

Graduated Response – Profile of Need – School Age

This profile of need is designed to support your assessment of a child/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 child/young person in mind you are invited to read through the descriptors to see whether your concerns more accurately fall into the 'Universal', 'Targeted' or 'Specialised' category. Children and 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 to settings.

Review – Brief guidance to outline the necessity of review and the need for consultation with parents/ carers, and with the children/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 child/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
Standardised score guide: within the average range from 85 – 115 (16 th – 84 th percentile)	Standardised score guide: 84 or below (14 th percentile or below)	Standardised score guide: 78 or below (7 th percentile or below)
Child is broadly working within Age Related Expectations	Working below Age Related Expectations, some structured support or group work may be required.	Significant general delay, working below Age Related Expectations in core subject areas. The following will be provided: <ul style="list-style-type: none"> ○ More detailed approaches ○ More frequent review ○ More specialist expertise in matching intervention to the needs of the children
They may require support from time to time for specific areas of need but generally make the required progress as a result.	Progress is slower than that of their peers starting from the same baseline	Not making expected progress despite evidence-based support and differentiated teaching targeted at areas of weakness.
Can remain on task with some additional prompts.	Needs some additional support and prompts to listen and attend compared to their peers.	The child's previous rate of progress is not sustained or improved.
Can work independently with appropriate differentiation and access to good quality first teaching.	Needs some additional support and prompts to start and work through an appropriately differentiated task e.g. task board	The attainment gap between the child and their peers is not reducing
Demonstrates resilience in completing set tasks.	Requires some reminders / encouragement to persevere with a task that provides some element of challenge.	Needs frequent & sustained support and delivery of information and learning to attend to a task.

Can retain and apply skills learned to new contexts.	Has some difficulty retaining and using learned skills independently in specific or general learning contexts that is impacting on progress?	Needs frequent & sustained individualised support to work independently.
Acquisition of key literacy skills is in line with Age Related Expectations	Some difficulties with acquiring pre-requisite skills for literacy e.g. phonological awareness, visual memory/discrimination that are having some impact on learning.	Needs frequent & sustained intervention to attempt and manage an appropriate level of challenge.
Reading skills are in line with Age Related Expectations.	Some difficulty in using a range of age-appropriate skills to read and understand text.	Needs frequent & sustained intervention to retain and use learned skills.
Can generate ideas as a recipient of Quality First Teaching.	Some difficulty in generating ideas.	Memory difficulties are having a frequent & sustained impact on progress.
Can independently record learning across the curriculum	Has some difficulty in recording their thoughts and ideas accurately.	Difficulties with acquiring pre-requisite skills for literacy e.g. phonological awareness, visual memory/discrimination that are having a significant impact on learning
Arithmetic skills are in line with Age Related Expectations.	Some difficulty in recalling arithmetic facts, understanding number and / or reasoning about number.	Significant difficulties in using age-appropriate skills to read and understand text is having some impact on other areas of learning.
		Has frequent & sustained difficulty in generating ideas despite substantial and robust additional planned support.

		Consistently needs frequent & sustained adaptations to record ideas in all areas of learning.
		Frequent & sustained difficulty in recalling arithmetic facts, understanding number and / or reasoning about number

Do (Provision and Support)

Universal	Targeted	Specialised
<p>A broad and balanced curriculum set within inclusive environments with policies in place for identifying and supporting child/young person with SEND including those with cognition and learning needs</p>	<p>All education establishments in consultation with the SENDCO, will undertake a clear analysis of the child’s needs to share with parents/carers and professionals via the graduated approach</p>	<p>As at prior phases but also to include the following possible provision:</p> <ul style="list-style-type: none"> • Co-production of EHC Plan will address needs and agree outcomes for targeted provision • All staff working with the child/young person have read and understood the EHC Plan <p>Parents/carers and child/young person understand and agree on the intervention, support and expected outcomes</p>

<p>Quality first teaching that utilises a variety of approaches with personalised learning targets with staff who continually check understanding and use scaffolding/modelling to demonstrate learning</p>	<p>The school should have a consistent approach to assessment and intervention program's which are used across the school by staff with appropriate skills and training and:</p> <ul style="list-style-type: none"> • implement strategies and support to help with extending time on learning tasks such as timers, motivators, reward systems and prompts • continue the 'assess-plan-do-review' cycle of individualised assessment and intervention. This needs to be completed as soon as the child or young person is identified with SEND as detailed using techniques such as internal assessments/data tracking, provision mapping • provide extra time to the child to participate in learning activities/tasks and high levels of adult support for modelling and enabling the child to access learning/the curriculum. High levels of care and supervision are needed 	<p>Strategies and approaches to support class differentiation are in place and based on specialists' advice</p>
<p>Robust assess-plan-do-review processes – to be completed by the class teacher, providing quality feedback on a regular basis to the child, family, and other professionals as appropriate, giving praise towards the child's strengths and achievements</p>	<p>Targeted provision must be recorded on the school's information system which must be able to evidence base planning, target setting monitoring as well as the support that has been delivered for the child at SEND</p>	<p>Time and place for targeted provision is established and adhered to</p>

<p>Tasks will be simplified and instructions, information and learning to be broken down into small steps with skills and learning being reinforced through repetition and consolidation</p>	<p>It is vital for the school to be clear about the outcomes required and where further advice is needed, including identifying how they will seek and implement advice from specialist services, e.g. Outreach, SEND Forums</p>	<p>Support staff involved in joint planning of targeted support</p>
<p>Staff will be appropriately trained to meet presenting needs for example SpLD, ASD and with the skills to effectively support the child in the classroom alongside their peers</p>	<p>This will include specialist intervention which will be accessed via outside agencies. Multi professional planning and coordinated support across education, health, and social care colleagues to be undertaken. Consideration of a referral to Early Help should be made</p>	<p>High quality training is provided for all staff involved in delivering and monitoring targeted provision</p>
<p>Differentiated curriculum developed to meet the individual needs of the child, considering their learning styles and ensure they are embedded in the styles of teaching, providing opportunities to work with peers and offer role modelling and peer support</p>	<p>Specialist resources may be required, such as:</p> <ul style="list-style-type: none"> • sloping boards, coloured overlays, specialist pens/pencils etc. and alternative methods of recording • access to specialist ICT • personalised workstations and designated learning areas • practical resources and visual cues to support learning across all areas 	<p>Skills learnt during targeted provision are practised back in class</p> <p>Support to develop life skills for independent learning e.g. travel training, cooking, personal hygiene</p>

