

North Somerset Council Children's Services: SEND Provision Expectations Supporting Schools with the New Funding Model



Introduction and Purpose

This document provides comprehensive guidance for schools in North Somerset on implementing the new upfront funding model for Special Educational Needs and Disabilities (SEND) provision. It clarifies:

- How the funding model is changing from a reactive application-based system to an upfront allocation approach
- What provision is expected at each level (Universal, Targeted, Specialist) across all four areas of need
- How schools can make informed decisions about resource allocation
- How accountability will be maintained while reducing administrative burden

This guidance is designed to support headteachers, SENCOs, teachers, teaching assistants and governors in delivering effective, needs-led SEND provision under the new funding arrangements.

Note: This document should be read alongside the [SEND Code of Practice \(2015\)](#) and [North Somerset's Profile of Need documentation](#).

Executive Summary

Key Changes

North Somerset is moving from a reactive SEND funding model, where schools apply for additional funding on a case-by-case basis, to an upfront model where:

- Schools receive their SEND funding allocation at the beginning of the year (all funding will be shared out according to a formula, rather than allocated through individual assessment)
- This includes funding for Universal, Targeted and Specialist provision
- Allocations are based on a transparent formula considering school population and needs

- Schools decide how to deploy resources based on pupil needs

Benefits

For Schools, this will offer:

- Greater financial certainty and flexibility
- Reduced administrative burden
- Freedom to create innovative, needs-led provision
- Ability to respond quickly when needs emerge

For Pupils, this will offer:

- Earlier intervention as funding is already available
- Smoother transitions between levels of support
- More consistent provision across North Somerset
- Reduced need for formal assessment to access support

For the Local Authority, this will offer:

- Better cost control and budget predictability
- Reduced administrative costs processing funding requests
- Resources focused on support rather than gatekeeping
- More equitable distribution of finite resources

Implementation Timeline

- Information sharing phase: Spring 2025
- Transition planning: Summer 2025
- Full implementation: September 2025

SEND Funding Model: Changes and Benefits

Current System

Under our current model:

- Schools receive a notional SEND budget to meet Universal and most Targeted needs
- Schools must apply to the LA for additional funding for pupils with higher needs
- This risks a reactive system with administrative burden and delays
- Schools often feel they must "prove" a pupil's difficulties to access resources
- Funding follows identification, sometimes creating perverse incentives

Proposed Changes

We're moving to an upfront funding model where:

- Schools receive their SEND funding allocation at the beginning of the year which is then spread out over a monthly period.
- This includes funding for Universal, Targeted and Specialist provision
- Allocations are based on a transparent formula considering school population and needs
- Schools decide how to deploy resources based on pupil needs
- The LA maintains oversight through proportionate accountability measures (see appendices for details)

Key Benefits

For Schools, this will offer:

- Greater financial certainty and flexibility
- Reduced administrative burden in applying for funding

- Freedom to create innovative, needs-led provision
- Ability to respond quickly when needs emerge
- Opportunity to develop staff expertise and resources proactively
- Less reliance of 1:1 support and promoting small group support.

For Pupils, this will offer:

- Earlier intervention as funding is already available
- Smoother transitions between levels of support
- More consistent provision across the LA
- Reduced need for formal assessment to access support
- Provision based on needs rather than categories or labels

For the LA, this will offer:

- Better cost control and budget predictability
- Reduced administrative costs processing funding requests
- Resources focused on support rather than gatekeeping
- Stronger partnerships with schools based on trust
- More equitable distribution of finite resources

This model helps address financial challenges by:

- Creating predictable budgets for both schools and the LA
- Encouraging earlier intervention that may reduce long-term costs
- Enabling more efficient resource allocation across the system
- Focusing spending on provision rather than processes
- Supporting schools to develop cost-effective approaches

Funding Distribution Details

The high needs block funding remains under review due to increasing financial pressures and changes in national funding levels. Over recent years, several papers addressing this situation have been presented to the Strategic Schools Forum, with updates provided at the November 2024 and March 2025 meetings.

Discussions have focused on greater devolution of funds to mainstream schools, alongside changes to operational practices (including enhanced monitoring of High Needs Block delegated and devolved monies). The current requirement that funding can only be accessed with an Education, Health and Care (EHC) plan has led to a significant increase in EHC applications solely to secure funding.

To address this, we propose removing EHC matrix bands A to C funding and distributing these funds directly to schools. This will enable schools to:

- Meet the needs of children with EHC plans under the adjusted funding formula
- Support children at SEN Support level at an earlier stage
- Respond more flexibly and quickly to needs within their school
- Ensure children's needs are met sooner

Children with band D, E and F funding or other Top-Up Funding (TUF) will continue to be funded separately.

Mainstream schools: additional funding for pupils with high needs

- £6,000 notional funding in the funding formula
- Top up funding equivalent to 10 to 15 hours LSA per week provided via high needs formula (Matrix bands A to C amounts allocated directly to schools under new formula)
- Top up funding over 15 hours per week banded funding based on pupils individual needs (band D, E and F Matrix bands EHC plans)

Implementation Support

To implement this change, we must establish a robust system for monitoring both spending and effectiveness of the devolved funds. This will include:

- Tracking systems to monitor how schools use the funding to support high-needs pupils (both at SEN Support level and those with EHC plans)
- Requirements for schools to adapt their operational practices to ensure efficient and transparent use of funds

This approach has been restructured for clarity based on feedback from readers who found the original explanation difficult to follow.

For successful implementation of the new funding model, schools must provide enhanced SEN support to meet their pupils' diverse needs. The direct devolution of funds places significant responsibility on schools to use these resources effectively.

