

Graduated Response – Profile of Need – Post 16

This profile of need is designed to support your assessment of a young person's needs. You will find that the document is divided into the four areas of need and that within each, there are three subsections; **Assessment & Planning**, **Do** and **Review**.

Assessment & Planning - With a young person in mind you are invited to read through the descriptors to see whether the support requirements fall into the 'Universal', 'Targeted' or 'Specialised' category. Young People present with strengths and needs and so it is typical to have a mixed profile, with some areas of need falling under 'Targeted', for example, whereas others are more accurately considered 'Universal'.

Do – This section outlines the approach that is advocated for each category of need. It accompanies the Provision Document which offers an overview of resources available within settings.

Review – Brief guidance to outline the necessity of review and the need for consultation with parents/ carers, and with the young people.

The guidance in this series aims to help you identify need, to accurately assess the level of severity, and to implement appropriate provision. It is recommended that you highlight the results of each stage in the young person's Personal Support Plan (or equivalent documentation), so that you can track progress, and respond appropriately.



Cognition and Learning

Assessment and Planning

Universal	Targeted	Specialised
<ul style="list-style-type: none"> • Students with this level of need access a personalised programme within the foundation learning provision, working at entry level to level 1. • Student's will access an initial needs assessment. • High quality inclusive teaching, learning and assessment. • Exam Access Arrangement assessment, in line with JCQ requirements. 	<ul style="list-style-type: none"> • Students with generalised learning difficulties and barriers to learning could be working at entry level to level 1, with a greater emphasis placed on developing the skills required for adult life and/or supported employment to transition to adulthood. • Students with complex Specific Learning Difficulties will be working at Entry to Level 3 programmes developing the skills to progress onto higher level courses, HE, apprenticeships and employment. • Students will access personalised programmes of study which may include: <ul style="list-style-type: none"> ○ Access to assistive technology enabling solutions ○ Access to specialist resources designed to scaffold learning ○ Access to Alternative and Augmented Communication e.g., signs and symbols ○ Independent travel training 	<ul style="list-style-type: none"> • Students with severe/profound and complex learning needs may have additional difficulties in either medical, physical, sensory or behaviour. Often, the additional needs will be associated with their learning difficulties but may not represent the primary need. • Alongside the targeted support, students will access: <ul style="list-style-type: none"> ○ Re-engagement and extended transition programme to support the adjustment learning in a mainstream environment. This may include group sessions through Link programmes ○ Creation of individual learner inclusive planning and skills maps to sequence the development of EHCP outcomes and triangulate across curriculum ○ Explicit teaching for independent living including personal and social development ○ High levels of in-class support and access to small group sizes ○

	<ul style="list-style-type: none"> ○ Support in forming and maintaining appropriate healthy relationships and dealing with sexual feelings ○ Job coaching and employment support ○ High levels of differentiated maths and English teaching from pre-entry level to level 1. This could include 1 to 1 sessions to support engagement, lasting learning, exam preparation and gaps in learning ○ Additional personal tutoring time for students to co-create meaningful destinations and sustainable outcomes ○ Additional support for extended transition programmes ○ Access to targeted communication and language development groups ○ Student can access cross curriculum infill opportunities throughout the year to support transitions to next steps in learning 	<ul style="list-style-type: none"> ○ A high level of specialist support to empower student's independence and raise confidence and self-esteem ○ A high level of adult support, both for learning needs and for their personal care ○ Sensory stimulation and a curriculum broken down into very small steps. Some students communicate by gesture, eye pointing or symbols, others by very simple language. Students may have inappropriate sexualised behaviour ○ Students may display severe and challenging behaviour that poses an additional risk to themselves, other students, staff and the environment ○ Students will require regular risk assessments, behaviour support plans and safety plans devised through a multi-disciplinary assessment
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Do (Provision and Support)

Universal	Targeted	Specialised
<p>Programmes of study which will include:</p> <ul style="list-style-type: none"> • Embedded support within the curriculum including e.g., assignment workshops, individual development and study skills for independence. • Special arrangements for assessments and examinations including differentiation of assessment methods. • Access to assistive technology and training • Careers information, advice and guidance in line with Gatsby benchmarks 	<ul style="list-style-type: none"> • Students will require a personalised and flexible programme of study including differentiation in planning, support and supervision • Students will need frequent (daily and/or weekly) personalised tutorials by the appropriate specialist teams to enable full access to the curriculum • High levels of support in differentiating activities and resources in small groups/1:1 situations or small classes. • Students will require assistance with and alternative recording for all curriculum areas e.g., one note/Padlets • Students will require significant modification of curriculum resources and materials e.g., modified text • Students will require a consistent structured environment with secure and explicit boundaries. • Additional assistive technologies and technical support as required. • Support will need to be highly trained and innovative to engage students with a toolkit of strategies to meet individual needs. 	<p>Alongside the targeted support, students will access:</p> <ul style="list-style-type: none"> • Extremely high levels of individual support which may include 1:1 and 2:1 • A total communication friendly environment with specialist facilities • Specific teaching with real life concrete experiences. • Multi-disciplinary support from health, social care, therapy and physical care • An emphasis on exercising choice and developing independence, interpreting the environment and communicating with others. • Support to meet their health needs during the day • Access to highly specialist facilities, including sensory facilities, technical aids and equipment as necessary • Development of increased skills in independence and advocacy • Students will require ongoing multi-professional advice/support to address behavioural difficulties • Various no-tech, low-tech and high-tech Augmentative and Alternative Communication (AAC) strategies to support communication and language skill

