation (2021) Making Best Use of Teaching Assistants: <https://educationendowmentfoundation.org.uk/news/how-to-deploy-teaching-assistants-in-your-school>.



## Guide to SEND funding

### Notional SEN budget

The notional SEN budget<sup>7</sup> is not a budget that is separate from a school's overall budget. It is an identified amount within a maintained school's delegated budget share or an academy's general annual grant. It is intended as a guide for a school's spending decisions, and is neither a target nor a constraint on a school's duty to use its 'best endeavours' to secure special provision for its pupils with SEN.

In discharging that responsibility, amongst other expectations set out in the SEND Code of Practice, 2015, mainstream schools are expected to:

- Meet the costs of special educational provision for pupils identified as requiring SEN support, following the SEND Code of Practice.
- Contribute towards the costs of provision for pupils with SEND (most, if not all, of whom will have an EHCP), up to the high needs cost threshold set by the regulations (currently £6,000 per pupil per annum).
- This cost threshold is calculated by reference to the added costs of provision, above the costs of the basic provision for all children and young people through Element 1/AWPU.
- E3/top-up funding is provided above this threshold on an individual child or young person basis by the local authority that commissions or agrees the placement.

It is important to note that notional SEN budgets are not intended to provide 6k for every child or young person with SEN, as support for most will cost less than that. Nor is the notional SEN budget intended to provide a specific amount per child or young person for those with lower added support costs, although the local authority makes reasonable assumptions about what those costs might be to calculate the notional SEN budget.

There is an assumption that mainstream schools/settings have the notional SEN funding available to support children and young people equivalent to 50% of a teaching assistants time. It is important to note that this model does not specify that teaching assistant support is the only type of effective support for children and young people with SEND, this is not the case. It does, however, recognise that teaching assistant support represents some of the ongoing support costs to schools and looks to meet those costs sufficiently.

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<sup>7</sup> The notional SEN budget for mainstream schools: operational guidance



## High needs block

Funding for children and young people who have SEND, and those who may require alternative provision, is provided through the high needs block of the DSG, enabling the Local Authority to meet its statutory duties under the Children and Families Act 2014.

High needs funding supports provision, from 0-25, for those with SEND, and alternative provision for pre-16 children who, because of exclusion, illness, or other reasons, cannot receive their education in mainstream schools.

The financial allocations from the high needs funding block provides local authorities with resources for place funding and top-up funding for schools and colleges. Local authorities must spend this funding in line with the associated conditions of grant, and Schools and Early Years Finance (England) Regulations 2022.

High needs funding is categorised into three specific elements:

1. **Element 1:** Core education funding is allocated to every child and young person, directly into school budgets, to cover school infrastructure costs. This is often referred to as the 'age weighted pupil unit' (AWPU) and it is provided from the dedicated schools grant (DSG) as the 'budget share'.

The current value of AWPU is typically referred to as an average 4k per child or young person. However, the actual rates for the 2026 – 2027 financial year are mean that all primary schools will attract at least £5,115 per child, and all secondary schools at least £6,640 per child or young person, as per the national funding formula (NFF)<sup>8</sup>.

2. **Element 2:** Additional support funding, often referred to as 'notional SEND' funding, included within the schools' core budgets. This is used by schools/settings to meet the needs of children and young people with SEND who require additional support to access learning.

Just because a child or young person may be on the SEN support register (K code) it doesn't mean that they *must* be provided with 6k of notional funding. It is expected to cover *up to* the first 6k of support (above what is expected from E1/AWPU funding) for any child or young person who requires it.

3. **Element 3:** High needs block 'top-up' funding. This funding is targeted at children and young people with the most complex needs and who require the most individualised provision. Typically, there will be an EHCP in place to be able to access E3 funding. Element 3 funding is the resource required over and above the core funding (elements 1 and 2) that education settings receive to enable a child or young person with SEND to participate in education and learning. This is paid by the commissioning local authority (the one in which the child or young person resides) and should reflect the costs of additional support to meet individual needs, as identified in section F of an EHCP.

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<sup>8</sup> The national funding formula for schools and high needs – 2026 – 2027



## **Funding for the range of provision**

### **Early years**

Children who have an EHCP receive funding in the same way as schools with nursery places, i.e. they must fund the first 6k of the required provision from their notional SEND budget. However, as nursery places are funded on a 15 hours per week basis (0.60fte), the 6k is reduced pro-rata to these hours so the deduction of notional SEN is  $6k \times 0.60fte$ , therefore 3,600.

### **Mainstream schools**

Schools receive additional funding for children and young people who have an EHCP. This can include resources to cover a combination of teaching, teaching assistant, personal care and midday supervision and the current rates are considered when determining level of resource at panel. Schools and academies are expected to fund the first 6k of the cost of delivering provision in an EHCP from their notional SEN budget. Equally, they are expected to fund up to (if required) 6k of provision for children and young people at the SEN support level.

### **Post 16**

Further education institutions and schools with sixth form students will receive an allocation through the 16-19 national funding formula (Element 1) plus 6k (Element 2) per post 16 high needs pupil. This allocation is lagged (delayed by a year) and will be based on the number of students in the last academic year. For E3 the local authority agrees with each institution the rate required based on individual student needs. SEND funding and EHCPs do not apply in higher education.

### **Special schools**

Special schools are funded based on commissioned places, each one of which is equal to 10k (equivalent to E1 and E2 in mainstream schools). Element 3 in special schools is intended to reflect provision specified in EHCPs, which is over and above their core offer.

The difference between special and mainstream is that all children and young people in special schools generate 10k per commissioned place, whereas, in mainstream, it is only those identified from the local formula, and this doesn't usually exceed 12% of the overall number of children or young people on roll.



## Section I: Universal offer: High quality teaching for SEND

### Introduction

The following section (**High Quality Teaching for SEND**) is part of a suite of documents to support schools in the delivering their Universal Offer. High Quality Teaching (HQT) is essential for all learners, including learners with SEND.

*‘High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.’* (SEND Code of Practice, 2015 para. 6.37)

**Lancashire High Quality for SEND** is designed to assist teachers in planning, adapting, supporting and responding to learner need. Where teachers identify barriers to learning they can use the intent and implementation sections to adapt whole class teaching to better meet need. For ease of use there are four colour coded sections corresponding with the four broad areas of need.

This section also includes **Universal Offer Support Matrices** to assist EY practitioners and teachers in providing high quality individualised support even where there are no additional adults. These are designed to be easily printed for use in the classroom/setting.

### Acknowledgments

Original template for the Lancashire High Quality for SEND was provided by S Sagar at Shuttleworth College based on the Lancashire Teaching & Learning Toolkit produced by the Educational Psychology Service (EPS), 2022.

























Additional thanks to K Walker (Pear Tree School), K Kehoe (Nelson & Colne College), S Dillon (Tor View School), F Evans & A Holdsworth MBE (Sea View Trust), S Purcell (LCC EPS) and Lancashire Banding Working Party members for their contributions. Original template for the matrices was provided by Gary Whiting at LCC courtesy of Essa Foundation Academies Trust (2018).

### Key

Areas of Need	Support matrix level
Cognition & Learning	Universal
Communication & Interaction	Targeted
Social, Emotional & Mental Health	Specialist
Physical &/or Sensory	























## Universal offer: Support matrix for early years practitioners

Supporting the unique child		Supporting positive relationships		Supporting an enabling environment	
<p><b>Can Do Approach</b> Build on what the child can do.</p> 	<p><b>Interest Led</b> Use the child's interests.</p> 	<p><b>Knowledge of Child</b> All staff should have knowledge of the child, their skills and needs and how to best support them.</p> 	<p><b>Positive Behaviour Strategies</b> Say what you want to see the child doing (e.g. sit still). Use positive language. Give praise to acknowledge effort as well as outcomes.</p> 	<p><b>Total Communication</b> Provide a communication rich environment. Provide opportunities for communication. Use objects of reference, photos, symbols, gestures and signs to cue child in.</p> 	<p><b>Reliable Routines</b> Clear, consistent routines to help children know what is happening and expected. Provide early warnings of changes, transitions and routines.</p> 
<p><b>Simple Language</b> Keep language simple, repetitive and reinforce with visuals, gestures and signs.</p> 	<p><b>Extend Play</b> Show interest and model to extend play/language.</p> 	<p><b>Accessibility</b> Present resources in the most accessible way. Provide active learning activities.</p> 	<p><b>Active Listening</b> Be alert to non-verbal communication and respond accordingly. Listen more than talk. Give 'thinking time', wait for child to think about what they want to say and put their thoughts into words.</p> 	<p><b>Range of Resources</b> Ensure the child has access to developmentally appropriate resources and activities. Have a range of resources to target specific skills. Provide graded resources so that children can gradually improve and refine their skills.</p> 	<p><b>Calm Spaces</b> Reduce unnecessary background noise. Provide quiet places for language and listening activities.</p> 
<p><b>Adaption</b> Adapt resources, activities, teaching, expectations to meet needs of individual children.</p> 	<p><b>Modelling</b> Model how to use resources and complete activities.</p> 	<p><b>Support Choices</b> Support children to make choices e.g. about where to play.</p> 	<p><b>Prioritise Independence</b> Support children to maximise their independence.</p> 	<p><b>Physical Skills</b> Provide plenty of opportunities for children to practice their fine and gross motor skills throughout the day and make it fun.</p> 	<p><b>Organisation</b> Organise resources so that children have choices but are not overwhelmed. Shadow board resources.</p> 
<p><b>Adaption</b> Adapt practice to ensure children are included and able to access activities with peers.</p> 	<p><b>Celebrate</b> Praise and reward small steps of success and progress.</p> 	<p><b>Communication Partner</b> Model back child's words, adding words to extend vocabulary. Take turns in conversation; 'back and forth interactions'.</p> 	<p><b>Play Alongside</b> Join the child in their activities of interest. Get down to the child's level.</p> 	<p><b>Flexible Learning</b> Present the same learning intention in many ways within the environment.</p> 	<p><b>Multi-Sensory</b> Provide activities and experiences which enable children to use all their senses.</p> 



## Universal offer: Support matrix for teachers

<p><b>Refocus</b> Ensure the learner remains on task.</p> 	<p><b>Tricky Words</b> Help learner with spelling (Phonemes/graphemes), understanding or usage of difficult words. Develop class mnemonics.</p> 	<p><b>Teach Processes</b> Assist learners with a learning process or technique e.g. application of a mathematical concept or scientific experiment.</p> 	<p><b>Sentence Starters</b> Provide sentence starter/ range of sentence/ paragraph starters from which the learner can independently select.</p> 	<p><b>Link outcomes to learning objectives</b> Carefully select learning activity and adapted outcome/ output. Reword/ suggest learners refine/ redo task to meet LO.</p> 
<p><b>Alternative Recording</b> Offer a range of recording alternatives, e.g. bullet lists, mind maps. Provide adaptive recording aids, grips etc.</p> 	<p><b>Vocabulary/ Terminology</b> Pre-teach vocabulary and subject specific terminology to the whole class. Model use of new vocabulary and terminology in sentences.</p> 	<p><b>Comprehension, inference &amp; deduction</b> Assist learner to understand and see hidden meaning, 'read between the lines', use analogy with experience.</p> 	<p><b>Questioning</b> Adapt questions to the learner's level. Use Blanks 4 levels: Naming, Describing, Retelling, Justifying/infering.</p> 	<p><b>Reinforce Subject Knowledge</b> Reinforce and make links to prior learning to inform learners completion of current task. Re-teach &amp; remind.</p> 
<p><b>Model Reading</b> Model reading whole class text e.g. from whiteboard. Trace under words, identify tricky words, new vocabulary, demonstrate use of analogy.</p> 	<p><b>Teach Skim and Scan</b> Model with whole class. Skimming; reading quickly to capture general idea/ meaning and scanning; looking for key words in text.</p> 	<p><b>Task Framework</b> Provide a framework for the learner to access tasks independently. Chunk; segment; sequence; chronologise.</p> 	<p><b>Peer Support</b> Direct learner to work alongside a peer(s) who can support learning and model good practice in learning or behaviour.</p> 	<p><b>Modelling</b> Model worked examples and provide retained models (on whiteboard/print out, photographs of steps, etc.) for learners who need to revisit the example.</p> 
<p><b>Engagement</b> Develop positive relationships. Adopt behaviour management techniques, e.g. name first, tap into interests to encourage learners to engage in learning activity.</p> 	<p><b>Prompt</b> Develop simple scripts for each step when modelling a process (e.g. Mirror Signal, Manoeuvre) so that verbal prompts can be used.</p> 	<p><b>Structure</b> Provide a framework for writing, writing frame adapted for your subject/lesson to help learner break up writing. Introduction; main points; conclusion.</p> 	<p><b>Group Work</b> Assign roles to members of groups to support collaborative working (Kagan).</p> 	<p><b>Dual Coding</b> Demonstrate links between visuals and spoken/ written word. Encourage learners to self-prompt using visuals.</p> 



Cognition & learning		
<b>Barriers to learning</b>	<b>Intent:</b> Lesson planning and adaptive teaching advice	<b>Implementation:</b> Support and responsive teaching advice
<b>Learning needs:</b> Memory retention and retrieval		
<ul style="list-style-type: none"> <li>• Coding, storage and recall of information to and from long term memory.</li> <li>• Struggle to remember daily activities and routines.</li> <li>• Appear to not understand multi-step instructions.</li> <li>• Struggle to generalise newly acquired skills.</li> <li>• Difficulties retaining and using abstract concepts from memory.</li> <li>• Acquisition of reading, writing, oral and number skills.</li> <li>• May not make links between learning.</li> <li>• Delays in learning.</li> <li>• Repetitive in play.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Keep learning environment familiar</b> (similar visual cues, including multisensory cues, to aid teaching and recall).</li> <li>• <b>Frequent and regular repetition</b> in variety of environments and situations.</li> <li>• Provide opportunities for role play, physical exploration and manipulation (<b>multisensory learning</b>).</li> <li>• <b>Make explicit connections</b> to prior learning.</li> <li>• <b>Retrieval-based learning</b> e.g. concept maps, flash cards, teaching others, regular small quizzes.</li> <li>• Demonstrate patterns, connections and relationships between new and old learning (<b>recap and pre-teach</b>) - make visual connections using knowledge organisers or mind maps and encourage visualisation of concepts e.g. charts, figures, flowcharts.</li> <li>• Encourage active learning and reading.</li> <li>• <b>Allow extra time for processing</b> information, answering, completing tasks.</li> <li>• Encourage use of spelling strategies.</li> <li>• <b>Use writing scaffolds.</b></li> <li>• <b>Use visual cues</b> / prompts / reminders.</li> <li>• Teach the necessity of 'over-learning'.</li> </ul>	<ul style="list-style-type: none"> <li>• Use <b>standard icons/symbols</b> as <b>visual cues</b>.</li> <li>• Use <b>multisensory approaches</b>.</li> <li>• Demonstrate explicit connections visually e.g. physical timeline.</li> <li>• When roaming, redirect learner to flowchart to support independent completion of task.</li> <li>• Ask targeted quick fire retrieval questions during the lesson.</li> <li>• Establish <b>seating plan, clear predicable class routines</b> and <b>visual timetable</b> for the lesson.</li> <li>• Develop subject specific <b>writing frames/templates</b> and teach learners to use them by modelling completion as part of whole class and group teaching.</li> <li>• Scaffold task completion using <b>internalised scripts</b> e.g. mirror, signal, manoeuvre.</li> <li>• When roaming, make time for regular <b>over learning of key concepts</b>.</li> </ul>



Cognition & learning		
Learning needs: Working Memory		
Barriers to learning	Intent: Lesson planning and adaptive teaching advice	Implementation: Support and responsive teaching advice
<ul style="list-style-type: none"> <li>Issues with short term memory and ability to hold and manipulate information.</li> <li>Difficulty completing more than one task concurrently e.g. writing the date in book and copying from the board.</li> <li>Incomplete recall.</li> <li>Difficulty with mental maths.</li> <li>Rarely volunteers answers.</li> <li>High levels of distractibility and/or task abandonment.</li> <li>Delayed academic progress.</li> <li>Lose place in complex tasks.</li> <li>Mismatch between long term/working memory i.e. can remember facts and figures over time but not two or more chunks of information in the moment.</li> </ul>	<ul style="list-style-type: none"> <li><b>Break down tasks</b> into smaller chunks.</li> <li><b>Provide memory aids</b> e.g. number lines, useful spellings, 3D objects, multiplication grids.</li> <li><b>Establish routines.</b></li> <li>Reduce the amount of material.</li> <li>Provide <b>alternative methods of recording.</b></li> <li>Minimise copying from the board – provide handouts, personal copy of textbook.</li> <li>Ask learners to repeat back instructions to <b>check understanding.</b></li> <li>Teach <b>memory-relieving strategies</b> e.g. chunking, visualising, rehearsal of verbal information, notetaking.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure <b>learners use all available strategies</b> including memory aids, spelling lists, multiplication grids, timelines, etc.</li> <li>Encourage <b>personalised recording methods</b> e.g. use of highlighter pens, colour coding, annotating, etc.</li> <li>Empower learner to choose their preferred recording methods e.g. bulleted lists, mind maps, images, subheadings, etc.</li> <li>Establish parity of different recording methods, praise accuracy of knowledge.</li> <li>Where a learner is struggling with multi-step instructions, <b>give each instruction separately.</b></li> </ul>



Cognition & learning		
Learning needs: Numeracy including dyscalculia ( <i>SpLD</i> ). Learners with significant dyscalculia are likely to require an element of targeted or specialist offer in addition to the universal offer		
Barriers to learning	Intent: Lesson planning and adaptive teaching advice	Implementation: Support and responsive teaching advice
<ul style="list-style-type: none"> <li>• Under-developed sense of numbering.</li> <li>• Impacts number sense, estimation, subitising, ordering, comparisons and sequencing abilities in all areas of the curriculum.</li> <li>• Limited visuo-spatial working memory.</li> <li>• Difficulty suppressing distracting information.</li> <li>• Incomplete understanding of number concepts.</li> <li>• Executive function skills (attention and focus, planning and organisation, working memory and switchability).</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipate numeracy difficulties and <b>have visuals</b> to demonstrate numerical figures.</li> <li>• Work with language that expresses mathematical concepts.</li> <li>• Make maths <b>fun and engaging</b>, use games that consolidate and develop early number skills.</li> <li>• Use <b>physical/active approaches</b> &amp; develop numeracy skills through practical activities e.g. cooking.</li> <li>• Use <b>concrete materials</b> e.g. number lines, blocks.</li> <li>• Ensure staff access training so they are confident to support learners with maths.</li> <li>• <b>Pre-teaching and practice.</b></li> <li>• Reduce needs for timed test and mental maths (<b>allow extra time</b>).</li> <li>• Support according to where they are at developmentally.</li> <li>• <b>Relate to real life experiences</b> e.g. shopping, managing money, understanding timetables, bank accounts, bills.</li> <li>• <b>Check learner's understanding</b> and be prepared to work through numerical activities.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Check understanding</b> and be prepared to work through numerical activities.</li> <li>• <b>Have worked examples to hand.</b></li> <li>• Ensure that maths <b>manipulatives</b> are available across the curriculum, normalise their use (demonstrate teacher use) to encourage all learners to use them.</li> <li>• When roaming, prompt learners to use manipulatives.</li> <li>• Use <b>engaging real resources</b> e.g. cutting pizza into fractions.</li> <li>• Enable learners to physically manipulate pieces to identify 'rules' e.g. 2 pizza halves make a whole, etc.</li> <li>• <b>Refer to number lines/multiplication squares</b> with whole class.</li> <li>• <b>Ensure extra time is available</b> as required; consider using computer based mental maths programme where response time can be personalised for different individuals.</li> </ul>



Cognition & learning		
Learning needs: Play development and learning		
Barriers to learning	Intent: Lesson planning and adaptive teaching advice	Implementation: Support and responsive teaching advice
<ul style="list-style-type: none"> <li>• Relationship/attachment building.</li> <li>• Executive functioning skills (focused attention, self-regulation, planning skills).</li> <li>• Language and communication skills.</li> <li>• Development of fine/gross motor skills.</li> <li>• Development of social interaction skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of <b>structured turn-taking games</b>.</li> <li>• Use of threading, play dough, use of tweezers for <b>fine motor development</b>.</li> <li>• Picture books to develop attention, language and literacy skills.</li> <li>• Nursery rhymes with actions.</li> <li>• Joining and extending play to develop social imagination, language skills and promote positive relationships.</li> <li>• Outdoor play for <b>development of gross motor skills</b>.</li> <li>• Use of sorting games / matching pairs to <b>develop attention skills</b>.</li> <li>• Lego therapy.</li> <li>• Puzzles to <b>develop problem-solving</b> and maths skills.</li> <li>• Quizzes to promote generalisation of taught content.</li> <li>• <b>Use of technology</b> e.g. to support development of fine motor skills and hand-eye coordination.</li> <li>• Organised sports.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use 'My turn', 'Your turn'</b> to prompt turn taking within activities.</li> <li>• Encourage learners to manipulate dough (play dough or bread dough) in different ways, isolating individual fingers, pressing, pulling, etc.</li> <li>• When using picture books, encourage page turning, demonstrate reading from left to right across the page, discuss the detail in pictures, ask a range of who, what, where questions moving on to how and why as language understanding develops.</li> <li>• <b>Teach standard actions</b> (e.g. Makaton/ sign along signs) that can be used universally across the curriculum.</li> <li>• <b>Teach problem solving skills</b>, negotiate what can be done next, encourage trial and error in play.</li> <li>• Ensure questions are pitched at the learner's developmental level; Blank's Model.</li> </ul>



Cognition & learning		
Learning needs: Reading development including dyslexia (SpLD). Learners with significant dyslexia are likely to require an element of targeted or specialist offer in addition to the universal offer		
Barriers to learning	Intent: Lesson planning and adaptive teaching advice	Implementation: Support and responsive teaching advice
<ul style="list-style-type: none"> <li>Delayed organisation.</li> <li>Reluctance to read, particularly aloud and in public.</li> <li>Difficulty representing knowledge in written form.</li> <li>Tiredness if literacy demand is high.</li> <li>Delayed general organisational skills.</li> <li>Delayed memory of sight vocabulary.</li> <li>Delayed comprehension of literacy-based resources (contrasting with high comprehension of oral/ visual material).</li> <li>Delayed phonological awareness.</li> <li>Limited verbal memory and letter sequence recall.</li> </ul>	<ul style="list-style-type: none"> <li><b>Use overlay/ coloured paper</b> as indicated (Irlan).</li> <li>Use <b>structured approach to reading</b>, ensure phonic knowledge is secure.</li> <li><b>Provide oral support.</b></li> <li><b>Dual coding/ colour coding</b> when conveying written information.</li> <li>Encourage reading with a wide range of age-appropriate books <b>tapping into interests</b>, provide regular opportunities to explore books.</li> <li>Encourage use of rhyme/ song as a memory aid – for younger learners teach nursery rhymes.</li> <li>Exposure to print and vocabulary development through conversations.</li> <li>Provide regular opportunities to listen to well-read stories.</li> <li>Regular opportunities to recognise whole words e.g. learner’s names, logos.</li> <li>Encourage scribbling and mark making for younger learners and annotation for older learners.</li> <li>Ensure text and print is displayed using appropriate font and/or colour background.</li> <li><b>Present new information in small chunks</b>, keeping language simple.</li> <li>Have clearly adapted success criteria.</li> <li>Ensure that targets are SMART and achievable.</li> <li><b>Use technology</b> to support learning.</li> <li><b>Encourage peer support.</b></li> <li>Provide <b>additional visual and practical resources</b> to present key information.</li> </ul>	<ul style="list-style-type: none"> <li>Place yourself where learners can see your face clearly and you can see them.</li> <li><b>Consider learner need in seating plan</b>, keep all distractions to a minimum.</li> <li>Ensure overlays are readily available in all classrooms (or learners carry own overlay/ have tinted glasses on their person).</li> <li>While roaming, check learners have time for reading tasks and be prepared to <b>extend time allowance</b> for them.</li> <li>If struggling, suggest learners construct mind maps to support.</li> <li>Individually <b>check understanding of subject specific vocabulary</b>, ask for an example of the word in action.</li> <li>Within the lesson, <b>breakdown the task into smaller chunks</b>, breakdown further for individuals as required.</li> <li>In the moment, <b>identify gaps in learning and provide focussed teaching.</b></li> <li>Allow <b>extra time for processing information</b>, answering and completing tasks (ensure exam concessions are in place).</li> <li>Use colour highlighting for word patterns, prefixes, suffixes, etc.</li> </ul>



<ul style="list-style-type: none"> <li>• Co-occurring difficulties (can include one or more of language, motor co-ordination, mental calculation, concentration, personal organisation).</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage the <b>use of spelling strategies</b>, for example: mnemonics (e.g. BECAUSE- Big Elephants Can't Use Small Exits), words within words, base words and suffixes, etc.</li> <li>• <b>Use writing scaffolds</b> to support planning.</li> <li>• <b>Use concept maps</b> to plan and identify overall themes and the relationships between ideas and use a variety of strategies for recording.</li> <li>• Plan for <b>frequent practice and over learning</b>.</li> <li>• Use a <b>variety of strategies for recording</b>.</li> <li>• Have an age-appropriate alphabet displayed in all teaching spaces to support sequencing.</li> <li>• Some learners repeatedly muddle letters (b/d reversal) - have visual reminders placed around the classroom or on their person to be referred to throughout the day.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Introduce new material in a multi-sensory way;</b> show it, listen to it, look at it, hear it, say it, write it.</li> <li>• Encourage learners to create their own verbal mnemonics as these may be easier for the learner to remember.</li> <li>• Allow learners to identify and use their preferred approach to supporting spellings.</li> <li>• When roaming, <b>add additional repetition and recall</b> as required.</li> <li>• Support learners to create their own visual reminder as this can be more powerful than ones created for them.</li> </ul>
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Cognition & learning		
Learning needs: Writing		
Barriers to learning	Intent: Lesson planning and adaptive teaching advice	Implementation: Support and responsive teaching advice
<ul style="list-style-type: none"> <li>• Delayed fine motor control.</li> <li>• Delayed shape and letter formation.</li> <li>• Delayed handwriting.</li> <li>• Illegible handwriting.</li> <li>• Low production of writing.</li> <li>• Use of print rather than cursive script.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Access to multimedia resources</b> by which they can mark-make.</li> <li>• Copy physical movements of others e.g. action songs, games, dance.</li> <li>• Threading, tracing, dressing up for <b>fine motor skills development</b>.</li> <li>• Follow shared story to understand what they see is 'writing' e.g. punctuation, left to right.</li> <li>• Use games and activities that <b>support visual tracking</b>.</li> <li>• <b>Use of adaptive equipment</b> e.g. pencil grips, left-handed equipment, writing slopes, different coloured paper or inks, writing mats.</li> <li>• Make objectives for writing clear during lessons.</li> <li>• <b>Find other ways for learner to evidence learning</b> that is not just writing.</li> <li>• Mark on paper to know where to start writing.</li> <li>• Use of 'cloze' passages (learner adds missing words).</li> <li>• <b>Provide writing plans.</b></li> <li>• <b>Teach, model and practise new vocabulary.</b></li> <li>• Use mind-mapping, planning and feedback.</li> <li>• <b>Use of writing frames</b> for specific types of writing.</li> <li>• Attention given to planning and sequencing answers.</li> <li>• <b>Use of assistive technology</b> e.g. handwriting, to read back written work and support daily living.</li> <li>• Preparation for writing extended answers.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure a <b>selection of mark making resources/ adaptive grips</b> are available.</li> <li>• Have <b>writing frames/ plans</b> available adapted to your subject.</li> <li>• Use a <b>consistent approach to physical signs and gestures</b> (Signalong/ Makaton).</li> <li>• Encourage independent dressing etc to practice fine motor skills.</li> <li>• <b>Model visual tracking</b> left to right running finger under words on whiteboard.</li> <li>• Model agreed cursive script.</li> <li>• <b>Encourage a range of recording methods</b> (mind mapping, cartoon etc) and normalise recording methods other than writing.</li> <li>• <b>Teach new vocabulary</b> including writing new words.</li> <li>• Enable <b>access to technology</b> including speech to text.</li> <li>• When roaming, check in with content of writing rather than quantity.</li> <li>• Ensure that where recording is limited learner has a printout of information for revision.</li> </ul>



## Cognition & learning

**Learning needs:** Learning Difficulties including Moderate Learning Difficulty (MLD), Severe Learning Difficulties (SLD) & Profound and Multiple Learning Difficulties (PMLD). Learners with significant LD are likely to require an element of Targeted or Specialist offer in addition to the Universal Offer. Parental choice means that learners with any level of LD can access mainstream school although most learners with SLD and PMLD will be in specialist provision.