<p>Opportunities to access personalised individual or group based structured reading, spelling and numeracy programmes. Interventions will be well-established, and evidence based, delivered regularly across a minimum of one term with the outcomes of an intervention being recorded and clearly evidenced</p>	<p>An adapted curriculum may need to be developed that is more individualised to the specific needs of the child. Learning within the curriculum needs to be of high interest and purposeful. Homework should be differentiated</p>	<p>Focus on the skills being taught including varying level of different prompts which are faded and enhanced as appropriate, for example 'hand over hand', modelling, visual strategies</p>
<p>Organisation and positioning of the classroom, seating arrangements, visual aids and peer support considered ensuring the environment is modified to support learning, including the use of word banks/timetables</p>		<p>Structured teaching strategies should be embedded into programmes of work</p>
<p>School will have systems in place to gather the views of the child and their parent carers, with an open and transparent tracking and assessment process in place to identify why children may not be making expected progress and how they will be supported</p>		<p>Work presented in a manner that is appropriate to the child/young person's level of development</p>
		<p>Total assistance with self-help skills</p>
		<p>Use of total communication approach</p>

		<p>A multi-sensory approach to the curriculum</p> <p>Use of specific IT programmes and specialist equipment to enhance recording and presentation of work</p>
		<p>Visual supports are embedded to aid language understanding across all aspects of the environment (e.g. pictures, symbols, objects of reference, signing, gestures) to help access to the curriculum</p>
		<p>Appropriate adjustments to the environment to meet the individual needs and preferred learning styles</p>

Review (Outcomes)

Universal	Targeted	Specialised
All children and young people's progress must be monitored through regular reviews.		
Through school reports, termly assessments with available data through the school tracking systems with analysis of learning and progress to inform next steps.		
Reviews should be in consultation with the children/young people		
Reviews should be in consultation with parents/carers.		

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	School	Schools	SENCO's	Free	https://www.n-somerset.gov.uk/my-services/schools-learning/local-schools/find-your-local-school
Universal	Sirona	By Referral	Speech & Language Health	Free	https://cchp.nhs.uk/cc hp/explore-cchp/childrens-speech-language-therapy
Universal	Local Authority	Music Therapy	Music Therapy - North Somerset Music Service	Charge	www.wema.org.uk
Universal	Non-governmental organisation	Surround Support - Anthony commission	Surround Support	Charge	https://surroundsupport.co.uk/
Universal	Non-governmental organisation	Social Skills	Social skills	Charge	https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/service.page?id=0bGKeqbZCt4
Universal	Health	School Nursing Team	School Nursing Team	Free	https://cchp.nhs.uk/cc hp/explore-cchp/school-health-nursing/north-somerset
Targeted	Local Authority	By Referral	Education Psychology Service	Free	https://www.supportservicesforeducation.co.uk/Services/6667

Targeted	School	Schools	National Tutoring programme - part funded by the government	Free	https://www.gov.uk/government/publications/national-tutoring-programme-guidance-for-schools-2022-to-2023/national-tutoring-programme-guidance-for-schools-2022-to-2023
Targeted	Local Authority	By Referral	Occupational Therapy	Free	https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/service.page?id=awSWQCPQZLk
Targeted	Various	Makaton	Makaton	Charge	https://makaton.org/TMC/Learn_Makaton/Find_Training.aspx?WebsiteKey=2d2ed83b-15c1-4b7f-b237-8ca41598fd50
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	Local Authority	SEND CAS	SEND CAS - Holiday Activities and term time only clubs	Charge	https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/service.page?id=SFoHjACwQuY&familychannel=0
Targeted	Non-governmental organisation	Reset WsM	Reset WsM	Charge	https://resetwsm.co.uk/
Targeted	Charity	Working Memory	Advice and Guidance	Free	https://www.understood.org/en/articles/working-memory-what-it-is-and-how-it-works
Specialist	Local Authority	Music Therapy	Music Therapy - North Somerset Music Service	Charge	www.wema.org.uk
Specialist	Local Authority	By Referral	Educational Psychology Case work	Charge	https://www.supportservicesforeducation.co.uk/Services/6667
Specialist	Local Authority	By Referral	Educational Psychology consultation	Charge	https://www.supportservicesforeducation.co.uk/Services/6667

Specialist	Local Authority	By Referral	Educational Psychology E-Learning	Charge	https://www.supportservicesforeducation.co.uk/Services/6667
Specialist	School	Schools	Special Schools outreach	Free	https://www.n-somerset.gov.uk/my-services/community-safety-crime/emergency-management/emergency-closures/school-updates/special-schools
Specialist	Local Authority	By Referral	Top up funding	Free	https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/advice.page?id=Kf8pMr1xRmM
Specialist	Non-governmental organisation	North Somerset Parent Carers Working Together	NSPCWT - Some elements training	Free	https://www.nspcwt.org/
Specialist	Government	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	Up and Downs South West - training	Up and Downs South West - training	Charge	https://www.upsanddowns.net/
Specialist	School	School	Ravenswood School	Charge	https://www.ravenswoodschoool.org.uk
Specialist	School	School	Baytree School	Charge	https://www.baytreeshool.co.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	Independent communicators	Charge	https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/service.page?id=YmtRmbtcFfY

Specialist	Health	Sirona	Psychotherapy - NHS	Free	https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/service.page?id=Ky9Jw-rkFo&familychannel=0
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Communication and Interaction

Assessment and Planning

Universal	Targeted	Specialised
<p>Understands and uses sentences and vocabulary at an age-appropriate level</p> <p>Follows classroom instructions without individual prompts</p> <p>Can share thoughts and ideas verbally</p>	<p>Has a range of vocabulary but not as extensive as peers. Understands most of what is said as long as language is not too complex.</p> <p>Can use words and sentences to get meaning across. However, may have difficulties at times with:</p> <ul style="list-style-type: none"> • Following instructions • Answering questions • Learning new vocabulary • Thinking of the right word • Saying sentences in the right order • Retelling stories or events 	<p>Limited vocabulary and/or limited understanding and ability to form sentences for a range of tasks is affecting access to the curriculum.</p> <p>May have evidence of behaviour or social and emotional difficulties, linked to frustration around language</p> <p>Limited progress following school-based programmes to develop language</p>
<p>Uses language functionally and spontaneously for all communicative functions e.g. answer questions, ask questions, greet, make a joke</p> <p>Understands nonliteral language e.g. inference, sarcasm, jokes</p>	<p>Has some functional language but needs some prompting to use language spontaneously e.g. needs visuals to prompt to use language in a range of contexts and with a range of people</p> <p>Has some understanding that there is an alternative meaning but not sure what that is / smiles or acknowledges absurdities although not able to explain.</p>	<p>Has language but uses in a limited way e.g. echolalic, learned phrases used in wrong context</p> <p>Is selective in who / when / where communicates</p> <p>Lack of functional language is inhibiting independence (older child). Has no awareness of alternative meanings so does not understand absurdities, very literal in understanding.</p>
	<p>Needs encouragement to think more flexibly and see other perspectives and interpretations (older child)</p>	<p>Inability to access curriculum that requires inference, perspective, alternative meanings</p>