	<ul style="list-style-type: none"> • Students will require supplementary resources including accessible equipment. • Access to specialist personal care areas may be required • Support in forming and maintaining appropriate healthy relationships and dealing with sexual feelings A high level of specialist support in the area of personal, social development and independent living. To encourage application of these skills in the setting and local community. • Support in facilitating transition on completion. 	<ul style="list-style-type: none"> • Specialist support will require training in manual handling, de-escalation techniques and the use of positive behaviour management • Specialist support to develop the skills needs to prepare students for a successful transition beyond the academic preparation • Support for personal care needs and/or eating/drinking • Support at break and lunch time periods and at the start of each day when arriving at the environment • Support with regulating body temperatures e.g., adjusting clothing depending on weather and temperature conditions • Individual adaptation to the environment such as ramps and toilets. Quiet, carpeted areas. Access to lifts and hoists may be required • Appropriate training in manual handling and health care support as required • May require use of communication aids • Manual Handling Risk assessment required - Assessment indicates full dependency on adults, need hoists for all transfers • Requires accessible transport and additional staffing for curriculum trips and enrichment activities • May require 2:1 support due to complex physical and sensory needs including degenerative conditions • Multi-sensory delivery of the programme of study throughout the day
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Review (Outcomes)

Universal	Targeted	Specialised
<p>All student's progress must be monitored through regular progression reviews.</p> <p>Through academic reports, termly assessments with available data through appropriate tracking systems with analysis of learning and progress to inform next steps.</p> <p>Reviews should be in consultation with the students.</p> <p>Reviews should be in consultation with parents/carers.</p>	<p>All student's progress must be monitored through regular reviews.</p> <p>Through academic reports, termly assessments with available data through appropriate tracking systems with analysis of learning and progress to inform next steps.</p> <p>Reviews should be in consultation with the students.</p> <p>Reviews should be in consultation with parents/carers.</p>	<p>All student's progress must be monitored through regular reviews including EHCP reviews annually where appropriate.</p> <p>Through academic reports, termly assessments with available data through appropriate tracking systems with analysis of learning and progress to inform next steps.</p> <p>Reviews should be in consultation with the students.</p> <p>Reviews should be in consultation with parents/carers.</p>

Profile of Need Response for Early Years

Cognition and Learning

Level of Need	Provider Type	Provider's Name	Provision Name	Costs	Contact Detail
Universal	Local Authority	Front Door	Advice and guidance	Free	https://www.n-somerset.gov.uk/my-services/children-young-people-families/early-help
Universal	Non-governmental organisation	Surround Support	Surround Support	Charge	https://surroundsupport.co.uk/
Universal	Non-governmental organisation	Brandon Trust	Brandon Trust	Charge	https://www.brandontrust.org/
Universal	Non-governmental organisation	Social Skills	Social skills	Charge	https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/service.page?id=0bGKeqbZCt4
Targeted	Education	Weston College	We Work for Everyone	Charge	https://weworkforever.yone.org
Targeted	Local Authority	By Referral	Occupational Therapy	Free	https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/service.page?id=awSWQCPQZLk
Targeted	Local Authority	By Referral	Children with disabilities Team	Free	https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/service.page?id=hd9d-vLqXMA
Targeted	Education	Post 16 schools and colleges	Exam access arrangements	Charge	https://www.aga.org.uk/exams-administration/special-requirements/access-arrangements
Targeted	Non-governmental organisation	Bristol Dyslexia Centre	Bristol Dyslexia Centre - available to parents	Charge	http://www.dyslexiacentre.co.uk/

Targeted	Government	Access to work	Government initiative to fund and support people in work	Charge	https://www.gov.uk/access-to-work
Targeted	Charity	Uncle Pauls' Chilli Farm	Uncle Pauls' Chilli Farm	Charge	https://chillicharity.org.uk/
Targeted	Non-governmental organisation	Impact Mentoring - Anthony commission	Impact Mentoring	Charge	https://impactmentoring.co.uk/
Specialist	Education	Weston College	Specialist outreach	Charge	https://www.weston.ac.uk/
Specialist	Non-governmental organisation	Burley Inclusive	Burley Inclusive	Charge	https://www.burleyinclusive.co.uk/
Specialist	Education	Weston College	We Work for Everyone	Charge	https://weworkforever.yone.org
Specialist	Education	Weston College	Specialist provision for learners	Charge	Courses for learners with Special Educational Needs and/or Disabilities (SEND) Weston College
Specialist	Education	Baytree Special School	Baytree Outreach Team	Charge	www.baytreeschool.org.uk
Specialist	Education	Ravenswood Special School	Specialist outreach	Charge	info@ravenswoodonline.org.uk
Specialist	Education	Weston College	Specialist provision for learners with SEND	Charge	https://www.weston.ac.uk/
Specialist	Education	Ravenswood Special School	Post 16 provision for learners with SEND	Charge	info@ravenswoodonline.org.uk
Specialist	Education	Baytree Special School	Post 16 provision for learners with SEND	Charge	www.baytreeschool.org.uk
Specialist	Education	Ravenswood Special School	Post 16 provision for learners with SEND	Charge	info@ravenswoodonline.org.uk

Specialist	Non-governmental organisation	North Somerset Parent Carers Working Together	NSPCWT - Some elements training	Free	https://www.nspcwt.org/
Specialist	Education	Weston College	Learning Support @ Weston College	Charge	https://www.weston.ac.uk/supporting-you/learning-support
Specialist	Non-governmental organisation	Assistive Communication	Assistive technologies - My Alexia/Autonomy	Charge	https://www.gov.uk/government/publications/assistive-technology-definition-and-safe-use/assistive-technology-definition-and-safe-use
Specialist	Non-governmental organisation	Mencap	Mencap	Free	https://www.mencap.org.uk/advice-and-support/employment
Specialist	Education	Weston College	Weston College post 16 link programmes	Charge	https://www.weston.ac.uk/supporting-you/learning-support
Specialist	Education	Weston College	Supported internships	Charge	https://www.weston.ac.uk/into-work
Specialist	Non-governmental organisation	Up and Downs Southwest - training	Up and Downs Southwest - training	Charge	https://www.upsanddowns.net/
Specialist	University	University Centre Weston	SEND and Inclusive practice degree in affiliation with Bath Spa University	Charge	https://www.ucw.ac.uk/
Specialist	Non-governmental organisation	SENDIAS Service - Training for schools, and advice and support	SENDIAS Service - Training for schools, and advice and support	Free	https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/service.page?id=6v0OmC4i9zq
Specialist	Non-governmental organisation	Independent communicators - need to commission	Independent communicators - need to commission	Charge	https://independentcommunicators.co.uk/