Barriers to learning	Intent: Lesson planning and adaptive teaching advice	Implementation: Support and responsive teaching advice
<ul style="list-style-type: none"> <li>• Issues or disruption with one or more of: Processing &amp; storing information; Retention; Retrieval.</li> <li>• Less able to hold information in their working memory.</li> <li>• Delayed development in all/ most areas of development (independence, communication, literacy, numeracy, daily living skills, socialisation).</li> <li>• Not at expected standards of academic performance and independence for age.</li> <li>• Issues understanding what is being communicated.</li> <li>• Difficulty making themselves understood.</li> <li>• Acquiring reading &amp; writing skills from an earlier cognitive key stage (pre-key stage).</li> </ul>	<ul style="list-style-type: none"> <li>• Develop <b>consistent and predictable classroom routines</b> which are designed to support greater independence.</li> <li>• Prioritise helping learners to learn &amp; encode new information.</li> <li>• When <b>linking new learning to prior learning</b>, use <b>established dual coded cues (visual &amp; verbal cues)</b> simultaneously &amp; consistently - actively involve learners by discussing the cues.</li> <li>• Utilise <b>retrieval-based learning</b> offering an appropriate degree of challenge &amp; success, e.g. creating concept cards, flash cards, teaching each other &amp; question response. Use regular small retrieval quizzes throughout the lesson (or simple Q&amp;A pitched at the appropriate language level for the learner), this aids retention.</li> <li>• <b>Consider cognitive load</b> – it's more effective to recycle a small number of activity types so learners know how to complete them.</li> <li>• <b>Over-learning</b> – several error free repetitions are needed for learning to be committed to long term memory. Greater LD = more overlearning need.</li> <li>• <b>Provide lots of examples/ modelling</b> to help learners learn key concepts.</li> <li>• <b>Link learning to everyday experiences</b> and use real life examples.</li> <li>• <b>Provide manipulatives</b> across the curriculum with opportunities for learners to handle objects &amp; use pictures and movement in the process (e.g. pictures to sequence events in narrative).</li> <li>• <b>Scaffold 'I do, we do, you do'</b>. Extend 'You do' - do most of it together, repeat to slowly withdraw support, offering repetition, reinforcement &amp; opportunities to practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Offer an <b>alternative to a written response</b>.</li> <li>• Supportively <b>reduce level of prompting</b> e.g. hand over hand (physical) completion of task using prompt visual and a verbal script, allowing the learner to work through the shared script with verbal prompts (verbal), allowing the learner to independently complete the task using visuals (visual).</li> <li>• Revisit information using the same cues used in delivery.</li> </ul>



<ul style="list-style-type: none"> <li>• Slower processing speed results in knowledge not being consolidated.</li> <li>• Difficulties with reasoning, problem solving, working memory, retention, abstract thinking, academic learning or learning from experience.</li> <li>• Learning Difficulties are a continuum of need and learners with progressively greater needs will require information to be delivered in smaller steps (Task Analysis).</li> <li>• Learners with moderate learning difficulties may still be securing knowledge and skills from an earlier key stage, learners with SLD may be working on pre key stage standards, skills from much earlier key stages and learners with PMLD are likely to be in the very earliest stages of learner development.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use short, clear instructions</b> &amp; repeat if necessary.</li> <li>• <b>Explicitly model skills and feelings</b> and provide a simple script.</li> <li>• <b>Question at an appropriate level</b> for the learner. Support learner to successfully complete a task by <b>reducing the level of prompting (physical, verbal, visual)</b>.</li> <li>• <b>Teach generalisation of the skills.</b></li> <li>• Help learner to plan and structure how to tackle activities.</li> <li>• Provide support to enable success, e.g. <b>backward chaining</b>, completing the last part of the task and gradually adding earlier steps to complete tasks to reach independent task completion.</li> <li>• Ensure all staff are aware of learning hierarchy (acquisition, fluency, mastery, generalisation, adaptation).</li> <li>• <b>Over-rehearsal of information</b> e.g. Precision teaching.</li> <li>• Adult mediation to support with regulation of behaviour, rule teaching, insight, and sequencing through focusing, motor and verbal mediation.</li> <li>• Ensure explicit connection made between learning from classroom teaching and structured interventions.</li> <li>• <b>Teach vocabulary needed explicitly</b> &amp; display key vocabulary lists.</li> <li>• Support with personal organisation, e.g. tick lists for resources.</li> <li>• <b>Model and scaffold understanding instructions</b> and the requirements of tasks and acquiring sequencing skills.</li> <li>• <b>Use a range of alternatives to writing</b> and teach through regular use recording support systems e.g. writing frames.</li> <li>• <b>Use technology and ICT based resources</b>, e.g. speech to text functions.</li> <li>• Teach how to organise and effectively manage learning independently through regular and consistent guided practice.</li> <li>• Provide practical exam preparation and self-study support (ensure access to concessions).</li> <li>• Small group and <b>peer support to develop targeted skills.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Support through retrieval practice to establish the point where they started to struggle. Reframe or deliver the misunderstood information in smaller parts, refine script and repeat until learnt. If the activity has more than one step, <b>break it down into single step parts</b>, asking them to repeat back instructions to ensure they have understood.</li> <li>• <b>Prompt</b> (encourage learner to draw from their own knowledge without giving them a strategy), <b>Clue</b> (worded as questions where the answers hint in the right direction), <b>Model</b> (model the steps taken in the task for the learner to try).</li> </ul>
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Communication & Interaction		
<b>Barriers to learning</b>	<b>Intent:</b> Lesson planning and adaptive teaching advice	<b>Implementation:</b> Support and responsive teaching advice
<b>Learning needs:</b> Attention and Concentration; See also attention deficit disorders in SEMH section		
<ul style="list-style-type: none"> <li>• Attending to adults in focused activities.</li> <li>• Moving from activity to activity with limited engagement.</li> <li>• Having difficulties engaging in group activities.</li> <li>• Disrupting focused learning.</li> <li>• Delayed progress.</li> <li>• Difficulties in retaining concepts over time.</li> <li>• Losing skills over time.</li> <li>• Appearing not to listen and/or understand task.</li> <li>• Fidgeting and 'daydreaming'.</li> <li>• Low self-esteem and low mood.</li> </ul>	<ul style="list-style-type: none"> <li>• Adopt a <b>Total Communication Approach &amp; communication friendly classroom.</b></li> <li>• Provide <b>consistent prompting</b> and <b>give specific praise</b> e.g. "well done, you listened to the instruction and remembered what to do"</li> <li>• <b>Break tasks down into simple small steps.</b></li> <li>• <b>Increase repetition and over learning</b>, particularly of topic specific vocabulary.</li> <li>• <b>Reduce distractions</b> - . reduce visual, auditory and other sensory distractions the environment as much as possible</li> <li>• <b>Clear expectations and SMART targets.</b></li> <li>• <b>Visual supports:</b> demonstrate how to use visual supports and encourage their use to support engagement e.g. timers, visual schedules and now and next.</li> <li>• Playing memory and concentration games.</li> <li>• Create opportunities to develop a learner's curiosity approach and <b>tap into learner's interests.</b></li> <li>• <b>Use multisensory approaches to learning but be prepared to adapt the task if the child becomes disengaged or over stimulated.</b></li> <li>• <b>Learning breaks</b> including opportunities to have a physical break e.g. run around the sports hall.</li> <li>• Provide aids to support concentration - see implementation.</li> <li>• <b>Use of technology</b> e.g. mental maths app.</li> <li>• <b>Allow longer processing time.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Consider <b>seating plan</b> to reduce distractions i.e. front of class away from door/ windows.</li> <li>• Use timers to <b>break activities into shorter chunks.</b></li> <li>• <b>Provide objects of focus and manipulatives.</b></li> <li>• When roaming use objects and photographs alongside speech (<b>dual coding</b>).</li> <li>• <b>Provide physical fidget aids</b>, e.g. wobble cushions, fidget toys, blue tack.</li> <li>• Ensure that learner can request ad hoc <b>brain breaks</b> as required.</li> </ul>



Communication & Interaction		
Learning needs: Expressive language		
Barriers to learning	Intent: Lesson planning and adaptive teaching advice	Implementation: Support and responsive teaching advice
<ul style="list-style-type: none"> <li>• Planning, organising and saying what they want to say.</li> <li>• Semantics: limited vocabulary, finding the right words (word finding/ retrieval).</li> <li>• Grammar/syntax: putting words together in the right order, missing words, using the right tense.</li> <li>• Organising sentences and ideas – linking sentences logically, making semantic links between ideas.</li> <li>• Articulation of speech sounds because of either physical difficulties or processing difficulties.</li> <li>• Challenging behaviour because of frustration at not being able to communicate effectively.</li> <li>• Lack of learner voice in decision making.</li> <li>• Unable to effectively verbalise feelings and emotions.</li> </ul>	<ul style="list-style-type: none"> <li>• Adopt a <b>Total Communication Approach &amp; communication friendly classroom.</b></li> <li>• Encouraging speech, <b>modelling conversations.</b></li> <li>• <b>Develop empathetic, positive relationship</b> with learner to ‘read’ their communication.</li> <li>• Plan conversation opportunities, <b>give processing time.</b></li> <li>• Use intervention strategies with the whole class e.g. <b>language scaffolds and templates</b> like Colourful Semantics.</li> <li>• <b>Use peer models</b> to demonstrate answering Q and A. Use Blank’s Model sentence starters to <b>pitch questions at the correct level.</b></li> <li>• Orally plan out loud before commencing written tasks e.g. Talk for Writing. Allow the learner to record their oral work so they can listen back if they need to write it down.</li> <li>• <b>Use dual coding/ multi modal approaches</b> to support vocabulary development.</li> <li>• Use vocabulary mats to introduce topic/ theme words, knowledge organisers and <b>concept maps to visually link ideas.</b></li> <li>• <b>Pre-teach vocabulary</b>, using a structured and systematic approach. List the specific vocabulary used within a topic, and teach the child the meanings of these specific words, relating to semantic cues (meaning, associated words, use of word in context) and auditory cues (e.g. what does it start with, what does it rhyme with) in 1:1 or smaller group, then check understanding of the terms and use of these terms in context orally.</li> <li>• <b>Understand 3 tiers of vocabulary:</b> 1. Simple nouns e.g. shoe or car, 2. Verbs and adjectives which often have multiple meanings e.g. switch or light. 3. Subject specific words which are not frequently used outside of lessons e.g. osmosis or aqueduct.</li> <li>• Ensure non-verbal learners have a support mechanism to engage in group discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Model good receptive language</b> throughout the lesson, <b>select peer role models.</b></li> <li>• Acknowledge all contributions and rephrase to <b>provide a language model.</b></li> <li>• <b>Give learners sufficient processing time;</b> if necessary, repeat the question but do not rephrase it.</li> <li>• When roaming, <b>offer oral planning support;</b> ensure resources to support vocabulary are readily available.</li> </ul>



Communication & Interaction		
Learning needs: Receptive language		
Barriers to learning	Intent: Lesson planning and adaptive teaching advice	Implementation: Support and responsive teaching advice
<ul style="list-style-type: none"> <li>• Difficulties in:               <ul style="list-style-type: none"> <li>○ Understanding verbal information.</li> <li>○ Identifying unfamiliar objects, objects from a description.</li> <li>○ Understanding and following instructions.</li> <li>○ Understanding non-verbal cues, body language, tone of voice, etc.</li> <li>○ Social situations, making and retaining friendships.</li> </ul> </li> <li>• Challenging behaviour because of not understanding.</li> <li>• May not understand jokes.</li> <li>• May misinterpret the communication of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Adopt a <b>Total Communication Approach &amp; communication friendly classroom.</b></li> <li>• Develop <b>supportive shared routines.</b></li> <li>• Develop shared attention and develop listening, memory and attention skills.</li> <li>• <b>Break down instructions into small steps.</b></li> <li>• <b>Use visual aids</b> to promote understanding.</li> <li>• Repeat instructions then ask “what's next?” to check they have remembered. Consider how many information carrying words (key words) a learner can understand.</li> <li>• <b>Be aware that 70% of communication is non-verbal</b> – teach using non-verbal communication alongside verbal speech.</li> <li>• <b>Teach metacognition approaches</b> (how we learn).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reduce language</b> if a learner is struggling to understand (recognise that if a learner is displaying an emotional response they may not have understood).</li> <li>• <b>Increase processing time.</b></li> <li>• <b>Chunk verbal information.</b></li> <li>• <b>Support speech with visuals;</b> use the environment to reinforce understanding and reduce cognitive load.</li> </ul>



## Communication & Interaction

**Learning needs:** Developmental Language Disorder (DLD). Some learners with significant DLD will have alternative and/or adaptive methods of communication. Learners with significant Developmental Language Disorder are likely to require an element of targeted or specialist offer in addition to the universal offer

<b>Barriers to learning</b>	<b>Intent:</b> Lesson planning and adaptive teaching advice	<b>Implementation:</b> Support and responsive teaching advice
<ul style="list-style-type: none"> <li>• Difficulty finding the right words, expressing ideas, discussing topics and answering questions.</li> <li>• Difficulty understanding subject specific words and following directions/ instructions/patterns.</li> <li>• Difficulties using grammar and sequencing words.</li> <li>• Difficulties producing sounds.</li> <li>• Limited vocabulary and word finding difficulties.</li> <li>• Over generalisation e.g. all furry animals are 'dogs'.</li> <li>• Difficulties with social use of language including staying on topic, turn taking, understanding long sentences, sharing information, telling stories, expressing feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use name first</b> to get the learner's attention.</li> <li>• Talk calmly and slowly to support their ability to process words.</li> <li>• <b>Give the learner 'thinking time'</b> - stay quiet and give the learner time to respond.</li> <li>• <b>Break down all steps and processes into simple language</b>, delivered in small chunks.</li> <li>• Use short sentences and <b>emphasise key words</b>.</li> <li>• <b>Check understanding</b>.</li> <li>• New subject specific vocabulary to be explicitly taught, <b>provide a vocabulary list</b> where possible.</li> <li>• <b>Model correct language, correct grammar and expand sentences by modelling</b> or adding on words to what he/she has said and repeating it back.</li> <li>• <b>Use symbols and pictures (dual coding)</b> where possible.</li> <li>• <b>Set out instructions using task plans and summarise stories on narrative grids</b>.</li> <li>• Break paragraphs down, <b>using bullet points</b> and adding extra white space to be clearer.</li> </ul>	<ul style="list-style-type: none"> <li>• When setting learners off on a task, ask them to repeat back to you what they are going to do first and then next.</li> <li>• <b>Seat at the front</b> where you have clear sight and access to each other.</li> <li>• <b>Give extra time for all tasks</b>, especially verbal questioning.</li> <li>• After giving an instruction, instead of 'do you understand?' <b>ask 'what do you need to do now?'</b></li> <li>• Add pictures, symbol or actions to represent new words or concepts to <b>support their understanding visually</b>.</li> <li>• When a learner is struggling to retrieve a word, give them the initial sound or another semantic part of the word to help them recall it.</li> <li>• When struggling, ask them to say what they want to write, start by <b>prompting them to use the resources provided</b>, then move on to clueing (asking them a question where the answer will be the starting point).</li> <li>• Give initial sounds of the word they are looking for.</li> </ul>



<ul style="list-style-type: none"> <li>• Difficulties following and recalling stories.</li> <li>• Difficulties reading social cues.</li> <li>• Literal understanding, lack of inference.</li> </ul>	<ul style="list-style-type: none"> <li>• Use visually distinct sections - organise a page into separate themes/activities/steps to help learners manage the task in smaller steps.</li> <li>• <b>Use visuals (icons/pictures/graphics)</b> this can give helpful cues about what the page is about.</li> <li>• Provide key word definitions.</li> <li>• <b>Support retrieval;</b> Include questions and text on the same page.</li> <li>• During group work, questioning and other verbal activities allow the learner to answer after others, so it has been modelled.</li> <li>• Provide a word mat and sentence starters for oral and written work so they have a <b>framework to construct their own sentences</b> from.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Give a model answer</b> for them to construct their own version from.</li> <li>• Encourage the learner to ask for help—establish a system for the learner to be able to ask and offer strategies, such as knowledge organiser.</li> </ul>
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Communication & Interaction		
Learning needs: Social communication; includes social interaction, social cognition, pragmatics and language processing.		
Barriers to learning	Intent: Lesson planning and adaptive teaching advice	Implementation: Support and responsive teaching advice
<ul style="list-style-type: none"> <li>• Differences in initiating, maintaining, repairing and closing conversations.</li> <li>• Differences in understanding social behaviour and recognising the feelings of others.</li> <li>• Differences in understanding listener needs.</li> <li>• Differences in sharing joint attention.</li> <li>• Differences in how they take part in co-operative group work.</li> <li>• Differences in understanding and following routines.</li> <li>• Differences in understanding inference (oral and written).</li> <li>• Preference for playing alone.</li> <li>• Preferences for sameness and routine.</li> <li>• Moderating volume and tone of voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Make social conventions explicit, <b>model positive social behaviour.</b></li> <li>• <b>Model turn taking activities</b> but don't insist on this until the child is ready.</li> <li>• <b>Use visuals</b> in all forms including photos, symbols, pictures, videos.</li> <li>• Use role play (puppets with younger learners) to 'act out' social skills.</li> <li>• <b>Use social stories, comic strip conversations</b> and scripts as part of <b>repair strategies.</b></li> <li>• <b>Support the generalisation of skills.</b></li> <li>• Give clear roles and responsibilities to members of the group (see Kagan structure).</li> <li>• Provide <b>alternative communication methods</b> e.g. time out cards.</li> <li>• Explain social behaviour through characters in literature.</li> <li>• <b>Use visuals to make unpredictable changes more manageable.</b></li> <li>• <b>Set clear, explicit behavioural expectations.</b></li> <li>• <b>Use the environment</b> to support social communication e.g. display rules.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Consider peer group and appropriate role models</b> when creating <b>seating plan.</b></li> <li>• Assign clear roles to group members e.g. scribe, timekeeper, etc.</li> <li>• Make <b>explicit positive interactions</b> as they happen in the classroom, e.g. 'Thank you for picking up Aqib's book, that was very kind'.</li> <li>• <b>Refer to class rules</b>, as the question 'Our class rule is ... was that behaviour ...'</li> <li>• Ensure <b>alternative communication methods</b> are readily available.</li> </ul>



Communication & Interaction		
Learning needs: Social imagination; also known as Theory of Mind		
Barriers to learning	Intent: Lesson planning and adaptive teaching advice	Implementation: Support and responsive teaching advice
<ul style="list-style-type: none"> <li>• Differences in their ability to put themselves in 'someone else's shoes'.</li> <li>• Differences when reading facial expressions and non-verbal cues.</li> <li>• Differences in understanding observed behaviour of others.</li> <li>• Differences in reading social cues.</li> <li>• Differences in predicting what will happen next from social cues.</li> <li>• Differences in understanding idioms.</li> <li>• Differences in how they establish and maintain friendships.</li> <li>• Differences in how they express culturally acceptable language.</li> <li>• Differences in engaging in pretend/role play.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Modelling through pretend play/role play.</b></li> <li>• Explaining characters emotions and unpick why they behave as they do.</li> <li>• <b>Use of social stories and comic strip conversations</b> to articulate what is being thought and how this may be different to what is being said.</li> <li>• Teach <b>scripts for social situations.</b></li> <li>• Teach <b>repair strategies.</b></li> <li>• Explain idioms.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Consider peer group and appropriate role models</b> when creating <b>seating plan.</b></li> <li>• <b>Narrate empathy</b> in the moment 'Jane has a headache, so we are all going to speak quietly today'.</li> <li>• Relate character's behaviour to own behaviour.</li> <li>• Identify analogies and make them explicit.</li> <li>• <b>Model how to repair conversations.</b></li> </ul>



Communication & Interaction		
Learning needs: Social interaction		
Barriers to learning	Intent: Lesson planning and adaptive teaching advice	Implementation: Support and responsive teaching advice
<ul style="list-style-type: none"> <li>• Differences in how they engage socially with others.</li> <li>• Difficulties with interpersonal communication or relationships.</li> <li>• <del>Unwillingness to share or turn take.</del></li> <li>• Preference to keep desired items or items of interest to them.</li> <li>• Differences in how they show empathy for others.</li> <li>• Prefers adult interaction to engaging with peers.</li> <li>• Preference to engage in solitary activities.</li> <li>• Differences in their responses to verbal and non-verbal cues.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Develop strong social class routines.</b></li> <li>• Make time for regular social interaction.</li> <li>• Use role play (puppets with younger learners) to 'act out' social interactions.</li> <li>• <b>Model positive social interactions;</b> sharing and turn-taking.</li> <li>• Teach the importance of balance, asking questions of others and providing information about yourself.</li> <li>• <b>Use of social stories and comic strip conversations.</b></li> <li>• Give clear roles and responsibilities to members of the group (e.g. Kagan structures).</li> <li>• Praise and reward positive social interactions, e.g. 'I noticed you were having fun with Anna when you took turns with the ball!'.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Consider peer group and appropriate role models</b> when creating <b>seating plan.</b></li> <li>• Assign clear roles to group members e.g. scribe, timekeeper, etc.</li> <li>• Notice and praise all learners for positive social interaction and '<b>narrate the positive</b>', 'Thank you for working hard on your group work, I particularly like it when ...'</li> </ul>



Communication & Interaction		
Learning needs: Transition		
Barriers to learning	Intent: Lesson planning and adaptive teaching advice	Implementation: Support and responsive teaching advice
<ul style="list-style-type: none"> <li>• Preference for sameness and routine.</li> <li>• Prefers to take part in familiar tasks and activities which are predictable and routine.</li> <li>• <del>Struggles</del> May find ending a task and starting another challenging (particularly if first task is preferred).</li> <li>• May become anxious before changes/transitions occur.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure <b>known changes are planned and</b> supported through the use of visual supports as well as verbally explained.</li> <li>• Give warnings and <b>use environmental cues.</b></li> <li>• Use now and next and <b>visual timetables.</b></li> <li>• Use timer to <b>indicate when a task will end.</b></li> <li>• Use a transition object where appropriate.</li> <li>• Provide low arousal and low demand activity before and after transitions.</li> <li>• Provide <b>supportive resources to manage any physical issues</b>, e.g. ear defenders for noisy environments.</li> <li>• <b>Use social stories</b>, photo packs and a planned, structured approach to support bigger transitions.</li> <li>• Where possible engage the learner in planning a personalised approach.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Predict change</b> and have a Plan B.</li> <li>• Set up the parts of your lesson on a <b>visual timetable</b> and use a marker (remove symbols) to show where you are up to.</li> <li>• Identify where learners may have differences in their response and ensure that the emotional demand of pre and post transition is low, be prepared to adapt in the moment.</li> <li>• Use a 10/ 5 point '<b>Temperature Scale</b>' with learners to identify who is highly aroused at the start of the lesson and manage change accordingly.</li> </ul>



## Communication & Interaction

**Learning needs:** Autism. Many learners with an ASD diagnosis may not present with specific educational need. However, the demands of mainstream education can have a significant impact on a learners' homelife. Applying Autism-friendly strategies in school can reduce learners' stress levels. Learners with significant ASD/ Neurodiversity need are likely to require an element of Targeted or Specialist offer in addition to the Universal Offer

Barriers to learning	Intent: Lesson planning and adaptive teaching advice	Implementation: Support and responsive teaching advice
<ul style="list-style-type: none"> <li>• Differences in social interactions.</li> <li>• Differences in their responses to verbal and non-verbal cues.</li> <li>• Very literal understanding of language can mean the intended meaning of communication is missed.</li> <li>• Preference for sameness, and differences in the reaction to change.</li> <li>• Prefers familiar, predictable and routine tasks/activities.</li> <li>• Differences in environment sensitivity.</li> <li>• Can find the learning environment stressful and need adaptations to support them to learn.</li> <li>• Differences in social communication and interaction, language communication and imagination.</li> <li>• Echolalia: immediate or delayed repetition of words or phrases.</li> <li>• May have special interests they enjoy talking about at length.</li> <li>• May communicate in alternative ways than verbal speech.</li> <li>• Differences in understanding complex and non-literal language, e.g. inference, sarcasm and idioms.</li> <li>• Sensory processing differences.</li> </ul>	<ul style="list-style-type: none"> <li>• Adopt a <b>Total Communication Approach &amp; communication friendly classroom.</b></li> <li>• <b>Use name first</b> to gain attention before giving instruction or speaking to them.</li> <li>• <b>Reduce/simplify language</b> if required.</li> <li>• <b>Use a range of visuals</b> lesson plan, e.g. visual timetables, now and next boards, etc.</li> <li>• <b>Step by step instructions with constant checking for understanding</b> of instruction/content.</li> <li>• Consider learner's role in group work, provide prompts for the learner to ask or prompt for the information they need to retrieve from others.</li> <li>• <b>Provide visual supports, led by the learner's preference and engagement</b>, including photos, symbols, pictures, videos.</li> <li>• <b>Label the environment</b> with words and pictures.</li> <li>• <b>Allow thinking/processing time</b>, make no further demands in this time.</li> <li>• <b>Break multi step activities down</b> in clear and concise chunks.</li> <li>• <b>Ensure classroom routines &amp; expectations are clear &amp; consistent.</b></li> <li>• <b>Avoid all non-literal language</b>, sarcasm, metaphors, etc and explain if they occur.</li> <li>• Explain abstract concepts as clearly as possible (<b>use pictures/objects to support</b>).</li> <li>• Support social skills by <b>providing social stories.</b></li> <li>• <b>Recognise that echolalia</b> (repetition of words or phrases) <b>is often used in a meaningful way</b> for a learner with autism to learn language, communicate with others and express themselves. <b>Interpret the meaning</b> behind what a learner has said using context and clues. Then <b>model how the learning would have said it if they could.</b> E.g. Learner: 'Do you want a drink', communication partner: 'I would like a drink'.</li> <li>• See Sensory Processing in Physical and Sensory Profile section.</li> </ul>	<ul style="list-style-type: none"> <li>• Getting to <b>know the individual with ASD</b> is vital as needs are individual.</li> <li>• <b>Keep language very simple</b>, clear and concise to reduce learner demand.</li> <li>• <b>Breaking content down into smaller steps.</b></li> <li>• Making the abstract concrete for them will help.</li> <li>• Start the task together.</li> <li>• <b>Use name first</b> to ensure learner knows you are talking to them.</li> <li>• <b>Stick to seating plan and avoid unnecessary changes to routine and classroom layout.</b> Where unavoidable, <b>prepare learners for the change.</b></li> <li>• Consider the advice you can leave for cover supervisors/supply staff.</li> <li>• See Sensory Processing in Physical/Sensory section.</li> </ul>



Communication & Interaction		
Learning needs: Autism with Pathological Demand Avoidance (ASD/PDA)		
Barriers to learning	Intent: Lesson planning and adaptive teaching advice	Implementation: Support and responsive teaching advice
<ul style="list-style-type: none"> <li>As above with escalating behaviours to avoid meeting the demand of an activity.</li> </ul>	<ul style="list-style-type: none"> <li>As above with the <b>PANDA</b> Approach:               <ul style="list-style-type: none"> <li><b>P</b> – Pick your Battles (enable choice).</li> <li><b>A</b> – Anxiety Management (think ahead about approach to minimise arousal).</li> <li><b>N</b> – Negotiation &amp; Collaboration (proactively try to navigate the situation with them).</li> <li><b>D</b> – Disguise &amp; Manage Demands (use phrases that are indirect).</li> <li><b>A</b> – Adaptation (Always have a plan B, try to use humour and distraction).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>As above with the addition of when a learner is unable to meet a demand, have a plan B that the learner might be able to tolerate.</li> <li>Offer to start a task together.</li> <li>Stay calm, try to see the behaviours as distress rather than non-compliance.</li> </ul>



Communication & Interaction		
Learning needs: Selective mutism; social anxiety-based mental health disorder leading to difficulty speaking in specific social situations		
Barriers to learning	Intent: Lesson planning and adaptive teaching advice	Implementation: Support and responsive teaching advice
<ul style="list-style-type: none"> <li>• Difficulties speaking in specific situations with specific people.</li> <li>• Difficulty reading aloud in school setting.</li> <li>• Difficulty verbally interacting with peers.</li> <li>• Difficulties forming reciprocal relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure staff understand Selective Mutism.</li> <li>• Do not expect verbal contribution in a group situation.</li> <li>• Provide a <b>communication safe environment</b> focussed on <b>developing relationships</b> and building confidence: Use 'I wonder ...' questions, encourage joint activity with a quiet peer, provide non-verbal systems to support requesting e.g. traffic light cards, choice boards, iPad.</li> <li>• Provide unpressured opportunities to contribute.</li> <li>• Seek multi-agency support from professionals such as Speech and language therapists and Psychologists.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure resources are available to support non-verbal contribution.</li> <li>• Use whole class feedback techniques e.g. mini whiteboards to check understanding.</li> <li>• When roaming, do not expect verbal participation.</li> <li>• If learner does verbally contribute remain calm and don't overreact.</li> </ul>



Social, Emotional & Mental Health		
<b>Barriers to learning</b>	<b>Intent:</b> Lesson planning and adaptive teaching advice	<b>Implementation:</b> Support and responsive teaching advice
<b>Learning needs:</b> Emotional literacy		
<ul style="list-style-type: none"> <li>Limited vocabulary, including in relation to emotions.</li> <li>May appear withdrawn or isolated.</li> <li>Frustration behaviours e.g. disruption, destruction.</li> <li>Challenging behaviour e.g. refusal, aggression and damage.</li> </ul>	<ul style="list-style-type: none"> <li><b>Amplify areas of strength</b> e.g. build on learner's existing skills.</li> <li><b>Build confidence;</b> find what the learner is good at and offer reassurance.</li> <li><b>Explicit teaching of behaviour expectations.</b></li> <li><b>Backwards chaining</b> approaches.</li> <li><b>Make reasonable adjustments</b> for SEMH and ensure needs are being met.</li> <li>Understand that <b>behaviour is a form of communication.</b></li> <li><b>Clear guidance around expectations.</b></li> <li>Develop social skills and emotional regulation, using <b>emotional coaching techniques.</b></li> <li>Prepare for transitions.</li> <li><b>Keywords to be included in teaching resources.</b></li> </ul>	<ul style="list-style-type: none"> <li>When roaming, <b>check understanding</b> and progress.</li> <li>Address misconceptions.</li> <li>Revisit areas of successful prior learning as a starting point.</li> <li>Complete the end of the task first to <b>enable a feeling of success</b> and progressively introduce previous tasks.</li> <li><b>Scaffolding start of tasks</b> to enable success and withdraw support to build independence and confidence.</li> <li>In teaching resources, <b>label emotions</b> from photographs.</li> <li>Introduce and <b>teach new vocabulary by making links</b> with existing vocabulary e.g. 'a range is a type of cooker'.</li> </ul>