<p>Engages with peers and adults in an age-appropriate way</p> <p>Able to make and maintain friendships</p>	<p>Engages with peers and adults but is more confident on their own terms</p> <p>May lack confidence and show limited social understanding</p> <p>Evidence of anxiety but can self-regulate</p> <p>Needs support to manage unstructured times e.g. break</p>	<p>Frequent unexpected behaviour in social interactions (i.e. language, eye contact, proximity) requiring adult support</p> <p>Some rigid and obsessive behaviours but can respond to boundaries and expectations that are consistently reinforced within a structured environment</p> <p>Passive or withdrawn presentation affecting access to curriculum/socialisation</p> <p>Requires planned support to manage transitions</p> <p>Specific support needed for calming and self-regulation</p> <p>Continually falling out with peers despite support</p>
<p>Speech is generally clear. May make minor errors typical for their age or changing dentition (eg lisping when top teeth fall out)</p>	<p>EYFS and KS1: CYP has difficulty with a few sounds but is generally intelligible.</p> <p>KS2 and above: CYP able to make all sounds but not yet using in everyday speech.</p> <p>Some evidence of spontaneous change over time</p>	<p>EYFS and KS1: CYP's speech can be hard to understand</p> <p>KS2 and above: CYP's speech can be hard to understand OR still has difficulty making a few sounds after following SLT advice and/or programme</p> <p>Little evidence of spontaneous change</p> <p>Impacting on literacy attainment and/or wellbeing and/or social interaction</p> <p>Impacting on ability to demonstrate their learning</p> <p>Demonstrating frustration at not being understood</p>

Do (Provision and Support)

Universal	Targeted	Specialised
<p>All children will require access to the following Intervention and Support approaches:</p> <ul style="list-style-type: none"> • High quality first teaching including access to a broad and balanced curriculum within an inclusive educational setting • Teaching strategies that consider difficulties with language and communication needs as well as social understanding • Carefully planned differentiated support that considers individual pupil's communication needs • Visual resources and prompts (picture cues, word banks etc.) • Personalised learning goals, including for language and communication • Staff/peer modelling to promote communication/social skills and interaction • Instructions/information should be clear and simple with supporting visuals if necessary • Structured approaches to tasks and learning activities 	<p>As at prior phase/phases but also to include the following possible provision:</p> <ul style="list-style-type: none"> • In Primary, targeted individuals are monitored by class teacher and SENDCO. With the inclusion of parents/carers and child/young person, holistic assessment will be undertaken in accordance with the graduated approach cycle of assess-plan-do-review • In Secondary, targeted individuals are monitored by SENDCO with the support of class teachers. With the inclusion of parent carers/child, holistic assessment will be undertaken in accordance with the graduated approach cycle of assess-plan-do-review • Liaison and consultation with external support services and professionals where appropriate – to include SALT referral. Advice to be gathered and implemented as recommended, including SALT programmes or a strategy plan (training may be necessary) • Consider a referral to Early Help services or to health services if further medical assessment is needed 	<p>Co-production of EHC Plan will address needs and agree outcomes for targeted provision</p> <ul style="list-style-type: none"> • All staff working with the child/young person have read and understood EHC Plan • Parents/carers and child/young person understand and agree on the intervention, support and expected outcomes • Strategies and approaches to support class differentiation are in place and based on specialists' advice • High quality training is provided for all staff involved in delivering and monitoring targeted provision • SENDCO will oversee the child/young person's targeted support, including how this is being delivered • Speech therapist will provide/oversee therapy on a regular basis and have close involvement with the delivery by other staff of speech therapy recommendations and targets for the child/young person's individual action plan

<ul style="list-style-type: none"> • Whole staff training and awareness of the implications of communication and interaction difficulties, supporting them to differentiate activities effectively to support speaking, listening skills and understanding the curriculum • Learning environments that offer security, structure and safety 	<ul style="list-style-type: none"> • Staff training on supporting children and young people with specific communication and interaction needs • Small group work in class which supports the differentiated curriculum. This could include the teaching of specific social interaction skills and language • Visuals to support verbal information and instructions, including those aimed at social understanding (such as social stories) • The use of key words. Instructions to be simplified and repeated as necessary • Differentiation between spoken and written language, including the use of alternative learning resources such as ICT • Additional adult support at transition and unstructured times • Use of a personalised work area to be accessed as necessary on a child led basis • The child or young person should be effectively supported in the classroom alongside peers for the vast majority of their time in the setting • A highly-modified learning environment that meets their individual needs • A high level of adult support, offering high level care and supervision 	<ul style="list-style-type: none"> • School or SALT will liaise with parents/carers and provide advice and resources so that they can continue to support language development at home • Use of Total Communication approach to enable access to all areas of the curriculum • The child or young person should be effectively supported in the classroom alongside peers for the vast majority of their time and skills learnt during targeted provision practised back in class • Additional support needed to develop emotional vocabulary using visual and real-life situations • In line with the recommendations in the EHCP, a regular programme of 1:1 support may be required to implement the programme / strategy plan provided by the speech and language therapist or other specialist <ul style="list-style-type: none"> • Environmental audit to identify aspects of the environment that might lead to increased anxiety, arousal or sensory sensitivity, with monitoring of behavioural responses
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	<ul style="list-style-type: none"> • Structured and personalised teaching environments that offer consistent approaches and individual programmes that help to manage the child/young person's emotional and behavioural needs throughout the day • Outreach and advisory support for those with ASD • Access to trained and skilled staff who can respond to challenging behaviours associated with communication and interaction difficulties • Resources, including staff and materials to deliver and implement professionals' recommendations and programmes 	
<p>Receptive Language and Memory Support</p> <ul style="list-style-type: none"> • Visual timetables and visuals to support instructions • Chunking - organising or grouping pieces of information together • Slowing down pace of delivery and encouraging the child to repeat out loud the information back to themselves (verbal rehearsal) • Defining key words simply and recording visually • Using pictures/drawings/mind maps to record information given verbally 	<p>Receptive Language and Memory Support</p> <ul style="list-style-type: none"> • Pre-teaching to introduce new and reinforce specific vocabulary and concepts • Alternative ways to record work/learning, to include photographic or video recording 	