The following sections of this document will help schools to:

- Be flexible and proactive in identifying and addressing children's needs at both SEN Support and EHC plan levels
- Respond quickly and appropriately to ensure consistency across all North Somerset mainstream schools
- Improve staff training, implement targeted interventions, and establish robust monitoring systems
- Ensure each child's individual needs are met in a timely manner

Through these measures, schools will help SEND pupils receive the support they need to thrive academically and socially, maximising the potential of the new funding structure.

Framework for Implementation

The Graduated Approach: At a Glance

Level	What it means	Funding source	Responsibility
Universal	High-quality teaching and whole-school approaches accessible to all pupils	School budget	School responsibility with existing resources
Targeted	Time-limited interventions for pupils requiring additional support	Upfront SEND funding (new model)	School responsibility with dedicated resources
Specialist	Highly personalised interventions for pupils with significant needs	Upfront SEND funding (new model)	School responsibility with specialist resources and potential external support

Adding a Pupil to the SEND Support Register

Adding a child to the SEND Support Register is an important process in a school's approach to ensuring that students with special educational needs or disabilities (SEND) are properly

supported. Below is an overview of the criteria and guidance for adding a child to the SEND support register, along with key steps to ensure this process is done appropriately.

Throughout this process it is important that the child and their family's voice is included and reviewed as it forms an important part of the journey. SEND and You (SENDIAS) have designed feedback templates that can be used to help facilitate these conversations. (Add weblink when its available).

Note: Throughout this document, the term 'child' is used to denote child/young person. This clarification has been added to ensure consistency throughout the document.

Understanding the Criteria for SEND Support

A child is considered for placement on the SEND register when they are identified as having a special educational need that requires additional or different support from what is provided within the standard classroom environment. [The SEND Code of Practice \(2015\)](#) provides a framework for identifying and supporting children with SEND.

The criteria for placing a child on the SEND register can be broken down into different areas of need:

Categories of SEND:

- Communication and Interaction:
 - Difficulty in speaking, listening, understanding, or expressing themselves.
 - May include children with Speech, Language and Communication Needs (SLCN), or children on the autism spectrum.
- Cognition and Learning:
 - Significant difficulties with learning and acquiring knowledge.
 - May include Specific Learning Difficulties (SpLD) such as dyslexia, dyspraxia, or dyscalculia.
- Social, Emotional and Mental Health (SEMH) Needs:
 - Challenges with managing emotions, interacting with peers, or handling stressful situations.
 - Could involve issues like anxiety, ADHD, or oppositional defiant disorder.

- Sensory and/or Physical Needs:
 - Children who need physical adaptations or have sensory processing challenges (e.g., difficulties with hearing, vision, or motor coordination).
 - May include children with physical disabilities, visual impairments, or sensory processing disorders.

Guidance for Adding a Child to the SEND Support Register

The process of placing a child on the SEND register typically follows a graduated approach to support, often described as the assess, plan, do, review cycle. This ensures that the child's needs are identified, appropriate support is planned, and progress is monitored regularly.

The first step is Initial Concerns and Identification:

- Teacher Observations: Teachers should first observe the child in the classroom setting, noting any difficulties they might face with learning, social interaction, or physical activities. These concerns might include:
 - Academic performance significantly below age-related expectations.
 - Difficulty with tasks like writing, reading, or following instructions.
 - Behavioural concerns (e.g., extreme anxiety, difficulty concentrating).
- Parent/Carer Input: Parents and carers should be consulted as part of the identification process. They may provide valuable insights into the child's behaviour and development at home or outside of school.
- Baseline Assessments: Assessments can be carried out to establish where the child is performing in comparison to their peers. This can include academic tests, social assessments, or observations of behaviour and communication.

The second step is Early Interventions and Differentiation:

- Quality First Teaching: Before placing a child on the SEND register, schools should ensure that the child has had access to high-quality teaching that is differentiated to meet their needs. This is often referred to as Wave 1 support.
- Differentiated Learning: Teachers may try different strategies to support the child's learning, such as modifying teaching styles, providing extra time, or using visual aids.

- Targeted Interventions: If the child continues to experience difficulties despite high-quality teaching and differentiated instruction, schools may provide targeted interventions (often called Wave 2). These could include small group work, additional support from a teaching assistant, or specific interventions (e.g., literacy support).
- Monitor Progress: Progress should be monitored closely to assess the effectiveness of the interventions.

The third step is the Assess, Plan, Do, Review Cycle. If a child's difficulties persist despite Wave 1 and Wave 2 interventions, further assessment may be needed, and they may be placed on the SEND support register. The assess, plan, do, review cycle (as described in the SEND Code of Practice) should guide this process and is as follows:

- Assess: Comprehensive assessments are carried out to better understand the child's specific needs. This might include input from external professionals, such as educational psychologists, speech and language therapists, or occupational therapists.
- Plan: A SEND Support Plan or Individual Education Plan (IEP) is created. The plan will outline:
 - Specific targets for the child.
 - Interventions and support strategies.
 - The roles and responsibilities of school staff, parents, and external professionals (if involved).
 - The resources or adjustments required to support the child's learning and development.
- Do: The plan is implemented. This could involve more intensive or specialised support, such as one-on-one support, specialised teaching materials, or modifications to the child's environment.
- Review: Progress is reviewed regularly (at least termly). The child's progress towards their targets is assessed, and if necessary, the plan is adjusted. Teachers and parents should be involved in this process to ensure that the support is effective and continues to meet the child's needs.