Social, Emotional & Mental Health		
Learning needs: Resilience		
Barriers to learning	Intent: Lesson planning and adaptive teaching advice	Implementation: Support and responsive teaching advice
<ul style="list-style-type: none"> <li>• Fixed mindset.</li> <li>• Gives up easily due to fear of failure.</li> <li>• Difficulties coping with challenges and changes.</li> <li>• Lack of recovery from adverse events.</li> <li>• Lack of belief in self and others.</li> <li>• Delayed emotional communication and difficulties forming new relationships/social interactions.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Model reciprocity in relationships.</b></li> <li>• <b>Emotion coaching.</b></li> <li>• <b>Model and use growth mindset approaches.</b></li> <li>• <b>Build confidence;</b> find what the learner is good at and offer reassurance.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Encourage creativity</b> to find different ways to solve problems across the curriculum.</li> <li>• <b>Model failure</b> and ‘try again’ approaches.</li> <li>• When roaming, <b>check understanding</b> and progress.</li> <li>• Address misconceptions.</li> <li>• Revisit areas of successful prior learning as a starting point.</li> <li>• Complete the end of the task first to <b>enable a feeling of success</b> and progressively introduce previous tasks.</li> <li>• <b>Scaffolding start of tasks</b> to enable success and withdraw support to build independence and confidence.</li> </ul>



Social, Emotional & Mental Health		
Learning needs: Self-esteem		
Barriers to learning	Intent: Lesson planning and adaptive teaching advice	Implementation: Support and responsive teaching advice
<ul style="list-style-type: none"> <li>• Reluctant to try new things/express opinions/make decisions.</li> <li>• Over-reaction to failure.</li> <li>• Difficulties accepting constructive criticism.</li> <li>• Coping with change.</li> <li>• Low opinion of self.</li> <li>• Struggles to maintain friendships; presents as negative, distrustful or hostile.</li> <li>• Exhibit bullying behaviour.</li> <li>• Underperformance.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach cooperative skills including <b>turn taking</b> and enjoyment rather winning or losing.</li> <li>• Share good news between home and school.</li> <li>• <b>Make rules explicit and ensure they are regularly and consistently applied.</b></li> <li>• Identify learner strengths and <b>praise little and often privately</b> and personally rather than publicly.</li> <li>• Accentuate the positive.</li> <li>• <b>Develop a sense of belonging.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Meet and greet learner by name every day.</li> <li>• Use 'I can' and 'we can' instead of 'I can't' and 'we can't'.</li> <li>• <b>Establish seating plan, class routines and roles and responsibilities.</b></li> <li>• Use school reward systems and <b>increase positive feedback</b> to parents e.g. postcards home.</li> <li>• Allocate roles within group activity e.g. recorder, spokesperson, timekeeper.</li> </ul>



Social, Emotional & Mental Health		
Learning needs: Self-regulation		
Barriers to learning	Intent: Lesson planning and adaptive teaching advice	Implementation: Support and responsive teaching advice
<ul style="list-style-type: none"> <li>• Quick and significant changes in personality and behaviour.</li> <li>• Mood changes.</li> <li>• Emotional outbursts.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Co-regulation</b> with an adult mediating.</li> <li>• <b>Adults modelling</b> their own self-regulation and labelling feelings.</li> <li>• <b>Calm, nurturing, predictable and positive classroom environment.</b></li> <li>• <b>Empathy and attunement.</b></li> <li>• <b>Movement breaks</b> and sensory resources.</li> <li>• Use of retreat spaces and a <b>'fresh start' approach.</b></li> <li>• Develop the use and understanding of emotional vocabulary.</li> <li>• <b>Emotional coaching</b> including teaching self-calming techniques e.g. breathing, visualisation, soothing activity and ensuring appropriate resources are available.</li> <li>• Praising self-regulation.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use a temperature scale</b> to identify how they feel at the start of the lesson.</li> <li>• Teacher to talk about times you felt angry, frustrated and share own practical strategies.</li> <li>• Highlighting the impact of emotions in lesson content e.g. why events happened in History.</li> <li>• <b>Establish seating plan, class routines and roles and responsibilities.</b></li> <li>• Identify quiet areas in your environment for <b>retreat spaces</b> (if possible) and <b>create opportunities for re-set.</b></li> </ul>



## Social, Emotional & Mental Health

**Learning needs:** Attachment including Attachment Disorder. Learners with significant attachment needs are likely to require an element of targeted or specialist offer in addition to the universal offer

<b>Barriers to learning</b>	<b>Intent:</b> Lesson planning and adaptive teaching advice	<b>Implementation:</b> Support and responsive teaching advice
<ul style="list-style-type: none"> <li>• Not able to adhere to rules, irritable and verbal/physical acting out behaviours towards staff and peers.</li> <li>• Inability to engage/withdrawn.</li> <li>• Emotional regulation difficulties or controlling behaviour e.g. learners will experience chronic anxiety over the smallest of things.</li> <li>• Age-inappropriate behaviours around adults e.g. need for adult attention, distrust of adults, over familiarity with strangers, hypervigilance and persistent separation anxiety.</li> <li>• Underachieving and delayed understanding of cause and effect.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Praise</b> where meaningful and appropriate, as much as possible, including positive social interactions and provide <b>personalised reward</b>.</li> <li>• <b>Maintain a predictable lesson routine, make consequences explicit and plan for transitions.</b></li> <li>• Positive communication with parents/carers.</li> <li>• Use of attachment aware practices (emotionally literate adult responses) e.g. <b>attunement</b>, respond to emotional age, listen with empathy, hold the learner in mind.</li> <li>• Meet physiological and emotional needs (Maslow's Hierarchy) using a nurturing approach.</li> <li>• Model good emotional control and <b>provide emotion coaching</b>.</li> <li>• <b>Use of positive role models</b> including identified key adult and peer support.</li> <li>• <b>Planned ignoring</b> of unwanted behaviours and provide <b>restorative approaches</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• When roaming, always <b>check understanding &amp; praise engagement</b>.</li> <li>• Clearly <b>pre-identify any changes to usual routine</b>.</li> <li>• Consider <b>seating plan</b> arrangement to <b>allow positive peer support</b>.</li> <li>• Use school reward systems and increase positive feedback to parents e.g. postcards home.</li> <li>• Articulate <b>holding the learner in mind</b> e.g. 'I thought of you yesterday'.</li> <li>• Use a calm approach and <b>avoid engaging in conflict</b>.</li> <li>• Try not to respond to unwanted behaviours designed to gain adult attention.</li> </ul>



## Social, Emotional & Mental Health

**Learning needs:** Wellbeing, anxiety, depression/low mood and self-harm. Learners with significant needs in this area are likely to require an element of targeted or specialist offer in addition to the universal offer

<b>Barriers to learning</b>	<b>Intent:</b> Lesson planning and adaptive teaching advice	<b>Implementation:</b> Support and responsive teaching advice
<ul style="list-style-type: none"> <li>• Wellbeing and Anxiety.</li> <li>• Preoccupation with emotional fear/worry leaves them unavailable to learn and can cause EBSA.</li> <li>• Separation anxiety.</li> <li>• Internalising/withdrawn.</li> <li>• Emotional dysregulation/externalised behaviour.</li> <li>• Difficulties forming relationships with adults and/or peers.</li> <li>• Difficulties with transition.</li> <li>• Low frustration/tolerance e.g. making mistakes, not being perfect, being wrongly blamed, a tragedy, etc.</li> <li>• Emotional over-reaction.</li> <li>• Social anxiety.</li> <li>• Bullying/victim of bullying.</li> <li>• Performance/exam anxiety.</li> <li>• Low self-esteem.</li> <li>• Obsessive/ritual behaviours.</li> <li>• Depression/Low mood.</li> <li>• Absence of feelings.</li> <li>• Irritability.</li> <li>• Lack of pleasure/motivation.</li> <li>• Self-harm.</li> <li>• Intentional self-poisoning or injury.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Wellbeing, Anxiety, Depression/Low mood.</b></li> <li>• <b>Predicable routines</b> e.g. now and next boards and <b>visual timetables.</b></li> <li>• <b>Have a plan B</b> ‘neutral task’ available to allow a learner to break off and then re-join the work if feeling overwhelmed.</li> <li>• Transition objects between home/school (younger learners).</li> <li>• <b>Use of positive role models</b> including identified key adult and peer support.</li> <li>• <b>Soft start</b> meet and greet.</li> <li>• Building a <b>good relationship</b> with staff is key to providing learners with anxiety to access to learning.</li> <li>• <b>Provide safe space</b> for self-soothing and self-regulation.</li> <li>• <b>Support frustration tolerance</b> and provide opportunities for low risk taking.</li> <li>• <b>Develop peer relationships.</b></li> <li>• Adhere to the ‘Do Now’ strategy where learners should be able to complete 80% successfully, important for those with anxiety.</li> <li>• Promote self-care.</li> <li>• See resilience strategies above.</li> <li>• <b>Self-harm.</b></li> <li>• Follow school policies and procedures, NICE guidance suggests a) treat young person with respect b) address immediate physical health c) seek advice from health/social care professional d) make young person aware of support e) address any safeguarding issues.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Wellbeing, Anxiety, Depression/Low mood.</b></li> <li>• Consider <b>seating plan</b> arrangement to <b>allow positive peer support and allow predictability.</b></li> <li>• <b>Clearly pre-identify any changes to usual routine.</b></li> <li>• When struggling, <b>offer a neutral task</b> for a short period of time so a learner can reduce their feelings of anxiety.</li> <li>• <b>Meet and greet learner by name every day.</b></li> <li>• Identify quiet areas in your environment for <b>retreat spaces</b> (if possible) and <b>create opportunities for re-set.</b></li> <li>• <b>Praise engagement</b> over task completion to reinforce future participation.</li> <li>• Provide individual follow up support through, <b>clueing and then modelling with the learner.</b></li> <li>• See resilience strategies above.</li> <li>• <b>Self-harm.</b></li> <li>• Subtly <b>notice changes in behaviour</b> or dress that might indicate self-harm.</li> </ul>



## Social, Emotional & Mental Health

**Learning needs:** Emotional Based School Avoidance (EBSA). Learners with significant EBSA issues are likely to require an element of targeted or specialist offer in addition to the universal offer

<b>Barriers to learning</b>	<b>Intent:</b> Lesson planning and adaptive teaching advice	<b>Implementation:</b> Support and responsive teaching advice
<ul style="list-style-type: none"> <li>• Severe difficulty in attending school.</li> <li>• Physical anxiety symptoms e.g. racing heart, shaking, sweating, nausea, butterflies.</li> <li>• Complaints of physical illness.</li> <li>• Separation anxiety between home and school.</li> <li>• Sleeping disorders.</li> <li>• Refusal/difficulties to enter the school building (exacerbated after school holidays or periods of absence).</li> </ul>	<ul style="list-style-type: none"> <li>• Regular collaborative <b>home school communication</b> with key contact.</li> <li>• <b>Predicable routines</b> e.g. now and next boards and <b>visual timetables</b>.</li> <li>• Transition objects between home and school.</li> <li>• <b>Soft start</b> meet and greet.</li> <li>• <b>Monitoring attendance</b> and identifying patterns/trends to allow early identification.</li> <li>• <b>Adapting punctuality and preparation systems</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Flexible approach</b> to time keeping and arriving with appropriate resources e.g. provide equipment for learner.</li> <li>• <b>Do not demand</b> contributions to whole class or small group activities.</li> <li>• <b>Be aware of anxiety levels</b> and respond accordingly.</li> <li>• <b>Know the named contact</b> for the learner and provide regular feedback.</li> <li>• <b>Flag any irregular patterns of attendance</b>.</li> </ul>



## Social, Emotional & Mental Health

**Learning needs:** Attention Deficit Disorders. Learners with significant ADHD needs are likely to require an element of targeted or specialist offer in addition to the universal offer

### Barriers to learning

- Attention Deficit Hyperactivity Disorder (ADHD).
- Gaps in learning from missing key information during the lesson due to being distracted.
- Inability to meaningfully participate in group work and tasks that require ordered steps.
- Understanding and following instructions can be challenging.
- Often learners have relatively weaker fine motor skills.
- Disruptive behaviour can lead to removal from learning.
- Key learning is often missed so schema formation is inhibited leading to gaps in learning and misconceptions.
- Instructions are missed so often the young person is not on task.
- Excessively tired from effort to remain focussed.

### Intent: Lesson planning and adaptive teaching advice

- **Adapt classroom to be distraction free where possible** –e.g. blinds down.
- **Seat learners away from windows, doors and away from the eyeline of friends.**
- **Alternate tasks** set so activities alternate from high learner demand to lower learner demand, e.g. listen to me, rearrange this sentence, mind map from a short video, construct a paragraph.
- Teaching and learning tasks to be of an appropriate length, with **tasks timed to focus learners.**
- Where possible, have at least one **kinaesthetic activity** built into the lesson.
- Memory games and **retrieval practice** are highly effective for learners with concentration/focus needs.
- A **visual guide** through the lesson on the board can really help.
- Avoid multi-step instructions.

### Implementation: Support and responsive teaching advice

- Ask the learner to repeat back what they must do **now and next** to you.
- **Physical fidget aids**, e.g. wobble cushions, fidget toys, blue tack.
- Time out breaks from the classroom, or preferably **brain break** activities within the lesson where appropriate.
- Be aware of progress learner is making and provide consistent **adult prompting** and redirection.
- In the more extreme cases an iPod with neurologically soothing sounds can be provided.



## Social, Emotional & Mental Health

**Learning needs:** Emotional Regulation, including Oppositional Defiance Disorder (ODD). Learners with significant issues are likely to require an element of targeted or specialist offer in addition to the universal offer

<b>Barriers to learning</b>	<b>Intent:</b> Lesson planning and adaptive teaching advice	<b>Implementation:</b> Support and responsive teaching advice
<ul style="list-style-type: none"> <li>• Anxiety driven need to avoid demands and remain in control.</li> <li>• Gaps in knowledge occur from missed learning.</li> <li>• Difficulties in being part of a cooperative class.</li> <li>• Adhering to direction from an adult can lead to outbursts where the learner will excessively argue and actively refuse to comply with instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Consider seating arrangements</b> depending on the learner e.g. front of class so others are behind them or back of class where they do not feel under others gaze.</li> <li>• <b>Stay calm and consistent.</b></li> <li>• <b>Reinforce/praise positive behaviours</b> and progress in learning, even if small steps.</li> <li>• Avoid ultimatums and <b>give choice</b> where possible as a matter of course.</li> <li>• Try to <b>build a connection with the learner.</b></li> <li>• When there is going to be a transition/activity change during the lesson <b>pre-warn the learner.</b></li> <li>• Consider demands placed on learner within the classroom.</li> <li>• Use of <b>retreat spaces</b> and a <b>'fresh start' approach.</b></li> <li>• <b>Think PANDA:</b> Pick your battles (enable choice and control), Adaptation (including humour, distraction and having a plan B), Negotiation and collaboration (demonstrate fairness and trust), Disguise and manage demands, Anxiety management (see anxiety strategies above).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Stay calm</b>, without threats, <b>follow school's behaviour management policy.</b></li> <li>• <b>Establish seating plan, class routines and roles and responsibilities.</b></li> <li>• Identify quiet areas in your environment for <b>retreat spaces</b> (if possible) and create <b>opportunities for re-set.</b></li> <li>• Disguise and <b>reduce demands</b> by offering choice and/or optional activities.</li> <li>• <b>Being flexible</b> with rules within an agreed framework (discuss with SENDCo/SLT)</li> <li>• <b>Use humour</b> to re-direct the learner and avoid conflict e.g. 'Has your pen stopped working' instead of 'Why are you not writing' or 'Finish your writing'.</li> <li>• See anxiety strategies above.</li> </ul>



Sensory &/or Physical		
<b>Barriers to learning</b>	<b>Intent:</b> Lesson planning and adaptive teaching advice	<b>Implementation:</b> Support and responsive teaching advice
<b>Learning needs:</b> Vision Impairment (VI). Learners with significant vision impairment are likely to require an element of targeted or specialist offer in addition to the universal offer		
<ul style="list-style-type: none"> <li>Limited access to resources, such as the whiteboard and standardised worksheets/ books.</li> <li>Limited visual field.</li> <li>Lighting conditions in classrooms and other spaces around school.</li> <li>Perceptual issues e.g. when working on two pieces of information at once.</li> <li>Transition periods when corridors are busy.</li> <li>Accessibility of the school building.</li> <li>Precise measurement requiring co-ordination of fine motor movement e.g. PE/Chemistry and Technology</li> <li>Social situations requiring learner to pick up on non-verbal cues.</li> <li>Tiredness resulting from visual stress/ fatigue.</li> </ul>	<ul style="list-style-type: none"> <li><b>Understand the vision condition</b> and the potential impact on learning.</li> <li><b>Ask what learners can see</b> not ‘can you see...?’.</li> <li>Maintain <b>clutter-free environments</b>.</li> <li><b>Avoid unnecessary changes to classroom layout</b> as this can reduce independence (prevents learner finding way around the environment).</li> <li><b>Accessible learning environments</b> around the whole school – yellow lines on steps, ramps &amp; lifts.</li> <li>Access to <b>adaptive equipment</b> (particularly in PE), high contrast, clearly defined edges e.g. contrast tape.</li> <li>Teach learners to understand their environment so they can <b>self-manage risk</b>.</li> <li>Carefully consider <b>positioning in seating plan</b>, particularly consider lighting impact.</li> <li><b>Always call learner by name</b> and inform them when they are leaving the conversation.</li> <li>Ensure good access to their seat, resources and equipment.</li> <li>Use skimming and scanning to support them as a reading technique (<b>pre-highlight/ colour code key words</b> to assist quick location of information).</li> <li>In group work, <b>encourage peers to provide verbal rather than non-verbal cues</b>.</li> <li><b>Allow extra time</b> to complete fine and gross motor activities.</li> <li>Check in on energy level, <b>remove visual stress</b> wherever possible.</li> <li>Resources to be re-produced at the <b>prescribed font size</b> (not just enlarged to A3).</li> </ul>	<ul style="list-style-type: none"> <li>Use of an iPad to enlarge images taken of the whiteboard during the lesson.</li> <li>Access to magnifiers.</li> <li>Permission to self-re-position to better access the lesson.</li> <li>Be aware of visual fatigue, <b>allow brain breaks, extra processing time</b> and copies of whiteboard materials (in correct font and size).</li> <li><b>Build positive relationships</b> and encourage self-advocacy when they are struggling – ‘I can’t see...’</li> <li>Ensure learner has clean glasses and access to resources to clean any visual aids and provide cases/ protection etc to avoid glasses and resources being scratched.</li> </ul>



## Sensory &/or Physical

**Learning needs:** Hearing Loss. Hearing Impairment (HI). Learners with significant hearing loss are likely to require an element of targeted or specialist offer in addition to the universal offer

### Barriers to learning

**Intent:** Lesson planning and adaptive teaching advice

**Implementation:** Support and responsive teaching advice

- Loud background noises when staff are speaking.
- Classroom position, near loud/ distracting environmental noises (hot air heaters, hum of IT equipment, weather noise on window etc).
- Only catching parts of verbal communication, avoiding participation in questioning or other verbal-based learning activities.
- Not asking for help when needed.
- Not hearing verbal cues in social interactions or noise-based teacher/learners' interactions.
- Difficulty in locating sound sources.
- Hearing fire alarm and exiting building.
- Listener fatigue resulting in tiredness.

- Adopt a **Total Communication approach** to allow learners to have best opportunity to understand (written word, picture, spoken word, consistent symbols).
- **Understand the hearing condition** and the potential impact on learning.
- **Carefully consider positioning in seating plan;** place learner at the front of the class, particularly **consider sightline to the teacher's face and mouth.**
- **Get learner's attention** when communicating.
- **Speak clearly and precisely**, do not exaggerate mouth movement to support lip reading.
- Try to **minimise background noise** (including music) and give visual clues.
- When talking to the class revert your eye contact back to learner with hearing loss as much as possible without it being noticeable to the others.
- **Encourage peers to behave in a noise sensitive manner;** pick up chairs/furniture rather than drag, use volume control in group activity, etc.
- **Use hearing aid equipment** e.g. wearable microphone.
- **Plan for short breaks** within the lesson.
- Switch to **visual inputs and teaching materials** after listening for a period, use **multi-sensory elements** to aid learning.

- **Check for understanding** throughout the lesson.
- When a learner is struggling, re-explain 1:1.
- When roaming, **turn to face learners with hearing loss when giving whole class instructions** and be close to the learner.
- **Stop speaking if external environmental noise is loud** (including school bell), wait for quiet before continuing.
- Ensure learners have spare batteries for hearing aids.



## Sensory &/or Physical

**Learning needs:** Physical Difficulty (PD). Learners with significant physical mobility needs are likely to require an element of targeted or specialist offer in addition to the universal offer

### Barriers to learning

- Learners can be excessively tired from compensating for their mobility issues.
- Physical segregation/ additional adult support can limit the development of age-appropriate social interaction skills.
- Fine Motor Skills.
- Everyday tasks, such as writing, typing, dressing or sharpening a pencil, could be impaired by weakened or underdeveloped fine motor skills.
- Difficulties in organising their work (also see Writing section).
- Gross Motor Skills.
- Lack of independent movement, independent transfers in classroom and around the school building.
- Availability of mobility aids (specialist seating, walker, standing frame) to support engagement across the curriculum.
- Difficulty accessing physical and practical subjects – PE, swimming, technology, Drama, practical science, etc.

### Intent: Lesson planning and adaptive teaching advice

- **Understand learner's condition**, what they can do and maintain high expectations.
- **Understand positioning needs** within lesson (learners who have specialist needs with several pieces of adaptive seating and standing equipment should have a positioning timetable agreed by the SENCO and Physio).
- **Plan room to accommodate size of equipment** including need for wider gaps between desks, etc.
- Ensure access to height adjustable resources (desks, benches, Food Tech hob etc).
- **Provide adaptive equipment for learners** with fine motor needs: enlarged/ adapted keyboard, adaptive mouse, iPad, laptop, dictation software, range of pen/pencil thicknesses and hardnesses, pencil/pen grips, sloping writing boards.
- Consider positioning of resources to keep them at eye level.
- Use **peer support to work with manipulatives**.
- Consider physical needs of learners when planning extra-curricular activities and educational visits, including transport.
- Consider movement on different floor surfaces.
- **Encourage as much independence as possible**, disability door openers, etc.
- Consider the motor skill of lessons and balance the development of their skills with a realistic expectation.

### Implementation: Support and responsive teaching advice

- Support wheelchair users by enabling their movement, **encourage independence** but also **help, where necessary**.
- Encourage **peers to volunteer dignified support by modelling this explicitly**.
- **Ensure equipment is ready** for the start of the lesson.
- If struggling, **slow the pace of the activity**.
- If struggles are persistent, enquire if there are any adaptive aides the SEND department can offer.
- Encourage a **sense of achievement**.



**Sensory &/or Physical**

**Learning needs:** Developmental coordination (developmental co-ordination disorder – previously known as dyspraxia). learners with significant dyspraxia needs are likely to require an element of targeted or specialist offer in addition to the universal offer

<b>Barriers to learning</b>	<b>Intent:</b> Lesson planning and adaptive teaching advice	<b>Implementation:</b> Support and responsive teaching advice
<ul style="list-style-type: none"> <li>• Disorganised.</li> <li>• Underdeveloped fine and gross motor skills.</li> <li>• Lack of coordination of physical skills.</li> <li>• No hand dominance, which results in difficulties with skill acquisition.</li> <li>• Avoiding activities which require fine motor control.</li> <li>• Hand muscles lack strength.</li> <li>• Lack of coordination of two-handed activities.</li> <li>• Difficulties with self-help skills, e.g. dressing.</li> <li>• Deterioration with handwriting.</li> <li>• Lack of confidence in physical play.</li> <li>• Special perceptual skills.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reduce handwriting required</b> without impacting depth of expectations.</li> <li>• Indoor and outdoor equipment to provide support for gross and fine motor development.</li> <li>• Provide a locker or space to keep equipment to support organisation.</li> <li>• <b>Fine Motor Skills.</b></li> <li>• Hand and arm exercises.</li> <li>• <b>Adaptive equipment</b> e.g. specialist scissors, pen grips, sloping board, etc.</li> <li>• <b>Practice fine motor skills</b> e.g. threading, play dough, peg boards.</li> <li>• Sequencing and organisational support e.g. <b>now and next boards, writing frames.</b></li> <li>• <b>Multi-sensory handwriting scheme.</b></li> <li>• Consider the needs for adapting lined paper to have wider line spacing.</li> <li>• <b>Gross Motor Skills.</b></li> <li>• Ensure sufficient floor space and encourage learners to move on different surfaces.</li> <li>• Opportunities for balance e.g. climbing, jumping.</li> <li>• <b>Develop core stability</b> e.g. wobble cushion.</li> <li>• Ensure <b>correct seating position</b>; desk needs to be at elbow height &amp; both feet flat on the floor.</li> <li>• Praise engagement in <b>gross motor activities</b> e.g. throwing, catching</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Offer adaptive equipment</b> e.g. laptop, angled writing board or a pen/pencil grip.</li> <li>• <b>Encourage bullet point answers</b> or viable alternatives such as producing a mind map.</li> <li>• Use hand/arm exercises with whole class as <b>brain breaks.</b></li> <li>• <b>Ensure equipment is ready</b> for the start of the lesson.</li> <li>• When roaming, offer alternative lined paper if learners are struggling to keep within standard lines or space given.</li> <li>• <b>Check seating is appropriate</b>, particularly in practical subjects.</li> </ul>



## Sensory &/or Physical

**Learning needs:** Sensory processing. More common in learners who have neurodiversity. Learners with significant sensory processing needs are likely to require an element of targeted or specialist offer in addition to the universal offer

### Barriers to learning

**Intent:** Lesson planning and adaptive teaching advice

**Implementation:** Support and responsive teaching advice

- Difficulties in processing sensory information in one or more of seven senses: sight (visual), taste (gustatory), smell (olfactory), hearing (auditory), touch (tactile), proprioception (position in space), vestibular (sense of balance).
- Difficulties in busy spaces where there is lots of sensory stimulation.
- Under or over sensitive to stimulus.
- Sensitivity to light touch.
- Difficulty with posture and coordination.
- Seeking unusual sensory experiences.
- Not recognising when they are hot or cold.
- Withdrawing from certain stimuli.
- Self-soothing/self-stimulating behaviours e.g. flapping/rocking.
- Can cause isolation.
- Challenging behaviour.
- Aspects of EBSA behaviour.
- Appearing to lack attention.

- Recognise that all **behaviour is a form of communication.**
- Recognise that some learners are unable to describe their sensory experience.
- **Be aware of any sensory processing audit/assessment** and incorporate this into planning.
- **Identify triggers.**
- Work with parents.
- **Allow self-soothing/self-regulation behaviours** (if there is no safeguarding risk).
- **Allow movement/sensory breaks.**
- Have a range of sensory equipment.
- **Be aware of your own classroom environment** and the sensory stimuli within it.
- Consider **sensory diet** required in your lesson.

- **Use seating plan** to avoid sensory stimuli and triggers within the classroom.
- **Provide physical fidget aids**, e.g. wobble cushions, fidget toys, blue tack
- Time out breaks from the classroom, or preferably **brain break** activities within the lesson where appropriate.
- Enable **sensory diets** by providing appropriate resources e.g. ear defenders, weighted jacket, etc.



## Section II: Targeted offer: Provision to meet the continuum of need

### Introduction

The following section is part of a suite of documents to support schools in the delivering their Targeted Offer. The targeted offer should build on the Universal Offer as detailed in the previous section.

*‘A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision **different from or additional to** that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.’*

SEND Code of Practice, 2015 para. 6.15

**Lancashire Provision to Meet Continuum of Need** is split into sections for Early Years and school/college. It is designed to assist settings to identify and implement provision and practice beyond the Universal Offer.

Barriers to learning are expressed as a continuum of increasing need and provision and practice covers the range of support that can be provided between the Universal Offer and Specialist Offer.

For ease of use there are four colour coded sections corresponding with the four broad areas of need.

For additional detail and advice on specific programmes and techniques, settings can refer to [Lancashire Teaching and Learning Toolkit \(Ordinarily Available Provision for SEND 0-25 years\)](#) document to understand the offer available from Lancashire County Council at SEN support.

This section also includes **Targeted Offer Support Matrices** to assist EY practitioners, teachers and support staff (where available) in providing high quality individualised support. These are designed to be easily printed for use in the classroom/setting and as a stimulus to provide training for support staff.

























Note: In addition to the day-to-day support identified below, learners with targeted support needs are likely to require exam access arrangements for formal exams in accordance with their specific needs. Any exam access arrangements must follow and are subject to Joint Council for Qualifications Access Arrangements and Reasonable Adjustments.

### Key

Areas of Need		Support matrix level
Early years	School/college (KS1 and above)	
Cognition & Learning	Cognition & Learning	Universal
Communication & Interaction	Communication & Interaction	Targeted
Social, Emotional & Mental Health	Social, Emotional & Mental Health	Specialist
Sensory &/or Physical	Sensory &/or Physical	























## Targeted offer: Support matrix for early years practitioners

Targeted Support for the Unique Child Prioritise inclusion in all aspects of provision. Add enhancements to address interests. Follow Targeted Learning Plan incorporating SENCo/ specialist advice.		Targeted Support for Positive Relationships Develop closer relationship with family, regularly feedback on learning and development. Draw other children into play. Teach behaviour and interaction in context. Follow Targeted Learning Plan incorporating SENCo/ specialist advice.		Targeted Support for Enabling Environment Ensure provision it set up to include the child. Ensure adaptive resources are readily available in continuous provision. Structure access, reduce choice if overwhelming. Use a visual to identify what will happen now and next. Follow Targeted Learning Plan incorporating SENCo/ specialist advice.	
<b>Can Do Approach</b> Build on what the child can do. 	<b>Interest Led</b> Use the child's interests. 	<b>Knowledge of Child</b> Knowledge the child, their skills and needs and how to best support them. 	<b>Positive Behaviour Strategies</b> Say what you want to see child doing (e.g. sit still). Use positive language. Praise effort. 	<b>Total Communication</b> Communication rich environment. Use objects of reference, photos, symbols, gestures & signs to cue in. 	<b>Reliable Routines</b> Clear, consistent routines to know what is happening and what is expected. Warn of changes to routines. 
<b>Simple Language</b> Reinforce with visuals, gesture and signs. 	<b>Extend Play</b> Show interest and model to extend play/language. 	<b>Accessibility</b> Present resources in the most accessible way. Provide active learning activities. 	<b>Active Listening</b> Be alert to communication. Respond. Listen. Give 'thinking time' 	<b>Range of Resources</b> Developmentally appropriate resources and activities. Range of resources target specific skills. Graded resources to gradually improve/refine skills. 	<b>Calm Spaces</b> Reduce unnecessary background noise. Provide quiet places for language and listening activities. 
<b>Adaptation</b> Adapt resources, activities, teaching, expectations to child. 	<b>Modelling</b> Model how to use resources and complete activities. 	<b>Support Choices</b> Support children to make choices e.g. about where to play. 	<b>Prioritise Independence</b> Support children to maximise their independence. 	<b>Physical Skills</b> Opportunities for fine and gross motor skills throughout the day and make it fun. 	<b>Organisation</b> Organise resources so child is independent & has choices, not overwhelmed. 
<b>Inclusion</b> Adapt practice to ensure children included with peers. 	<b>Celebrate</b> Praise and reward small steps of success and progress. 	<b>Communication Partner</b> Model child's words, add words to extend vocabulary. Take turns in conversation: My turn; your turn. 	<b>Play Alongside</b> Join the child in their activities of interest at the child's level. 	<b>Flexible Learning</b> Present the same learning intention in different ways within the environment. 	<b>Multi-Sensory</b> Enable children to use all their senses. 