Communication and Interaction

Assessment and Planning

Universal	Targeted	Specialised
<ul style="list-style-type: none"> • Student's will access an initial needs assessment. • High quality inclusive teaching, learning and assessment • Exam Access Arrangement assessment, in line with JCQ requirements. • The nature of the communication and interaction difficulty will be identified by a specialist practitioner and a referral internally and externally for further assessment as required. 	<p>These students would fit the description in the DFE guidance for Autistic Spectrum Disorder and have a diagnosis of Autism which has a significant impact on their ability to access the curriculum.</p> <p>Students will be working at entry level to level 3, with a greater emphasis placed on developing the skills required for higher level courses, apprenticeships, and transition to adulthood.</p> <p>Students will access personalised programmes of study which may include:</p> <ul style="list-style-type: none"> • Access to support to develop effective relationships with peers, professionals and employers • Access to support to understand and use non-verbal and verbal communication • Support to understand social behaviour, which affects their ability to interact with others • Support to generalise skills, adapt to new and unfamiliar situations and managing routines and unstructured periods. 	<p>Students with Autism, significant anxiety and associated behaviour challenges, will require a highly specialist personalised programme.</p> <p>Alongside the targeted support, students will access:</p> <ul style="list-style-type: none"> • Intensive support to raise confidence and self-esteem, increase concentration and independence, communicate more effectively and develop social/behavioural norms • Re-engagement and extended transition programme to support the adjustment learning in a mainstream environment Highly specialist support programme that focusses on the development of strategies to manage obsessional or repetitive activities. • The specialist provision provided for students with Autism acknowledges the education of individuals with autism must be broader than for their non-autistic peers and highlights the need to provide 'a dual curriculum'.

	<ul style="list-style-type: none"> • Access to specialist resources designed to scaffold learning • Independent travel training • Support in forming and maintaining appropriate relationships and dealing with sexual feelings • Job coaching and employment support • High levels of differentiated maths and English teaching from pre-entry level to level 1. This could include 1 to 1 session to support engagement, lasting learning, exam preparation and gaps in learning • Additional personal tutoring time for students to co-create meaningful destinations and sustainable outcomes • Additional support for extended transition programmes • Access to targeted communication and language development groups 	<ul style="list-style-type: none"> • Access to a dual curriculum delivered by highly qualified autism practitioners, with an ethos of encouragement and expectation of successful outcomes. This is underpinned by specialist curriculum designed to support individual needs and promote independence. • Students who find it challenging to cope with the social aspects of learning and transition to adult life, the dual curriculum will support students through concrete real-life experiences in order to ensure successful transition to higher level study, independent living and/or employment • High levels of in-class support and access to small group sizes • A high level of specialist support to empower student's independence and raise confidence and self-esteem • Students may have inappropriate sexualised behaviour • Students may display severe and challenging behaviour that poses an additional risk to themselves, other students, staff and the environment • Students will require regular risk assessments and safety plans.
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Do (Provision and Support)

Universal	Targeted	Specialised
<p>Programmes of study which will include:</p> <ul style="list-style-type: none"> • Embedded support within the curriculum including e.g., assignment workshops, individual development and study skills for independence • Special arrangements for assessments and examinations including differentiation of assessment methods • Access to assistive technology and training for its use • Careers information, advice and guidance in line with Gatsby benchmarks 	<ul style="list-style-type: none"> • Students will require a personalised and flexible programme of study including differentiation in planning, support and supervision • Students will need frequent (daily and/or weekly) tutorials by the appropriate specialist teams to enable full access to the curriculum • High levels of support in differentiating activities and resources in small groups/1:1 situations or small classes. • Students will require assistance with and alternative recording for all curriculum areas e.g., one note/Padlets • Students will require significant modification of curriculum resources and materials e.g., modified text • Students will require a consistent structured environment with secure and explicit boundaries, • Additional assistive technologies and technical support as required. • Support will need to be highly trained and innovative to engage students • Students will require supplementary resources including accessible equipment. 	<p>Alongside the targeted support, students will access:</p> <ul style="list-style-type: none"> • An extremely high level of individual support • A total communication environment with specialist facilities. • Specific teaching with real life concrete experiences. • Multi-disciplinary support from health, social care, therapy and physical care • An emphasis on exercising choice and developing independence, interpreting the environment and communicating with others and understanding social and behavioural norms. • Access to highly specialist facilities, including sensory facilities, technical aids and equipment as necessary • Communication friendly environment where information is present in a multitude of different ways including pictorial and concrete methods • Various no-tech, low-tech and high-tech Augmentative and Alternative Communication (AAC) strategies to support communication and language skills

	<ul style="list-style-type: none"> • Access to specialist personal care areas may be required • Support in forming and maintaining appropriate relationships and dealing with sexual feelings as this is a particular area of vulnerability to Post 16. • Support the area of personal, social development and independent living. To encourage application of these skills in the setting and local community. • Support to access opportunities for social interaction with peers and help in learning to adapt to new situations and change. • Access to low arousal spaces. • Support for preparation for change at all levels of transition 	<ul style="list-style-type: none"> • Specialist support to engage in opportunities to gain relevant, age appropriate, real-life experiences which stretch and challenge students • A high level of specialist support in the area of personal, social development and independent living that enables students to transfer these skills from the setting, home and within the local community • Specialist support to develop the independence, social and communication skills needed to prepare students for a successful transition beyond the academic preparation • Regular de-briefing meetings to ensure a consistent approach • Additional external therapies and specialist counselling • Highly predictable routines in small groups with specific individual activities • Specialist training opportunities for all staff • Personalised programmes to develop social competence and emotional wellbeing
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Review (Outcomes)

Universal	Targeted	Specialised
<p>All student's progress must be monitored through regular progression reviews.</p> <p>Through academic reports, termly assessments with available data through appropriate tracking systems with analysis of learning and progress to inform next steps.</p> <p>Reviews should be in consultation with the students.</p> <p>Reviews should be in consultation with parents/carers.</p>	<p>All student's progress must be monitored through regular reviews.</p> <p>Through academic reports, termly assessments with available data through appropriate tracking systems with analysis of learning and progress to inform next steps.</p> <p>Reviews should be in consultation with the students.</p> <p>Reviews should be in consultation with parents/carers.</p>	<p>All student's progress must be monitored through regular reviews including EHCP reviews annually where appropriate.</p> <p>Through academic reports, termly assessments with available data through appropriate tracking systems with analysis of learning and progress to inform next steps.</p> <p>Reviews should be in consultation with the students.</p> <p>Reviews should be in consultation with parents/carers.</p>