The fourth step is Placement on the SEND Register. Once the child's needs have been assessed, and the necessary interventions are in place, the child can be officially placed on the SEND Support Register. This involves:

- Documentation: Record the child's specific needs, interventions, and the outcomes of assessments and reviews in a SEND Support Plan or IEP.
- Parent/Carer Consultation: Parents should be informed about the decision to place their child on the SEND register and should be included in all subsequent reviews and planning.
- Personalised Support: Ensure that the child receives the appropriate levels of support based on their individual needs. This may include personalised learning plans, adjustments to the curriculum, or access to specialised support.

When to Consider Further Action

If a child's needs are more complex, and despite extensive support, they do not make sufficient progress, further action may be needed, including a referral for an Education, Health, and Care Plan (EHCP) assessment. This is usually when a child requires significant additional support, beyond what can be provided under SEND support.

Key Documents and Resources for Schools

- SEND Code of Practice (2015) The legal guidance on identifying, assessing, and supporting children with SEND.
 - [SEND Code of Practice from 0 to 25 years](#)
- Kaleidoscope Multi Academy Trust SEND identification and Provision Pathway with thanks to Emma Bray Headteacher Crockerne Primary School.(Appendix 3)
- SEND Support Plan Template: A document outlining the child's needs, the support they will receive, and the targets for progress.
- IEP Template A: plan for individualised support, focusing on academic or behavioural goals.
- Assessment Tools: Tools for assessing specific learning difficulties, speech and language development, or behavioural concerns (e.g., dyslexia checklists, anxiety scales).

This guide outlines your school's responsibilities under the new upfront funding model for SEND provision. It clarifies the type of provision expected at each level (Universal, Targeted, Specialist) across all four areas of need, helping you make informed decisions about resource allocation. Please note, this is not an exhaustive outline.

Guidance for Schools: The Graduated Approach

Key Points for Headteachers

1. Universal provision forms part of your core offer funded through your existing budget
2. Targeted provision will now be funded upfront through the new model
3. Specialist provision will also be funded upfront for identified high needs





















The below information is part of a suite of documents to support schools in delivering their Universal Offer. High Quality Teaching (HQT) is essential for all pupils including pupils with SEND. It is designed to assist teachers in planning, adapting, supporting and responding to pupil need. Where teachers identify barriers to learning they can use the intent and implementation sections to adapt whole class teaching to better meet need.

Original template provided by S Sagar at Shuttleworth College based on the Lancashire Teaching & Learning Toolkit produced by the Educational Psychology Service (EPS), 2022. Thanks to K Walker (Pear Tree School), K Kehoe (Nelson & Colne College), S Dillon (Tor View School), F Evans & A Holdsworth MBE (Sea View Trust), S Purcell (LCC EPS) and Lancashire Banding Working Party members for their contributions.

Section 1: Universal offer

Universal support graphic

The Universal Support Graphic covers the following points:

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

- Refocus: Ensure the learner remains on task.
- Tricky words: Help learner with spelling (Phonemes/graphemes), understanding or usage of difficult words. Develop class mnemonics.
- Teach processes: Assist learners with a learning process or techniques e.g. application of a mathematical concept or scientific experiment.
- Sentence Starters: Provide sentence starter/range of sentence/paragraph starters from which the learner can independently select.
- Link outcomes to learning objectives: Carefully select learning activity and adapted outcome/output. Reword/suggest learners refine/redo task to meet LO.
- Alternative recording: Offer a range of recording alternatives. E.g. bullet point lists, mind maps. Provide adaptive recording aids, grips etc.

- Vocabulary/Terminology: Pre-teach vocabulary and subject specific terminology to the whole class. Model use of new vocabulary and terminology in sentences.
- Comprehension, inference and deduction: Assist learner to understand and see hidden meaning, 'read between the lines'. Use analogy with experience.
- Questioning: Adapt questions to the learner's level. Use Blanks 4 levels: Naming, Describing, Retelling, Justifying and Infering.
- Reinforce Subject Knowledge: Reinforce and make links to prior learning to inform the learners completion of current task. Re-teach and remind.
- Model Reading: Model reading of whole class text e.g. from whiteboard. Trace under words, identify tricky words and new vocabulary, demonstrate use of analogy.
- Teach Skim and Scan: Model with whole class. Skimming means reading quickly to capture general idea/meaning whilst scanning means looking for key words in the text.
- Task Framework: Provide a framework for the learner to access tasks independently. A good framework is to Chunk, Segment, Sequence and Chronologise.
- Peer Support: Direct learners to work alongside a peer(s) who can support learning and model good practice in learning or behaviour.
- Modelling: Model worked examples and provide retained models (on whiteboard/as print out, photographs of steps ect) for learners who need to revisit the example again.
- Engagement: Develop positive relationships. Adopt behaviour management techniques e.g. name first, tap into interests to encourage learners to engage in learning activity.
- Prompt: Develop simple scripts for each step when Modelling a process (e.g. Mirror Signal, Manoeuvre) so that verbal prompts can be used.
- Structure: Provide a framework for writing, writing frame adapted for your subject/lesson to help learner break-up writing. This includes Introduction, Main points and Conclusion.
- Group Work: Assign roles to members of groups to support collaborative working (Kagan).
- Dual Coding: Demonstrate links between visuals and spoken/written word. Encourage learners to self-prompt using visuals.