<p>Semantic and Pragmatic Language Support</p> <ul style="list-style-type: none"> • Say the child/young person's name to gain attention prior to an instruction • Attention and listening prompt cards • Adult modelling • Support during less structured times • If a child/young person with English as an additional language is not developing English at the expected rate, a mother tongue assessment could be completed initially to determine age appropriateness in home language • Additional differentiation and scaffolding of tasks • Time and place for targeted provision is established and adhered to • Focus on the skills being taught including varying levels of different prompts which are faded and enhanced as appropriate, for example 'hand over hand', modelling, visual strategies • Use of specific IT programmes and specialist equipment to enhance communication and recording and presentation of work • Structured teaching strategies should be embedded into programmes of work • Work presented in a manner appropriate to the child/young person's level of language and communication development • Consistent, structured and predictable classroom routines with preparation in advance for changes and transitions, including to next year or phase 	<p>Semantic and Pragmatic Language Support</p> <ul style="list-style-type: none"> • Targeted support to understand emotions in others and develop self-regulation of own emotions <p>Expressive Language (talking) Support</p> <ul style="list-style-type: none"> • Visual resources to reinforce verbal learning/instructions, such as mind maps, word maps, sound maps and writing frames 	
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<ul style="list-style-type: none">• Consistent delivery of the curriculum with attention to the child's areas of special interest or skills		
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Review (Outcomes)

Universal	Targeted	Specialised
All children and young people's progress must be monitored through regular reviews.		
Through school reports, termly assessments with available data through the school tracking systems with analysis of learning and progress to inform next steps.		
Reviews should be in consultation with the children/young people.		
Reviews should be in consultation with parents/carers.		

Communication and Interaction

Level of Need	Provider Type	Provider's Name	Provision Name	Costs	Contact Detail
Universal	Health	Sirona	Speech and Language Therapy	Free	https://cchp.nhs.uk/cchp/explore-cchp/childrens-speech-language-therapy/services-north-somerset
Universal	Health	Sirona	Therapies Commissioned Service	Charge	https://www.sirona.cs@nhs.net
Universal	Local Authority	Sirona	Speech & Language Therapy	Free	www.cchp.nhs.uk
Universal	Local Authority	Sirona	Therapies Commissioned Service	Charge	www.cchp.nhs.uk
Universal	Local Authority	Music Therapy	Music Therapy - North Somerset Music Service	Charge	www.wema.org.uk
Universal	Non-governmental organisation	NSPCWT	Parent Carers	Free	www.nspcwt.org
Universal	Non-governmental organisation	Somerset CC now but NSC in Nov	Enhanced Provision	Charge	https://nsod.n-somerset.gov.uk/kb/5/northsomerset/directory/service.page?id=t12uAYrlxKw
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	A Different Perspective CiC	A Different Perspective CiC	Charge	https://www.adifferentperspective.info/
Universal	Charity	Vision North Somerset	Vision North Somerset	Charge	https://www.VisionNorthSomerset

Universal	Non-governmental organisation	Attention Autism	Advice and Guidance	Free	Best practice resource available online
Universal	Non-governmental organisation	Cinema	Autism friendly cinemas	Charge	https://dimensions-uk.org/get-involved/campaigns/autism-friendly-cinema-screenings/
Universal	Non-governmental organisation	Cinema	Cinemas	Charge	https://dimensions-uk.org/get-involved/campaigns/autism-friendly-cinema-screenings/
Universal	Local Authority	Educational Psychologist	Ed Psyc Service consultation	Charge	https://www.supportservicesforeducation.co.uk/Services/6667
Universal	Local Authority	Educational Psychologist	Ed Psyc training	Free	https://www.supportservicesforeducation.co.uk/Services/6667
Universal	Non-governmental organisation	TEACCH	TEACCH	Free	https://www.autism.org.uk/what-we-do/professional-development/the-teach-approach
Universal	Non-governmental organisation	Various	The Incredible five point scale	Free	https://www.autismempowerment.org/wp-content/uploads/2013/12/Incredible-5-Point-Scale-Fact-Sheet-rev.pdf
Universal	Non-governmental organisation	Guidance	Zones of regulation	Free	https://zonesofregulation.com/index.html
Targeted	Health	Sirona	Speech and Language Therapy	Free	www.cchp.nhs.uk, sirona.sltrainingteam@nhs.net
Targeted	Health	Sirona	Therapies Commissioned Service	Charge	https://www.sirona.cs@nhs.net

Targeted	Local Authority	SENDCAS	SENDCAS - Holiday Activities and term time only clubs	Charge	https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/service.page?id=SFoHjACwQuY&familychannel=0
Targeted	Local Authority	Sitting Service	Sitting Service	Charge	The Sitting Service North Somerset Online Directory (n-somerset.gov.uk)
Targeted	Non-governmental organisation	Diverse	Diverse	Free	https://www.diverseuk.org/
Specialist	Local Authority	Music Therapy	Music Therapy - North Somerset Music Service	Charge	www.wema.org.uk
Specialist	Non-Governmental Organisation	Curzon, Cineworld	Autism friendly cinema screenings	Charge	https://www.curzon.org.uk/accessibility/
Specialist	Health	Sirona	Speech and Language Therapy	Free	www.cchp.nhs.uk
Specialist	Health	Sirona	Therapies Commissioned Service	Charge	https://www.sirona.cs@nhs.net
Specialist	School	Mendip Green	ASD base in North Somerset	Free	https://www.mendipgreen.co.uk/send/
Specialist	School	Mendip Green and Nailsea	ASD base in North Somerset	Free	https://www.nailseaschool.com/about-us/send-info/
Specialist	School	Baytree	Baytree Outreach Service	Charge	https://www.baytreeeschool.co.uk/
Specialist	Non-governmental organisation	Chicken Shed	Chicken Shed (drama service)	Charge	https://www.chickenshed.org.uk/
Specialist	Charity	Springboard Opportunity Group	Springboard Outreach	Charge	http://www.springboardweb.org.uk/
Specialist	Non-governmental organisation	Bristol Communications Aid Services	Bristol Communications Aid Services	Free	https://www.nbt.nhs.uk/bristol-centre-enablement/service-s-at-centre/aac-west-service

Specialist	School	Castle Batch school	Castle Batch	Free	https://www.castlebatch.n-somerset.sch.uk/
Specialist	School	Mendip Green	Mendip Green hearing and language	Free	https://www.mendipgreen.co.uk/
Specialist	Charity	Guide Dogs	Guide Dogs for Blind	Free	https://www.guidedogs.org.uk/
Specialist	Local Authority	Educational Psychologist	Ed Psyc Service casework	Free	https://www.supportservicesforeducation.co.uk/Services/6667
Specialist	Local Authority	Pizey	Pizey	Charge	https://www.autism.org.uk/directory/p/pizey