Communication and Interaction

Level of Need	Provider Type	Provider's Name	Provision Name	Costs	Contact Detail
Universal	Health	Sirona	Therapies Commissioned Service	Charge	sirona.cs@nhs.net
Universal	Local Authority	Family Well-being Teams (various locations)	Support, Advice, guidance	Free	https://nsod.n-somerset.gov.uk/kb/5/northsomerset/directory/advice.page?id=SRceLbpx9nw
Universal	Local Authority	Educational Psychologist	Ed Psychologist Service Casework	Free	https://nsod.n-somerset.gov.uk/kb/5/northsomerset/directory/service.page?id=gMshjaclMA8
Universal	Non-governmental organisation	NSPCWT	Parent Carers	Free	www.nspcwt.org
Universal	Non-governmental organisation	National Autistic Society	National Autistic Society	Free	https://www.autism.org.uk/
Universal	Non-governmental organisation	Autism Education Trust	Autism Education Trust	Charge	https://www.autismeducationtrust.org.uk/
Universal	Non-governmental organisation	TEACCH	TEACCH	Free	https://www.autism.org.uk/what-we-do/professional-development/the-teacch-approach
Targeted	Health	Sirona	Therapies Commissioned Service	Charge	sirona.cs@nhs.net
Targeted	Local Authority	Educational Psychologist	Ed Psychologist Service Casework	Free	https://nsod.n-somerset.gov.uk/kb/5/northsomerset/directory/service.page?id=gMshjaclMA8
Targeted	Education	Ravenswood Special School	Ravenswood Outreach	Charge	info@ravenswoodonline.org.uk

Targeted	Charity	Vision North Somerset	Vision North Somerset	Charge	www.Vision North Somerset
Targeted	Education	Weston College	We Work for Everyone	Charge	https://weworkforeveryone.org
Targeted	Local Authority	SENDCAS	SENDCAS - Holiday Activities and term time only clubs	Charge	https://nsod.n-somerset.gov.uk/kb/5/northsomerset/directory/service.page?id=SFoHjACwQuY&familychannel=0
Targeted	Local Authority	Adult Care Transitions Team	Adult Care Transitions Team	Charge	Adult Transition team North Somerset Online Directory (n-somerset.gov.uk)
Targeted	Local Authority	Sitting Service	Sitting Service	Charge	The Sitting Service North Somerset Online Directory (n-somerset.gov.uk)
Specialist	Health	Sirona	Therapies Commissioned Service	Charge	sirona.cs@nhs.net
Specialist	Education	Weston College	Specialist provision for learners with SEND	Charge	Courses for learners with Special Educational Needs and/or Disabilities (SEND) Weston College
Specialist	Education	Weston College	We Work for Everyone	Charge	https://weworkforeveryone.org
Specialist	Education	Weston College	Specialist provision for learners with SEND	Charge	https://www.weston.ac.uk
Specialist	Education	Ravenswood Special School	Post 16 provision for learners with SEND	Charge	info@ravenswoodonline.org.uk
Specialist	Education	Ravenswood Special School	Ravenswood Outreach	Charge	info@ravenswoodonline.org.uk
Specialist	Education	Baytree Special School	Post 16 provision for learners with SEND	Charge	www.baytreeschool.org.uk

Specialist	Education	Weston College	Learning Support @ Weston College	Charge	https://www.weston.ac.uk/supporting-you/learning-support
Specialist	Non-governmental organisation	AutonoMe	AutonoMe	Charge	https://autono.me.uk/
Specialist	Charity	Vision North Somerset	Vision North Somerset	Charge	www.Vision North Somerset
Specialist	Charity	Guide Dogs	Guide Dogs for Blind	Free	https://www.guidedogs.org.uk/
Specialist	Local Authority	Educational Psychologist	Ed Psycholigist Service Casework	Free	https://nsod.n-somerset.gov.uk/kb/5/northsomerset/directory/service.page?id=gMshjacLMA8
Specialist	Local Authority	Adult Care Transitions Team	Adult Care Transitions Team	Charge	Adult Transition team North Somerset Online Directory (n-somerset.gov.uk)
Specialist	Health	Bristol Autism Spectrum Service (BASS)	Bristol Autism Spectrum Service (BASS)	Charge	Bristol Autism Spectrum Service (BASS) :: Avon and Wiltshire Mental Health Partnership NHS Trust (awp.nhs.uk)

Social Emotional and Mental Health

Assessment and Planning

Universal	Targeted	Specialised
<ul style="list-style-type: none"> • Student's will access an initial needs assessment. • High quality inclusive teaching, learning and assessment. • Exam Access Arrangement assessment, in line with JCQ requirements • The nature of the social and emotional difficulty will be identified by a specialist practitioner and a referral internally and externally for further assessment as required 	<p>These students have SEMH difficulties and associated behaviours which have a significant impact on their ability to access the curriculum.</p> <p>Students will be working at entry level to level 3, with a greater emphasis placed on developing the skills required for higher level courses, apprenticeships, and transition to adulthood.</p> <p>Students will access personalised programmes of study which may include:</p> <ul style="list-style-type: none"> • Access to a structured vocational learning programme to develop effective relationships with peers, professionals and employers. Students will be able to make an informed choice regarding future progression. • Access to support to understand and use non-verbal and verbal communication • Support to understand social behaviour, which affects their ability to interact with others and engage in learning. • Support to generalise skills, adapt to new and unfamiliar situations and managing routines and unstructured periods. 	<p>These students with complex needs and may have been previously accessed Pre-16 Specialist provision within Special Schools, PRU or AP provision. They have the onset of emotional or psychological difficulties, a diagnosis mental health condition, experience significant anxiety and associated behaviour challenges which impacts their learning and engagement, requiring a highly specialist personalised programme.</p> <p>Alongside the targeted support, students will access:</p> <ul style="list-style-type: none"> • Re-engagement and extended transition programme to support the adjustment learning in a mainstream environment. • Trauma informed approach to behaviour management • Explicit teaching for independent living including personal and social development • A personalised programme to develop the ability to carry out tasks associated with everyday living such as managing their finances, travel, meeting their personal needs and are at risk of self-neglect