Quality SEND Support

The Cognition and Learning Profile (C&L) is as follows:

Learning Needs (Condition/ Diagnosis)	Barriers to Learning	Intent: Lesson planning & adaptive teaching advice (high leverage practices in bold)	Implementation: Support & responsive teaching advice (high leverage practices in bold)
Memory Retention and Retrieval	<ul style="list-style-type: none"> -Coding, storage and recall of information to and from long term memory -Struggle to remember daily activities and routines -Appear to not understand multi-step instructions -Struggle to generalise newly acquired skills -Difficulties retaining and using abstract concepts from memory 	<ul style="list-style-type: none"> -Keep learning environment familiar (similar visual cues, including multisensory cues, to aid teaching and recall) -Frequent and regular repetition in variety of environments and situations -Provide opportunities for role play, physical exploration and manipulation (multisensory learning) -Make explicit connections to prior learning -Retrieval-based learning e.g. concept maps, flash cards, teaching others, regular small quizzes -Demonstrate patterns, connections and relationships 	<ul style="list-style-type: none"> -Use standard icons/symbols as visual cues -Use multisensory approaches -Demonstrate explicit connections visually e.g. physical timeline -When roaming, redirect pupil to flowchart to support independent completion of task -Ask targeted quick fire retrieval questions during the lesson

	<ul style="list-style-type: none"> -Acquisition of reading, writing, oral and number skills -May not make links between learning -Delays in learning -Repetitive in play 	<ul style="list-style-type: none"> between new and old learning (recap and pre-teach) - make visual connections using knowledge organisers or mind maps and encourage visualisation of concepts e.g. charts, figures, flowcharts -Encourage active learning and reading -Allow extra time for processing information, answering, completing tasks -Encourage use of spelling strategies -Use writing scaffolds -Use visual cues / prompts / reminders -Teach the necessity of 'over-learning' 	<ul style="list-style-type: none"> -Establish seating plan, clear predictable class routines and visual timetable for the lesson -Develop subject specific writing frames/templates and teach pupils to use them by modelling completion as part of whole class and group teaching -Scaffold task completion using internalised scripts e.g. mirror, signal, manoeuvre -When roaming, make time for regular over learning of key concepts
Working Memory	<ul style="list-style-type: none"> -Issues with short term memory and ability to hold and manipulate information -Difficulty completing more than one task concurrently e.g. writing the date in book and copying from the board 	<ul style="list-style-type: none"> -Break down tasks into smaller chunks -Provide memory aids e.g. number lines, useful spellings, 3D objects, multiplication grids -Establish routines 	<ul style="list-style-type: none"> -Ensure pupils use all available strategies including memory aids, spelling lists, multiplication grids, timelines etc -Encourage personalised recording methods e.g. use of highlighter pens,

	<ul style="list-style-type: none"> -Incomplete recall -Difficulty with mental maths -Rarely volunteers answers -High levels of distractibility and/or task abandonment -Poor academic progress -Lose place in complex tasks -Mismatch between long term/working memory i.e. can remember facts and figures over time but not two or more chunks of information in the moment 	<ul style="list-style-type: none"> -Reduce the amount of material -Provide alternative methods of recording -Minimise copying from the board – provide handouts, personal copy of textbook -Ask pupils to repeat back instructions to check understanding -Teach memory-relieving strategies e.g. chunking, visualising, rehearsal of verbal information, notetaking 	<ul style="list-style-type: none"> colour coding, annotating etc -Empower pupil to choose their preferred recording methods e.g. bulleted lists, mind maps, images, subheadings etc -Establish parity of different recording methods, praise accuracy of knowledge -Where a pupil is struggling with multi-step instructions, give each instruction separately
<p>Numeracy</p> <p>Including Dyscalculia (SpLD)</p> <p>NB: Pupils with significant Dyscalculia are</p>	<ul style="list-style-type: none"> - Impaired sense of numbering -Impacts number sense, estimation, subitising, ordering, comparisons and sequencing abilities in all areas of the curriculum 	<ul style="list-style-type: none"> - Anticipate numeracy difficulties and have visuals to demonstrate numerical figures -Work with language that expresses mathematical concepts - Make maths fun and engaging, use games that consolidate and develop early number skills 	<ul style="list-style-type: none"> - Check understanding and be prepared to work through numerical activities - Have worked examples to hand -Ensure that maths manipulatives are available across the