Social Emotional and Mental Health

Assessment and Planning

Universal	Targeted	Specialised
<ul style="list-style-type: none"> • Child develops and maintains relationships with peers and adults at an age-appropriate level. • Child is at expected level of development in being able to take turns share and participate in a group • Child responds to non-verbal cues in a developmentally appropriate way • Child is using and experimenting with social language and with support, is learning what is appropriate and socially acceptable • Can regulate own emotions with a broadly age-appropriate level of support. • Can demonstrate a broadly age-appropriate level of impulse-control. • Child has an age-appropriate understanding of other people’s feelings and responds appropriately • Child is able to show emotions in a range of developmentally appropriate ways. • Child is able to use a range of coping strategies to remain calm when managing everyday challenges, for example transition times and separation from parents/carers 	<p>Social: Making Relationships</p> <ul style="list-style-type: none"> • Some difficulty in social skills: • Difficulty building and/or maintaining relationships with others • Some difficulty in turn taking/sharing/ participation in group work • Inappropriate physical contact with others 	<p>Social: Making Relationships</p> <ul style="list-style-type: none"> • Significant difficulty in social skills leading to isolation or conflict with peers and adults in structured or unstructured times • Unable to turn take independently • Frequent inappropriate physical contact with others which leads to an outcome of harm

<p>Child is broadly working within the appropriate developmental learning phase.</p>		
<p>They may require support from time to time for specific areas of need but generally make the required progress as a result.</p>	<p>Social: Language</p> <ul style="list-style-type: none"> • Some difficulty in using and reading non-verbal cues • Some use of inappropriate or offensive language within the school environment (This includes all discriminatory language related to protected characteristics as defined in the Equalities Act 2010) 	<p>Social: Language</p> <ul style="list-style-type: none"> • Significant difficulty in reading and understanding and responding appropriately non-verbal cues • Frequent & sustained use of inappropriate or offensive language within the school environment
<p>Can remain on task with some additional prompts.</p>	<p>Emotional</p> <ul style="list-style-type: none"> • Low self-esteem- e.g. lacks confidence, shy, hesitant • Some difficulty in managing and regulating emotions • Some avoidant behaviour e.g. hiding under tables, work refusal • Observations of being 'withdrawn' which is impacting on access to the curriculum and during social times • Observations of 'anxious' behaviour or increasing levels of stress are impacting on the access to curriculum and school day • 	<p>Emotional</p> <ul style="list-style-type: none"> • Frequent and sustained low self-esteem- e.g. lacks confidence, shy, hesitant impacting on progress and participation • Frequent & sustained difficulty in managing and regulating emotions • Frequent & sustained avoidant behaviour e.g. leaving the classroom, attempting to leave the school site • Observations of being 'withdrawn' which is causing significant and sustained impact on access to the curriculum and during social time •

	<ul style="list-style-type: none"> • Some observation of 'Risk' behaviours e.g., absconding lessons, behaviour shows a lack of danger awareness. Assessment of risk is expected to be in place & reviewed • Some physical challenge to others e.g. pushing, hitting, kicking, locking others out of defined area, non-deliberate harm to others. Assessment of risk is expected to be in place & reviewed 	<ul style="list-style-type: none"> • Levels of stress or anxiety cause frequent and sustained difficulty to access the curriculum and school day • Currently self-harming which requires first aid or hospital treatment • Frequent & sustained physical challenge to others e.g. pushing, hitting, kicking, intent to harm others, intent to use implements to cause harm • Safety of others compromised • Assessment of risk is expected to be in place & reviewed
<p>Can work independently with appropriate differentiation and access to good quality first teaching.</p>	<p>Learning Behaviours</p> <ul style="list-style-type: none"> • Some difficulty in following classroom routines e.g. difficulty coping with boundaries, difficulty in coping with changes in routine/staff etc • Some difficulty with attention, focus & concentration e.g.- fails to stay seated, difficulty in organising themselves, requires refocusing, fails to complete work. A diagnosis of ADHD/ADD does not automatically qualify for an EHCP, the analysis of impact of behaviours on learning is to be used. 	<p>Learning Behaviours</p> <ul style="list-style-type: none"> • Unable to independently follow classroom routines e.g. Unable to manage transitions or unstructured times independently • Significant difficulty with attention, focus & concentration e.g. Requires frequent adult intervention to refocus, remain seated, organise their learning • Frequent & sustained difficulty with passive behaviours

	<ul style="list-style-type: none"> • Some difficulty with passive behaviours e.g.- opts out of situations, lack of response/reaction • Some difficulty with disruptive behaviours e.g. disrupting the learning activity by making noise, distracting peers, calling out • Some difficulty with 'avoidance' behaviours e.g. finds excuses to avoid situations without deliberate disruption • Some difficulty with defiance and refusal behaviours e.g. refusal to work, refusal to follow directed instructions 	<ul style="list-style-type: none"> • Frequent & sustained difficulty with disruptive behaviours e.g. tasks/lessons are disrupted • Frequent & sustained difficulty with 'avoidance' behaviours e.g. work is not completed independently • Significant difficulty with defiance and intimidating behaviours e.g. refusal to work, refusal to follow directed instructions, verbal abuse to others
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Do (Provision and Support)

Universal	Targeted	Specialised
<p>Whole School and Class Support</p> <ul style="list-style-type: none"> • High quality first teaching including access to a broad and balanced curriculum within an inclusive educational setting • A behaviour policy with a consistent behaviour management approach adopted by all staff. Reasonable adjustments are considered in relation to individuals' need • Children/young people have clear understanding of rules and expectations • Close liaison with Children/young people and their families so staff are aware of significant relevant life or family events • Staff/peer modelling to promote social skills and interaction • Instructions/information should be clear and unambiguous with supporting visuals and prompts if necessary. Classrooms need to be appropriately calm and ordered learning environments 	<p>A graduated approach which draws on increasingly detailed interventions and support approaches in successive cycles of assessment, planning, intervention and review</p>	<p>Co-production of EHC Plan to address needs and agree outcomes for targeted provision</p>

<ul style="list-style-type: none"> • Whole staff training and awareness of the causes and implications of SEMH needs • Motivational rewards and incentives available 		
<p>Learning Support</p> <ul style="list-style-type: none"> • Careful assessment to identify and address any unmet learning needs • Teaching strategies that consider social and emotional needs as well as social understanding • Visual resources and prompts (picture cues, change of activity prompts etc) • Personalised learning goals including social and behavioural goals and independent learning • Teacher instructions are clear and unambiguous, including choices 	<p>Assessment to identify any unmet learning needs as well as specific skill deficits that are contributing to the child's difficulties as part of a holistic assessment undertaken with the inclusion of parents/carers and the child/young person</p>	<p>Key staff working with the child/young person have read and understood EHC Plan</p>
<p>Environmental Support</p> <ul style="list-style-type: none"> • Staff organise furniture, grouping and seating to promote positive relationships and behaviour and in accordance with individual needs • Support and activities offered for unstructured times • Focused use of peer and adult support • Peer support systems, including buddy schemes 	<p>A detailed individual plan reflecting the assess-plan-do-review steps</p>	<p>All staff understand key areas of need, targets and agreed support, e.g. 'pupil passport', use of Joint Outcomes Framework</p>
	<p>Interventions that are evidence based and linked to assessed needs with measurable outcomes</p>	<p>Parents, child / young person understand and agree on the intervention, support and expected outcomes</p>