## Targeted offer: Support matrix for teachers and support staff

<p><b>Refocus</b></p> <p>Use learner specific behaviour management techniques from learner information (e.g. passport) to refocus learners and keep them on task. </p>	<p><b>Tricky Words</b></p> <p>Provide targeted phonic support (Phonemes/graphemes). Model usage of difficult words. </p>	<p><b>Teach Processes</b></p> <p>Support learners in recalling processes or techniques e.g. provide WAGOLL (What A Good One Looks Like), retained models, photos of process, crib sheets. </p>	<p><b>Sentence Building</b></p> <p>Teach sentence structure using consistent colour coding to support learner e.g. colourful semantics. </p>	<p><b>Link outcomes to learning objectives</b></p> <p>Use learner information (e.g. passport) to adapt learning objectives and select activities to ensure they are accessible and achievable. </p>
<p><b>Alternative Recording</b></p> <p>Offer a wider range of recording alternatives e.g. voice recording. Provide adaptive recording aids e.g. sloping board. </p>	<p><b>Vocabulary/ Terminology</b></p> <p>Assist the learner with subject specific terminology/ vocabulary – definitions, spellings, application and/or meaning. </p>	<p><b>Comprehension, inference &amp; deduction</b></p> <p>Teach comprehension by identifying keywords from the question and locating them in the text e.g. highlighting. </p>	<p><b>Questioning</b></p> <p>Use adaptive questions (Blanks 4 levels: Naming, Describing, Retelling, Justifying &amp; Inferring) throughout the lesson to check for understanding. </p>	<p><b>Reinforce Subject Knowledge</b></p> <p>Reinforce and make links to prior learning using visual cues e.g. photographs of prior learning, worked examples in books. </p>
<p><b>Adapt Text</b></p> <p>Provide simplified text that matches the learning objective but reduces the reading demand to reflect learner reading age e.g. use AI. </p>	<p><b>Teach Skim and Scan</b></p> <p>Teach individual learner to skim and scan. Ensure learners can track text effectively.  Skimming; reading quickly to capture general idea/ meaning. Scanning; looking for key words in the text.</p>	<p><b>Task Framework</b></p> <p>Use consistent icons and symbols on a framework to support independent task completion.  Chunk; segment; sequence; chronologise</p>	<p><b>Peer Support</b></p> <p>Pre-select specific peer(s) to support learning and model good practice in learning or behaviour e.g. name the peer. </p>	<p><b>Modelling</b></p> <p>Provide additional modelling of worked examples (e.g. in the learner's book). These worked examples could include extra steps for the individual. </p>
<p><b>Engagement</b></p> <p>Use learner specific behaviour management techniques (e.g. positive private praise) from learner information (e.g. passport) to ensure engagement. </p>	<p><b>Prompt</b></p> <p>Encourage independence by using the steps in the scaffolding framework (EEF). Correcting; modelling; clueing; prompting; self-scaffolding </p>	<p><b>Structure</b></p> <p>Provide pre-populated <b>writing frame</b> adapted for your subject/ lesson and teach learners how to use this.  Introduction; main points; conclusion</p>	<p><b>Group Work</b></p> <p>Assign learner to group roles to allow them to be successful in this role. Carefully consider group make up. </p>	<p><b>Verbal Guidance</b></p> <p>Provide targeted verbal guidance to enable learners to access, complete or re-attempt tasks. </p>



Cognition & Learning: EY			
Continuum of learning needs: Play development/learning			
Barriers to learning	Targeted support: Provision and practice additional to the universal offer: Staff working directly with learners must have knowledge and training in good practice when working with learners with cognition and learning needs		
<ul style="list-style-type: none"> <li>Functioning at the EYFS band below their chronological age across most areas of development.</li> </ul> <table border="1" data-bbox="152 746 533 826"> <tr> <td>End FS</td> <td>30 months to below 36 mths</td> </tr> </table> <ul style="list-style-type: none"> <li>Functioning at 2 EYFS bands below their chronological age across most areas of development.</li> </ul>	End FS	30 months to below 36 mths	<ul style="list-style-type: none"> <li>Full inclusion in EYFS Curriculum through use of adaptive teaching and group support.</li> <li>Access school/setting and class teaching and assessments, however SENCo may be involved in more specific assessments and observations.</li> <li>Will be included in EY High Quality Teaching approaches with specific support for targets which involve cognition and learning.</li> <li>Have opportunities for small group work within the provision.</li> <li>Enhanced adaptation, regular targeted small group or individual support.</li> <li>Will need additional profess.</li> <li>Professional support from skilled colleagues, e.g. SENCo, to aid curriculum modifications and develop strategies to address C&amp;L needs.</li> <li>Planning may also consider advice from other professional support e.g., advice from specialist teacher or Educational Psychologist.</li> <li>Have opportunities for small group work targeting specific needs.</li> <li>Have time limited programmes of intervention targeting identified need.</li> <li>EYFS Curriculum plans will include individually focused targets.</li> <li>May need to make noticeable adaptations and modifications to the curriculum.</li> <li>Advice and information from the C&amp;L specialist teachers may be implemented.</li> <li>Use of more specialised assessment tools.</li> <li>Daily opportunities for support as identified in the learner's individual plan – this may include 1:1 work, small group support, pastoral support, etc.</li> <li>Inclusion in mainstream class with access to additional adult support to enable the class teacher to make the best provision; this may include targeted individual support, targeted small group support or to release the teacher to provide that support.</li> <li>Staff working directly with learners must have knowledge and training in good practice when working with C/YP with Cognition and Learning Needs</li> </ul>
End FS	30 months to below 36 mths		



**Cognition & Learning: School/college (KS1 and above)**

**Continuum of learning needs**

**Barriers to learning**

**Targeted support:** Provision and practice additional to the universal offer: Staff working directly with learners must have knowledge and training in good practice when working with learners with Cognition and Learning Needs

- Difficulty with the acquisition/use of language, literacy, numeracy skill Difficulty with the pace of curriculum delivery.
- Some problems with concept development.

End FS	30 months to below 36 months
End KS1	Pre-Key Stage standard to 60 months
End KS2	Y3 to below Y4 ARE
End KS3	Y5 to below Y6 ARE
End KS4	Y6 to below Y7 ARE
End KS5	< Level 2

- Full inclusion in the National Curriculum through use of adaptation and group support.
- Will be part of school/ College class teaching and assessments, however SENCo may be involved in more specific assessments and observations.
- Will be included in mainstream school and class using High Quality Teaching approaches with specific support for targets which involve cognition and learning.
- Have opportunities for small group work within the usual classroom planning and management.
- Enhanced adaptation, regular targeted small group or individual support.
- Use of more detailed NC Small Steps assessment tools.
- Will need additional professional support from skilled colleagues, e.g. SENCo, to aid curriculum modifications and develop strategies to address C&L needs.
- Planning may also consider advice from other professional support e.g., advice from specialist teachers, or EP.
- Included in mainstream class using High Quality Teaching approaches with specific support for targets which involve communication and interaction in collaboration with professional recommendations.



<ul style="list-style-type: none"> <li>• Attainment is below expected level (see table above) despite adaptive learning opportunities and concentrated support with appropriate interventions being provided.</li> <li>• Moderate and persistent difficulties in the acquisition/use of language/literacy/numeracy skills.</li> <li>• Needs persist and appear resistant to previous interventions.</li> <li>• Moderate difficulties with independent working and needs the support of an adult and a modified curriculum.</li> <li>• Cognitive assessment by a specialist teacher or Educational Psychologist likely to be significantly below average range of cognitive ability (SS&lt;70 at the 3<sup>rd</sup> percentile or below) indicating Moderate Learning disabilities.</li> <li>• A diagnosis may be in place e.g. Down Syndrome/Williams Syndrome/Prader Willi syndrome.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum plans will include individually focused targets.</li> <li>• May need to make noticeable adaptations and modifications to the curriculum.</li> <li>• Advice and information from the C&amp;L specialist teacher may be sought to implement the use of more specialised assessment tools.</li> <li>• Daily opportunities for support as identified in the learner or young person's individual plan – this may include 1:1 work, small group support, pastoral support, mentoring, etc.</li> </ul>
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**Communication & Interaction: Early years**

**Continuum of learning needs: Language**

**Barriers to learning**

**Targeted support:** Provision and practice additional to the universal offer: Staff working directly with these learners will attend appropriate training and follow good practice in working with learners with Communication and Interaction needs.

- Language difficulties which are sometimes affects the learner's ability to learn and retain age-appropriate vocabulary and concept knowledge as well as their ability to follow directions and instructions.
- Some difficulties with organising expressive language and making meaning clear are also present.
- The learner has some ability to learn and use strategies when supported by teaching at their language level.
- Language difficulties that often affects the learner's ability to learn and retain age-appropriate vocabulary, concept knowledge as well as their ability to follow directions and instructions and learn and apply strategies.
- Limited expressive language skills are evident, that may include immature grammar, muddled word order, and difficulties with sequencing of ideas into simple phrase. These difficulties, make it difficult for the listener to follow the meaning of what is being said.

- Supportive strategies such as differentiated language, giving simplified instructions one at a time, and modelling/recasting of language embedded into their daily learning programme. This will sometimes involve supporting the learner on an individual basis during whole class input.
- May need prompting and require extra time to process information to respond, provide simplified instructions one at a time, using gestures and visuals to support understanding if required.
- May require support forming and maintaining friendships with peers.
- Needs some support to extend and develop play skills.
- Requires additional individualised strategies to support with understanding and access to the Early Years curriculum that are not used by most of the class.
- Some support and alternative approaches for the learner to demonstrate their learning and join in classroom conversations and activities due to the difficulties they have in expressing themselves.
- Pre-teaching of vocabulary and systematic approach to learning new information and vocabulary essential.
- Topic vocabulary should be identified at the start of each new topic, and the vocabulary should be actively taught using motivating activities, in experiential ways, simplifying language where possible.
- When learning new concepts for the first time, a high level of repetition is needed, with regular revisiting of newly learned topics/words/vocabulary.
- May need regular support to extend and develop play skills.
- May require language activities, developed in conjunction with appropriate professionals. These activities should be embedded into their daily learning programme, as well as small group work where necessary. These may be developed in conjunction with relevant professionals.
- Needs adapted language to access most class activities, this will sometimes involve supporting the learner on an individual basis during whole class input.
- Will need support to understand the language they are hearing and to express themselves across all learning contexts.



**Communication & Interaction: School/college (KS1 and above)**

**Continuum of learning needs: Language**

**Barriers to learning**

**Targeted support:** Provision and practice additional to the universal offer: Staff working directly with these learners will attend appropriate training, good practice in working with learners with Communication and Interaction needs.

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| <ul style="list-style-type: none"> <li>• Language difficulties sometimes affect ability to learn and retain age-appropriate vocabulary, concept knowledge and ability to follow directions and instructions. Some ability to learn and use strategies supported by teaching at language level.</li> <li>• Some difficulty organising expressive language and making meaning clear.</li> <li>• Language difficulties that often affects their ability to learn and retain vocabulary and concept knowledge, as well as their ability to follow more complex directions and instructions and learn and apply strategies.</li> <li>• Learner has difficulty organising expressive language and making meaning clear.</li> <li>• Presents with difficulties with grammar, muddled word order and difficulties sequencing ideas into a coherent narrative.</li> </ul> | <ul style="list-style-type: none"> <li>• Will need language strategies such as adapted language, giving simplified instructions one at a time, and modelling/recasting of language embedded into their daily learning programme. This will sometimes involve supporting the learner on an individual basis during whole class input.</li> <li>• May need prompting and require extra time to process information to respond, provide instructions one at a time, using gestures and visuals to support understanding if required.</li> <li>• May require support forming and maintaining friendships with peers.</li> <li>• Some support to extend and develop creative skills and ideas.</li> <li>• Additional individualised strategies to support with understanding and access to the curriculum that are not used by most of the class/group.</li> <li>• Pre-teaching of vocabulary and a systematic approach to learning new information and vocabulary is essential.</li> <li>• Topic vocabulary should be identified at the start of each new topic, and the vocabulary should be actively taught using motivating activities, relating the new vocabulary to secure concepts.</li> <li>• School may access training targeted at communication friendly environments and provisions to support language.</li> <li>• Visual supports such as narrative framework to prompt the learner and scaffold them to produce a narrative - e.g. when, who, where, what happened, the end.</li> <li>• Understanding of Blank level questions words is essential; 'who', 'what', 'where', need to be secure before learner is ready for 'when' 'why' and 'how'.</li> <li>• An adult will need to provide support and alternative approaches for the learner to demonstrate their learning and join in classroom conversations and activities due to the difficulties they have in expressing themselves.</li> <li>• Often needs regular support to extend and develop creative skills.</li> <li>• Language activities developed in conjunction with appropriate professionals (e.g. S&amp;LT) as appropriate, with activities which should be embedded into their daily learning across all areas of the curriculum, as well as small group work where necessary.</li> <li>• Needs adapted language to access most class activities, this will sometimes involve supporting the learner on an individual basis during whole class input.</li> <li>• Will need support to understand language they are hearing and to express themselves across all learning contexts.</li> </ul> |
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**Communication & Interaction: Early years**

**Continuum of learning needs: Speech**

**Barriers to learning**

**Targeted support:** Provision and practice additional to the universal offer: Staff working directly with these learners will attend appropriate training, good practice in working with learners with Communication and Interaction needs and be following advice recommended by appropriate professionals.

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| <ul style="list-style-type: none"> <li>• <b>Speech:</b> Speech sound difficulties which may impact on their communication in the setting and their ability to demonstrate learning and develop friendships. Presenting with a developing speech sound system, speech is difficult for unfamiliar listeners to understand, but clarity is improving over time.</li> <li>• <b>Speech:</b> Speech sound difficulties which impact on communication in the setting and their ability to demonstrate learning and develop friendships. Single words may be clear but connected speech may be very difficult to understand to both familiar and unfamiliar listeners. Speech sound difficulties impacting on phonological awareness and early literacy skills.</li> </ul> | <ul style="list-style-type: none"> <li>• Phonological awareness activities for learners with speech sound difficulties, with activities embedded into their daily learning programme. This will sometimes involve supporting the learner on an individual basis during whole class input.</li> <li>• Encourage use of gestures and visuals to support speech if required.</li> <li>• Additional individualised strategies to support with communication across the EYFS curriculum that are not used by most of the class.</li> <li>• Adult will need to provide support for the learner to demonstrate learning and join in classroom conversations and activities due to the difficulties they have in expressing themselves.</li> <li>• The learner should be provided with regular phonological awareness activities, e.g. alliteration, rhyme, syllable clapping and syllable segmentation; modelled by an adult in meaningful ways.</li> <li>• Specific speech and phonological awareness activities, developed in conjunction with the appropriate professionals, with activities embedded into their daily activity across all areas of the setting, as well as small group work where necessary.</li> <li>• Support for the learner to demonstrate their learning and join in conversations and activities due to the difficulties they have in expressing themselves, e.g. use of signing, gestures, communication boards.</li> <li>• May need support and to express themselves in group situations.</li> <li>• Likely to need prompting and extra time to respond, encourage use of gestures and visuals to support speech if required.</li> <li>• All adults will utilise targeted Speech and Language advised strategies, where provided and relevant.</li> </ul> |
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**Communication & Interaction: School/college (KS1 and above)**

**Continuum of learning needs: Speech**

**Barriers to learning**

**Targeted support:** Provision and practice additional to the universal offer: Staff working directly with these learners will attend appropriate training, good practice in working with learners with Communication and Interaction needs and be following advice recommended by appropriate professionals.

- **Speech:** Speech sound difficulties which may impact on their communication in the classroom and their ability to demonstrate curriculum knowledge and develop and friendships. Speech is difficult for unfamiliar listeners to understand, but clarity is improving over time.
- **Speech:** Speech sound difficulties which impact communication in the classroom and their ability to demonstrate curriculum knowledge and develop friendships.
- Single words and short phrases may be clear but connected speech may only be intelligible to familiar people, it may also be difficult for unfamiliar listeners to understand at times. Speech sound difficulties impacting on literacy skills.

- Support for speech and literacy development e.g. speech sound targets, phonological awareness activities embedded into their curriculum, this will sometimes involve supporting the learner on an individual or group basis.
- Encourage use of gestures and visuals to support speech if required.
- Support forming and maintaining friendships with peers, e.g. initially successful interactions with peers.
- Additional individualised strategies to support with communication across the curriculum that are not used by most of the class.
- Support the learner to give extra information when their message wasn't clear, this may be through prompting or scaffolding, e.g. I'm talking about a person/place/activity, it's something I have done or something I am going to do.
- Specific speech and literacy activities, developed in conjunction with appropriate professionals, with activities embedded into their daily activity across all areas of the setting, as well as individualised and small group work where necessary.
- Likely to need support to respond, encourage use of gestures and visuals to support speech if required.
- May need regular support to interact successfully with peers.
- An adult will need to provide support for the learner to demonstrate their learning and join in classroom conversations and activities due to the difficulties they have in expressing themselves.
- Needs adapted language to access most class activities, this will sometimes involve supporting the learner on an individual basis during whole class input.
- Will need support and to express themselves in group situations.
- All adults will utilise targeted Speech and Language advised strategies where provided and relevant.



**Communication & Interaction: Early years**

**Continuum of learning needs: Stammering**

**Barriers to learning**

**Targeted support:** Provision and practice additional to the universal offer: Staff working directly with these learners will attend appropriate training, good practice in working with learners with Communication and Interaction needs and be following advice recommended by the speech and language therapist.

- Stammer is evident but may not have any impact on their communication in the setting, ability to communicate curriculum knowledge or ability to develop friendships.
- Learner may feel impacted by their stammer, which may reduce confidence when communicating. Difficulties impact communication in setting and ability to demonstrate knowledge and develop friendships.

- Adults may need to seek advice around how to create a stammering friendly classroom and adaptive teaching practices for those who stammer. Adults supporting the learner will embed strategies throughout the day to support a learner's confidence with their communication, in relation to their stammer.
- Adults supporting the learner will create a stammering friendly environment within the setting, including:
  - Slow down your own rate of speech, but don't tell the learner to slow down or take a deep breath.
  - Use more comments than questions; to allow to learner to initiate.
  - Ask one question at a time and give them plenty of time to answer.
  - Use short, simple sentences.
  - Keep natural eye-contact with your learner.
  - Listen to what your learner is saying, not how they say it.
  - Pause before answering questions.
  - Make sure everyone in the conversation gets a turn.
- Acknowledge feelings with reassurance and encouragement just as you would with any other difference or difficulty the learner is having.
- Help to build your learner's confidence by giving them specific and authentic praise. This helps them to see their strengths, or what they are trying their best in. For example, you may say "I really like how you have used all those colours, you are so creative", or "you worked so hard with your classmate, fantastic teamwork".
- Use positive or neutral language when talking about their stammer. Instead of saying speaking has been 'good' or 'bad', describe the change in stammering without judgement e.g. 'He's been stammering a bit more this week'.
- May need adaptations to express themselves in all speaking situations.
- Support for the learner to demonstrate their learning and join a conversation and activities, to reduce pressure on the learner to make a verbal response.
- All adults will utilise Speech and Language advised strategies and create a stammering friendly environment within the setting to continue to support confidence.
- Adults will speak to carers and their learner about reasonable adjustments that can be made in the setting for all speaking situations in line with information and support provided by leading organisations e.g. STAMMA.



**Communication & Interaction: School/college (KS1 and above)**

**Continuum of learning needs: Stammering**

**Barriers to learning**

**Targeted support:** Provision and practice additional to the universal offer: Staff working directly with these learners will attend appropriate training, good practice in working with learners with Communication and Interaction needs and be following advice recommended by the speech and language therapist. Adults may need to seek advice around how to create a stammering friendly classroom and adaptive teaching practices for those who stammer.

**Stammering:**

- Stammer is evident but is not having any impact on their communication in the setting, ability to communicate curriculum knowledge or ability to develop friendships.

- Implement advised strategies by Speech and Language Therapy. Adults supporting the learner will embed strategies throughout the day to support a learner's confidence with their communication, in relation to their stammer.
- It may be appropriate (depending on the maturity of the learner) to discuss how they would like to be supported. They may indicate which adaptive teaching strategies they would prefer to be used e.g. not 'cold calling' the learner.
- Adults supporting the learner will create a stammering friendly environment within the classroom. A stammering friendly environment:
  - Slow down your own rate of speech, but don't tell the learner to slow down or take a deep breath.
  - Use more comments than questions – to allow to learner to initiate.
  - Ask one question at a time and give them plenty of time to answer.
  - Use short, simple sentences.
  - Keep natural eye-contact with your learner.
  - Listen to what your learner is saying, not how they say it.
  - Pause before answering questions.
  - Make sure everyone in the conversation gets a turn.
- Acknowledge their feelings with reassurance and encouragement just as you would with any other difference or difficulty the learner is having.
- Help to build your learner's confidence by giving them specific and authentic praise. This helps them to see their strengths, or what they are trying their best in. For example, you may say "I really like how you have used all those colours, you are so creative", or "you worked so hard with your classmate, fantastic teamwork".
- Use positive or neutral language when talking about their stammer. Instead of saying, speaking has been 'good' or 'bad', try to describe the change in stammering without any judgement e.g. 'He's been stammering a bit more this week'.
- Likely to need extra time to respond.
- To remove the pressure to respond verbally, or take part in group work, the learner may need support on an individual basis during whole class tasks.



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| <ul style="list-style-type: none"><li>• Learners sometimes feel impacted by their stammer, which may reduce their confidence when communicating. Difficulties impact communication in the classroom and their ability to demonstrate curriculum knowledge and develop friendships.</li><li>• Learners may find answering questions and group work uncomfortable.</li><li>• There may be a hidden emotional impact around all speaking situations, but this varies greatly between each learner.</li></ul> | <ul style="list-style-type: none"><li>• May need adaptations to whole group activities, e.g. smaller groups with learners they are comfortable talking with; or avoid whole class presentation.</li><li>• All adults will utilise targeted Speech and Language advised strategies where provided.</li><li>• Adults will speak to carers and their learner about reasonable adjustments that can be made in the setting for all speaking situations and exams, in line with information and support provided by leading organisations e.g. STAMMA.</li></ul> |
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**Communication & Interaction: Early years**

**Continuum of learning needs: Social communication**

**Barriers to learning**

**Targeted support:** Provision and practice additional to the universal offer: Staff working directly with these learners will attend appropriate training, good practice in working with learners with Communication and Interaction needs and be following advice recommended by appropriate professionals.

- Social communication differences which impact on ability to engage in *some* activities which can lead to some anxiety and distress.
- Some differences recognising and communicating emotions.
- Shows social vulnerability due to differences in understanding and knowledge of social communication.
- Differences with social communication that have some impact on daily functioning but may respond quickly and positively to additional support strategies.

**In addition to social communication needs and/or autism, the learner may display the following:**

- Occasional distressed behaviour /shutdowns, overwhelmed by anxiety which then impends ability to engage and self-regulate.
- Exploring own interests but can work with others and follow adult direction.
- Some differences with independent self-regulation.
- Sensory differences and sensitivities.
- Occasional ritualised behaviour (about things or people).
- Emotional distress witnessed occasionally.
- Some differences with simple problem solving impedes independence.
- Some differences with making social predictions leading to misunderstanding own and peer behaviour.

- Prompting and extra time to process information to respond, provide instructions one at a time, using gestures and visuals to support understanding if required.
- Requires support forming and maintaining friendships with peers.
- Requires some support to manage change, transitions, and unpredictability.
- Requires some support for differences with unusual responses to sensory experiences (can be easily distracted, upset by noise/touch/light).
- Some support to extend and develop play skills.
- Requires some support to manage change, transitions, and unpredictability.
- Requires some support for their sensory needs (can be easily distracted, upset by noise/touch/light).
- May require support forming and maintaining friendships with peers.
- Requires additional individualised strategies to support with understanding and access to the EYFS curriculum that are not used by most of the class.
- Some modelling of specific social skills using age-appropriate examples/activities.
- Modelling needs to be done at an appropriate time for the situation and then demonstrated into a real-life situation. Use of social stories/ role play as appropriate to consider specific situations and the appropriate behaviour choices.
- A structured and predictable environment with clear rules and routines. Unavoidable changes to routine will be communicated before they take place. Access to a quiet area of the provision to be accessed when feeling overwhelmed. Some opportunities to engage in facilitated social opportunities with peers.



- Social communication differences which impact ability to engage in *many* activities which *often* leads to anxiety and distress.
- Anxiety can overwhelm and impact on ability to follow adult led agenda.
- Differences with social communication will often have an impact on daily functioning, but responds quickly and positively to additional support strategies, uses strategies with some independence but still requires adult input to use consistently.
- Can be distressed when faced with new people, places, events or when unsure what is going to happen.
- Differences understanding social and physical risks.

**In addition to social communication needs and/or autism above, the learner may display the following:**

- Repetitive behaviours displayed occasionally.
- Regular evidence of sensory seeking/sensory avoiding behaviours.
- Can be over reliant on adults for support.
- Differences with simple problem solving.
- Differences with making social predictions leading to misunderstanding own and peer behaviour.
- Difference in play skills.

- Regular support to extend and develop play skills, may need support with play with peers.
- Needs adapted language to access most activities, this will sometimes involve supporting the learner on an individual basis during whole class input.
- Need support and strategies to make transitions, and unexpected changes in routine or people. Regular modelling of strategies which encourage positive social interaction should be embedded with everyday activities and be modelled in naturalistic ways.
- Need support to comprehend the language used and to express themselves in group situations.
- Modelling needs to be done at an appropriate time for the situation and then demonstrated into a real-life situation.



**Communication & Interaction: School/college (KS1 and above)**

**Continuum of learning needs:** Social communication

**Barriers to learning**

**Targeted support:** Provision and practice additional to the universal offer: Staff working directly with these learners will attend appropriate training, good practice in working with learners with Communication and Interaction needs and be following advice recommended by appropriate professionals as and when appropriate.

- Social communication differences impact on ability to engage in some activities which can lead to some anxiety and distress.
  - Some difficulties recognising and communicating emotions which may present as 'masking/camouflaging' but may be able to describe basic feelings and communicate needs.
  - Shows social vulnerability due to differences in understanding and knowledge of social communication. They may prefer to play alone.
  - Differences with social communication that have a mild impact on daily functioning but may respond quickly/ positively to support strategies.
- In addition to social communication needs and/or Autism, the learner may display the following:**
- Occasional distressed behaviour/shutdowns, overwhelmed by anxiety which then impedes ability to engage and self-regulate.
  - Focuses on own interests but can follow adult direction.
  - Some differences with independent self-regulation.
  - Sensory differences and sensitivities.
  - Occasional preference for sameness (about things or people).
  - Emotional distress witnessed occasionally.
  - Some differences with organisation which impedes independence.
  - Some differences with making social predictions leading to misunderstanding own and peer behaviour.

- Prompting and extra time to process information to respond, provide instructions one at a time, using gestures and visuals to support understanding if required.
- Requires support forming and maintaining friendships with peers if this preference is communicated by the learner.
- Requires some support to manage change, transitions, and unpredictability.
- Requires some support for responses to sensory experiences (can be easily distracted, upset by noise/touch/light)
- Some support to extend and develop creative skills.
- Requires additional individualised strategies to support with understanding and access to the curriculum that are not used by most of the class.
- Some modelling of specific social skills using age-appropriate examples/activities.
- Modelling needs to be done at an appropriate time for the situation and then demonstrated into a real-life situation. Use of social stories/ role play as appropriate to consider specific situations and the appropriate behaviour choices.
- A structured and predictable environment with clear rules and routines. Unavoidable changes to routine will be communicated before they take place.
- Access to a quiet area of the classroom to be accessed independently when feeling overwhelmed.
- Some opportunities to engage in facilitated social opportunities with peers.
- Some modelling of specific social skills using age-appropriate examples/activities.



- Social communication differences which impact ability to engage in many activities which often leads to anxiety and distress.
  - Anxiety can overwhelm and impact on ability to follow adult led agenda.
  - Differences with social communication have a moderate impact on daily functioning, but responds quickly and positively to additional support strategies, uses strategies with some independence but still requires adult input to use consistently.
  - Can be distressed when faced with new people, places, events or when unsure what is going to happen.
  - Differences understanding social and physical risks.
- In addition to social communication Needs and/or Autism above, the learner may display the following:**
- Minor attachment needs.
  - Repetitive behaviours displayed occasionally.
  - Regular evidence of sensory seeking/sensory avoiding behaviours.
  - Can be over reliant on adults for support.
  - Differences with organisation and planning impedes independence.
  - Differences with making social predictions leading to misunderstanding own and peer behaviour.
  - Differences in play skills.