	<ul style="list-style-type: none"> • Access to specialist resources designed to scaffold learning • Support in forming and maintaining appropriate relationships and dealing with sexual feelings • Job coaching and employment support to support students with high levels of anxiety and uncertainty accessing the workplace and having encounters with employers. • High levels of differentiated maths and English teaching from pre-entry level to level 2. • Subject specific anxiety groups can be facilitated by a specialist practitioner for example exam anxiety, maths fear. • Additional personal tutoring time for students to co-create meaningful destinations and sustainable outcomes • Additional support for extended transition programme • Support to understand and take responsibility for own behaviour to develop strategies to overcome impulsivity and behaviour that is detrimental to others. 	<ul style="list-style-type: none"> • Specialist programmes of support in regard to demonstrating high levels of oppositional defiant behaviour and refusal to comply with reasonable requests • Highly specialist support programme that focusses on the development of strategies to manage obsessional or repetitive activities • High levels of in-class support and access to small group sizes • Students may display severe and challenging behaviour that poses an additional risk to themselves, other students, staff and the environment • Students will require regular risk assessments and safety plans to minimize the danger of student putting them and/or others at risk if using specialist equipment – Electrical Machines, Motor Mechanics etc. • Access to an alternative classroom outside of the organisations walls to ease transitions into alternative provisions
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Do (Provision and Support)

Universal	Targeted	Specialised
<p>Programmes of study which will include:</p> <ul style="list-style-type: none"> • Embedded support within the curriculum including e.g., assignment workshops, individual development and study skills for independence. • Special arrangements for assessments and examinations including differentiation of assessment methods. • Access to assistive technology and training • Careers information, advice and guidance in line with Gatsby benchmarks. 	<ul style="list-style-type: none"> • Students will require a personalised and flexible programme of study including differentiation in planning, support and supervision • Trauma informed approach throughout the curriculum in a nurturing environment • Students will need frequent (daily and/or weekly) tutorials by the appropriate specialist teams to enable full access to the curriculum • High levels of support in differentiating activities and resources in small groups/1:1 situations or small classes. • Students will require assistance with and alternative recording for all curriculum areas e.g., one note/Padlets • Students will require significant modification of curriculum resources and materials e.g., modified text • Students will require a consistent structured environment with secure and explicit boundaries • Reinforcement of 'Ready to Learn' daily from teaching staff. A restorative approach to behaviour management 	<p>Alongside the targeted support, students will access:</p> <ul style="list-style-type: none"> • Highly intensive support to interpret associated behaviour patterns through the development of strategies to overcome these complex learning barriers. This may include physical, verbal and intimidation resulting in threatening and aggressive behaviour towards peers and professionals, presenting significant Health and Safety risk. • Intensive support to raise confidence and self-esteem, increase concentration and independence, communicate more effectively and develop social/behaviour norms to sustain positive and constructive relationships to reduce the risk of becoming isolated • High levels of specialist support to understand the impact on their well-being and health associated with physical symptoms such as agitation, low mood, lack of motivation, withdrawal, self-loathing and thoughts of self-harm, sleep disturbance, eating disorders and suicidal and intrusive thoughts etc.

	<ul style="list-style-type: none"> • Nurture groups or tutorial groups are used to promote safe places amongst students and peers. • Additional assistive technologies and technical support as required e.g., Read/Write Gold or appropriate digital platforms • Support will need to be highly trained and innovative to engage students • Students will require supplementary resources including accessible equipment • Support in forming and maintaining appropriate relationships and dealing with sexual feelings as this is a particular area of vulnerability to Post 16. • A high level of specialist support in the area of personal, social development and independent living. To encourage application of these skills in the setting and local community. • Support to access opportunities for social interaction with peers and help in learning to adapt to new situations and change. • Access to low arousal spaces. • Support for preparation for change at all levels of transition • Enrichment opportunities to support further development of social activities that promote positive wellbeing and community inclusion. 	<ul style="list-style-type: none"> • Specialist support which may include external support for advice and guidance to support the significant social and emotional difficulties they are experiencing e.g., anxiety, panic attacks, extreme emotions, altered perceptions, effects on memory, concentration and organisation etc. • High levels of specialist support to empower and develop student's independence, raise confidence and self-esteem in order to ensure successful transition to higher level study, independent living and/or employment • Regular de-briefing meetings to ensure a consistent approach • Additional external therapies and specialist counselling e.g., Trauma and attachment • Specialist training
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Review (Outcomes)

Universal	Targeted	Specialised
<p>All student's progress must be monitored through regular progression reviews.</p> <p>Through academic reports, termly assessments with available data through appropriate tracking systems with analysis of learning and progress to inform next steps.</p> <p>Reviews should be in consultation with the students.</p> <p>Reviews should be in consultation with parents/carers.</p>	<p>All student's progress must be monitored through regular reviews.</p> <p>Through academic reports, termly assessments with available data through appropriate tracking systems with analysis of learning and progress to inform next steps.</p> <p>Reviews should be in consultation with the students.</p> <p>Reviews should be in consultation with parents/carers.</p>	<p>All student's progress must be monitored through regular reviews including EHCP reviews annually where appropriate.</p> <p>Through academic reports, termly assessments with available data through appropriate tracking systems with analysis of learning and progress to inform next steps.</p> <p>Reviews should be in consultation with the students.</p> <p>Reviews should be in consultation with parents/carers.</p>