	In Primary settings close monitoring by class teachers and the SENDCO	Strategies and approaches to support individual needs are in place and based on specialist's advice
	In Secondary settings close monitoring by the SENDCO or similar lead supported by class teachers	High quality training is provided for all staff involved in delivering and monitoring targeted provision
	Small group work in class which supports the differentiated curriculum and individual goals. This could include the teaching of specific social skills and language	Support staff are involved in joint planning of targeted support with class/subject teacher
	Further modifications to the setting and environment to take account of individual needs	Structured teaching/behavioural strategies should be embedded into programmes of work
	Attention paid to seating arrangements which facilitate appropriate social contact, access to materials etc.	Work presented in a manner to the child/young person's level of development
	Support through flexible grouping strategies. Additional focused adult support may be required at an individual level or within a small group	
	Structured activities to develop specific social skills in small groups	
	Consistent approaches in place to manage behaviour by all staff; this should be laid out in a clear behaviour plan	

	Support to develop emotional security and sense of belonging	
	Placement in a nurture group	
	Access to ELSA intervention	
	Visuals to support appropriate behaviour choices, including for social understanding (such as social stories)	
	Additional adult or peer support at transition and unstructured time	
	Use of a personalised work area to be accessed as necessary on a child led basis	
	The child or young person is effectively supported in the class alongside peers for the vast majority of their time in setting	
	Assessment and advice from external support services and professionals where appropriate – to include for example Outreach or EP referral. Advice to be gathered and implemented as recommended	
	Consideration of a referral to Early Help services depending on family circumstances or to health services if further medical assessment is needed	

	A highly structured Individual Behaviour Plan drawn up and agreed with parents/carers' input and shared/implemented by all staff and may involve outside agencies	
	A high level of care and supervision while encouraging independence and self-management	
	Access to high quality individual or group programmes used to develop social and emotional skills	
	Flexible arrangements to provide a secure, structured and safe learning environment including making 'reasonable adjustments' to policies such as the uniform policy	
	Clear plans for the use of support to achieve agreed outcomes in their Individual Learning Plan/Behaviour Plan or similar	
	Flexible approach around access to curriculum e.g. access to time out, start and end-of-day arrangements	
	Planned activities at lunch/break times	
	Access to mentoring/buddy system / peer support	

	Close liaison and joint planning with relevant professionals e.g. social care, CAMHS	
	Additional training for key staff on specific SEMH issues	

Review (Outcomes)

Universal	Targeted	Specialised
All children and young people's progress must be monitored through regular reviews.		
Through school reports, termly assessments with available data through the school tracking systems with analysis of learning and progress to inform next steps.		
Reviews should be in consultation with the children/young people.		
Reviews should be in consultation with parents/carers.		

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	Badgers Forest School	Badgers Forest School	Charge	https://www.badgersforestschoolorbristol.co.uk/
Universal	Non-governmental organisation	Trusted adult	Trusted adult	Free	https://www.youngminds.org.uk/professional/community-support/someone-to-turn-to/defining-a-trusted-adult/
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		Free	https://www.nspcwt.org/

Universal	Local Authority	School Nurses/text	School Nurses/text	Free	http://www.sirona-cic.org.uk/blog/2022/04/26/school-nurses-launch-chathealth-text-messaging-service-for-young-people/#:~:text=Our%20School%20Nursing%20Team%20has,young%20people%20aged%2011%2D19.
Universal	Local Authority	Educational Psychology	Educational Psychology	Charge	https://www.supportservicesforeducation.co.uk/Services/6667
Universal	Non-governmental organisation	Off the record	Off the record	Free	https://otrnorthsomerset.org.uk/
Universal	Non-governmental organisation	Together All	Together All	Free	https://togetherall.com/en-gb/
Universal	Non-governmental organisation	Suicide Prevention	Suicide Prevention	Free	https://www.weareaware.info/
Universal	Non-governmental organisation	Nurture UK	Nurture Groups	Charge	https://www.nurtureuk.org/
Universal	Non-governmental organisation	NSPCC	Advice and Guidance	Free	http://www.nspcc.org.uk/
Universal	Non-governmental organisation	Outdoor college/Tickenham	Outdoor college/Tickenham	Charge	https://www.outdoorcollege.co.uk/
Universal	Local Authority	Children's Centre Family Hubs	Children's Centre Family Hubs	Free	https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/family.page?familychannel=2000
Universal	Health	Sirona	School Nursing	Free	https://cchp.nhs.uk/cchp/explore-cchp/school-health-nursing/north-somerset

Universal	Local Authority	Music Therapy	Music Therapy - North Somerset Music Service	Charge	www.wema.org.uk
Targeted	Local Authority	Mental Health School Teams	Mental Health school teams	Charge	https://www.awp.nhs.uk/camhs/camhs-services/mh-schools/mental-health-support-team-mhst-2
Targeted	Local Authority	Education Inclusion Service	Education inclusion service	Charge	https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/service_page?id=k8ox1G38sYl
Targeted	Local Authority	Weston Museum	Weston Museum	Free	https://westonmuseum.org/fun-for-kids/
Targeted	Non-governmental organisation	Music Space	Music Space	Charge	https://musicspace.org/
Targeted	Local Authority	Parenting Courses - Welling Service	Parenting Courses - welling service	Free	childrens.frontdoor@n-somerset.gov.uk
Targeted	Local Authority	School Placement Support Team	School Placement Support Team	Free	https://www.supportservicesforeducation.co.uk/Page/15019
Targeted	Local Authority	ELSA	Supporting Social and Emotional Learning	Free	eps@n-somerset.gov.uk
Targeted	Non-governmental organisation	Voyage Learning Campus	Pupil Referral Unit	Free	https://www.voyagelearningcampus.org.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	In Charley's Memory	In Charley's Memory	Free	https://www.incharleymemory.com/
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	Speech and Language	Free	https://cchp.nhs.uk/cc hp/explore-cchp/childrens-speech-language-therapy/services-north-somerset
Targeted	Local Authority	Youth Justice Service	Youth Justice Service	Free	https://nsod.n-somerset.gov.uk/kb5/northsomerset/directo ry/service.page?id=w/dNJLCJpM
Targeted	Local Authority	SEND CAS	SEND CAS Holiday Activities and term time only clubs	Charge	https://nsod.n-somerset.gov.uk/kb5/northsomerset/directo ry/service.page?id=S FoHjACwQuY
Targeted	Non-governmental organisation	NHS Keyworker Team/red list reg	NHS Keyworker Team/red list reg	free	mailto:bnssg.keywork erteam@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	Non-governmental organisation	Butcombe Farm	Butcombe Farm	Charge	https://chillicharity.org.uk/
Targeted	Health	Sirona	School Nursing	Free	https://cchp.nhs.uk/cc hp/explore-cchp/school-health-nursing/north-somerset
Targeted	Local Authority	Sitting Service	Sitting Service	Charge	The Sitting Service North Somerset Online Directory (n-somerset.gov.uk)
Targeted	Local Authority	Music Therapy	Music Therapy - North Somerset Music Service	Charge	www.wema.org.uk