- Opportunities should be provided to extend and develop social skills, may need support with group work with peers.
- Needs adapted language to access most activities; sometimes involves supporting the learner on an individual basis during whole class input.
- Needs support and strategies to make transitions, and unexpected changes in routine or people. Regular modelling of strategies which encourage positive social interaction should be embedded with everyday activities and be modelled in naturalistic ways.
- Needs support to comprehend the language used and to express themselves in class/ group situations.
- Modelling needs to be done at an appropriate time for the situation and then demonstrated into a real-life situation.



**Social, Emotional & Mental Health: Early years**

**Continuum of learning needs: EYFS**

**Barriers to learning**

**Targeted support:** Provision and practice additional to the universal offer: Staff working directly with these learners will attend appropriate training, good practice in working with learners with Social Emotional and Mental Health needs.

- Learner experiences **low level/ low frequency** difficulties with social/emotional skills, such as with turn-taking, reciprocal attention, sharing resources, following classroom routines, following adult direction, responding appropriately to social situations, forming and sustaining relationships with peers.
- Learner may tend towards social isolation, choosing to play alone and displaying occasional anxiety in social situations, such as being particularly quiet, struggling to contribute to group.
- Learner may follow some but not all school rules/ routines and may have difficulty managing emotions and behaviour on occasions.

- Learning and progress mainly managed using EY High Quality Teaching (Universal Offer) to meet need.
- Adults uses frequent, specific, genuine and positive feedback to improve social and emotional skills and behaviour.
- Adult uses flexible groupings and adapts activities, materials and questioning.
- Adults shows awareness that a learner may need more time to complete tasks and may need to do some things differently.
- Classroom resources support independence. The learner may have their own reminders/cues (visual, etc.) to help reinforce expectations.
- A clear system of rules, rewards and sanctions is used consistently, and the learner can take on simple responsibilities to build self-esteem.
- With additional support and guidance from the SENCO or colleagues, the class teacher can manage the learning and progress of the learner, using adaptive teaching strategies.
- The school should consider the appropriateness of involving specialist support to develop programme of support.
- The learner should have an allocated and access to a trusted adult.
- Classroom exit strategies should be in place.
- A clear strategy should be in place for if the learner is not ready to learn with other provision provided instead of being in class.



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| <ul style="list-style-type: none"> <li>• Learner experiences low level/high frequency or high-level/low-frequency difficulties with social/emotional skills, such as with turn-taking, reciprocal attention, sharing resources, following classroom routines, following adult direction, responding appropriately to social situations, forming and sustaining relationships with peers.</li> <li>• Learner may be particularly isolated and anxious in social situations, such as refusing to answer questions in front of the whole class or getting their voice heard/asserting themselves.</li> <li>• Learner may follow some but not all school rules/routines and may have difficulty managing emotions and behaviour more frequently</li> <li>• Learner experiences frequent difficulties (daily at least once) with social/emotional skills, including turn taking, reciprocal attention, sharing resources, following classroom routines, following adult direction, responding appropriately to social situations and forming and sustaining relationships with peers.</li> <li>• Learner may struggle to follow school rules/routines and will have difficulty managing emotions and behaviour much more frequently.</li> </ul> | <ul style="list-style-type: none"> <li>• Enhanced adaptation in the form of regular targeted small group or individual support, making use of more detailed assessment tools (e.g. Boxhall, Thrive, etc.) to focus provision.</li> <li>• Adults will draw on additional support from SENCO/ specialist teacher to modify the EY curriculum and develop strategies to address SEMH needs.</li> <li>• Support and targets to improve social and emotional mental health put in place in collaboration with professional recommendations (including opportunities for small group work targeting specific needs and time limited programmes of intervention targeting identified need).</li> </ul> |
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**Social, Emotional & Mental Health: School/college**

**Continuum of learning needs:** KS1 and above

**Barriers to learning**

**Targeted support:** Provision and practice additional to the universal offer: Staff working directly with these learners will attend appropriate training, good practice in working with learners with Social Emotional and Mental Health needs.

- Learner experiences **low level/ low frequency** difficulties with social/ emotional skills, such as with turn-taking, reciprocal attention, sharing resources, following classroom routines, following adult direction, responding appropriately to social situations, forming and sustaining relationships with peers.
- Learner may tend towards social isolation, choosing to self-isolate and displaying occasional anxiety in social situations, such as responding to whole class questions, being particularly quiet, struggling to contribute to group.
- Learner may follow some but not all school rules/ routines and may have difficulty managing emotions and behaviour on occasions.

- Learning and progress mainly managed using EY High Quality Teaching (Universal Offer) to meet need.
- Adults uses frequent, specific, genuine and positive feedback to improve social and emotional skills and behaviour.
- Teachers makes use of flexible grouping arrangements and differentiates activities, materials and questioning.
- Adults shows awareness that a learner may need more time to complete tasks and may need to do some things differently.
- Classroom resources support independence. The learner may have their own reminders/cues (visual, etc.) to help reinforce expectations.
- A clear system of rules, rewards and sanctions is used consistently, and the learner could take on simple responsibilities to build self-esteem.
- With additional support and guidance from the SENCO or colleagues, the class teacher can manage learning and progress of the CYP, using adaptive teaching strategies. School should consider appropriateness of involving specialist support to develop programme of support.



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| <ul style="list-style-type: none"> <li>• Learner experiences <b>low level/high frequency or high-level/low-frequency difficulties</b> with social/emotional skills, such as with turn-taking, reciprocal attention, sharing resources, following classroom routines, following adult direction, responding appropriately to social situations, forming and sustaining relationships with peers.</li> <li>• Learner may be particularly isolated and anxious in social situations, such as refusing to answer questions in front of the whole class or getting their voice heard/asserting themselves.</li> <li>• Learner may follow some but not all school rules/routines and may have difficulty managing emotions and behaviour <b>more frequently</b>.</li> <li>• Learner experiences frequent difficulties (daily at least once) with social/emotional skills, including turn taking, reciprocal attention, sharing resources, following classroom routines, following adult direction, responding appropriately to social situations and forming and sustaining relationships with peers.</li> <li>• Learner may struggle to follow school rules/routines and will have difficulty managing emotions and behaviour much more frequently.</li> </ul> | <ul style="list-style-type: none"> <li>• Enhanced adaptation in the form of regular targeted small group or individual support, making use of more detailed assessment tools (e.g. Boxhall, Thrive, etc.) to focus provision.</li> <li>• Adults will draw on additional support from SENCO/ specialist teacher to modify the curriculum and develop strategies to address SEMH needs.</li> <li>• Support and targets to improve social and emotional mental health put in place in collaboration with professional recommendations (including opportunities for small group work targeting specific needs and time limited programmes of intervention targeting identified need).</li> </ul> |
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<b>Sensory &amp;/or Physical:</b> Early years	
<b>Continuum of learning needs:</b> Vision	
<b>Barriers to learning</b>	<b>Targeted support:</b> Provision and practice additional to the universal offer: Staff working directly with these learners will attend appropriate training, good practice in working with learners with Vision Impairment
<p><b>Mild vision impairment</b></p> <ul style="list-style-type: none"> <li>• May find concentration difficult.</li> <li>• May peer or screw up eyes.</li> <li>• Distance vision approximately 6/18 i.e. the learner needs to be about 2 metres away to see what fully sighted learners can see from 6 metres.</li> <li>• Near vision: likely to have difficulty with print sizes smaller than 12 point or equivalent sized details in pictures.</li> <li>• This is 12 point.</li> </ul>	<ul style="list-style-type: none"> <li>• Full inclusion to the EYFS Curriculum through use of adaptive High Quality EY teaching and group support.</li> <li>• Access setting and class teaching and assessments, however SENCo may be involved in more specific assessments and observations.</li> <li>• Ensure that all staff are aware that the learner may be experiencing visually related learning difficulties and provide support to enable staff to plan appropriately.</li> <li>• Access to support and taught strategies that promote independence.</li> <li>• Opportunities for small group work within the usual provision planning and management.</li> <li>• Attention to seating position in the provision.</li> <li>• ICT used to increase access to the EYFS curriculum, where appropriate.</li> <li>• Learning materials must be selected for their clarity.</li> <li>• Setting staff make basic adaptations to EYFS curriculum delivery and materials to facilitate access for a visually impaired learner, e.g. oral descriptions of visual materials.</li> <li>• Equipment, including low vision aids, write angle, copyholder to meet needs, may be appropriate.</li> <li>• Large print materials provided by setting, as appropriate.</li> </ul>



### Moderate vision impairment

- May find concentration difficult.
- May peer or screw up eyes.
- May move closer when looking at books.
- Distance vision: approximately 6/24 i.e. the learner needs to be about 1.5 metres away to see what normally sighted learners can see from 6 metres.
- Near vision: likely to have difficulty with print sizes smaller than 14 point or equivalent sized details in pictures.
- This is **14 point**.

### Moderate to significant vision impairment

- May find concentration difficult.
- May peer or screw up eyes.
- May move closer when looking at books.
- May have difficulty with hand-eye coordination.
- May also have Cerebral Visual Impairment (CVI) – these learners may have normal or near normal visual acuities but will display moderate to significant visual processing difficulties.
- Distance vision: approximately 6/36 i.e. the learner needs to be about 1 metre away to see what normally sighted learners can see from 6 metres.
- Near vision: likely to have difficulty with print sizes smaller than 18 point or equivalent sized details in pictures.
- This is **18 point**.

- School staff provide modification/adaptation of learning materials to facilitate access, e.g. attention to speed of lesson delivery and speed of working of VI learner.
- ICT is used to increase access to the EYFS curriculum, where appropriate.



<b>Sensory &amp;/or Physical:</b> School/college (KS1 and above)	
<b>Continuum of learning needs:</b> Vision	
<b>Barriers to learning</b>	<b>Targeted support:</b> Provision and practice additional to the universal offer: Staff working directly with these learners will attend appropriate training, good practice in working with learners with Vision Impairment
<p><b>Mild vision impairment</b></p> <ul style="list-style-type: none"> <li>• May find concentration difficult.</li> <li>• May peer or screw up eyes</li> <li>• Distance vision approximately 6/18 i.e. the learner needs to be about 2 metres away to see what fully sighted learners can see from 6 metres. -Can see details on a whiteboard from the front of a classroom, as well as others can see from the back of the room.</li> <li>• Near vision: likely to have difficulty with print sizes smaller than 12 point or equivalent sized details in pictures.</li> <li>• This is 12 point.</li> </ul> <p><b>Moderate vision impairment</b></p> <ul style="list-style-type: none"> <li>• May find concentration difficult</li> <li>• May peer or screw up eyes</li> <li>• May move closer when looking at books or notice boards.</li> <li>• May make frequent “copying” mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>• Full inclusion to the National Curriculum through use of adaptive High-Quality Teaching and group support.</li> <li>• Access setting and class teaching and assessments, however SENCo may be involved in more specific assessments and observations.</li> <li>• Ensure that all staff are aware that the learner may be experiencing visually related learning difficulties and provide support to enable staff to plan appropriately.</li> <li>• Access to support and taught strategies that promote independence.</li> <li>• Opportunities for small group work within the usual provision planning and management.</li> <li>• Attention to seating position in the classroom.</li> <li>• ICT used to increase access to the curriculum, where appropriate.</li> <li>• Learning materials must be selected for their clarity.</li> <li>• School staff make basic adaptations to the curriculum delivery and materials to facilitate access for a visually impaired learner, e.g. oral descriptions of visual materials.</li> <li>• Equipment, including low vision aids, write angle, copyholder to meet needs, may be appropriate.</li> <li>• Large print materials provided by the school, as appropriate.</li> </ul>



- Distance vision: approximately 6/24 i.e. the learner needs to be about 1.5 metres away to see what normally sighted learners can see from 6 metres. May not be able to see details on a white board from the front of classroom as well as others can see from the back.
- Near vision: likely to have difficulty with print sizes smaller than 14 point or equivalent sized details in pictures.
- This is **14 point**.

**Moderate to significant vision impairment**

- May find concentration difficult and may have slow work rate.
- May peer or screw up eyes.
- May move closer when looking at books or notice boards.
- May make frequent “copying” mistakes.
- May have difficulty with hand-eye coordination.
- May also have Cerebral Visual Impairment (CVI); these learners may have normal or near normal visual acuities but will display moderate to significant visual processing difficulties.
- Distance vision: approximately 6/36 i.e. the learner needs to be about 1 metre away to see what normally sighted learners can see from 6 metres. -May not be able to see details on a white board without approaching to within 1 metre from it.
- Near vision: likely to have difficulty with print sizes smaller than 18 point or equivalent sized details in pictures.
- This is **18 point**.

- School staff provide modification/adaptation of learning materials to facilitate access, e.g. attention to speed of lesson delivery and speed of working of VI learner.
- ICT is used to increase access to the curriculum, where appropriate.



**Sensory &/or Physical:** Early years

**Continuum of learning needs:** Hearing

**Barriers to learning**

**Targeted support:** Provision and practice additional to the universal offer: Staff working directly with these learners will attend appropriate training, good practice in working with learners with Hearing Impairment

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| <ul style="list-style-type: none"> <li>• <b>Mild hearing loss;</b> Unaided threshold 21-40 dBHL.</li> <li>• Aided/unaided conductive temporary or Chronic conductive aiding not appropriate or Unilateral/bilateral minimal average &lt;20dBHL or mild, aiding not appropriate.</li> <li>• Auditory Processing Disorder.</li> <li>• <b>Hearing loss</b> <ul style="list-style-type: none"> <li>○ Aidable chronic conductive,</li> <li>○ Mild bilateral aidable,</li> <li>○ Mild or moderate permanent unilateral,</li> </ul> </li> <li>• May have hearing aids,</li> <li>• In rare circumstances may be assessed for a radio aid,</li> <li>• Variable difficulty with listening, attention, concentration, speech, language and/or class participation,</li> <li>• May have Auditory Neuropathy Spectrum Disorder,</li> <li>• Aided chronic conductive or bilateral moderate permanent.</li> <li>• Will have hearing aids and/or radio aid.</li> <li>• May have moderate difficulty accessing spoken language, possible language delay.</li> <li>• May have difficulty with listening, attention, concentration and class participation May have Auditory Neuropathy Spectrum Disorder.</li> <li>• <b>Moderate hearing loss</b> Unaided threshold 41-70 dBHL.</li> </ul> | <ul style="list-style-type: none"> <li>• Full inclusion to the EYFS curriculum through use of adaptations and group support.</li> <li>• Will be part of setting teaching and assessments, however SENCo may be involved in more specific assessments and observations.</li> <li>• Will be included in mainstream provision using High Quality EY teaching approaches with specific support for targets which involve auditory and speech skills.</li> <li>• EYFS curriculum plans will include individual/group work targets.</li> <li>• Part of setting and class assessments.</li> <li>• Will need additional professional support from skilled colleagues, e.g. SENCo, to aid -EY curriculum modifications and develop strategies to address needs.</li> <li>• Planning will consider advice from other professional support e.g., advice from Teacher of the Deaf etc.</li> <li>• Target setting informed as appropriate by advice from the teacher of the deaf.</li> <li>• Must have attention to seating, lighting and acoustics.</li> <li>• Specific support for targets which involve communication in collaboration with professional recommendations.</li> <li>• Have opportunities for small group work targeting specific needs.</li> <li>• Have time limited programmes of intervention targeting identified need.</li> <li>• EYFS curriculum plan must reflect levels of achievement and include individually focused support.</li> <li>• Should be part of setting and class assessments but may require modification to the presentation of assessments.</li> <li>• Opportunities for 1:1 and small group work.</li> <li>• Must have attention to seating, lighting and acoustics.</li> <li>• Advice and information from Teacher of the Deaf on EY curriculum and teaching methods.</li> <li>• Adaptation by presentation and/or outcome.</li> <li>• Specific interventions for speaking, listening and teaching of phonics.</li> </ul> |
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**Sensory &/or Physical:** School/college (*KS1 and above*)

**Continuum of learning needs:** Hearing

**Barriers to learning**

**Targeted support:** Provision and practice additional to the universal offer: Staff working directly with these learners will attend appropriate training, good practice in working with learners with Hearing Impairment

**Mild hearing loss** - Unaided threshold 21-40 dBHL.

- Aided/unaided conductive temporary or Chronic conductive aiding not appropriate or Unilateral/bilateral minimal average <20dBHL or mild, aiding not appropriate.
- Auditory Processing Disorder.

**Hearing loss:**

- Aidable chronic conductive.
- Mild bilateral aidable.
- Mild or moderate permanent unilateral.
- May have hearing aids.
- In rare circumstances may be assessed for a radio aid.
- Variable difficulty with listening, attention, concentration, speech, language and/or class participation.

- Full inclusion to the National Curriculum through use of adaptation and group support.
- Will be part of school and class teaching and assessments, however SENCo may be involved in more specific assessments and observations.
- Will be included in mainstream school and class using High Quality Teaching approaches with specific support for targets which involve auditory and speech skills.
- Curriculum plans will include individual/group work targets.
- Part of school and class assessments.
- Will need additional professional support from skilled colleagues, e.g. SENCo, to aid curriculum modifications and develop strategies to address needs.
- Planning considers advice from other professional support e.g., advice from Teacher of the Deaf.
- Target setting informed as appropriate by advice from the teacher of the deaf.
- Must have attention to seating, lighting and acoustics.
- Included in mainstream class using High Quality Teaching approaches with specific support for targets which involve communication in collaboration with professional recommendations.
- Have opportunities for small group work targeting specific needs.
- Have time limited programmes of intervention targeting identified need.



- May have Auditory Neuropathy Spectrum Disorder.
- Aided chronic conductive or bilateral moderate permanent.
- Will have hearing aids and/or radio aid.
- May have moderate difficulty accessing spoken language, possible language delay.
- May have difficulty with listening, attention, concentration and class participation May have Auditory Neuropathy Spectrum Disorder.

**Moderate hearing loss** - Unaided threshold 41-70 dBHL.

- Curriculum plan must reflect levels of achievement and include individually focused support plan.
- Should be part of school and class assessments but may require modification to the presentation of assessments.
- Opportunities for 1:1 and small group work.
- Must have attention to seating, lighting and acoustics.
- Advice and information from Teacher of the Deaf on curriculum and teaching methods.
- Adaptation by presentation and/or outcome.
- Opportunities for explanation, clarification and reinforcement of lesson content and language.
- Specific interventions for speaking, listening and teaching of phonics.



<b>Sensory &amp;/or Physical: Early years</b>	
<b>Continuum of learning needs:</b> Physical and medical	
<b>Barriers to learning</b>	<b>Targeted support:</b> Provision and practice additional to the universal offer: Staff working directly with these learners will attend appropriate training, good practice in working with learners with Physical and/or medical needs
<ul style="list-style-type: none"> <li>• Some mild problems with fine motor skills and recording.</li> <li>• Mild problems with age-appropriate self-help and independence.</li> <li>• Some problems with gross motor skills and coordination often seen in gross motor activities.</li> <li>• May have a medical condition that impacts on time in setting and may require a medical care plan.</li> <li>• Some implications for risk assessment e.g. educational visits, playground equipment.</li> <li>• May have continence/ toileting needs.</li> <li>• Continuing mild to moderate problems with hand/eye coordination, fine/gross motor skills and recording, impacting on access to curriculum.</li> <li>• Making slow or little progress despite provision of targeted teaching approaches.</li> </ul>	<ul style="list-style-type: none"> <li>• Full inclusion to the National Curriculum.</li> <li>• Will be included in mainstream setting and class with suitable equipment available (e.g. easy grip pens etc.).</li>   <li>• Advice may be sought from Supporting Professionals e.g. SENCo.</li> <li>• Advice may be sought from Health Professionals e.g. Physiotherapist, Occupational Therapist.</li> <li>• Health Care plan may be in place, if appropriate, written with specialist nurse/school nurse.</li> <li>• Have opportunities for small group or individual work targeting specific needs</li> <li>• Will be included in mainstream setting and class with suitable equipment available, e.g. easy grip pens, etc.</li> </ul>



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| <ul style="list-style-type: none"> <li>• May have continuing difficulties with continence/ toileting.</li> <li>• May have continuing problems with self-esteem and peer relationships.</li> <li>• Continuing problems with age-appropriate self-help and independence.</li> <li>• Continuing problems with gross motor skills and coordination often seen in accessing play structures.</li> <li>• Some implications for risk assessment e.g. educational visits, playground equipment.</li> <li>• May have medical condition that impacts on time in setting and may require a medical care plan.</li> <li>• Moderate or persistent gross and/or fine motor difficulties.</li> <li>• Recording and/or mobility now impacting more on access to the EYFS curriculum.</li> <li>• May need specialist input to comply with health and safety legislation, e.g. to access learning in the setting and for personal care needs.</li> <li>• Increased dependence on mobility aids i.e. wheelchair or walking aid.</li> </ul> | <ul style="list-style-type: none"> <li>• May need specialist assessment and advice regarding mobility and EYFS curriculum access.</li> <li>• Health Care plan may be in place, if appropriate, written with specialist nurse/ school nurse.</li> <li>• Personal care and manual handling assessment in conjunction with Sensory, Physical &amp; Medical Team and Health Professionals (If appropriate) may be in place.</li> <li>• Modified planning for outdoor play curriculum is likely to be needed.</li> <li>• May have Physiotherapy/ Occupational Therapy exercise programme to be delivered in setting appropriate to need.</li> <li>• Will be included in mainstream setting and class with suitable equipment available, e.g. adapted furniture etc.</li> <li>• Adapted setting layout to accommodate specialist equipment, promote independence and enable inclusion.</li> <li>• Small group or one to one adult input to practice skills.</li> </ul> |
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**Sensory &/or Physical:** School/college (KS1 and above)

**Continuum of learning needs:** Physical and medical

**Barriers to learning**

**Targeted support:** Provision and practice additional to the universal offer: Staff working directly with these learners will attend appropriate training, good practice in working with learners with Physical and/or medical needs

- Some mild problems with fine motor skills and recording.
- Mild problems with self-help and independence.
- Some problems with gross motor skills and coordination seen in PE.
- May have a medical condition that impacts on time in school and may require a medical care plan Some implications for risk assessment e.g. educational visits, high level P.E. or playground equipment.
- May have continence/toileting issues.
- Continuing mild to moderate problems with hand/eye coordination, fine/gross motor skills and recording, impacting on access to curriculum.
- Making slow or little progress despite targeted teaching approaches.
- May have continuing difficulties with continence/ toileting.
- May have continuing problems with self-esteem and peer relationships.
- Continuing problems with self-help and independence.
- Continuing problems with gross motor skills/coordination seen in PE.
- Some implications for risk assessment e.g. educational visits, high level P.E. or playground equipment.
- May have medical condition that impacts on time in school.
- Moderate or persistent gross and/or fine motor difficulties.
- Recording and/or mobility now impacting more on access to the curriculum.
- May need specialist input to comply with health and safety legislation, e.g. to access classroom learning, personal care needs, break and lunch times.
- Increased dependence on mobility aids i.e. wheelchair or walking aid
- More use of alternative methods for extended recording e.g. scribe, ICT.

- Full inclusion to the National Curriculum.
- Will be included in mainstream school and class with suitable equipment available (e.g. writing slopes, adapted scissors/pens).
- Advice may be sought from Supporting Professionals e.g. SENCo.
- Advice may be sought from Health Professionals e.g. Physiotherapist, Occupational Therapist.
- Health Care plan may be in place, if appropriate, written with specialist /school nurse and will have opportunities for small group or individual work targeting specific needs.
- Will be included in mainstream school and class with suitable equipment available (e.g. writing slopes, adapted scissors/pens).
- May need specialist assessment and advice regarding mobility and curriculum access.
- Health Care plan may be in place, if appropriate, written with specialist/school nurse.
- Personal care and manual handling assessment in conjunction with Sensory, Physical & Medical Team and Health Professionals (If appropriate) may be in place,
- Modified planning for PE/outdoor curriculum is likely to be needed.
- May have Physiotherapy/Occupational Therapy exercise programme to be delivered in school appropriate to needs.
- Adapted classroom layout to accommodate specialist equipment, promote independence and enable inclusion.
- Small group or one to one adult input to practice skills.



## Section III: Specialist offer

### Introduction

The following section (**EHCP Bands**) is part of a suite of documents to support schools in the delivering their Specialist Offer. The Specialist Offer should build on the Universal and Targeted Offers as detailed in the previous sections.

*‘The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges’*

*SEND Code of Practice, 2015 para. 9.1.*

*‘EHC plans should be forward-looking documents that help raise aspirations and outline the provision required to meet assessed needs to support the child or young person in achieving their ambitions. EHC plans should specify how services will be delivered as part of a whole package and explain how best to achieve the outcomes sought across education, health and social care for the child or young person.’*

*SEND Code of Practice, 2015 para. 9.5.*

**EHCP Bands** are designed to assist parents/carers, school staff and Local Authority Personnel in understanding and allocating appropriate funding to meet learner needs and outcomes detailed in the EHCP. Settings can use funding to implement provision and practice beyond the Universal and Targeted Offers.

The 8 bands cover the continuum of increasing need, provision and practice for learners with an EHCP in both mainstream and specialist settings. For each band a financial allocation is included, this will be updated annually. To support ease of use there are four colour coded sections corresponding with the four broad areas of need.

Settings have flexibility to organise and implement the provision and practice in accordance with the context of their setting. However, there is a legal requirement to deliver the provision stated in the EHCP (see appendix II for exemplification examples). For additional detail and advice on specific programmes and techniques, settings can refer to the specialist advice provided as part of the EHCP process and also updated ongoing advice from specialists.

This section also includes **Specialist Offer Support Matrices** to assist EY Practitioners, Teachers and Teaching Assistants (where applicable) in providing high quality individualised support. These are designed to be easily printed for use in the classroom/setting and as a stimulus to provide training for support staff.

























**Note:** In addition to the day-to-day support identified below, learners with specialist support needs are highly likely to require exam access arrangements for formal exams in accordance with their specific needs. Any exam access arrangements must follow and are subject to Joint Council for Qualifications Access Arrangements and Reasonable Adjustments.