likely to require an element of Targeted or Specialist offer in addition to the Universal Offer	<ul style="list-style-type: none"> -Limited visuo-spatial working memory -Difficulty suppressing distracting information -Incomplete understanding of number concepts -Executive function skills (attention and focus, planning and organisation, working memory and switchability) 	<ul style="list-style-type: none"> -Use physical/active approaches & develop numeracy skills through practical activities e.g. cooking -Use concrete materials e.g. number lines, blocks -Ensure staff access training so they are confident to support pupils with maths -Pre-teaching and practice -Reduce needs for timed test and mental maths (allow extra time) - Support according to where they are at developmentally -Relate to real life experiences e.g. shopping, managing money, understanding timetables, bank accounts, bills -Check pupil's understanding and be prepared to work through numerical activities 	<ul style="list-style-type: none"> curriculum, normalise their use (demonstrate teacher use) to encourage all pupils to use the -When roaming, prompt pupils to use manipulatives -Use engaging real resources e.g. cutting pizza into fractions -Enable pupils to physically manipulate pieces to identify 'rules' e.g. 2 pizza halves make a whole etc -Refer to number lines/multiplication squares with whole class -Ensure extra time is available as required – consider using computer based mental maths programme where response time can be personalised for different individuals
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<p>Play development and learning</p>	<ul style="list-style-type: none"> -Relationship/ attachment building -Executive functioning skills (focused attention, self-regulation, planning skills) -Language and communication skills -Development of fine/gross motor skills -Development of social interaction skills 	<ul style="list-style-type: none"> -Use of structured turn-taking games -Use of threading, play dough, use of tweezers for fine motor development -Picture books to develop attention, language and literacy skills -Nursery rhymes with actions -Joining and extending play to develop social imagination, language skills and promote positive relationships -Outdoor play for development of gross motor skills -Use of sorting games / matching pairs to develop attention skills -Lego therapy -Puzzles to develop problem-solving and maths skills -Quizzes to promote generalisation of taught content -Use of technology e.g.to support development of fine motor skills and hand-eye coordination 	<ul style="list-style-type: none"> -Use 'My turn', 'Your turn' to prompt turn taking within activities -Encourage pupils to manipulate dough (play dough or bread dough) in different ways, isolating individual fingers, pressing, pulling etc -When using picture books, encourage page turning, demonstrate reading from to left to right across the page, discuss the detail in pictures, ask a range of who, what, where questions moving on to how and why as language understanding develops -Teach standard actions (e.g. Makaton/ sign along signs) that can be used universally across the curriculum -Teach problem solving skills, negotiate what can be done next, encourage trial and error in play
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		-Organised sports	-Ensure questions are pitched at the pupil's developmental level - Blank's Model
<p>Reading development</p> <p>Including Dyslexia</p> <p>(SpLD)</p> <p>NB: Pupils with significant Dyslexia are likely to require an element of Targeted or Specialist offer in addition to the Universal Offer</p>	<ul style="list-style-type: none"> - Poor organisation - Reluctance to read, particularly aloud and in public - Difficulty representing knowledge in written form - Tiredness if literacy demand is high - Poor general organisational skills - Poor memory of sight vocabulary - Poor comprehension of literacy-based resources (contrasting with high comprehension of oral/ visual material) - Poor phonological awareness 	<ul style="list-style-type: none"> - Use overlay/ coloured paper as indicated (Irlan) - Use structured approach to reading, ensure phonic knowledge is secure - Provide oral support - Dual coding/ colour coding when conveying written information - Encourage reading with a wide range of age-appropriate books tapping into interests, provide regular opportunities to explore books - Encourage use of rhyme/ song as a memory aid – for younger pupils teach nursery rhymes -Exposure to print and vocabulary development through conversations -Provide regular opportunities to listen to well-read stories 	<ul style="list-style-type: none"> - Place yourself where pupils can see your face clearly and you can see them -Consider pupil need in seating plan, keep all distractions to a minimum -Ensure overlays are readily available in all classrooms (or pupils carry own overlay/ have tinted glasses on their person) - While roaming, check pupils have time for reading tasks and be prepared to extend time allowance for them - If struggling, suggest pupils construct mind maps to support - Individually check understanding of subject specific vocabulary, ask for

	<ul style="list-style-type: none"> - Limited verbal memory and letter sequence recall - Co-occurring difficulties (can include one or more of language, motor co-ordination, mental calculation, concentration, personal organisation) 	<ul style="list-style-type: none"> - Regular opportunities to recognise whole words e.g. pupil's names, logos -Encourage scribbling and mark making for younger pupils and annotation for older pupils -Ensure text and print is displayed using appropriate font and/or colour background -Present new information in small chunks, keeping language simple -Have clearly adapted success criteria -Ensure that targets are SMART and achievable -Use technology to support learning -Encourage peer support -Provide additional visual and practical resources to present key information -Encourage the use of spelling strategies, for example: mnemonics (e.g. BECAUSE- Big Elephants Can't Use Small Exits), words within words, base words and suffixes etc. 	<ul style="list-style-type: none"> an example of the word in action - Within the lesson, breakdown the task into smaller chunks, breakdown further for individuals as required -In the moment, identify gaps in learning and provide focussed teaching -Allow extra time for processing information, answering and completing tasks (ensure exam concessions are in place) -Use colour highlighting for word patterns, prefixes, suffixes etc -Introduce new material in a multi-sensory way – show it, listen to it, look at it, hear it, say it, write it -Encourage pupils to create their own verbal mnemonics as these may be
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		<p>-Use writing scaffolds to support planning</p> <p>-Use concept maps to plan and identify overall themes and the relationships between ideas and use a variety of strategies for recording</p> <p>-Plan for frequent practice and over learning</p> <p>-Use a variety of strategies for recording</p> <p>-Have an age appropriate alphabet displayed in all teaching spaces to support sequencing</p> <p>-Some pupils repeatedly muddle letters (b/d reversal) - have visual reminders placed around the classroom or on their person to be referred to throughout the day</p>	<p>easier for the pupil to remember</p> <p>-Allow pupils to identify and use their preferred approach to supporting spellings</p> <p>-When roaming, add additional repetition and recall as required</p> <p>-Support pupils to create their own visual reminder as this can be more powerful than ones created for them</p>
Writing	<p>-Poor fine motor control</p> <p>-Delayed shape and letter formation</p> <p>-Delayed handwriting</p> <p>-Illegible handwriting</p>	<p>-Access to multimedia resources by which they can mark-make</p> <p>-Copy physical movements of others e.g. action songs, games, dance</p> <p>-Threading, tracing, dressing up for fine motor skills development</p>	<p>-Ensure a selection of mark making resources/ adaptive grips are available</p> <p>-Have writing frames/ plans available adapted to your subject</p> <p>-Use a consistent approach to physical signs and gestures</p>