Social, Emotional and Mental Health Difficulties

Level of Need	Provider Type	Provider's Name	Provision Name	Costs	Contact Detail
Universal	Local Authority	Wellbeing Teams	Well-being Teams Various locations	Free	childrens.frontdoor@n-somerset.gov.uk
Universal	Local Authority	Front Door	Advice and guidance	Free	https://www.n-somerset.gov.uk/my-services/children-young-people-families/early-help
Universal	Non-governmental organisation	Kooth	Kooth	Free	https://www.kooth.com/
Universal	Non-governmental organisation	Off The Record	Off the record	Free	https://otrnorthsomerset.org.uk/
Universal	Non-governmental organisation	Well-spring	Well-spring	Free	https://www.wellspringcounselling.org.uk/
Universal	Non-governmental organisation	Mental Health newsletter	Mental Health newsletter	Free	https://www.mentalhealth.org.uk/our-work
Universal	Non-governmental organisation	Parent Carers	Parent/Carer Forum	Free	https://www.nspcwt.org/
Universal	Non-governmental organisation	Together All	Together All	Charge	https://togetherall.com/en-gb/
Universal	Education	Weston College	Mental Health first aid training	Charge	https://www.weston.ac.uk/what-can-i-study/courses-adults/health-and-social-care/mental-health-first-aid-mhfa-certificate
Universal	Non-governmental organisation	Suicide Prevention	Suicide Prevention	Free	https://www.weareaware.info/

Universal	Non-governmental organisation	NSPCC	NSPCC	Free	http://www.nspcc.org.uk/
Universal	Non-governmental organisation	Outdoor college/Tickenham	Outdoor college/Tickenham	Charge	https://www.outdoorcollege.co.uk/
Targeted	Local Authority	Education Inclusion Service	Education inclusion service	Charge	https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/service.page?id=k8ox1G38sYI
Targeted	Education	Weston College	NEET (Not in Education, Employment or Training) Assessment Hub	Charge	Re-Engage Weston College
Targeted	Local Authority	Post 16 Team	Post 16 Team	Charge	Post-16 Team North Somerset Council (n-somerset.gov.uk)
Targeted	Local Authority	Adult Care Transitions Team	Adult Care Transitions Team	Charge	Adult Transition team North Somerset Online Directory (n-somerset.gov.uk)
Targeted	Local Authority	Parenting Courses	Parenting Courses - wellbeing service	Free	childrens.frontdoor@n-somerset.gov.uk
Targeted	Local Authority	ELSA	ELSA	Free	https://www.elsa-support.co.uk/
Targeted	Non-governmental organisation	NASO national autistic society organisation	NASO national autistic society organisation	Free	https://www.autism.org.uk/
Targeted	Non-governmental organisation	Second Step	Second Step	Free	https://www.second-step.co.uk/our-services/our-north-somerset-services/
Targeted	Non-governmental organisation	In Charley's Memory	In Charley's Memory	Free	https://www.incharleymemory.com/
Targeted	Non-governmental organisation	JHF	JHF	Charge	https://www.thejhf.org/

Targeted	Non-governmental organisation	Bridging the Gap	Bridging the Gap	Free	https://bridgingthegaptogether.org.uk/
Targeted	Non-governmental organisation	Diverse	Diverse	Free	https://www.diverseuk.org/
Targeted	Local Authority	Occupational Therapist	Occupational Therapist	Free	https://www.nbt.nhs.uk/our-services/a-z-services/occupational-therapy/patient-information/a-guide-services-north-somerset
Targeted	Local Authority	Speech and Language	Sirona	Free	www.cchp.nhs.uk
Targeted	Local Authority	Youth Justice Service	Youth Justice Service	Free	https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/service.page?id=w/dNJLCJPpM
Targeted	Education	Weston College	Mental Health first aid training	Charge	https://www.weston.ac.uk/what-can-i-study/courses-adults/health-and-social-care/mental-health-first-aid-mhfa-certificate
Targeted	Non-governmental organisation	NHS Keyworker Team/red list reg	NHS Keyworker Team/red list reg		mailto:bnssq.keyworkerteam@nhs.net
Targeted	Non-governmental organisation	YMCA	YMCA	Free	https://www.ymca-sc.org/our-locations/ymca-weston-super-mare/
Targeted	Non-governmental organisation	Portishead youth centre	Portishead youth centre	Charge	https://portisheadyouthcentre.co.uk/
Targeted	Education	Ravenswood Special School	Ravenswood Special School	Charge	info@ravenswoodonline.org.uk
Targeted	Non-governmental organisation	Burley Inclusive	Burley Inclusive	Charge	https://www.burleyinclusive.co.uk/

Targeted	Non-governmental organisation	Butcombe Farm	Butcombe Farm	Charge	https://chillicharity.org.uk/
Specialist	Education	Ravenswood Special School	Post 16 provision for learners with SEND	Charge	info@ravenswoodonline.org.uk
Specialist	Education	Hex Seven Hills	Hex Seven Hills	Charge	https://www.get-information-schools.service.gov.uk/Establishments/Establishment/Details/148418#school-dashboard
Specialist	Non-governmental organisation	Impact Mentoring	Impact Mentoring	Charge	https://impactmentoring.co.uk/
Specialist	Local Authority	CAMHS	CAMHS	Free	http://www.waht.nhs.uk/en-GB/NHS-Mobile/Our-Services/?depth=3&srcid=689
Specialist	Education	Weston College	Learning Support @ Weston College	Charge	https://www.weston.ac.uk/supporting-you/learning-support
Specialist	Education	Weston College	NEET (Not in Education, Employment or Training) Assessment Hub	Charge	Re-Engage Weston College
Specialist	Local Authority	Post 16 Team	Post 16 Team	Charge	Post-16 Team North Somerset Council (n-somerset.gov.uk)
Specialist	Local Authority	Adult Care Transitions Team	Adult Care Transitions Team	Charge	Adult Transition team North Somerset Online Directory (n-somerset.gov.uk)
Specialist	Education	Weston College	Duke of Edinburgh	Charge	Duke of Edinburgh Achievements! Weston College
Specialist	Local Authority	Wheels	Wheels	Charge	https://wheelsproject.org.uk/