### Key

Areas of Need	Support matrix level
Cognition & Learning	Universal
Communication & Interaction	Targeted
Social, Emotional & Mental Health	Specialist
Sensory &/or Physical	























## Specialist offer: Support matrix for early years practitioners

<p><b>Specialist support for the unique child</b> Read &amp; understand EHCP. Prioritise inclusion in all aspects of provision. Add enhancements to address interests. Follow Specialist Learning Plan (IEP) incorporating SENCo/ specialist advice.</p>		<p><b>Specialist Support for positive relationships</b> Develop co-production relationship with family, formalised feedback on learning and development, incorporate family views. Teach behaviour, play skills and interaction in context. Follow Specialist Learning Plan (IEP) incorporating SENCo/ specialist advice &amp; addressing EHCP Outcomes.</p>		<p><b>Specialist support for enabling environment</b> Ensure provision it set up to include the child &amp; adaptive resources are readily available in across provision. Structure access, reduce choice if overwhelming. Use visuals for now and next. Follow Specialist Learning Plan (IEP) incorporating SENCo/ specialist advice &amp; addressing EHCP Outcomes.</p>	
<p><b>Can do approach</b> Build on what the child can do.</p> 	<p><b>Interest led</b> Use the child's interests.</p> 	<p><b>Knowledge of child</b> Knowledge the child, their skills and needs and how to best support them.</p> 	<p><b>Positive behaviour strategies</b> Say what you want to see child doing (e.g. Sit still). Use positive language/praise.</p> 	<p><b>Total communication</b> Communication rich environment. Use objects of reference, photos, symbols, gestures &amp; signs to cue in.</p> 	<p><b>Reliable routines</b> Clear, consistent routines to know what is happening and what is expected. Warn of changes to routines.</p> 
<p><b>Simple language</b> Reinforce with visuals, gesture and signs.</p> 	<p><b>Extend play</b> Show interest and model to extend play/language.</p> 	<p><b>Accessibility</b> Present resources in the most accessible way. Provide active learning activities.</p> 	<p><b>Active listening</b> Be alert to communication. Respond. Listen. Give 'thinking time'.</p> 	<p><b>Range of resources</b> Developmentally appropriate resources/activities to target specific skills. Graded resources to improve/refine skills.</p> 	<p><b>Calm spaces</b> Reduce unnecessary background noise. Provide quiet places for language and listening activities.</p> 
<p><b>Adaptation</b> Adapt resources, activities, teaching and expectations.</p> 	<p><b>Modelling</b> Model how to use resources and complete activities.</p> 	<p><b>Support Choices</b> Support children to make choices e.g. About where to play.</p> 	<p><b>Prioritise Independence</b> Support children to maximise their independence.</p> 	<p><b>Physical Skills</b> Opportunities for fine and gross motor skills throughout the day and make it fun.</p> 	<p><b>Organisation</b> Organise resources so child is independent &amp; has choices, not overwhelmed.</p> 
<p><b>Inclusion</b> Adapt practice to ensure children are included alongside their peers.</p> 	<p><b>Celebrate</b> Praise and reward small steps of success and progress.</p> 	<p><b>Communication Partner</b> Model child's words, add words to extend vocabulary. Take turns in conversation; my turn/your turn.</p> 	<p><b>Play Alongside</b> Join the child their activities of interest at the child's level.</p> 	<p><b>Flexible Learning</b> Present the same learning intention in different ways within the environment.</p> 	<p><b>Multi-Sensory</b> Enable children to use all their senses.</p> 



## Specialist offer: Support matrix for teachers and teaching assistants

<p><b>Refocus</b></p> <p>Use learner specific behaviour management techniques from learner information to refocus learners and keep them on task. Staff should pre-empt and de-escalate.</p> 	<p><b>Tricky Words</b></p> <p>Provide individualised support to understand and difficult words linking these to learner experience.</p> 	<p><b>Teach Processes</b></p> <p>Support learners to work through the processes, encouraging them to use a range of scaffolds that will support later independence e.g. small steps.</p> 	<p><b>Sentence Building</b></p> <p>Provide in class/out of class intervention to support oral sentence construction and planning using colour coded techniques e.g. colourful semantics.</p> 	<p><b>Link outcomes to learning objectives</b></p> <p>Use learner information to adapt learning objectives in the moment and plan additional activities to ensure success.</p> 
<p><b>Scribe</b></p> <p>Staff to write or re-write part or all of learner work carried out as everyday practice to support learner access arrangements for exams.</p> 	<p><b>Vocabulary/Terminology</b></p> <p>Provide individualised support to understand subject specific -terminology/ vocabulary – definitions, spellings, application and/or meaning.</p> 	<p><b>Comprehension, inference &amp; deduction</b></p> <p>Model using all available cues including pictures, predictable text patterns and props.</p> 	<p><b>Questioning</b></p> <p>Use individually adaptive questions (Blanks 4 levels: Naming, Describing, Retelling, Justifying &amp; Inferring) throughout the day to check for understanding.</p> 	<p><b>Reinforce Subject Knowledge</b></p> <p>Provide personalised reinforcement to prior learning. Use learner's book to retrieve learning. Pre- and post-teaching of knowledge.</p> 
<p><b>Reader</b></p> <p>Member of staff will read part or all of learner's task/work carried out as everyday practice to support learner access arrangements for exams.</p> 	<p><b>Teach Skim and Scan</b></p> <p>Teach individual learner: modelling, clueing e.g. flash card, prompting e.g. verbally. Skimming: reading quickly to capture general idea/meaning. Scanning: looking for key words.</p> 	<p><b>Task Framework</b></p> <p>Use pre-populated framework including icons and images as a checklist to support task completion. Chunk; segment; Sequence - Chronologise</p> 	<p><b>Peer Support</b></p> <p>Adult support to model, assist and check-in with peer support and encourage learner to engage in appropriate social interactions and group activity.</p> 	<p><b>Modelling</b></p> <p>Provide individualised support teacher/TA modelled answers. (TAs should discuss expectations with the class teacher).</p> 
<p><b>Engagement</b></p> <p>Use learner specific behaviour management techniques from learner information to ensure engagement. Monitor and analyse engagement levels for future.</p> 	<p><b>Prompt</b></p> <p>Provide a reducing level of prompting: gestural, verbal, visual. For physical tasks use: Hand over hand: physical prompt prior to the sequence above.</p> 	<p><b>Structure</b></p> <p>Provide individualised support to assist the learner to complete a writing frame adapted for your subject/ lesson. Introduction – Main points - Conclusion</p> 	<p><b>Group Work</b></p> <p>Adult support to model, assist and check-in with group work to ensure participation and allow success. Adult to fade support as necessary.</p> 	<p><b>Verbal Guidance</b></p> <p>Provide tailored verbal guidance in line with learner information e.g. passport.</p> 



Cognition & learning	
Barriers to Learning	Specialist Support: provision and practice additional to universal and targeted offers
<b>Band 1</b>	
<p><b>Additional to universal and targeted needs:</b></p> <ul style="list-style-type: none"> <li>• Significant cognitive impairment severely restricts access to the curriculum.</li> <li>• Significant difficulties with independent working and requires support and a personalised curriculum.</li> <li>• Significant difficulties in the acquisition/use of language/literacy numeracy skills, with the curriculum and out of school activities.</li> <li>• Significant level of cognitive impairment that is a lifelong disability and significantly impacts on social development and independence.</li> </ul>	<p><b>Mainstream placement</b></p> <ul style="list-style-type: none"> <li>• Significant adaptations to curriculum, teaching methods and environment needed to access the curriculum. These will include conceptual understanding of everyday language and subject specific vocabulary; pace of delivery; significant pre-learning and over learning of concepts and functions and use of alternative recording methods.</li> <li>• Main provision by class/subject teacher with support from SENCO and advice from specialist teacher and non-education professionals as appropriate.</li> <li>• Where appropriate an alternative curriculum to develop independence and life skills.</li> <li>• Daily opportunities with a teacher or an additional adult, <b>under the direction of the teacher/SENDCo</b> providing sustained targeted support on an individual/group basis as in-class or out-of-class interventions.</li> <li>• Inclusion in mainstream class with access to additional adult support to enable the class teacher to make the best provision – this may include targeted individual support, targeted small group support or to release the teacher to provide that support (up to maximum of 8 hours 1:1 <b>and/or</b> group support) and significant adaptation of the curriculum.</li> </ul> <p><b>Specialist placement (specialist school or unit)</b></p> <ul style="list-style-type: none"> <li>• Significant adaptations to curriculum, teaching methods and environment needed to access the curriculum, as anticipated in specialist provision. These will include conceptual understanding of everyday language and subject specific vocabulary; pace of delivery; significant pre-learning and over learning of concepts and functions and use of alternative recording methods.</li> <li>• Main provision by specialist class/subject teacher and advice from additional involvement of specialist teachers if needs require, and non-education professionals as appropriate.</li> <li>• Where appropriate an alternative curriculum to develop independence and life skills.</li> <li>• Daily opportunities with a teacher or an additional adult, <b>under the direction of the teacher</b> providing sustained targeted support on an individual/group basis.</li> <li>• No requirement for anything additional to the core specialist placement offer.</li> </ul>



Band 2	
<p><b>As Band 1 plus:</b></p> <ul style="list-style-type: none"> <li>The learner will have a significant need in <b>one</b> other area of need in addition to their Cognition and Learning need, e.g. Social Emotional and Mental Health or Sensory and/or Physical or Communication and Interaction.</li> </ul>	<p><b>Mainstream placement</b></p> <ul style="list-style-type: none"> <li>Significant adaptations to the curriculum for secondary need, as identified in other primary need criteria in this document.</li> <li>Inclusion in mainstream class with access to additional adult support to enable the class teacher to make the best provision; this may include targeted individual support, targeted small group support or to release the teacher to provide that support (up to maximum of 16 hours 1:1 <b>and/or</b> group support) and significant adaptation of the curriculum for both primary and secondary needs.</li> </ul> <p><b>Specialist placement (specialist school or unit)</b></p> <ul style="list-style-type: none"> <li>Significant adaptations to the curriculum for secondary need, as identified in other primary need criteria in this document.</li> <li>Needs can be met within core offer of a specialist setting with minor adaptations.</li> </ul>

Band 3	
<p><b>As Band 1 plus:</b></p> <ul style="list-style-type: none"> <li>The learner will have a significant need in <b>two</b> other areas of need in addition to their Cognition and Learning need, e.g. Social Emotional and Mental Health or Sensory and/or Physical or Communication and Interaction.</li> </ul> <p><b>Or</b></p> <ul style="list-style-type: none"> <li>Cognitive assessment by a specialist teacher or Educational Psychologist indicate levels are likely to be significantly below average range of cognitive ability (SS&lt; 68 at the 1<sup>st</sup> percentile or below) indicating Moderate Learning Difficulties.</li> <li>Significant and persistent difficulties in the acquisition/use of language/literacy/numeracy skills, with the curriculum and out of school activities.</li> <li>Significant level of cognitive impairment that is a lifelong disability and significantly impacts on social development and independence and requires specialist teaching.</li> </ul> <p><b>Mainstream placement</b></p> <ul style="list-style-type: none"> <li>Significant adaptations to the curriculum for secondary needs, as identified in other primary need criteria in this document.</li> <li>Highly modified curriculum. The curriculum modifications must be selected to engage learner with learning needs in relation to curriculum content, peer groups etc.</li> <li><b>Planning</b> for unstructured times must be provided.</li> <li>All staff will have training in meeting severe Cognition and Learning needs at this level.</li> <li>Inclusion in mainstream class with access to an enhanced level of adult support a significant amount of which may be 1:1 support – this will include targeted individual support, targeted small group support or to release the teacher to provide that support (minimum of 16 hours to a maximum of 25 hours 1:1 <b>and/or</b> group support) and significant adaptation of the curriculum.</li> </ul>	<p><b>Specialist placement (specialist school or unit)</b></p> <ul style="list-style-type: none"> <li>Significant adaptations to the curriculum for secondary needs, as identified in other primary need criteria in this document.</li> <li>Highly modified curriculum (inside or outside) the classroom. The curriculum modifications must be selected to engage learner with learning needs in relation to curriculum content, peer groups etc.</li> <li><b>Planning</b> for unstructured times must be provided.</li> <li>All staff will have training in meeting severe Cognition and Learning needs at this level.</li> <li>Needs can be met within core offer of a specialist setting with further adaptations.</li> </ul>



## Band 4

- In addition to having Severe Learning Difficulties (SLD), the learner will have a significant need in **one** other area of need in addition to their Cognition and Learning need, e.g. Social Emotional and Mental Health or Sensory and/or Physical or Communication and Interaction.

### Or

- Learner has Profound and Multiple Learning Disabilities (PMLD) with cognitive impairments that profoundly restrict access to the curriculum and require specialist provision.

### Mainstream placement

- Significant adaptations to the curriculum for secondary need, as identified in other primary need criteria in this document.
- Access to and involvement from non-educational professionals as need indicates.
- Highly modified curriculum. The curriculum modifications must be selected to engage learners with learning needs in relation to curriculum content, peer groups, etc.
- **Planning and support** for unstructured times must be provided.
- All staff will have training/expertise in meeting profound Cognition and Learning needs at this level.
- Inclusion in mainstream setting could be challenging as would need to be an enhanced level of individual targeted support (minimum of 25 hours of individual support) and significant adaptation of the curriculum.

### Specialist placement (specialist school or unit)

- Significant adaptations to the curriculum for secondary need, as identified in other primary need criteria in this document.
- Access to and involvement from non-educational professionals as need indicates.
- Highly modified curriculum (inside or outside) the classroom. The curriculum modifications must be selected to engage learners with learning needs in relation to curriculum content, peer groups, etc.
- **Planning and support** for unstructured times must be provided.
- All staff will have training/expertise in meeting profound Cognition and Learning needs at this level.
- Needs can be met within a suitably resourced specialist provision for learners with SLD with personalised adaptation to the core offer.



**Band 5**

- In addition to Severe Learning Difficulties (SLD), the learner will have significant need in **two** other areas of need in addition to their Cognition and Learning need, e.g. Social Emotional and Mental Health or Sensory and/or Physical or Communication and Interaction.

**Or**

- In addition to Profound and Multiple Learning Disabilities (PMLD), the learner will have a significant need in **one** other area of need in addition to their Cognition and Learning need, e.g. Social Emotional and Mental Health or Sensory and/or Physical or Communication and Interaction.

**Or**

- Learner has Profound and Multiple Learning Disabilities (PMLD) with cognitive impairment profoundly restrict access to the curriculum and require specialist provision.
- Significant and persistent difficulties in the acquisition/use of language/literacy/numeracy skills, with the curriculum and out of school activities. Lifelong disability indicating profound and persistent difficulties in the acquisition/use of language/literacy/numeracy skills, that impact on all aspects of daily life.
- Complex and **severe** language and communication difficulties.

**Mainstream placement**

- Significant adaptations to the curriculum for secondary need(s), as identified in other primary need criteria in this document.
- Extremely modified and individualised work. Small group and 1:1 daily developing basic skills.
- Access to and involvement from specialist provision and non-educational professionals as need indicates.
- Previous assessment informs the planning process for appropriate programmes.
- Individual targets and therapy programmes are carefully monitored.
- Targets are short term and specific, monitored and reviewed on a short-term basis.
- Specialist equipment in place to promote self-help, physical access and mobility and specialist hygiene facilities if necessary.
- AAC systems to support communication environment.
- Careful consideration of peer group must be made as part of a mainstream placement.

**Specialist placement (specialist school or unit)**

- Significant adaptations to the curriculum for secondary need(s), as identified in other primary need criteria in this document.
- Extremely modified and individualised work. Small group and 1-1 daily developing basic skills.
- Access to and involvement from non-educational professionals as need indicates.
- Previous assessment informs the planning process for appropriate programmes.
- Individual targets and therapy programmes are carefully monitored.
- Targets are short term and specific, monitored and reviewed on a short-term basis.
- Specialist equipment in place to promote self-help, physical access and mobility and specialist hygiene facilities if necessary.
- AAC systems to support communication environment.
- Needs can be met within a suitably resourced specialist provision for learners with PMLD/complex needs with significant adaptations to the core offer, e.g. enhanced staffing rates, environmental considerations.



**Band 6**

<ul style="list-style-type: none"> <li>In addition to PMLD, the learner will have significant need in <b>two</b> other areas of need in addition to their Cognition and Learning need, e.g. Social Emotional and Mental Health or Sensory and/or Physical or Communication and Interaction.</li> </ul> <p><b>Or</b></p> <ul style="list-style-type: none"> <li>Complex and <b>profound</b> language and communication difficulties.</li> </ul>	<p><b>Mainstream placement</b></p> <ul style="list-style-type: none"> <li>Due to the extremely modified and highly individualised work required it is unlikely that needs will be met in a mainstream setting.</li> </ul> <p><b>Specialist placement (specialist school or unit)</b></p> <ul style="list-style-type: none"> <li>Significant adaptations to the curriculum for secondary need(s), as identified in other primary need criteria in this document.</li> <li>Specialist provision small group and 1:1 as appropriate.</li> <li>Very high level of adult to pupil ratio including 1:1.</li> <li>Support is in line with medical needs and profound learning difficulties.</li> <li>Tailored to the level of cognition, chronological age and developmental level.</li> <li>Needs can be met within a suitably resourced specialist provision for learners with PMLD/complex needs with significant adaptations to the core offer, e.g. enhanced staffing rates, environmental considerations.</li> </ul>
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**Band 7**

<ul style="list-style-type: none"> <li>Funding band for learners requiring a bespoke level of provision.</li> <li>This band will be allocated and moderated on an individual case basis through a Resource Allocation Panel.</li> </ul>
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## Band 8

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| <ul style="list-style-type: none"> <li>• The learner will have <b>significant complex needs in multiple areas</b> which includes all the following:</li> <li>• Autistic Spectrum Disorder (ASD).</li> <li>• Speech Language and Communication difficulties.</li> <li>• Frequent and extreme episodes of emotional dysregulation.</li> <li>• Displaying extremely distressed behaviours which may be targeted towards themselves, others and property.</li> <li>• These learners will require a commissioned ISC placement, agreed upon by the Local Authority, in a registered Intensive Support Centre.</li> <li>• The learner will have previously been based in a very specialist placement and may have:             <ul style="list-style-type: none"> <li>○ Been permanently excluded.</li> <li>○ Been in an educational placement that has been deemed unsuitable, and the placement has broken down.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Completely bespoke curriculum and alternative provision tailored to each individual learner.</li> <li>• Very high level of adult support. At least 1:1 always, however this will need to be increased if the learner accesses learning off site or becomes dysregulated due to underlying need, e.g. emotional or sensory. There may be a need to access high levels of staffing with Advanced Team Teach or similar training.</li> <li>• Specialist staff trained to a high level in positively supporting complex learners with a range of behavioural and emotional support strategies.</li> <li>• A Multi-Disciplinary Team approach to provision including, but not exclusive of, S&amp;LT, Sensory Integration Specialists, Occupational Health, CSC, psychology or psychiatry services, Learning Disability Team and other associated Health Professionals.</li> <li>• Highly specialist learning environment considering an individual's need and presentation. -Learners require retreat spaces, sensory intervention environments, access to outdoor provision, safe access to subject specialist rooms such as Food Technology, wet room and facilities to promote independent living skills.</li> <li>• Consideration for learning environments, reduced stimulus such as display boards, hard wearing, heavy duty and safe equipment. There must a safety consideration for building layout and location of electrical points such as plug sockets and cabling, fire alarm activation points and hard-wearing impact resistant glass.</li> <li>• Access to appropriate transportation for community activities and participation.</li> <li>• Access to trained senior staff for quality assurance and oversight.</li> </ul> |
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Communication & Interaction	
Barriers to Learning	Specialist Support: provision and practice additional to universal and targeted offers
Band 1	
<p><b>Additional to Universal and Targeted needs (autism):</b></p> <ul style="list-style-type: none"> <li>• Learner has communication and interaction needs that severely affect access to the National Curriculum, including the social emotional curriculum and all aspects of school life. This is especially true in new and unfamiliar contexts but will also affect access at times of high stress in some known and familiar contexts and with familiar support/people available.</li> <li>• The pervasive nature of the Autism/ C&amp;I needs has a detrimental effect on the acquisition, retention and generalisation of skills.</li> <li>• Learner will have an uneven learning profile, but their attainment levels suggest they can access a differentiated mainstream curriculum.</li> <li>• Challenges with speech and/or language mean that social situations present challenges resulting in frequent emotional dysregulation, anxiety, social isolation and social vulnerability.</li> <li>• Challenges with using and understanding non-verbal communication (NVC) such as facial expressions, tone of voice and gestures.</li> <li>• Delayed understanding of abstract language and verbal reasoning skills needed for problem solving, inferring and understanding the feelings of others.</li> <li>• Anxiety related to lack of understanding of time and inference. Needs reassurance and forewarning of changes to routine or when encountering new situations/experiences.</li> </ul>	<p><b>Autistic Spectrum Disorder (ASD)/Social Communication Differences</b></p> <p><b>Mainstream placement</b></p> <ul style="list-style-type: none"> <li>• Significant adaptations to curriculum, teaching methods and environment needed to access the curriculum. These will include conceptual understanding of everyday language and subject specific vocabulary; pace of delivery; significant pre-learning and over learning of concepts and functions and use of alternative recording methods.</li> <li>• Where appropriate an alternative curriculum to develop independence and life skills.</li> <li>• May include assessment advice from other agencies, e.g. EP, IES, SALT/OT.</li> <li>• A framework should be used to aid assessment and planning.</li> <li>• Assessment should include a sensory profile.</li> <li>• Increased level of understanding by teaching and support staff will require plans for developing whole school understanding of pupil's needs. To include all setting staff that may encounter the learner daily.</li> <li>• Inclusion in mainstream class with access to additional adult support to enable the class teacher to make the best provision – this may include targeted individual support, targeted small group support or to release the teacher to provide that support (up to maximum of 8 hours 1:1 <b>and/or</b> group support) and significant adaptation of the curriculum.</li> </ul>



<p><b>Social communication differences</b></p> <ul style="list-style-type: none"> <li>• Learner may have social communication and interaction differences <b>without a diagnosis</b> of ASD.</li> <li>• Learner has social communication challenges which impact frequently on the ability to engage in classroom/learning activities which often leads to anxiety and distress. e.g. can display rigid and inflexible thought patterns which interfere with engagement, unable to make social predictions, leading to misunderstandings but can follow adult direction.</li> <li>• Learner has challenges with social communication that have some impact on daily functioning.</li> <li>• Learner may respond inconsistently to additional support strategies and requires repeated adult input or intervention to access these strategies.</li> </ul>	<p><b>Specialist placement (specialist school or unit)</b></p> <ul style="list-style-type: none"> <li>• Assessment should include a sensory profile.</li> <li>• A framework should be used to aid assessment and planning.</li> <li>• May include assessment advice from other agencies, e.g. EP, IES, SALT/OT.</li> <li>• Where appropriate an alternative curriculum to develop independence and life skills.</li> <li>• Daily opportunities with a teacher or an additional adult, <b>under the direction of the teacher</b> providing sustained targeted support on an individual/group basis.</li> </ul> <p>No requirement for anything additional to the core specialist placement offer.</p>
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<b>Band 2</b>	
<ul style="list-style-type: none"> <li>• As Band 1 plus: The learner will have a significant need in <b>one</b> other area of need in addition to their Communication and Interaction need (ASD or SLCN), e.g. Social Emotional and Mental Health or Sensory and/or Physical or Cognition and Learning.</li> </ul>	<p><b>Mainstream placement</b></p> <ul style="list-style-type: none"> <li>• Significant adaptations to the curriculum for secondary need, as identified in other primary need criteria in this document.</li> <li>• Inclusion in mainstream class with access to additional adult support to enable the class teacher to make the best provision – this may include targeted individual support, targeted small group support or to release the teacher to provide that support (up to maximum of 16 hours 1:1 <b>and/or</b> group support) and significant adaptation of the curriculum for both primary and secondary needs.</li> </ul> <p><b>Specialist placement (specialist school or unit)</b></p> <ul style="list-style-type: none"> <li>• Significant adaptations to the curriculum for secondary need, as identified in other primary need criteria in this document.</li> <li>• Needs can be met within core offer of a specialist setting with minor adaptations.</li> </ul>



## Band 3

### As Band 1 plus:

- The learner will have a significant need in **two** other areas of need in addition to their Communication and Interaction need (ASD or SLCN), e.g. Social Emotional and Mental Health or Sensory and/or Physical or Cognition and Learning.

### Autism

- Pervasive Autism (ASD)/ C&I needs have a detrimental effect on the acquisition, retention and generalisation of skills (cognitively well below ARE Attainment profile and expected NC levels).

### Social Communication Differences

- Learner may have social communication and interaction differences **without a diagnosis** of ASD
- Learner has social communication challenges which **significantly** impact on the ability to engage in classroom/learning activities which often leads to anxiety and distress. e.g. can display rigid and inflexible thought patterns which interfere with engagement, unable to make social predictions, leading to misunderstandings, and unlikely to follow adult direction without supports.
- Learner has challenges with social communication that have a **significant** impact on daily functioning.
- Learner **frequently** responds inconsistently to additional support strategies, learner requires frequent/repeated adult input or intervention to access support strategies.

### Autistic Spectrum Disorder (ASD)/Social Communication Differences

#### Mainstream placement

- Significant adaptations to the curriculum for secondary needs, as identified in other primary need criteria in this document.
- Curriculum modifications must be selected to engage the learner with C&I needs/Autism in relation to curriculum content, peer group.
- Therapeutic approaches will be integral to curriculum delivery and used to support the emotional wellbeing of the learner.
- **Planning** for unstructured times must be provided.
- Where needed positive behaviour plans and risk assessments must be completed and shared with family.
- All staff will have training in Autism/C&I needs and be aware of neuro-affirmative and evidence-based practice.
- Staff to implement strategies throughout the day within naturalistic and routine activities.
- Inclusion in mainstream class with access to an enhanced level of adult support a significant amount of which may be 1:1 support – this will include targeted individual support, targeted small group support or to release the teacher to provide that support (minimum of 16 hours to a maximum of 25 hours 1:1 **and/or** group support) and significant adaptation of the curriculum.

#### Specialist placement (specialist school or unit)

- Significant adaptations to the curriculum for secondary needs, as identified in other primary need criteria in this document.
- Highly modified curriculum (inside or outside) the classroom. The curriculum modifications must be selected to engage learner with C&I/ Autism needs in relation to curriculum content, peer groups etc.
- **Planning** for unstructured times must be provided.
- All staff will have training in meeting severe ASD needs at this level.
- Needs can be met within core offer of a specialist setting with further adaptations.



### Speech Language and Communication Need

- Learner will present with some/all the difficulties as described in Band 1 and these will **severely** affect curriculum access and social development to the extent that needs can only be met in a mainstream setting with significant adaptation and moderation.
- Learner could communicate or benefit from communicating using AAC (Alternative and Augmentative Communication) and following a total communication approach.
- Learner may not have a robust/reliable communication system in place across all activities and be reliant on adults to support communication.
- Some or all aspects of language acquisition are significantly below age expected levels.
- Significant speech sound difficulties making speech difficult to understand out of context.
- May present with withdrawn, avoidant or oppositional behaviours because of feeling isolated or frustrated.

Must have a need identified by a Speech and Language Therapist (ideally in conjunction with a specialist teacher or Educational Psychologist to determine cognitive mismatch) (see Band 1 for details).

### Speech Language and Communication Need

#### • **Mainstream placement**

- Significant adaptations to the curriculum for secondary needs, as identified in other primary need criteria in this document.
- Planning must adhere to the targets set within the EHC plan and include reasonable adjustments to support the mainstream classroom where possible.
- Should have a placement with access to specialist teaching and non-teaching support within the classroom and wider setting (targeted provision or specialist outreach on a regular basis as determined by the learner's EHCP) to facilitate access to the curriculum and social communication. These staff will support mainstream staff in planning and delivering appropriate, inclusive and structured interventions and an adapted curriculum.
- Ensure additional training is available for mainstream staff to support curriculum modifications.
- Inclusion in mainstream class with access to an enhanced level of adult support a significant amount of which may be 1:1 support; this will include targeted individual support, targeted small group support or to release the teacher to provide that support (minimum of 16 hours to a maximum of 25 hours 1:1 **and/or** group support) and significant adaptation of the curriculum.

#### **Specialist placement (specialist school or unit)**

- Significant adaptations to the curriculum for secondary needs, as identified in other primary need criteria in this document.
- Highly modified curriculum (inside or outside) the classroom. The curriculum modifications must be selected to engage learner with SLCN needs in relation to curriculum content, peer groups, etc.
- All staff will have training in meeting severe SLCN needs at this level.
- Needs can be met within core offer of a specialist setting with further adaptations.



## Band 4

### As Band 3 plus:

- The learner will have a significant need in **one** other area of need in addition to their Communication and Interaction need (ASD or SLCN), e.g. Social Emotional and Mental Health or Sensory and/or Physical or Cognition and Learning.

### Autistic Spectrum Disorder (ASD)

- Learner has communication and interaction needs that **profoundly** affect their access to the National Curriculum, including the social emotional curriculum and all aspects of school life, even in known and familiar contexts and with familiar support/people available.
- Pervasive Autism/ C&I needs have a detrimental effect on the acquisition, retention and generalisation of skills and therefore has learning needs that are categorised as in the MLD range.

### Social Communication Differences

- Learner may have social communication and interaction differences **without a diagnosis** of ASD.
- Learner has **significant** social communication challenges which **severely** impact on the ability to engage in classroom/learning activities which often leads to anxiety and distress e.g. can display rigid and inflexible thought patterns which interfere with engagement, unable to make social predictions, leading to misunderstandings; *will not be able to follow adult direction.*
- Learner has challenges with social communication that have a **severely** impact on all daily functioning and routine activities.
- Learner responds inconsistently to additional support strategies; learner requires heavily adapted adult input and intervention to access support strategies.

### Autistic Spectrum Disorder (ASD)/Social Communication Differences

#### Mainstream placement

- Significant adaptations to the curriculum for secondary need, as identified in other primary need criteria in this document.
- Significant curriculum modifications must be selected to engage learner with C&I needs/Autism in relation to curriculum content, peer group.
- Therapeutic approaches will be integral to curriculum delivery and used to support the emotional wellbeing of the learner.
- **Planning and support** for unstructured times must be provided.
- Where needed positive behaviour plans and risk assessments must be completed and shared with family.
- All staff will have training in complex Autism/C&I needs.
- Inclusion in mainstream setting would need an enhanced level of individual targeted support (minimum of 25 hours of individual support) and significant adaptation of the curriculum.
- All staff to be aware of neuro-affirmative and evidence-based practice.
- Staff to implement strategies throughout the day within naturalistic and routine activities.

#### Specialist placement (specialist school or unit)

- Significant adaptations to the curriculum for secondary need, as identified in other primary need criteria in this document.
- Significant curriculum modifications must be selected to engage learner with C&I needs/Autism in relation to curriculum content, peer group.
- Therapeutic approaches will be integral to curriculum delivery and used to support the emotional wellbeing of the learner.
- **Planning and support** for unstructured times must be provided.
- All staff will have training in complex Autism/C&I needs.
- Needs can be met within a suitably resourced specialist provision for learners with ASD with personalised adaptation to the core offer.



### Speech Language and Communication Need

- Learner has SLCN needs that **profoundly** affect their access to the National Curriculum, including the social emotional curriculum and all aspects of school life, even in known and familiar contexts and with familiar support/people available.
- Learner does not have an established functional communication system. It is not possible for them to demonstrate their learning using verbal speech or a recognised communication system. They may have high levels of frustration and distress; or become withdrawn and cease communication in any way.
- Learner may not have established intentional communication and is wholly reliant on those around them to meet their needs.

### Speech Language and Communication Need

#### Mainstream placement

- Significant adaptations to the curriculum for secondary need, as identified in other primary need criteria in this document.
- Provide access to visuals in a range of forms (photos/pictures/symbols) within every learning activity.
- Provide the learner with alternative methods to enable them to give their responses to questions, participate in learning activities, and show their learning.
- Additional support for the use and implementation of AAC:
  - Facilitate functional communication and support independent learning using dedicated AAC approaches.
  - Provide in-class and social communication support using AAC approaches.
  - Prepare and develop individual AAC resources.
  - Follow up AAC training.
  - To ensure safety.
- A high level of modelling of these alternative methods needs to be in place and repeated throughout the day. Modelling should be done without an expectation of a response.
- -All staff will use a total communication approach when communicating with the learner, especially when modelling new language. For example, when giving the learner instructions that are not an established part of their routine, adults need to use signing/gestures and visuals in any form to aid their understanding.
- All staff will have training in complex SLCN needs and any adaptive communication.
- Inclusion in mainstream setting would need an enhanced level of individual targeted support (minimum of 25 hours of individual support) and significant adaptation of the curriculum.

#### Specialist placement (specialist school or unit)

- Significant adaptations to the curriculum for secondary need, as identified in other primary need criteria in this document.
- All staff will use a total communication approach within a communication rich environment.
- Provide access to AAC throughout all activities within unstructured times as well as structured learning tasks.
- All staff will have training in complex SLCN needs and any adaptive communication.
- Staff to have skills in use of range of AAC approaches to facilitate communication and interaction

Needs can be met within a suitably resourced specialist provision for learners with SLCN with personalised adaptation to the core offer.



**Band 5**

**As Band 3 plus:**

- The learner will have a significant need in **two** other areas of need in addition to their Communication and Interaction need (ASD or SLCN), e.g. Social Emotional and Mental Health or Sensory and/or Physical or Cognition and Learning.

**Autism**

- -Pervasive Autism/ C&I needs have a detrimental effect on the acquisition, retention and generalisation of skills and therefore has learning needs that are categorised as in the Severe Learning Difficulties range.

**Speech Language and Communication Need**

- SLCN as a primary need alone do not satisfy the criteria for Band 5 funding.