	<p>-Low production of writing</p> <p>-Use of print rather than cursive script</p>	<p>-Follow shared story to understand what they see is 'writing' e.g. punctuation, left to right</p> <p>-Use games and activities that support visual tracking</p> <p>-Use of adaptive equipment e.g. pencil grips, left-handed equipment, writing slopes, different coloured paper or inks, writing mats</p> <p>-Make objectives for writing clear during lessons</p> <p>-Find other ways for pupil to evidence learning that is not just writing</p> <p>-Mark on paper to know where to start writing</p> <p>-Use of 'cloze' passages (pupil adds missing words)</p> <p>-Provide writing plans</p> <p>-Teach, model and practise new vocabulary</p> <p>-Use mind-mapping, planning and feedback</p> <p>-Use of writing frames for specific types of writing</p>	<p>(Signalong/Makaton)</p> <p>-Encourage independent dressing etc to practice fine motor skills</p> <p>-Model visual tracking left to right running finger under words on whiteboard</p> <p>-Model agreed cursive script</p> <p>-Encourage a range of recording methods (mind mapping, cartoon etc) and normalise recording methods other than writing</p> <p>-Teach new vocabulary including writing new words</p> <p>-Enable access to technology including speech to text</p> <p>-When roaming, check in with content of writing rather than quantity</p>
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		<ul style="list-style-type: none"> -Attention given to planning and sequencing answers -Use of assistive technology e.g. handwriting, to read back written work and support daily living -Preparation for writing extended answers 	<ul style="list-style-type: none"> -Ensure that where recording is limited pupil has a print out of information for revision
<p>Learning Difficulties</p> <p>including Moderate Learning Difficulty (MLD), Severe Learning Difficulties (SLD) & Profound and Multiple Learning Difficulties (PMLD)</p> <p>NB: Pupils with significant LD are likely to require an element of Targeted or Specialist offer in addition to</p>	<ul style="list-style-type: none"> - Issues or disruption with one or more of: Processing & storing information; Retention; Retrieval - Less able to hold information in their working memory - Delayed development in all/ most areas of development (independence, communication, literacy, numeracy, daily living skills, socialisation) -Not at expected standards of academic performance and independence for age -Issues understanding what is being communicated 	<ul style="list-style-type: none"> -Develop consistent and predictable classroom routines which are designed to support greater independence -Prioritise helping pupils to learn & encode new information - When linking new learning to prior learning, use established dual coded cues (visual & verbal cues) simultaneously & consistently - actively involve pupils by discussing the cues - Utilise retrieval-based learning offering an appropriate degree of challenge & success, e.g. creating concept cards, flash cards, teaching each other & question response. Use regular small retrieval quizzes throughout the lesson (or simple Q&A pitched at the appropriate language level for the pupil), this aids retention - Consider cognitive load – it's more effective to recycle a small 	<ul style="list-style-type: none"> -Offer an alternative to a written response -Supportively reduce level of prompting e.g. hand over hand (physical) completion of task using prompt visual and a verbal script, allowing the pupil to work through the shared script with verbal prompts (verbal), allowing the pupil to independently complete the task using visuals (visual) -Revisit information using the same cues used in delivery Support through retrieval practice to establish the point where they started to struggle. Reframe or deliver the

<p>the Universal Offer.</p> <p>Parental choice means that pupilren with any level of LD can access mainstream school although most pupils with SLD and PMLD will be in specialist provision.</p>	<ul style="list-style-type: none"> - Difficulty making themselves understood - Acquiring reading & writing skills from an earlier cognitive key stage (pre-key stage) -Slower processing speed results in knowledge not being consolidated -Difficulties with reasoning, problem solving, working memory, retention, abstract thinking, academic learning or learning from experience -<i>Learning Difficulties are a continuum of need and pupils with progressively greater needs will require information to be delivered in smaller and smaller steps (Task Analysis)</i> -<i>Pupils with moderate learning difficulties may still be securing knowledge and skills</i> 	<p>number of activity types so pupils know how to complete them</p> <ul style="list-style-type: none"> - Over-learning – several error free repetitions are needed for learning to be committed to long term memory. Greater LD = more overlearning need. - Provide lots of examples/ modelling to help pupils learn key concepts - Link learning to everyday experiences and use real life examples - Provide manipulatives across the curriculum with opportunities for learners to handle objects & use pictures and movement in the process (e.g. pictures to sequence events in narrative) - Scaffold 'I do, We do, You do'. Extend 'You do' - do most of it together; repeat to slowly withdraw support, offering repetition, reinforcement & opportunities to practice - Use short, clear instructions & repeat if necessary - Explicitly model skills and feelings and provide a simple script -Question at an appropriate level for the pupil 	<p>misunderstood information in smaller parts, refine script and repeat until learnt. If the activity has more than one step, break it down into single step parts, asking them to repeat back instructions to ensure they have understood</p> <ul style="list-style-type: none"> - Prompt (encourage pupil to draw from their own knowledge without giving them a strategy), Clue (worded as questions where the answers hint in the right direction), Model (model the steps taken in the task for the pupil to try)
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	<p><i>from an earlier key stage, pupils with SLD may be working on pre key stage standards, skills from much earlier key stages and pupils with PMLD are likely to be in the very earliest stages of pupil development</i></p>	<ul style="list-style-type: none"> -Support pupil to successfully complete a task by reducing the level of prompting (physical, verbal, visual) -Teach generalisation of the skills -Help pupil to plan and structure how to tackle activities -Provide support to enable success, e.g. backward chaining, completing the last part of the task and gradually adding earlier steps to complete tasks to reach independent task completion -Ensure all staff are aware of learning hierarchy (acquisition, fluency, mastery, generalisation, adaptation) -Over-rehearsal of information e.g. Precision teaching -Adult mediation to support with regulation of behaviour, rule teaching, insight, and sequencing through focusing, motor and verbal mediation -Ensure explicit connection made between learning from classroom teaching and structured interventions -Teach vocabulary needed explicitly & display key vocabulary lists 	
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		<p>-Support with personal organisation, e.g. tick lists for resources</p> <p>-Model and scaffold understanding instructions and the requirements of tasks and acquiring sequencing skills</p> <p>-Use a range of alternatives to writing and teach through regular use recording support systems e.g. writing frames</p> <p>-Use technology and ICT based resources – e.g. speech to text functions</p> <p>-Teach how to organise and effectively manage learning independently through regular and consistent guided practice</p> <p>-Provide practical exam preparation and self-study support (ensure access to concessions)</p> <p>-Small group and peer support to develop targeted skills</p>	
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The Communication and Interaction Profile (C&I) is as follows:

Learning Needs (Condition/ Diagnosis)	Barriers to Learning	Intent: Lesson planning & adaptive teaching advice (high leverage practices in bold)	Implementation: Support & responsive teaching advice (high leverage practices in bold)
Attention and Concentration See also Attention Deficit Disorders in SEMH section	<ul style="list-style-type: none"> -Attending to adults in focussed activities -Moving from activity to activity with limited engagement -Having difficulties engaging in group activities -Disrupting focused learning -Delayed progress -Difficulties in retaining concepts over time 	<ul style="list-style-type: none"> -Adopt a Total Communication Approach & communication friendly classroom -Provide consistent prompting and high levels of reinforcement e.g. 'good listening' -Break tasks down into small steps -Increase repetition and over learning -Reduce distractions in the environment as much as possible -Clear expectations and SMART targets -Visual support: cues to support engagement e.g. timer and visual schedules e.g. now and next 	<ul style="list-style-type: none"> -Consider seating plan to reduce distractions i.e. front of class away from door/ windows -Use timers to break activities into shorter chunks -Provide objects of focus and manipulatives -When roaming use objects and photographs alongside speech (dual coding) -Provide physical fidget aids, e.g. wobble cushions, fidget toys, blue tack -Ensure that pupil is able to request ad

	<ul style="list-style-type: none"> -Losing skills over time -Appearing not to listen and/or understand task -Fidgeting and 'day dreaming' -Low self-esteem and low mood 	<ul style="list-style-type: none"> -Playing memory and concentration games -Create opportunities to develop a pupil's curiosity approach and tap into pupil's interests -Use multisensory approach -Learning breaks including opportunities to have a physical break e.g. run around the sports hall -Provide aids to support concentration -Use of technology e.g. mental maths app -Allow longer processing time 	<p>hoc brain breaks as required</p>
Expressive Language	<ul style="list-style-type: none"> -Planning, organising and saying what they want to say -Semantics: limited vocabulary, finding the right words (word finding/retrieval) - Grammar/syntax: putting words together in the right order, 	<ul style="list-style-type: none"> -Adopt a Total Communication Approach & communication friendly classroom -Encouraging speech, modelling conversations -Develop empathetic, positive relationship with pupil to 'read' their communication -Plan conversation opportunities, give processing time 	<ul style="list-style-type: none"> -Model good receptive language throughout the lesson, select peer role models - Acknowledge all contributions and rephrase to provide a language model -Give pupils sufficient processing time – if necessary repeat the

	<p>missing words, using the right tense</p> <p>-Organising sentences and ideas – linking sentences logically, making semantic links between ideas</p> <p>-Articulation of speech sounds as a result of either physical difficulties or processing difficulties</p> <p>-Challenging behaviour as a result of frustration at not being able to communicate effectively</p> <p>-Lack of pupil voice in decision making</p> <p>-Unable to effectively verbalise feelings and emotions</p>	<p>-Use intervention strategies with the whole class e.g. language scaffolds and templates like Colourful Semantics</p> <p>-Use peer models to demonstrate answering Q and A. Use Blank's Model sentence starters to pitch questions at the correct level</p> <p>-Orally plan out loud before commencing written tasks e.g. Talk for Writing</p> <p>-Use dual coding/ multi modal approaches to support vocabulary development</p> <p>-Use vocabulary mats to introduce topic/ theme words, knowledge organisers and concept maps to visually link ideas</p> <p>-Pre-teach vocabulary</p> <p>-Understand 3 tiers of vocabulary: 1. Basic words like 'mix', 2. More complex words including those with dual meaning like 'combine' & 3. Subject specific words like 'osmosis'. Focus on Tier 2.</p> <p>-Ensure non-verbal pupils have a support mechanism to engage in group discussions</p>	<p>question but do not rephrase it</p> <p>-When roaming, offer oral planning support - ensure resources to support vocabulary are readily available</p>
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Receptive Language	<p>Difficulties in:</p> <ul style="list-style-type: none"> -understanding verbal information -identifying unfamiliar objects, objects from a description -understanding and following instructions -understanding non-verbal cues, body language, tone of voice etc -social situations, making and retaining friendships -Challenging behaviour as a result of not understanding -May not understand jokes -May misinterpret the 	<ul style="list-style-type: none"> -Adopt a Total Communication Approach & communication friendly classroom -Develop supportive shared routines -Develop shared attention and develop listening, memory and attention skills -Break down instructions into small steps -Use visual aids to promote understanding -Repeat instructions asking 'what's next?' as pupil completes task -Consider how many information carrying words (key words) a pupil can understand -Be aware that 70% of communication is non-verbal – teach non-verbal communication -Teach metacognition approaches (how we learn) 	<ul style="list-style-type: none"> -Reduce language if a pupil is struggling to understand (recognise that if a pupil is displaying an emotional response they may not have understood) -Increase processing time -Chunk verbal information -Support speech with visuals – use the environment to reinforce understanding and reduce cognitive load
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	communication of others		
Social Communication Includes: social interaction, social cognition, pragmatics & language processing.	<p>Difficulties in:</p> <ul style="list-style-type: none"> -initiating, maintaining, repairing and closing conversations -understanding social behaviour and feeling of others -understanding listener needs -sharing joint attention -co-operative group work -understanding and following routines -understanding inference (oral and written) -moderating volume and tone of voice 	<ul style="list-style-type: none"> -Teach social interaction skills -Make social conventions explicit, model positive social behaviour -Turn taking activities -Use visuals -Use role play (puppets with younger pupils) to 'act out' social skills -Use social stories, comic strip conversations and scripts as part of repair strategies -Support the generalisation of skills -Give clear roles and responsibilities to members of the group (Kagan) -Provide alternative communication methods e.g. time out cards -Explain social behaviour through characters in literature -Use visuals to make unpredictable changes more manageable 	<ul style="list-style-type: none"> -Consider peer group and appropriate role models when creating seating plan -Assign clear roles to group members e.g. scribe, time keeper etc -Make explicit positive interactions as they happen in the classroom – e.g. 'Thank you for picking up Aqib's book, that was very kind' -Refer to class rules, as the question 'Our class rule is ... was that behaviour ...' -Ensure alternative communication methods are readily available