Specialist	Non-governmental organisation	Banwell Equestrian	Banwell Equestrian	Charge	http://banwellequestrian.com/
Specialist	Education	Weston College	Specialist provision for learners	Charge	Courses for learners with Special Educational Needs and/or Disabilities (SEND) Weston College
Specialist	Health	Bristol Autism Spectrum Service (BASS)	Bristol Autism Spectrum Service (BASS)	Charge	Bristol Autism Spectrum Service (BASS) :: Avon and Wiltshire Mental Health Partnership NHS Trust (awp.nhs.uk)
Specialist	Non-governmental organisation	Crisis Team	Crisis Team	Free	https://www.sirona-cic.org.uk/wp-content/uploads/2020/04/emergency-contacts.pdf
Specialist	Local Authority	Pizey	Pizey	Charge	https://www.autism.org.uk/directory/p/pizey
Specialist	Education	Ravenswood Special School	Ravenswood Special School	Charge	info@ravenswoodonline.org.uk
Specialist	Non-governmental organisation	Brandon Trust	Brandon Trust	Charge	https://www.brandontrust.org/?acceptcookies=true

Sensory and Physical

Assessment and Planning

Universal	Targeted	Specialised
<ul style="list-style-type: none"> • Student's will access an initial needs assessment. • High quality inclusive teaching, learning and assessment. • Exam Access Arrangement assessment, in line with JCQ requirements • The nature of the social and emotional difficulty will be identified by a specialist practitioner and a referral internally and externally for further assessment as required 	<ul style="list-style-type: none"> • Students will be working at entry level to level 3, with a greater emphasis placed on developing the skills required for higher level courses, apprenticeships, and transition to adulthood. <p>Students with Hearing Impairment</p> <ul style="list-style-type: none"> • These students will have a severe permanent hearing impairment, or a moderate impairment overlain by a longstanding significant conductive problem. Speech production may be intelligible but lack some clarity. Linguistic attainment may show significant gaps particularly in vocabulary, complexity of syntax and reading comprehension. They will use personal hearing aids and or cochlear implant and FM systems. Cognitive ability will cover the full range • Specific Deaf awareness training for curriculum staff and peer group • Classroom/workshop appropriate layout identified and implemented • Hearing Loop available • Bespoke Environmental familiarisation sessions prior to induction programmes 	<p>Alongside the targeted support, students with severe Hearing and Visual Impairments will access:</p> <ul style="list-style-type: none"> • Intensive Specialist Support which may include a notetaking, BSL interpreter, Communication Support Practitioner • A multi-Sensory programme of support • Intensive extended transition programme • Access to highly specialist technical aids and equipment • Additional external therapies and specialist counselling • Specialist training opportunities for all staff in both BSL qualifications <p>Students with sensory and physical needs may have additional difficulties/disabilities in either medical, physical, sensory or behaviour. Often, the additional needs will be associated with their learning difficulties but may not represent the primary need.</p>

	<p>Students with Visual Impairment</p> <ul style="list-style-type: none"> • These students will typically have severe visual impairment and will require some appropriate in-class modifications through assistive technology. • Specific VI staff training/awareness for curriculum staff and peer group • Classroom/workshop appropriate layout identified and implemented • Bespoke Environmental familiarisation sessions prior to induction <p>Students with complex Sensory and Physical needs will be working at Entry to Level 3 programmes developing the skills to progress onto higher level courses, HE, apprenticeships and employment. Students will access personalised programmes of study which may include:</p> <ul style="list-style-type: none"> • Access to assistive technology enabling solutions • Access to specialist resources designed to scaffold learning • Independent travel training • Job coaching and employment support • Additional personal tutoring time for students to co-create meaningful destinations and sustainable outcomes 	<p>Alongside the targeted support, students will access:</p> <ul style="list-style-type: none"> • Re-engagement and extended transition programme to support the adjustment learning in a mainstream environment. This may include group sessions through Link programmes • Creation of individual learner inclusive planning and skills maps to sequence the development of EHCP outcomes and triangulate across curriculum • Explicit teaching for independent living including personal and social development • High levels of in-class support and access to small group sizes • A high level of specialist support to empower student's independence and raise confidence and self-esteem • Access to a sensory curriculum • Students will require regular risk assessments, behaviour support plans and safety plans devised through a multi-disciplinary assessment
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	<ul style="list-style-type: none"> • Additional support for extended transition programmes • Access to cross curriculum infill opportunities throughout the year to support transitions to next steps in learning • Access to support to develop effective relationships with peers, professionals and employers • Support to understand social behaviour, which affects their ability to interact with others • Support to generalise skills, adapt to new and unfamiliar situations and managing routines and unstructured periods. • Access to specialist resources designed to scaffold learning 	
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Do (Provision and Support)

Universal	Targeted	Specialised
<p>Programmes of study which will include:</p> <ul style="list-style-type: none"> • Embedded support within the curriculum including e.g. assignment workshops, individual development and study skills for independence. • Special arrangements for assessments and examinations including differentiation of assessment methods. • Access to assistive technology and training • Careers information, advice and guidance in line with Gatsby benchmarks 	<ul style="list-style-type: none"> • Students will require significant involvement from external services e.g., Vision North Somerset, Hearing Impairment Service and/or the Sensory Impairment Service • Modification of language content to allow access to concepts • Access to a range of specialist equipment and resources. • Differentiated learning materials across the programme of study • Requires accessible transport and additional staffing for curriculum trips and enrichment activities • The implementation of appropriate strategies for supporting development of gross and fine motor skills • Physical activity/practical learning as part of individual programme of learning which will support the development of motor skills 	<p>Alongside the targeted support, students with severe hearing, visual impairments, sensory and physical needs will access:</p> <ul style="list-style-type: none"> • Personalised support programme co-ordinated by highly trained Specialist Practitioners • High levels of individual support (within and outside of the classroom) which may include note-taker, BSL interpreter, communication support worker, personal care • Hearing impaired students can access additional English to develop speaking and listening, reading and auditory skills • Additional personal tutoring and daily 1:1 interventions delivered by a specialist teacher of the deaf • Multi-disciplinary support from external health professionals • Specialist support to develop independence, interpreting the environment and communicating with others, understanding social and behavioural norms