**Autistic Spectrum Disorder (ASD)**

**Mainstream placement**

- Significant adaptations to the curriculum for secondary needs, as identified in other primary need criteria in this document.
- Access to specialist provision and expertise, enhanced adaptation, curriculum modifications and specific strategies to address complex ASD needs are essential to create the conditions for a positive impact.
- An individualised plan with SMART targets and regular reviews in collaboration with external professionals ensures constant adaptations can be made to provision to increase success.
- Specific areas of difficulty are clearly identified with learning and strategies explicitly and rigorously delivered.
- The curriculum is highly personalised and informed by Annual Review.
- A structured, individualised programme develops core learning, social interaction and emotional well-being.
- **Planning and support** for unstructured times must be provided.
- Where needed positive behaviour plans and risk assessments must be completed and shared with family.
- All staff will have training in complex Autism/C&I needs and additional needs relevant to the learner.
- All staff to be aware of neuro-affirmative and evidence-based practice.
- Staff to implement strategies throughout the day within naturalistic and routine activities.
- Careful consideration of health and safety/safeguarding must be made as part of a mainstream placement.

**Specialist placement (specialist school or unit)**

- Significant adaptations to the curriculum for secondary needs, as identified in other primary need criteria in this document.
- Extremely modified and individualised work. Small group and 1-1 daily developing basic skills.
- Access to and involvement from non-educational professionals as need indicates.
- Previous assessment informs the planning process for appropriate programmes.
- Individual targets and therapy programmes are carefully monitored.
- Targets are short term and specific, monitored and reviewed on a short-term basis.
- Needs can be met within a suitably resourced specialist provision for learners with complex ASD needs with significant adaptations to the core offer, e.g. enhanced staffing rates, environmental considerations.



**Band 6**

<p><b>Autism</b></p> <ul style="list-style-type: none"> <li>As Band 5 plus: The learner will have a significant need in <b>one</b> other area of need in addition to their Communication and Interaction need (ASD), e.g. Social Emotional and Mental Health or Sensory and/or Physical or Cognition and Learning.</li> </ul> <p><b>Speech Language and Communication Need</b></p> <ul style="list-style-type: none"> <li>SLCN as a primary need alone do not satisfy the criteria for Band 6 funding.</li> </ul>	<p><b>Autistic Spectrum Disorder (ASD)</b></p> <p><b>Mainstream placement</b></p> <ul style="list-style-type: none"> <li>Due to the extremely modified and highly individualised provision required it is unlikely that needs will be met in a mainstream setting.</li> </ul> <p><b>Specialist placement (specialist school or unit)</b></p> <ul style="list-style-type: none"> <li>Significant adaptations to the curriculum for secondary need, as identified in other primary need criteria in this document.</li> <li>Long-term involvement of educational and non-educational professionals as appropriate in assessment and planning.</li> <li>Curriculum access will be facilitated by using a predictable approach which may involve using visual systems or timetables; reducing language for instruction/information giving; teaching strategies should consider difficulties with transfer of skills; teaching approach should take account of difficulties in understanding the social rules and expectations of the classroom.</li> <li>May use a range of alternative augmentative communication to support social and functional communication skills to enhance interaction and understanding.</li> <li>Use of adapted teaching materials, resources to support teaching and learning for those with sensory and/or physical impairment.</li> <li>Enhanced PSHCE/life skills and SRE programmes to ensure skills embedded.</li> <li>Environment where interpersonal challenges are minimised by the adult managed setting.</li> <li>High staffing ratio to support teaching and learning with sustained opportunities for 1:1 support.</li> <li>All staff trained and experienced staff trained and experienced in appropriate, and evidence based complex ASD specific teaching approaches.</li> <li>Additional staffing to escort pupils and support at times of crisis and stress.</li> <li>Access to specialist approaches, equipment and therapeutic services as part of the curriculum.</li> </ul>
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### Band 7

- Funding band for learners requiring a bespoke level of provision.
- This band will be allocated and moderated on an individual case basis through a Resource Allocation Panel.

### Band 8

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| <ul style="list-style-type: none"> <li>• The learner will have <b>significant complex needs in multiple areas</b> which includes all the following:             <ul style="list-style-type: none"> <li>○ Autism.</li> <li>○ Speech Language and Communication difficulties.</li> <li>○ Frequent and extreme episodes of emotional dysregulation.</li> </ul> </li> <li>• Displaying extremely distressed behaviours which may be targeted towards themselves, others and property.</li> <li>• These learners will require a commissioned ISC placement, agreed upon by the Local Authority, in a registered Intensive Support Centre.</li> <li>• The learner will have previously been based in a very specialist placement and may have:             <ul style="list-style-type: none"> <li>○ Been permanently excluded.</li> <li>○ Been in an educational placement that has been deemed unsuitable, and the placement has broken down.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Completely bespoke curriculum and alternative provision tailored to each individual learner.</li> <li>• Very high level of adult support. At least 1:1 always, however this will need to be increased if the learner accesses learning off site or becomes dysregulated due to underlying need, e.g. emotional or sensory. There may be a need to access high levels of staffing with Advanced Team Teach or similar training.</li> <li>• Specialist staff trained to a high level in positively supporting complex learners with a range of behavioural and emotional support strategies.</li> <li>• A Multi-Disciplinary Team approach to provision including, but not exclusive of, S&amp;LT, Sensory Integration Specialists, Occupational Health, CSC, psychology or psychiatry services, Learning Disability Team and other associated Health Professionals.</li> <li>• Highly specialist learning environment considering an individual's need and presentation.</li> <li>• Learners require retreat spaces, sensory intervention environments, access to outdoor provision, safe access to subject specialist rooms such as Food Technology, wet room and facilities to promote independent living skills.</li> <li>• Consideration for learning environments, reduced stimulus such as display boards, hard wearing, heavy duty and safe equipment. There must a safety consideration for building layout and location of electrical points such as plug sockets and cabling, fire alarm activation points and hard-wearing impact resistant glass.</li> <li>• Access to appropriate transportation for community activities and participation.</li> <li>• Access to trained senior staff for quality assurance and oversight.</li> </ul> |
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<b>Social, Emotional &amp; Mental Health</b>	
<b>Barriers to Learning</b>	<b>Specialist Support:</b> provision and practice <u>additional</u> to Universal and Targeted Offers
<b>Band 1</b>	
<b>Additional to Universal and Targeted needs:</b>	<b>Mainstream placement</b>
<ul style="list-style-type: none"> <li>• Learners experience social/emotional mental health difficulties that frequently interfere with their learning development and/or access to learning opportunities (daily more than once or consistently in certain lessons/situations).</li> <li>• Learners is socially and emotionally vulnerable, may be withdrawn, isolated and susceptible to unpredictable patterns of behaviour that impact on learning. As such, the learner will struggle to access the curriculum in a productive way without some additional support.</li> <li>• Learner will have more sustained difficulties in social interactions/relationships with both adults and peers, including difficulties managing a range of emotions.</li> <li>• Patterns of stress/anxiety related to specific times of the day may be a feature, whilst a preference for their own agenda and reluctance to follow instructions and short-term behavioural crises are more frequent and, potentially, intense.</li> <li>• Language comprehension and communication skills may be reduced at time when the learner is in a high emotional state, which may require adaptations to accommodate these needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Identified SEMH needs require additional resource to support continued inclusion in a mainstream environment.</li> <li>• The learner benefits from regular and planned additional support to ensure that enhanced adaptation, curriculum modifications and specific strategies to address SEMH needs have an impact.</li> <li>• Planning considers advice from other professionals (e.g. from SEMH -Specialists or EP) and emphasises the development of positive relationships and access to a key adult (not 1:1) who is attuned to and validates learner needs and can support them to self-regulate.</li> <li>• The learner will follow an individualised plan with SMART targets developed in collaboration with professional recommendations.</li> <li>• Supportive interventions, in line with a personalised plan, may focus on building problem solving skills, building self-esteem, social speaking, metacognition and developing a growth mindset.</li> <li>• Pre-emptive strategies are in place for activities/times which might present challenge for the learner.</li> <li>• Staff to recognise when the learner is in a heightened state and follow a plan to support.</li> <li>• Opportunities to explore personal interests and self-regulate are in place, to reduce frustration behaviour and improve self-esteem.</li> <li>• Anti-bullying is routinely addressed, attending to the precursors and low-level situations, whilst restorative approaches (or similar) are championed. As part of this provision, an exploration of additional learning needs (e.g. language, processing, attention, etc.) should be considered.</li> <li>• Inclusion in mainstream class with access to additional adult support to enable the class teacher to make the best provision – this may include targeted individual support, targeted small group support or to release the teacher to provide that support (up to maximum of 8 hours 1:1 <b>and/or</b> group support) and significant adaptation of the curriculum.</li> </ul>



**Specialist placement (specialist school or unit)**

- The learner benefits from regular and planned additional support to ensure that enhanced adaptation, curriculum modifications and specific strategies to address SEMH needs have an impact.
- The learner will follow an individualised plan with SMART targets developed in collaboration with professional recommendations.
- Supportive interventions – in line with a personalised plan – may focus on building problem solving skills, building self-esteem, social speaking, metacognition and developing a growth mindset.
- Pre-emptive strategies are in place for activities/times which might present challenge for the learner.
- Opportunities to explore personal interests and self-regulate are in place, to reduce frustration behaviour and improve self-esteem.
- No requirement for anything additional to the core specialist placement offer.

**Band 2**

**As Band 1 plus:**

- The learner will have a significant need in **one** other area of need in addition to their SEMH need, e.g. Cognition and Learning or Sensory and/or Physical or Communication and Interaction.

**Mainstream placement**

- Significant adaptations to the curriculum for secondary need, as identified in other Primary Need criteria.
- Inclusion in mainstream class with access to additional adult support to enable the class teacher to make the best provision – this may include targeted individual support, targeted small group support or to release the teacher to provide that support (up to maximum of 16 hours 1:1 **and/or** group support) and significant adaptation of the curriculum.

**Specialist placement (specialist school or unit)**

- Significant adaptations to the curriculum for secondary need, as identified in other primary need criteria.
- Needs can be met within core offer of a specialist setting with minor adaptations.



### Band 3

#### As Band 1 plus:

- The learner will have a significant need in **two** other areas of need in addition to their SEMH need, e.g. Cognition and Learning or Sensory and/or Physical or Communication and Interaction.

#### Or

- Learner experiences social/emotional mental health difficulties that regularly interfere with their social/learning development (in most lessons at least once).
- Learner is socially and emotionally vulnerable, may be withdrawn, isolated and displays unpredictable patterns of behaviour that have a significant impact on learning.
- A high level of adult support is largely effective in sustaining progress and development, but this is a challenge.
- Learners will be at risk of exclusion and will have more sustained difficulties in social interactions/relationships with both adults and peers, including difficulties managing emotions.
- Patterns of stress/anxiety related to specific times of the day will likely be a feature, whilst a preference for their own agenda and reluctance to follow instructions and short-term behavioural crises are **frequent and intense**.
- Frequently requires adults to modify how they speak to and interact with them in times of heightened emotions.

#### Mainstream placement

- Significant adaptations to the curriculum for secondary needs, as identified in other primary need criteria in this document.
- Regular and carefully planned additional adult support ensures there is a positive impact from enhanced adaptation, curriculum modifications and specific strategies to address SEMH needs.
- High Quality Teaching and specific planning for the learner considers advice from other professionals (including provision in the EHCP).
- The learner follows an individualised plan with SMART targets and regular reviews in collaboration with external professionals.
- Adult support focuses on direct teaching of skills such as problem-solving, increasing motivation, coping/resilience, conflict management and resolution, collaborative working and managing feelings and relationships.
- Daily opportunities support the learner to recognise and communicate their feelings about the school day.
- All staff need to follow an agreed set of strategies around how to speak to and interact with the learner in times of heightened stress.
- Adults check learner's understanding of tasks and recording of work to support focus and reduce anxiety. Specific areas of difficulty are clearly identified and anticipated.
- The curriculum is highly personalised with pre-emptive strategies in place for activities/times which might present challenge for the learner.
- Anti-bullying is routinely addressed, whilst restorative approaches (or similar) are championed.
- Inclusion in mainstream class with access to an enhanced level of adult support a significant amount of which may be 1:1 support – this will include targeted individual support, targeted small group support or to release the teacher to provide that support (minimum of 16 hours to a maximum of 25 hours 1:1 **and/or** group support) and significant adaptation of the curriculum.



**Specialist placement (specialist school or unit)**

- Significant adaptations to the curriculum for secondary needs, as identified in other primary need criteria in this document.
- Regular and carefully planned additional adult support ensures there is a positive impact from enhanced adaptation, curriculum modifications and specific strategies to address SEMH needs.
- The learners follows an individualised plan with SMART targets and regular reviews in collaboration with external professionals.
- Daily opportunities support the learner to recognise and communicate their feelings about the school day.
- Adults check learner's understanding of tasks and recording of work to support focus and reduce anxiety. Specific areas of difficulty are clearly identified and anticipated.
- The curriculum is highly personalised with pre-emptive strategies in place for activities/times which might present challenge for the learner.
- Needs can be met within core offer of a specialist setting with further adaptations.



**Band 4**

**As Band 3 plus:**

- The learner will have a significant need in **one** other area of need in addition to their SEMH need, e.g. Cognition and Learning or Sensory and/or Physical or Communication and Interaction.

**Or**

- Learner will have complex mental health needs which significantly impact on their learning and social interaction. Due to their social and emotional mental health needs, they will exhibit unpredictable patterns of behaviour and may target other learners and/or staff, sometimes this may be planned, often with limited understanding of the consequences of their actions on that other person. This lack of empathy is a significant SEMH need as it impacts on good decision making as the learner cannot weigh up all factors before acting.
- Learners may refuse to go to school or engage in activities which deliberately endanger themselves and others (e.g. substance misuse) and may be involved with the criminal justice system.
- Learners will have embedded habits that inhibit their own learning and progression and that are disruptive to the learning of others.
- Learners will likely exhibit a non-compliant attitude and uncooperative behaviour and may be unable to control intense emotional or aggressive outbursts, inappropriate behaviour, high levels of anxiety, hyper-vigilance and mood swings; they will have difficulties with social relationships.
- They will approach situations in ways which cause a significant barrier to learning, e.g. disengaging, destroying own/others' work, using work avoidance strategies, often with limited concentration.
- Consistently requires adults to modify how they speak to and interact with them in times of heightened emotions.

**Mainstream placement**

- Significant adaptations to the curriculum for secondary need, as identified in other Primary Need criteria.
- Access to enhanced provision/approaches ensures a positive impact from an alternative curriculum featuring modifications and specific strategies to address SEMH needs.
- Targeted, short-term provision may be appropriate to support needs.
- The learner follows an individualised plan with SMART targets and regular reviews in collaboration with external professionals. Specific areas of difficulty are clearly identified with learning and strategies explicitly and rigorously delivered.
- The curriculum is highly personalised and informed by Annual Review.
- A structured, individualised programme develops core learning, social interaction and emotional well-being.
- **Planning and support** for unstructured times must be provided.
- All staff will have training/expertise in meeting complex SEMH needs at this level.
- All staff need to follow an agreed set of strategies around how to speak to and interact with the learner in times of heightened stress. Staff to be aware of the behaviours that challenge as learner is at the early stages of dysregulation and pre-empt and have individual strategies personal to them to support in times of stress.
- Inclusion in mainstream setting would need an enhanced level of individual targeted support (minimum of 25 hours of individual support) and significant adaptation of the curriculum.



**Specialist placement (specialist school or unit)**

- Significant adaptations to the curriculum for secondary need, as identified in other Primary Need criteria.
- The learner follows an individualised plan with SMART targets and regular reviews in collaboration with external professionals. Specific areas of difficulty are clearly identified with learning and strategies explicitly and rigorously delivered.
- The curriculum is highly personalised and informed by Annual Review.
- A structured, individualised programme develops core learning, social interaction and emotional well-being.
- **Planning and support** for unstructured times must be provided
- All staff will have training/expertise in meeting complex SEMH needs at this level.
- Needs can be met within a suitably resourced specialist provision for learners with SEMH with personalised adaptation to the core offer.



## Band 5

### As Band 3 plus:

- The learner will have a significant need in **two** other areas of need in addition to their SEMH need, e.g. Cognition and Learning or Sensory and/or Physical or Communication and Interaction.

### Or

- Learner has been assessed as having complex, persistent and layered needs requiring specialist input or provision.
- CAMHS are likely to have been involved or are currently involved and there may be a medical diagnosis and/or Health intervention/support in place.
- SEMH needs significantly impact on learning and may pose a risk to the safety and education of themselves or others.
- Academic, social and emotional needs require specialist provision and significant intervention.
- Learner is seemingly unpredictable and potentially dangerous, with intense episodes of emotional and/or challenging behaviour and a high level of anxiety making daily life extremely difficult.
- Learners may refuse to go to school or engage in activities which deliberately endanger themselves and others (e.g. substance misuse) and may be involved with the criminal justice system. Their needs may be compounded by co-existing difficulties.
- Learner is extremely vulnerable, and safeguarding issues may be a consideration due to acute levels of mental health concerns and increased risk-taking behaviours or sabotage of situations/placements, including the real prospect of self-harm and suicidal ideation.
- Consistently requires adults to modify how they speak to and interact with them in times of heightened emotions.

### Mainstream placement

- Significant adaptations to the curriculum for secondary needs, as identified in other primary need criteria in this document.
- Access to specialist provision and expertise, enhanced adaptation, curriculum modifications and specific strategies to address SEMH needs are essential to create the conditions for a positive impact.
- An individualised plan with SMART targets and regular reviews in collaboration with external professionals ensures constant adaptations can be made to provision to increase success.
- Specific areas of difficulty are clearly identified with learning and strategies explicitly and rigorously delivered.
- The curriculum is highly personalised and informed by Annual Review.
- A structured, individualised programme develops core learning, social interaction and emotional well-being.
- All staff need to follow an agreed set of strategies around how to speak to and interact with the learner in times of heightened stress. Staff to be aware of the behaviours that challenge as learner is at the early stages of dysregulation and pre-empt and have individual strategies personal to them to support in times of stress.
- Careful consideration of health and safety/safeguarding must be made as part of a mainstream placement.



**Specialist placement (specialist school or unit)**

- Significant adaptations to the curriculum for secondary needs, as identified in other primary need criteria in this document.
- Access to specialist provision and expertise, enhanced adaptation, curriculum modifications and specific strategies to address SEMH needs are essential to create the conditions for a positive impact.
- An individualised plan with SMART targets and regular reviews in collaboration with external professionals ensures constant adaptations can be made to provision to increase success.
- Specific areas of difficulty are clearly identified with learning and strategies explicitly and rigorously delivered.
- The curriculum is highly personalised and informed by Annual Review.
- A structured, individualised programme develops core learning, social interaction and emotional well-being.
- Needs can be met within a suitably resourced specialist provision for learners with complex SEMH needs with significant adaptations to the core offer, e.g. enhanced staffing rates, environmental considerations.



## Band 6

### As Band 5 plus:

- The learner will have a significant need in **one** other area of need in addition to their SEMH need, e.g. Cognition and Learning or Sensory and/or Physical or Communication and Interaction.

### Or

- Learner has been assessed with long term and complex social, emotional and mental health difficulties, necessitating a multi-agency response and highly specialist input or provision.
- Their needs are likely to include self-harming behaviour, attempted suicide, persistent substance abuse, extreme anxiety impacting their access to school or the community, extreme sexualised language and behaviour; risk of CSE/CCE, extreme violent/ aggressive behaviour, serious and diagnosed mental health issues, long-term non-attendance and disaffection, involvement with the criminal justice system and periods of going missing.
- Whilst receiving education, the learner will exhibit persistently high levels of violence and aggression throughout the day, often impulsive and with no apparent triggers, jeopardising their health and safety and that of others.
- Consistently requires adults to modify how they speak to and interact with them in times of heightened emotions.

### Mainstream placement

- Due to the extremely modified and highly individualised provision required it is unlikely that needs will be met in a mainstream setting.

### Specialist placement (specialist school or unit)

- Significant adaptations to the curriculum for secondary need, as identified in other primary need criteria in this document.
- Significant access to bespoke specialist provision and expertise, enhanced adaptation, curriculum modifications and specific strategies to address SEMH needs, opportunities for the learner to engage with learning and social development alongside peers with suitable levels of adult support.
- Learners require access to highly skilled staff with detailed knowledge, skills and understanding of emotional needs to ensure individual, targeted and successful intervention. Support is most effective when delivered by one or more trusted and familiar adults.
- Flexible deployment of staff around the learner for extended periods of crisis is necessary.
- Very detailed individualised plans, created in collaboration with a multi-agency team of highly skilled professionals enables a coherent and highly consistent approach.
- Planned programmes of intensive therapeutic intervention are a significant feature of the provision for the learner.
- All staff need to follow and agreed set of strategies around how to speak to and interact with the learner in times of heightened stress. Staff to be aware of the behaviours that challenge as learner is at the early stages of dysregulation and pre-empt and have individual strategies personal to them to support in times of stress.
- Access to a personalised breakout place and staffing to manage transition.
- Specialist provision small group and 1:1 as appropriate.
- Very high level of adult to pupil ratio including 1:1.
- Support is in line with mental health difficulties.
- Needs can be met within a suitably resourced specialist provision for learners with complex SEMH needs with significant adaptations to the core offer, e.g. enhanced staffing rates, environmental considerations.



**Band 7**

- Funding band for learners requiring a bespoke level of provision. This band will be allocated and moderated on an individual case basis through a Resource Allocation Panel.

**Band 8**

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| <ul style="list-style-type: none"> <li>• The learner will have <b>significant complex needs in multiple areas</b> which includes all the following:             <ul style="list-style-type: none"> <li>• Autism.</li> <li>• Speech Language and Communication difficulties.</li> <li>• Frequent and extreme episodes of emotional dysregulation.</li> <li>• Displaying extremely distressed behaviours which may be targeted towards themselves, others and property.</li> <li>• These learners will require a commissioned ISC placement, agreed upon by the Local Authority, in a registered Intensive Support Centre.</li> <li>• The learner will have previously been based in a very specialist placement and may have:                 <ul style="list-style-type: none"> <li>○ Been permanently excluded.</li> <li>○ Been in an educational placement that has been deemed unsuitable, and the placement has broken down.</li> </ul> </li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Completely bespoke curriculum and alternative provision tailored to each individual learner.</li> <li>• Very high level of adult support. At least 1:1 always, however this will need to be increased if the learner accesses learning off site or becomes dysregulated due to underlying need, e.g. emotional or sensory. There may be a need to access high levels of staffing with Advanced Team Teach or similar training.</li> <li>• Specialist staff trained to a high level in positively supporting complex learners with a range of behavioural and emotional support strategies.</li> <li>• A Multi-Disciplinary Team approach to provision including, but not exclusive of, S&amp;LT, Sensory Integration Specialists, Occupational Health, CSC, psychology or psychiatry services, Learning Disability Team and other associated Health Professionals.</li> <li>• Highly specialist learning environment considering an individual's need and presentation.</li> <li>• Learners require retreat spaces, sensory intervention environments, access to outdoor provision, safe access to subject specialist rooms such as Food Technology, wet room and facilities to promote independent living skills.</li> <li>• Consideration for learning environments, reduced stimulus such as display boards, hard wearing, heavy duty and safe equipment. There must a safety consideration for building layout and location of electrical points such as plug sockets and cabling, fire alarm activation points and hard-wearing impact resistant glass.</li> <li>• Access to appropriate transportation for community activities and participation.</li> <li>• Access to trained senior staff for quality assurance and oversight.</li> </ul> |
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Sensory &/or Physical	
Barriers to Learning	Specialist Support: provision and practice <u>additional</u> to Universal and Targeted Offers
Band 1	
<p><b>Additional to universal and targeted needs:</b></p> <p><b>Hearing Impairment</b></p> <ul style="list-style-type: none"> <li>• Bilateral moderate or severe permanent hearing loss with no additional learning difficulties.</li> <li>• Severe difficulty accessing spoken and/or written language and therefore the curriculum.</li> <li>• Learner may have additional language delay associated with hearing loss.</li> <li>• Learner will have hearing aids and may have radio aid.</li> <li>• Speech clarity may be affected.</li> <li>• Difficulties with attention, concentration, confidence and class participation.</li> <li>• Auditory Neuropathy Spectrum Disorder.</li> </ul>	<p><b>Hearing Impairment</b></p> <p><b>Mainstream placement</b></p> <ul style="list-style-type: none"> <li>• Curriculum plan reflects levels of achievement and must include individually focused IEP.</li> <li>• Must have access to modifications to the presentation of assessments and adaptation by presentation and/or outcome for lesson activities.</li> <li>• Part of school and class assessments.</li> <li>• Advice from a specialist (Teacher of Deaf) on curriculum and teaching methods.</li> <li>• Must have regular opportunities for 1:1 and small group work based on identified need including access to a quiet room for this work.</li> <li>• Must have attention to seating, lighting and acoustics.</li> <li>• Access main provision by class/subject teacher with advice from specialist.</li> <li>• Full inclusion within National Curriculum.</li> <li>• Regular opportunities for explanation, clarification and reinforcement of lesson content and language.</li> <li>• Specific interventions for speaking, listening and teaching of phonics</li> <li>• Monitoring visits from specialist (ToD) in line with NYCC Eligibility Criteria.</li> <li>• Advice from other non-educational professionals including SALT as appropriate.</li> <li>• Inclusion in mainstream class with access to additional adult support to enable the class teacher to make the best provision – this may include targeted individual support, targeted small group support or to release the teacher to provide that support (up to maximum of 8 hours 1:1 <b>and/or</b> group support) and significant adaptation of the curriculum.</li> </ul> <p><b>Specialist placement (specialist school or unit)</b></p> <ul style="list-style-type: none"> <li>• Curriculum plan reflects levels of achievement and must include individually focused IEP.</li> <li>• Must have access to modifications to the presentation of assessments and adaptation by presentation and/or outcome for lesson activities.</li> <li>• Must have attention to seating, lighting and acoustics.</li> <li>• Advice from other non-educational professionals including SALT as appropriate.</li> <li>• No requirement for anything additional to the core special school offer.</li> </ul>



### Or Vision Impairment

- Cerebral Visual Impairment (CVI) which can be mild, moderate or severe.
- CVI must be diagnosed by an Ophthalmologist. The learner will typically have good acuities when tested in familiar situations, but this will vary throughout the day. A key feature of CVI is that vision varies from hour to hour with the learner's well-being.
- All learners with CVI will have a different set of difficulties which means thorough assessment is a key aspect. The learner may have difficulties associated with Dorsal processing stream, Ventral processing stream or a combination of both.
- Dorsal stream difficulties include:
  - Difficulties seeing moving objects.
  - Difficulties reading.
  - Difficulties doing more than one thing at a time (e.g. looking and listening).
- Ventral Stream Difficulties include:
  - Inability to recognise familiar faces.
  - Difficulties route finding.
  - Difficulties with visual clutter.
  - Lower visual field loss.
- This is not an extensive list, and difficulties may be mild, moderate or severe.

### Vision Impairment

#### Mainstream placement

- Planning based on previous visual performance and/or prognosis of possible changes.
- Staff make substantial adaptations to curriculum delivery and materials to facilitate access for a learner with CVI.
- ICT is used to increase access to the curriculum, where appropriate significant modification of learning materials and curriculum delivery to facilitate learning and inclusion.
- Inclusion in mainstream class with access to additional adult support to enable the class teacher to make the best provision – this may include targeted individual support, targeted small group support or to release the teacher to provide that support (up to maximum of 8 hours 1:1 **and/or** group support) and significant adaptation of the curriculum.
- **Specialist placement (specialist school or unit)**
- Staff make substantial adaptations to curriculum delivery and materials to facilitate access for a learner with CVI.
- ICT is used to increase access to the curriculum, where appropriate significant modification of learning materials and curriculum delivery to facilitate learning and inclusion.
- No requirement for anything additional to the core special school offer.



<p><b>Or Physical Difficulty</b></p> <ul style="list-style-type: none"> <li>• Significant physical /medical difficulties with or without associated learning difficulties.</li> <li>• Physical and/or medical condition will have a significant impact on the ability to access the curriculum. This may be through a combination of physical, communication and learning difficulties.</li> <li>• Significant and persistent difficulties in mobility around the building and in the classroom.</li> <li>• May have significant personal care needs which require adult support and access to suitable adapted hygiene facilities.</li> <li>• May have developmental delay and/or learning difficulties which impacts upon access to curriculum.</li> </ul>	<p><b>Physical Difficulty</b></p> <p><b>Mainstream placement</b></p> <ul style="list-style-type: none"> <li>• Significant adaptations to curriculum, teaching methods and environment needed to access the curriculum.</li> <li>• Where appropriate, an alternative curriculum to develop independence and life skills.</li> <li>• Advice from specialists may be sought for risk assessments, swimming, educational visits day/ residential, Personal Evacuation and Egress Plan (PEEP).</li> <li>• Should include assessment advice from other agencies, e.g. EP, SALT, OT.</li> <li>• Increased level of understanding by teaching and support staff will require plans for developing whole. school understanding of learner needs. To include all setting staff that may encounter the learner daily.</li> <li>• Inclusion in mainstream class with access to additional adult support to enable the class teacher to make the best provision – this may include targeted individual support, targeted small group support or to release the teacher to provide that support (up to maximum of 8 hours 1:1 <b>and/or</b> group support) and significant adaptation of the curriculum.</li> </ul> <p><b>Specialist placement (specialist school or unit)</b></p> <ul style="list-style-type: none"> <li>• Significant adaptations to curriculum, teaching methods and environment needed to access the curriculum.</li> <li>• Where appropriate, an alternative curriculum to develop independence and life skills.</li> <li>• Should include assessment advice from other agencies, e.g. EP, SALT, OT.</li> <li>• No requirement for anything additional to the core special school offer.</li> </ul>
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<b>Band 2</b>	
<p><b>As band 1 plus:</b></p> <ul style="list-style-type: none"> <li>• The learner will have a significant need in <b>one</b> other area of need in addition to their Sensory &amp;/or Physical need (HI, VI or PD), e.g. Cognition and Learning or Social Emotional and Mental Health or Communication and Interaction.</li> </ul>	<p><b>Mainstream placement</b></p> <ul style="list-style-type: none"> <li>• Significant adaptations to the curriculum for secondary need, as identified in other Primary Need criteria.</li> <li>• Inclusion in mainstream class with access to additional adult support to enable the class teacher to make the best provision – this may include targeted individual support, targeted small group support or to release the teacher to provide that support (up to maximum of 16 hours 1:1 <b>and/or</b> group support) and significant adaptation of the curriculum.</li> </ul> <p><b>Specialist placement (specialist school or unit)</b></p> <ul style="list-style-type: none"> <li>• Needs can be met within core offer of a specialist setting with minor adaptations.</li> </ul>



### Band 3

**As band 1 plus:** The learner will have a significant need in **two** other areas of need in addition to their Sensory &/or Physical need (HI, VI or PD), e.g. Cognition and Learning or Social Emotional and Mental Health or Communication and Interaction.