Specialist	Local Authority	Heath Visitors	Heath visitors	Free	https://cchp.nhs.uk/cchp/explore-cchp/health-visiting/health-visiting-north-somerset/north-somerset-health-visiting-team
Specialist	Non-governmental organisation	Impact Mentoring	Impact Mentoring	Charge	https://impactmentoring.co.uk/
Specialist	Local Authority	Music Service	Music Service	Charge	https://www.nsmusic4you.org.uk/
Specialist	Local Authority	CAMHS	CAMHS	Free	http://www.waht.nhs.uk/en-GB/NHS-Mobile/Our-Services/?depth=3&srcid=689
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	Nurture groups	Nurture groups	Charge	https://www.nurtureuk.org/what-we-do/nurture-groups/
Specialist	Local Authority	Music Therapy	Music Therapy - North Somerset Music Service	Charge	www.wema.org.uk

Sensory and Physical Assessment and Planning

Universal	Targeted	Specialised
<p>Sensory Impairment:</p> <ul style="list-style-type: none"> • The child/young person: • May have mild hearing or visual impairment • May use hearing aids or glasses • May be colour blind 	<p>Sensory Impairment:</p> <ul style="list-style-type: none"> • Moderate hearing or visual impairment which has a sustained impact on their ability to access the curriculum and / or comply with class routine and expectations (may use hearing aids) • Despite support and intervention at previous phases, the child / young person's sensory impairment continues to have a significant and ongoing impact upon their learning 	<p>Sensory Impairment:</p> <ul style="list-style-type: none"> • Bilateral Sensory hearing loss is severe and/or profound • Information perceived through hearing aids is more fragmented with significant features of speech barely audible or missing altogether • Expressive, receptive and functional use of language is significantly limited, and speech intelligibility is variable • A severe and/or profound visual impairment and registered visually impaired • The child/young person's visual difficulty impairs mobility, emotional and social development • The child/young person is likely to require weekly input from a specialist teacher from the relevant support services in order to support access to the full curriculum

<p>Sensory Processing:</p> <p>The child/young person may have sensory processing difficulties including for example hyper/hypo sensitivity to touch, taste, sound, smell, visual stimuli, and/or proprioception and vestibular feedback.</p>	<p>Sensory Processing:</p> <ul style="list-style-type: none"> • The child / young person has difficulty managing their sensory needs to an extent that is having a sustained impact on their ability to access the curriculum and / or comply with class routine and expectations • The child/young person’s sensory sensitivities are raising their anxiety and arousal levels to a level where it is having a detrimental and ongoing impact on their emotional health and/ or ability to access the curriculum and classroom appropriately 	<p>Sensory Processing:</p> <ul style="list-style-type: none"> • The child/young person has difficulty managing their sensory needs to an extent that is having a significant, severe and ongoing impact on their ability to access the curriculum and/or comply with class routine and expectations. (e.g. significantly impacting on their attendance, their ability to be educated alongside their peers, their own and others’ safety) • The child/young person’s sensory sensitivities are raising their anxiety and arousal levels to a level where it is having a significant, severe and ongoing impact on their emotional health and/ or ability to access the curriculum and classroom appropriately
<p>Physical:</p> <ul style="list-style-type: none"> • The child/young person: • May have some difficulties undertaking certain tasks due to their fine or gross motor skills 	<p>Physical:</p> <ul style="list-style-type: none"> • Severe trauma, perhaps as a result of an accident, amputation or serious illness • Developmental delay • DCD – dyspraxia that is at a level that it has a sustained impact on curriculum access and progress 	<p>Physical:</p> <ul style="list-style-type: none"> • The child/young person is likely to have physical conditions that are complex, severe and long-term, requiring specialist support to access the curriculum • The child/young person will have significant additional learning, communication and/or behavioural difficulties

<ul style="list-style-type: none"> • May have DCD - dyspraxia • May have stability problems but can walk unaided • May have low muscle tone • May have hypermobile joints • May be delayed in achieving early milestones (KS1) 	<ul style="list-style-type: none"> • Degenerative conditions like muscular dystrophy e.g. Duchenne • Moderate or severe gross motor and/or fine motor dysfunction in conjunction with other learning difficulties e.g. dyspraxia and autistic spectrum disorder • Moderate or severe difficulties with fine and/or gross motor movements without any specific attributable causes • Physical difficulties may result in difficulties in safely accessing the physical environment, facilities and equipment and/or difficulty in achieving independent self-care skills. Difficulties in communicating through speech and other forms of language • Emotional stress and physical fatigue • Despite support and intervention at previous phases, the child / young person continues to demonstrate physical difficulties, which have a significant and ongoing impact upon their learning • Pupil has a known physical disability or medical condition which impacts upon their ability to participate in school life and learning if not provided with significant support 	<p>The child may need significant support with equipment, in the management of self-help, and the development of independence.</p> <p>Rate of learning is limited and is likely to be affected by absences, fatigue and medication</p> <p>The child/young person will require specialist teacher from the relevant support services in order to support access to the full curriculum</p>
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<p>Children/young people have a wide range of physical and medical disabilities covering the whole ability range. Some children/young people are able to access the curriculum and learn effectively without additional educational provision. Their difficulties may mean they need some short-term support, but it should not be assumed that they have special educational needs</p>		
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Do (Provision and Support)

Universal	Targeted	Specialised
<p>The child/young person has opportunities to be active and develop their co-ordination, control and movement</p>	<p>As at prior phase/phases but also may include the following provision:</p> <ul style="list-style-type: none"> • Advice and staff training from specialist professionals, e.g., Hearing and Vision Support Service (HVSS), audiologist, OT/Physio • CPD for key staff about meeting sensory needs • Adaption to the physical environment – lighting, acoustics, reduction of background noise and physical layout • Labels and teaching materials in classroom clear and appropriate size • Ensure contrast where necessary to identify hazards in environment or on stairs • Some class resources may need to be individualised e.g., name labels etc. and the provision of high contrast on whiteboards • Use of resources and new technologies to support learning and recording (e.g. adapted books, interactive books, magnifying equipment, assistive listening devices, loop systems, dictation programmes) 	<ul style="list-style-type: none"> • Co-production of EHC Plan to address needs and agree outcomes for targeted provision • All staff working with the child/young person have read and understood EHC Plan • Parents/carers, child and young person understand and agree on the intervention, support and expected outcomes • Strategies, equipment and approaches to support individual needs are in place and based on specialist advice • High quality training is provided for all staff involved in delivering and monitoring targeted provision and using specialist technology and equipment • Time and place for targeted provision is established and adhered to with targeted provision and its impact recorded on the school's information system • Support staff are involved in joint planning of targeted support with class/subject teacher