		<ul style="list-style-type: none"> • Development of increased skills in independence and advocacy • Specialist support to develop the skills needed to prepare students for a successful transition beyond the academic preparation • Support for personal care needs and/or eating/drinking • Support at break and lunch time periods and at the start of each day when arriving at the environment • Support with regulating body temperatures e.g., adjusting clothing depending on weather and temperature conditions • Individual adaptation to the environment such as ramps and toilets. Quiet, carpeted areas. Access to lifts and hoists may be required • Regular de-briefing meetings to ensure a consistent approach • Appropriate training in manual handling • Individualised programmes of alternative forms of communication which may include very specialist ICT resources where appropriate. • May require use of communication aids • Manual Handling Risk assessment required - Assessment indicates full dependency on adults, need hoists for all transfers • Requires accessible transport and additional staffing for curriculum trips and enrichment activities • May require 2:1 support due to complex physical and
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		<p>sensory needs including degenerative conditions</p> <ul style="list-style-type: none">• Multi-sensory delivery of the programme of study throughout the day• Adapted toilets possible access to hoists, showers and changing beds.• Regular de-briefing meetings to ensure a consistent approach• Additional external therapies and specialist counselling• Specialist training
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Review (Outcomes)

Universal	Targeted	Specialised
<p>All student's progress must be monitored through regular progression reviews.</p> <p>Through academic reports, termly assessments with available data through appropriate tracking systems with analysis of learning and progress to inform next steps.</p> <p>Reviews should be in consultation with the students.</p> <p>Reviews should be in consultation with parents/carers.</p>	<p>All student's progress must be monitored through regular reviews.</p> <p>Through academic reports, termly assessments with available data through appropriate tracking systems with analysis of learning and progress to inform next steps.</p> <p>Reviews should be in consultation with the students.</p> <p>Reviews should be in consultation with parents/carers.</p>	<p>All student's progress must be monitored through regular reviews including EHCP reviews annually where appropriate.</p> <p>Through academic reports, termly assessments with available data through appropriate tracking systems with analysis of learning and progress to inform next steps.</p> <p>Reviews should be in consultation with the students.</p> <p>Reviews should be in consultation with parents/carers.</p>

Sensory and/or Physical Needs

Level of Need	Provider Type	Provider's Name	Provision Name	Costs	Contact Detail
Universal	Health	Sirona	Occupational Therapy Team	Free	www.cchp.nhs.uk
Universal	Health	Health	School Nursing	Free	https://cchp.nhs.uk/cchp/explore-cchp/school-health-nursing/north-somerset
Targeted	Health	Health	Childrens Contenance team	Free	https://cchp.nhs.uk/cchp/explore-cchp/childrens-contenance-service-north-somerset
Targeted	Charity	Vision North Somerset	Vision North Somerset	Charge	https://visionnorthsomeset.org/
Targeted	Charity	Avon Riding Centre	Riding for the Disabled	Charge	http://www.avonridingcentre.org.uk/
Targeted	Local Authority	By Referral	Children with disabilities Team	Free	https://nsod.n-somerset.gov.uk/kb5/north-somerset/directory/service_page?id=hd9d-vLqXMA
Targeted	Local Authority	SENDCAS	SENDCAS Holiday Activities and term time Clubs	Charge	https://nsod.n-somerset.gov.uk/kb5/north-somerset/directory/service_page?id=SFoHjACwQuY&familychannel=0
Specialist	Health	Sirona / PCWTF	Physiotherapy Team	Free	www.cchp.nhs.uk
Specialist	Education	Weston College	Learning Support @ Weston College	Charge	https://www.weston.ac.uk/supporting-you/learning-support
Specialist	Education	Weston College	Sensory Learning Base	Charge	Sensory Learning Weston College
Specialist	Health	Sirona	Occupational Therapy Team	Free	www.cchp.nhs.uk
Specialist	Education	Baytree Special School	Switch Toy Library	Free	www.baytreeschool.co.uk

Specialist	Education	Baytree Special School	Baytree Outreach Team	Charge	www.baytreeschool.co.uk
Specialist	Non-Governmental Organisation	Sensory Support Service	Sensory Support Service	Free	www.bristol.gov.uk/sensory-support-service
Specialist	Education	Baytree Special School	Hydrotherapy	Charge	www.baytreeschool.co.uk
Specialist	Education	Baytree Special School	Rebound Therapy	Charge	www.baytreeschool.co.uk
Specialist	Charity	BIBIC	BIBIC	Charge	https://bibic.org.uk/
Specialist	Central Government	Mobility Scheme	Mobility Vehicles	Charge	https://www.motability.co.uk/
Specialist	Charity	Changing Places	Changing Places	Free	https://www.changing-places.org/
Specialist	Charity	Yeo Valley Lions Club	Kingsmour Playground	Charge	https://nsod.n-somerset.gov.uk/kb5/north-somerset/directory/service_page?id=88asVcRIoMM
Specialist	Education	Baytree Special School	Post 16 provision for learners with SEND	Charge	www.baytreeschool.org.uk
Specialist	Education	Ravenswood Special School	Post 16 provision for learners with SEND	Charge	info@ravenswoodonline.org.uk
Specialist	Education	Baytree Special School	Baytree Outreach Team	Charge	www.baytreeschool.co.uk
Specialist	Non-Governmental Organisation	Curzon, Cineworld	Autism friendly cinema screenings	Charge	https://www.curzon.org.uk/accessibility/
Specialist	Charity	Guide dogs for the blind	Guide dogs for the blind Association	Charge	www.guidedogs.org.uk
Specialist	Local Authority	North Somerset Council/Sirona	Children with disabilities team / OT / Physiotherapy	Charge	Children with Disabilities Team North Somerset Online Directory (n-somerset.gov.uk)

Specialist	Charity	Hearing Dogs for the Deaf	Hearing Dogs for the Deaf	Charge	https://www.hearingdogs.org.uk/
Specialist	Charity	PSWTF	Parent Carer Training	Free	www.nspcwt.org
Specialist	Local Authority	North Somerset Council	Respite Service (short breaks service)	Charge	https://nsod.n-somerset.gov.uk/kb5/north-somerset/directory/localoffer.page?localofferchannel=1