#### Or Hearing Impairment

- Bilateral severe/profound permanent hearing loss.
- Additional language/learning difficulties associated with hearing loss
- British Sign Language (BSL) or Sign Supported English (SSE) may be needed for effective communication and/or to access the curriculum.
- Learner will have hearing aids/cochlear implants **and** a radio aid.
- Profound difficulty accessing spoken and/or written language and therefore the curriculum without specialist intervention e.g. notetaking, visual support.
- Speech clarity will be profoundly affected.
- Learner will have significant difficulties with attention, concentration, confidence and class participation.
- Auditory Neuropathy Spectrum Disorder.
- Profound language delay and communication difficulties which prevent the development of appropriate social and emotional health.

#### Hearing Impairment

##### Mainstream placement

- Significant adaptations to the curriculum for secondary needs, as identified in other Primary Need criteria.
- Must be part of school and class assessments.
- Must have modification to the presentation of assessments.
- Curriculum plan must closely track levels of achievement, and all IEP targets are individualised, short term and specific incorporating advice from the specialist (ToD).
- Must have systematic application of assessment tools for HI learners.
- Mainstream class with flexible grouping arrangements.
- Must have ongoing opportunities for 1:1 support focused on specific IEP targets.
- Must have frequent opportunities for small group work based on identified need.
- Must have particular attention to seating, lighting and acoustics.
- Must have main provision by class/subject teacher with support from specialist (ToD).
- Should have specialist support staff with appropriate communication skills.
- Access to a quiet room for small group and 1:1 sessions.
- Monitoring visits by specialist (ToD) in line with NYCC Eligibility Criteria.
- Learner must be assessed for, issue and monitor radio aid.
- Appropriate staff training re hearing loss, use of radio aid, etc.
- Specialist (ToD) input into advice on curriculum planning and teaching methods.
- Advice from education and non-educational professionals inc. SALT as appropriate
- Should have access to deaf adults and peers.
- Inclusion in mainstream class with access to an enhanced level of adult support a significant amount of which may be 1:1 support – this will include targeted individual support, targeted small group support or to release the teacher to provide that support (minimum of 16 hours to a maximum of 25 hours 1:1 **and/or** group support) and significant adaptation of the curriculum.



**Specialist placement (specialist school or unit)**

- Significant adaptations to the curriculum for secondary needs, as identified in other Primary Need criteria.
- Must have modification to the presentation of assessments.
- Curriculum plan must closely track levels of achievement, and all IEP targets are individualised, short term and specific incorporating advice from the specialist (ToD).
- Must have systematic application of assessment tools for HI learners.
- Must have particular attention to seating, lighting and acoustics.
- Learner must be assessed for, issue and monitor radio aid.
- Advice from education and non-educational professionals inc. SALT as appropriate.
- Needs can be met within core offer of a specialist setting with further adaptations.

**Or Vision Impairment**

- Severe visual impairment: learners are likely to be registered partially sighted or blind but still learning by sighted means.
- Distance vision: 6/36 or 6/60 or worse. This means that the learner can see at 6m, what a fully sighted person could see from 60m. It represents a difficulty identifying any distance information, people or objects.
- Learner would be unable to work from a white board in the classroom without human/technical support.
- Near vision: likely to have difficulty with any print smaller than 24 point. -Print sizes may be a in a range from 24 – 36 so will require significant adaptation and modification.

• This is **24 point**

• This is **36 point**

**Vision Impairment**

**Mainstream placement**

- Significant adaptations to the curriculum for secondary needs, as identified in other Primary Need criteria.
- Staff make substantial adaptations to curriculum delivery and materials to facilitate access for a severely visually impaired learner.
- Inclusion in mainstream class with access to an enhanced level of adult support a significant amount of which may be 1:1 support – this will include targeted individual support, targeted small group support or to release the teacher to provide that support (minimum of 16 hours to a maximum of 25 hours 1:1 **and/or** group support) and significant adaptation of the curriculum.

**Specialist placement (specialist school or unit)**

- Significant adaptations to the curriculum for secondary needs, as identified in other Primary Need criteria.
- Staff make substantial adaptations to curriculum delivery and materials to facilitate access for a severely visually impaired learner.
- Needs can be met within core offer of a specialist setting with further adaptations.



### Or Physical Difficulty

- Severe physical difficulties and/or a medical condition with or without associated learning difficulties.
- Impaired progress and attainment.
- Persistent difficulties in mobility around the building and in the classroom.
- Severe physical difficulties or a medical condition that requires access to assistive technology to support communication, understanding and learning.
- The need for high level support for all personal care, mobility, daily routines and learning needs.
- Physical conditions that require medical/therapy/respite intervention and support.
- The need for an environment to support self-esteem and positive self-image.

Developing neuro-muscular degenerative condition or traumatic incident resulting in brain or physical injury.

### Physical Difficulty

#### Mainstream placement

- Significant adaptations to the curriculum for secondary needs, as identified in other Primary Need criteria.
- Modified curriculum in some or all areas.
- Direct and ongoing intervention and assessment from involved specialist services.
- Care plan in place, if appropriate, written with specialist nurse/ school nurse.
- SENCo and specialists continually monitor and evaluate the need for the increased intensity of input from Speech and Language, Occupational Therapy, Physiotherapy.
- Personal care assessment and Manual handling assessment.
- Inclusion in mainstream class with access to an enhanced level of adult support a significant amount of which may be 1:1 support – this will include targeted individual support, targeted small group support or to release the teacher to provide that support (minimum of 16 hours to a maximum of 25 hours 1:1 **and/or** group support) and significant adaptation of the curriculum.

#### Specialist placement (specialist school or unit)

- Significant adaptations to the curriculum for secondary needs, as identified in other Primary Need criteria.
- Modified curriculum in some or all areas.
- Care plan in place and specialists continually monitor and evaluate the need for the increased intensity of input from Speech and Language, Occupational Therapy, Physiotherapy.
- Personal care assessment and Manual handling assessment.
- Needs can be met within core offer of a specialist setting with further adaptations.



**Band 4**

**As band 3 plus:**

- The learner will have a significant need in **one** other area of need in addition to their Sensory &/or Physical need (HI, VI or PD), e.g. Cognition and Learning or Social Emotional and Mental Health or Communication and Interaction.

**Or**

• **Hearing Impairment**

- Hearing loss has a detrimental effect on the social and emotional well-being of the learner and all aspects of school life, even in known and familiar contexts and with familiar support/people available

**Mainstream placement**

- Significant adaptations to the curriculum for secondary need, as identified in other primary need criteria.
- Inclusion in mainstream setting could be challenging as would need to be an enhanced level of individual targeted support (minimum of 25 hours of individual support) and significant adaptation of the curriculum.

**Specialist placement (specialist school or unit)**

- Significant adaptations to the curriculum for secondary need, as identified in other primary need criteria.
- Needs can be met within a suitably resourced specialist provision for learners with HI/VI/PD with personalised adaptation to the core offer.



**Band 5**

**As band 3 plus:**

- The learner will have a significant need in **two** other areas of need in addition to their Sensory &/or Physical need (HI, VI or PD), e.g. Cognition and Learning or Social Emotional and Mental Health or Communication and Interaction.

**Or Hearing Impairment**

- Bilateral moderate/severe/profound permanent hearing loss.
- Additional language/learning difficulties associated with hearing loss.
- British Sign Language (BSL) or Sign Supported English (SSE) will be needed for effective communication.
- Learner will have hearing aids/cochlear implants and will be assessed for a radio aid.
- Profound difficulty accessing spoken language and therefore the curriculum without specialist intervention.
- Speech clarity will be profoundly affected
- Learner will have significant difficulties with attention, concentration, confidence and class participation.
- Auditory Neuropathy Spectrum Disorder.
- Significant language delay and communication difficulties which prevent the development of appropriate social and emotional health.
- Issues pertaining to Deaf Culture.

**Hearing Impairment**

**Mainstream placement**

- Due to the extremely modified and highly individualised provision required it is unlikely that needs will be met in a mainstream setting.
- **Specialist placement (specialist school or unit)**
- Significant adaptations to the curriculum for secondary needs, as identified in other primary need criteria in this document.
- May be part of school and class assessments or consideration of disapplication.
- Must have modification to the presentation of assessments.
- Curriculum plan must closely track levels of achievement, and all IEP targets are individualised, short term and specific.
- Must have ongoing opportunities for 1:1 support focused on specific IEP targets.
- Must have frequent opportunities for small group work based on identified need.
- Must have particular attention to seating, lighting and acoustics.
- Must have assessment by education and non-education professionals as appropriate.
- Support and advice from a specialist (ToD).
- Main provision by class/subject teacher with support from ToD.
- Must have ongoing assessment of needs using specialist and NC guidance.
- Must have opportunities for explanation, clarification and reinforcement of lesson content and language.
- Must have adaptation by presentation and/or outcome personalised to learners identified needs (school and/or ToD planning).
- Must have access to a quiet room for small group and 1:1 sessions.
- Must have advice from non-educational professionals inc. SALT/audiology as appropriate.
- Access to deaf adults and peers.
- Specialist support staff with appropriate BSL/communication skills.
- Specialist provision for Deaf learners may be appropriate.
- Monitoring visits by specialist (ToD) in line with NYCC Eligibility Criteria.
- Needs can be met within a suitably resourced specialist provision for learners with complex HI needs with significant adaptations to the core offer, e.g. enhanced staffing rates, environmental considerations.



### Or Vision Impairment

- Educationally Blind:
  - Profound need - usually learners who have suffered a late onset visual impairment, or where their vision has deteriorated rapidly, or where there is a strong parental preference.
  - Learners may also be continuing to use print at point 48.
  - Learners will be making the transition from print to braille.
  - Learners will usually be registered blind and learning by tactile methods.
  - Learners may have little or no useful vision, and very limited or no learning by sighted means.

• This is **48 point**

### Vision Impairment

#### Mainstream placement

- Due to the extremely modified and highly individualised provision required it is unlikely that needs will be met in a mainstream setting.

#### Specialist placement (specialist school or unit)

- Significant adaptations to the curriculum for secondary needs, as identified in other primary need criteria in this document.
- Staff are aware that the learner will be experiencing severe visually related learning difficulties and provide support to enable teachers to plan appropriately.
- Settings must take account of prognosis of possible change.
- Additional support in class and around school to facilitate inclusive and independent learning and to ensure safety
- Presentation of learning materials in alternative formats, including Braille, tactile diagrams, audio/speech.
- Teaching methods based on experiential and tactile learning with a strong verbal emphasis, and which facilitate access to the curriculum and class participation.
- Skills teaching as appropriate for an educationally blind child: cognitive, language, social/emotional, tactile, mobility, independence, careers.
- Needs can be met within a suitably resourced specialist provision for learners with complex VI needs with significant adaptations to the core offer, e.g. enhanced staffing rates, environmental considerations.



### Or Physical Difficulty

- Learner will have a permanent, severe and/or complex physical disability or serious medical condition.

#### Learner will present with many of the following:

- A level of independent mobility or self-care that means a mainstream placement is unlikely.
- An inability to make progress within the curriculum without the use of specialist materials, aids, equipment and high level of adult support throughout the school day.
- Furniture and/or extensive adaptations to the physical environment of the school.
- Difficulties in making and sustaining peer relationships leading to concerns about social isolation, the risk of bullying and growing frustration.
- Emotional and/or some behavioural difficulties including periods of withdrawal, disaffection and reluctance to attend school.
- A requirement that health care inputs and therapies may be intensive and on a regular basis.
- Given appropriate facilities is nevertheless unable to independently manage personal and/or health care during the school day and requires regular direct intervention.
- Is an augmentative alternative communication (AAC) user.
- Has a degenerative condition.

### Physical Difficulty

#### Mainstream placement

- Due to the extremely modified and highly individualised provision required it is unlikely that needs will be met in a mainstream setting.

#### Specialist placement (specialist school or unit)

- Significant adaptations to the curriculum for secondary needs, as identified in other primary need criteria in this document.
- High staffing ratio with specialist teaching and specialist non-teaching support to facilitate learner access to the curriculum.
- Specialist learning environment that supports learners need to accept and develop pre-requisite skills required to access communication and learning.
- Individual specialist support for mobility and personal care needs.
- Direct and ongoing intervention and assessment from involved specialist services.
- Staff trained and in medical/physical interventions and strategies as appropriate.
- Access to regular nursing support and advice.
- Staff trained in the use of a range of specialist ICT and AAC equipment and software to support access to learning.
- Additional support for the use and implementation of AAC:
  - Facilitate functional communication and support independent learning using dedicated AAC approaches.
  - Provide in-class and social communication support using AAC approaches.
  - Prepare and develop individual AAC resources.
  - Follow up AAC training.
  - To ensure safety.

Needs can be met within a suitably resourced specialist provision for learners with complex PD needs with significant adaptations to the core offer, e.g. enhanced staffing rates, environmental considerations.



## Band 6

### As band 5 plus:

- The learner will have a significant need in **one** other area of need in addition to their Sensory &/or Physical need (HI, VI or PD), e.g. Cognition and Learning or Social Emotional and Mental Health or Communication and Interaction.

### Or Physical Difficulty

- Learner will have a permanent, severe and/or complex physical disability or serious medical condition.
- Learner will present with many of the following:
  - The associated severe and complex learning difficulties impact on their ability to make progress within the curriculum despite the use of specialist materials, aids, equipment, furniture and/or extensive adaptations to the physical environment of the setting.
  - Difficulties in making and sustaining peer relationships leading to concerns about social isolation and their vulnerability within the setting and wider environment.
  - Emotional and/or behavioural difficulties including regular periods of withdrawal, disaffection and ongoing reluctance to attend the setting.
  - A requirement that health care inputs and therapies may be intensive and daily.
  - Given appropriate facilities is nevertheless unable to manage personal and/or health care during the school day and requires a high level of direct intervention.
  - Has a complex medical need requiring frequent monitoring and medical intervention throughout the school day.
  - Has a significant additional condition such as HI/VI/MSI which gives rise to the complexity of need.
  - Is an augmentative alternative communication (AAC) user.
  - Has a degenerative condition.

### Hearing Impairment

- HI as a primary need alone do not satisfy the criteria for Band 6 funding.

### Vision Impairment

- VI as a primary need alone do not satisfy the criteria for Band 6 funding.

### Physical Difficulty

#### Mainstream placement

- Due to the extremely modified and highly individualised provision required it is unlikely that needs will be met in a mainstream setting.

#### Specialist placement (specialist school or unit)

- Significant adaptations to the curriculum for secondary needs, as identified in other primary need criteria in this document.
- High staffing ratio with specialist teaching and specialist non-teaching support to facilitate learner access to the curriculum.
- Specialist learning environment that supports learners need to accept and develop pre-requisite skills required to access communication and learning.
- Individual specialist support for mobility and personal care needs.
- Direct and ongoing intervention and assessment from involved specialist services.
- Staff trained and in medical/physical interventions and strategies as appropriate.
- Access to regular nursing support and advice.
- Staff trained in the use of a range of specialist ICT and AAC equipment and software to support access to learning.
- Additional support for the use and implementation of AAC:
  - Facilitate functional communication and support independent learning using dedicated AAC approaches.
  - Provide in-class and social communication support using AAC approaches.
  - Prepare and develop individual AAC resources.
  - Follow up AAC training.
  - To ensure safety.
- Needs can be met within a suitably resourced specialist provision for learners with complex PD needs with significant adaptations to the core offer, e.g. enhanced staffing rates, environmental considerations.



**Band 7**

- Funding band for learners requiring a bespoke level of provision.
- This band will be allocated and moderated on an individual case basis through a Resource Allocation Panel.

**Band 8**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• The learner will have <b>significant complex needs in multiple areas</b> which includes all the following:             <ul style="list-style-type: none"> <li>• Autistic Spectrum Disorder (ASD).</li> <li>• Speech Language and Communication difficulties.</li> <li>• Frequent and extreme episodes of emotional dysregulation.</li> <li>• Displaying extremely distressed behaviours which may be targeted towards themselves, others and property.</li> <li>• These learners will require a commissioned ISC placement, agreed upon by the Local Authority, in a registered Intensive Support Centre.</li> <li>• The learner will have previously been based in a very specialist placement and may have:                 <ul style="list-style-type: none"> <li>○ Been permanently excluded.</li> <li>○ Been in an educational placement that has been deemed unsuitable, and the placement has broken down.</li> </ul> </li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Completely bespoke curriculum and alternative provision tailored to each individual learner.</li> <li>• Very high level of adult support. At least 1:1 always, however this will need to be increased if the learner accesses learning off site or becomes dysregulated due to underlying need, e.g. emotional or sensory. There may be a need to access high levels of staffing with Advanced Team Teach or similar training.</li> <li>• Specialist staff trained to a high level in positively supporting complex learners with a range of behavioural and emotional support strategies.</li> <li>• A Multi-Disciplinary Team approach to provision including, but not exclusive of, S&amp;LT, Sensory Integration Specialists, Occupational Health, CSC, psychology or psychiatry services, Learning Disability Team and other associated Health Professionals.</li> <li>• Highly specialist learning environment considering an individual's need and presentation.</li> <li>• Learners require retreat spaces, sensory intervention environments, access to outdoor provision, safe access to subject specialist rooms such as Food Technology, wet room and facilities to promote independent living skills.</li> <li>• Consideration for learning environments, reduced stimulus such as display boards, hard wearing, heavy duty and safe equipment. There must a safety consideration for building layout and location of electrical points such as plug sockets and cabling, fire alarm activation points and hard-wearing impact resistant glass.</li> <li>• Access to appropriate transportation for community activities and participation.</li> <li>• Access to trained senior staff for quality assurance and oversight.</li> </ul> |
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## Appendix I: Funding explainer

SEND funding is money provided to support learners with special educational needs and disabilities (SEND). It helps nurseries, schools and local authorities provide the right support so every learner can learn and thrive. SEND funding for pre-5 settings is different from that for school aged learners, as shown below.

Element 1 and 2 funding is automatically allocated to schools and is fixed for the year. Element 3 funding must be applied for and can change each term. The SENCo (Special Educational Needs Coordinator) should be involved in planning how to use the Element 2 funding (notional SEN budget).

Inclusion funding for SEND in EY			
What is it?	How much is it?	What does it pay for?	Who provides it?
<p>Inclusion funding is financial support provided to early years settings (like nurseries, preschools, and childminders).</p> <p>It is to help them include and support children with special educational needs and disabilities (SEND).</p> <p>The funding must be applied for to the Local Authority.</p>	<p>There are two types of funding available through the Inclusion Fund:</p> <p><b>Fund A</b></p> <ul style="list-style-type: none"> <li>Up to £250 made as a one-off payment.</li> </ul> <p><b>Fund B</b></p> <ul style="list-style-type: none"> <li>£83 per week, for up to 38 weeks. This is usually reviewed every 6 months to track the child's progress.</li> <li>This funding should be a with the setting's own budget and other funding (e.g., EYPP, DAF).</li> </ul>	<p>Settings can use the funding as follows:</p> <p><b>Fund A</b></p> <ul style="list-style-type: none"> <li>To contribute towards the cost of additional training and purchasing resources.</li> </ul> <p><b>Fund B</b></p> <ul style="list-style-type: none"> <li>Provide more staff support.</li> <li>Buy specialist resources or equipment.</li> <li>Offer staff training to better support the child's needs.</li> <li>Adapt the environment to make it more inclusive and accessible.</li> </ul>	<p>The Local Authority provides this funding to early years settings from the Early Years Block of the Dedicated Schools Grant.</p>



<b>Element 1: core funding (universal)</b>			
<b>What is it?</b>	<b>How much is it?</b>	<b>What does it pay for?</b>	<b>Who provides it?</b>
<p>This is the basic funding within the Individual Schools Budget (ISB) that every school receives for each learner, whether they have SEND or not.</p>	<p>In the year 2023-2024: Primary schools received £3,394 per learner on roll at the school. Secondary schools received £5,028.20 per learner on roll at the school.</p>	<p>This is for all learners. Basic education: It covers general teaching and learning costs, such as:</p> <ul style="list-style-type: none"> <li>• Staffing</li> <li>• Classroom resource</li> <li>• Basic support for all learners</li> </ul>	<p>The government gives this money directly to schools. Provided by the DfE in school budgets.</p>
<b>Element 2: Additional support 'SEN notional' funding (targeted)</b>			
<b>What is it?</b>	<b>How much is it?</b>	<b>What does it pay for?</b>	<b>Who provides it?</b>
<p>This is extra funding within the Individual Schools Budget (ISB) for learners who need some additional support and is known as SEND notional funding. This funding is calculated by the local authority based on factors such as:</p> <ul style="list-style-type: none"> <li>• Free school meals</li> <li>• Ever-6 free school meals</li> <li>• Deprivation (all IDACI ranges)</li> <li>• English as an additional language (EAL)</li> <li>• Prior attainment</li> <li>• Mobility</li> </ul>	<p>For learners needing extra support. Up to £6,000 of SEND support per learner from the SEND notional budget to support learners with SEND support (targeted) needs.</p>	<p>This funding is not assigned to individual learners but is for the school to use as needed.</p> <ul style="list-style-type: none"> <li>• Tailored interventions</li> <li>• Small group work</li> <li>• Specialist equipment</li> <li>• Extra learning support</li> </ul>	<p>The government gives this money directly to schools. Provided by the DfE in school budgets. Schools manage this budget and use it accordingly.</p>



<b>Element 3: High needs (top-up) funding (specialist)</b>			
<b>What is it?</b>	<b>How much is it?</b>	<b>What does it pay for?</b>	<b>Who provides it?</b>
<p>This is extra funding for learners who need very high levels of support and whose needs exceed what E1 and E2 cover.</p> <p>Learners will have an EHCP.</p>	<p>For learners with high needs (EHCP), this funding is based on a locally agreed banding system.</p> <p>A funding band is allocated when an EHCP is issued and is reviewed yearly or more often if needed.</p> <p>E3 funding (sometimes referred to as top-up) is the funding which is required over and above the core funding (E1 and E2) a school/college receives to enable a learner with high needs to participate in education and learning.</p>	<p>This funding is assigned to individual learners and is for the school/setting to use as needed to provide provision in section F of an EHCP (the special educational provision required to meet their SEN).</p>	<p>Extra support over and above E1 and E2.</p> <p>Local authorities provide this funding to early years settings, schools, colleges, or other settings and is paid from the high needs block.</p>



## Levels of funding

Element 3 values				
The banding descriptors related to E3 funding are intended to build on what schools/settings provide through ordinarily available provision outlined in the graduated response framework. The difference between delivery of ordinarily available provision (OAP) within E1/E2 funding and the requirement of E3 is related to the intensity and frequency of the provision being delivered.				
Band	E1 (AWPU)	E2 (notional)	E3 (Top-up)	Total resources (E1 – E3)
LB1	4,000	6,000	2,700	12,700
LB2	4,000	6,000	6,000	16,000
LB3	4,000	6,000	8,250	18,250
LB4	4,000	6,000	12,000	22,000
LB5	4,000	6,000	15,000	25,000
LB6	4,000	6,000	18,000	28,000
LB7	4,000	6,000	<b>min</b> 20,000	<b>min</b> 30,000
	4,000	6,000	<b>max</b> 40,000	<b>max</b> 50,000
LB8	4,000	6,000	Variable	Bespoke packages



## Appendix II: Exemplification examples

<b>Example EHCP Outcome:</b> XXX will engage in play with another child and an adult by the end of the Early Years Foundation Stage.	
<b>Example EHCP Provision:</b> XXX will be taught to use symbols to request an activity and taught turn taking skills when engaging in play.	
School A	School B
<p>XXX will follow a programme designed by the Speech and Language Therapist to identify symbols to match the activities.</p> <p>XXX received targeted 1:1 support to teach social skills 'my turn, your turn' before joining group activities.</p>	<p>Keyworker will support XXX to develop symbol knowledge and basic turn taking 'my turn, your turn', within continuous provision throughout the day.</p>

<b>Example EHCP Outcome:</b> WWW will further develop fine and gross motor skills by the end of Key Stage 2.	
<b>Example EHCP Provision:</b> WWW will have regular opportunities to develop fine motor skills including handwriting, and regular opportunities to develop core strength and balance.	
School A	School B
<p>WWW has a fine motor skills intervention delivered by a Teaching Assistant in a group of 6, twice a week.</p> <p>WWW has access to gym equipment to develop balance and core body strength 3 times per week, as part of a targeted lunchtime club.</p>	<p>WWW has support from the teacher to improve letter formation when recording work. WWW has a 10-minute intervention with a peer during morning break in the playground to develop balance and core body strength.</p>



**Example EHCP Outcome:** YYY will be able to verbalise to a key adult, the reason why he is upset or anxious, with support. YYY will have an attuned relationship with a key adult in school by the end of Key Stage 3.

**Example EHCP Provision:** YYY will have support from a key adult or adults that are skilled and experienced in meeting the needs of young people with ASD, ADHD and social and emotional needs. YYY's key adults will form a bond with him and provide emotional support.

They will be able to discuss worries and concerns and support YYY to cope with situations that he may find difficult. These persons will be attuned to YYY's needs, be readily available, dependable and will follow YYY's lead.

School A	School B
<p>YYY has access to a member of the pastoral team who is Emotionally Literate Support Assistant (ELSA) trained.</p> <p>He has weekly 1:1 15-minute check ins and has a card system to leave class to access his support as required.</p>	<p>YYY has already formed a strong bond with his form tutor who is also his PE teacher. YYY has daily contact with his trusted adult as part of a soft landing and can access a quiet space until trusted adult is available throughout the school day.</p> <p>The school has a councillor and YYY has a 30-minute slot weekly.</p>

**Example EHCP Outcome:** ZZZ will achieve qualifications in his chosen subjects commensurate with his cognitive abilities and learning styles by the end of Key Stage 4.

**Example EHCP Provision:** ZZZ will have planned and ad hoc 1:1 adult additional support for academic subjects, led by ZZZ's needs and preferences.

School A	School B
<p>ZZZ has additional individual careers advisor support to identify appropriate foundation subjects for GCSE and accesses Entry Level programme for English and Maths.</p> <p>ZZZ receives 1:1 adult support provided by the teacher or an additional adult for GCSE subjects. Support is targeted for note taking and where possible, learner with a peer during practical tasks.</p>	<p>ZZZ accesses a teacher led smaller group which has a modified timetable and follows accredited units in a range of subjects for GCSE.</p> <p>There are no additional adults, the teacher provides targeted support across the group.</p>

For further exemplification examples see the following resources:

1. [Education, Health and Care Plans: Examples of Good Practice](#)
2. [Education, Health and Care Plans: Examples of Good Practice from Year 9 and beyond](#)



## Glossary

ADHD	Attention Deficit Hyperactivity Disorder
AP	Alternative Provision
APDR	Assess Plan Do Review
APP	Accelerated Progress Plan
ARE	Age Related Expectations
ARP	Additionally Resourced Provision
ASD	Autistic Spectrum Disorder
C&FA	Children & Families Act, 2014
C&I	Communication & Interaction
C&L	Cognition & Learning
CAMHS	Child & Adolescent Mental Health Service
CCE	Child Criminal Exploitation
CPP	Change Partnership Programme
CPS	Community Paediatric Service
CSC	Children's Social Care
CSE	Child Sexual Exploitation
CQC	Care Quality Commission
DBV	Delivering Better Value
DfE	Department for Education
E1-3	Elements 1-3 of funding
EAL	English as an Additional Language
EBSA	Emotionally Based School Avoidance
EHCNA	Education Health & Care Needs Assessment Request
EHCP	Education Health & Care Plan
EP	Education Psychologist
EPS	Educational Psychology Service
EY	Early Years
EYFS	Early Years Foundation Stage
FY	Financial Year
HI	Hearing Impaired
HLTA	Higer Level Teaching Assistant
ICP	Integrated Care Partnership
INMSS	Independent & Non-Maintained Special Schools
ISC	Intensive Support Centre
KS	Key Stage
LA	Local Authority
LAIP	Local Area Inclusion Plan
LB	Lancashire Band
LIPIB	Local Inclusion Partnership Improvement Board
MHST	Mental Health Support Team
MSI	Multi-Sensory Impairment (hearing and vision)
NATSIP	National Sensory Impairment Partnership
NVC	Non-Verbal Communication
Ofsted	Office for Standards in Education
OoC	Out of County
OT	Occupational Therapy
PA	Persistently Absent
PAP	Priority Action Plan
PCF	Parent Carer Forum
PD	Physical Disability
PDA	Pathological Demand Avoidance
PfA	Preparation for Adulthood



POSC	Performance Overview & Scrutiny Committee
PT	Physio Therapist
QTVI	Qualified Teacher of Visually Impaired
S&LT	Speech & Language Therapy/Therapist
SEMH	Social, Emotional & Mental Health
SENCo	Special Educational Needs Coordinator
SEN	Special Educational Needs
SEND	Special Education Needs and/or Disabilities
SEND CoP	SEND Code of Practice, 2015
SENDIASS	SEND Information Advice & Support Service
S&/orP	Sensory &/or Physical
SLCN	Speech Language & Communication Needs
TA	Teaching Assistant
ToD	Teacher of the Deaf
VI	Vision Impaired
YTD	Year-to-Date