	<ul style="list-style-type: none"> • Teaching of particular skills to improve curriculum access e.g. touch typing (e.g. 'BBC Dance Mat Typing') or dictation (for possible use with programmes such as 'Dragon Dictate') • Provision of appropriate equipment e.g. sloping board, pencil grips and adaption to resources • Assistance or supervision may be required at break and lunchtimes for mobility/safety • Small group intervention or fine/gross motor programmes • Advice and staff training from specialist professionals e.g. OT, Physiotherapist or SALT for swallowing difficulties. • Use of strategies to promote social inclusion e.g. buddy system/circle of friends • Support with developing independent self-help skills and preparation for transitions and next stage • Implementation of motor skill or therapeutic programmes as prescribed by a Children's Occupational Therapist or Children's Physiotherapist • May need to further differentiate the physical curriculum and incorporate exercises into general class/PE lessons 	
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	<ul style="list-style-type: none"> • Additional time and equipment may be required for toileting and personal care • Assistance may be required for eating and drinking at break or lunchtimes • Planning of school trips with reasonable adjustments to ensure inclusion 	
The child/young person is helped to understand the importance of physical activity and to make healthy choices in relation to food		
Whole school ethos celebrates difference and promotes inclusion and independence		
Staff understand the child/young person's condition, regarding both their abilities and difficulties		
Opportunities are maximised for child/ young person to join in physical activities and develop their independence		
The curriculum is differentiated and presented to take account of individual needs (for example size of text, methods of recording, and expectations regarding work rate)		

<p>The environment is planned and adapted to maximise accessibility to the curriculum and premises for every child e.g. toileting facilities, ramps and grab rails</p>		
<p>The child/young person may require access and space to use specialist seating, walking or standing aids or a wheelchair, as advised</p>		
<p>Staff working with child/ young person to have basic manual handling training and follow child's/young person's individual manual handling plan if required</p>		
<p>School day may require adaptation if the child experiences physical fatigue, which impacts upon their ability to learn</p>		
<p>Seating arrangements are considered in the class and in other parts of the school e.g. assembly/lunchtimes</p>		
<p>Risk assessments are in place as appropriate and necessary</p>		

Review (Outcomes)

Universal	Targeted	Specialised
All children and young people's progress must be monitored through regular reviews.		
Through school reports, termly assessments with available data through the school tracking systems with analysis of learning and progress to inform next steps.		
Reviews should be in consultation with the children/young people.		
Reviews should be in consultation with parents/carers.		

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	https://www.cchp.nhs.uk
Universal	Health	Sirona / PCWTF	Occupational Therapy Team/NSPCWT	Free	https://www.nspcwt.org
Universal	Health	Sirona	Therapies Commissioned Service	Charge	https://sirona.cs@nhs.net
Universal	Health	Sirona	School Nursing	Free	https://cchp.nhs.uk/cchp/explore-cchp/school-health-nursing/north-somerset
Universal	Local Authority	Music Therapy	Music Therapy - North Somerset Music Service	Charge	www.wema.org.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	Health	Sirona / PCWTF	Sensory video	Free	www.nspcwt.org
Targeted	Local Authority	Sitting Service	Sitting Service	Charge	The Sitting Service North Somerset Online Directory (n-somerset.gov.uk)
Targeted	Health	Sirona	Therapies Commissioned Service	Charge	https://sirona.cs@nhs.net
Targeted	Health	Health	Childrens Continence team	Free	https://cchp.nhs.uk/cchp/explore-cchp/childrens-continence-service-north-somerset
Targeted	Charity	Vision North Somerset	Vision North Somerset	Charge	https://visionnorthsomerset.org/

Targeted	Health	Weston Hospital	Community Paediatricians	Free	https://nsod.n-somerset.gov.uk/kb5/north-somerset/directory/service.page?id=y8guu1x1oK0
Targeted	Charity	Avon Riding Centre	Riding for the Disabled	Charge	http://www.avonridingcentre.org.uk/
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
Targeted	Local Authority	Music Therapy	Music Therapy - North Somerset Music Service	Charge	www.wema.org.uk
Specialist	Health	Sirona	Therapies Commissioned Service	Charge	https://sirona.cs@nhs.net
Specialist	Health	Sirona	Occupational Therapy Team	Free	www.cchp.nhs.uk
Specialist	Health	Sirona	Physiotherapy Team	Free	www.cchp.nhs.uk
Specialist	Non-Governmental Organisation	Gympanzees	Gympanzees	Free	www.Gympanzees.org
Specialist	Non-Governmental Organisation	Baytree	Switch Toy Library	Free	www.baytreeschool.co.uk
Specialist	School	Baytree	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	Health	Sirona	Children with Disability Occupational Therapy Team	Free	https://nsod.n-somerset.gov.uk/kb5/north-somerset/directory/service.page?id=iDuo9ctkkjc

Specialist	Health	Sirona	Physiotherapy Team	Free	www.cchp.nhs.uk
Specialist	School	Baytree	Hydrotherapy	Charge	www.baytreeschool.co.uk
Specialist	School	Baytree	Rebound Therapy	Charge	www.baytreeschool.co.uk
Specialist	Charity	BIBIC	SENSE (specialist sensory Occupational Therapists)	Charge	www.sense.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	Local Authority	North Somerset Council	Accessible playgrounds	Free	https://www.n-somerset.gov.uk/my-services/libraries-leisure-open-spaces/parks-countryside/parks-open-spaces/play-areas
Specialist	Charity	Yeo Valley Lions Club	Kingsmour Playground	Charge	https://nsod.n-somerset.gov.uk/kb5/north-somerset/directory/service_page?id=88asVcRIoMM
Specialist	School	Special Schools	School to School Outreach support	Charge	www.baytreeschool.co.uk
Specialist	Charity	Guide dogs for the blind	Guide dogs for the blind Association	Charge	www.guidedogs.org.uk
Specialist	Health	Sirona	Physiotherapy Team	Charge	www.cchp.nhs.uk
Specialist	Local Authority	North Somerset Council/Sirona	Children with disabilities team / OT / Physiotherapy	Charge	https://www.n-somerset.gov.uk/my-services/children-young-people-families/services-disabled-children
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
Specialist	Local Authority	North Somerset Council	Sitting Service	Charge	https://nsod.n-somerset.gov.uk/kb5/north-somerset/directory/localoffer.page?localofferchannel=1
Specialist	Local Authority	Music Therapy	Music Therapy - North Somerset Music Service	Charge	www.wema.org.uk
Specialist	Health	Sirona	Therapies Commissioned Service	Charge	https://sirona.cs@nhs.net