	-withdrawal from social situations – solitary play	-Set clear, explicit behavioural expectations -Use the environment to support social communication e.g. display rules	
Social Imagination Also known as Theory of Mind	-Difficulty putting themselves in 'someone else's shoes' -Difficulty reading facial expressions and non-verbal cues -Difficulty understanding observed behaviour of others -Difficulty predicting what will happen next from social cues -Difficulties understanding idioms -Challenges in establishing and maintaining friendships -Difficulties expressing themselves in a culturally	-Modelling through pretend play/ role play -Explaining characters emotions and unpick why they behave as they do -Use of social stories and comic strip conversations to articulate what is being thought and how this may be different to what is being said -Teach scripts for social situations -Teach repair strategies -Explain idioms	- Consider peer group and appropriate role models when creating seating plan -Narrate empathy in the moment 'Jane has a headache so we are all going to speak quietly today' -Relate character's behaviour to own behaviour -Identify analogies and make them explicit -Model how to repair conversations

	<p>acceptable manner</p> <p>-Difficulties in engaging in pretend/ role play</p>		
<p>Social Interaction</p>	<p>-Difficulties in engaging appropriately in social settings</p> <p>-Difficulties with interpersonal communication or relationships</p> <p>-Unwillingness to share or turn take</p> <p>-Lack of social empathy</p> <p>-Prefers adult interaction to engaging with peers</p> <p>-Presents as withdrawn or isolated</p> <p>-Inappropriate responses to</p>	<p>-Develop strong social class routines</p> <p>-Make time for regular social interaction</p> <p>-Use role play (puppets with younger pupils) to 'act out' social interactions</p> <p>-Model positive social interactions – sharing and turn-taking</p> <p>-Teach the importance of balance – asking questions of others and providing information about yourself</p> <p>-Use of social stories and comic strip conversations</p> <p>-Give clear roles and responsibilities to members of the group (Kagan)</p> <p>-Praise and reward positive social interactions</p>	<p>- Consider peer group and appropriate role models when creating seating plan</p> <p>-Assign clear roles to group members e.g. scribe, time keeper etc</p> <p>-Notice and praise all pupils for positive social interaction and 'narrate the positive', 'Thank you for working hard on your group work, I particularly like it when ...'</p>

	verbal and non-verbal cues		
Transition	<ul style="list-style-type: none"> -Challenged by unplanned changes to routine -Reluctant to try new experiences -Struggles to end one task and start another (particularly if first task is preferred) -Becomes anxious before changes/ transitions occur 	<ul style="list-style-type: none"> -Ensure known changes are planned in advance -Give warnings and use environmental cues -Use now and next and visual timetables -Use timer to indicate when a task will end -Use a transition object where appropriate -Provide low arousal activity before and after transitions -Provide supportive resources to manage any physical issues (e.g. ear defenders for noisy environments) -Use social stories, photo packs and a planned, structured approach to support bigger transitions -Where possible engage the pupil in planning a personalised approach 	<ul style="list-style-type: none"> -Predict change and have a Plan B -Set up the parts of your lesson on a visual timetable and use a marker (remove symbols) to show where you are up to -Identify where pupils may have issues and ensure that the emotional demand of pre and post transition is low, be prepared to adapt in the moment -Use a 10/ 5 point 'Temperature Scale' with pupils to identify who is highly aroused at the start of the lesson and manage change accordingly

<p>Autistic Spectrum Condition (ASC)</p> <p>NB: Many pupils with an ASC diagnosis may not present with specific educational need. However, the demands of mainstream education can have a significant impact on a pupils' homelife. Applying Autism-friendly strategies in school can reduce pupils' stress levels.</p> <p>Pupils with significant ASC/ Neurodiversity need are likely to require an element of Targeted or Specialist offer in addition to the Universal Offer</p>	<ul style="list-style-type: none"> - Social interactions within the classroom can be challenging & detract from learning - Impacted by limited non-verbal communication skills - Very literal understanding of language can mean true meaning of communication is missed - Difficulty coping with change - Sensitivity to environment - Can be anxious & unable to learn - Differences in social communication and interaction, language communication and imagination - Echolalia – repeating words 	<ul style="list-style-type: none"> - Adopt a Total Communication Approach & communication friendly classroom - Use name first to secure attention - Reduce/ simplify language if required - Use a range of visuals of the plan for the lesson e.g. visual timetables, now and next boards etc - Step by step instructions with constant checking for understanding of instruction & content - Consider pupil's role in group work, provide prompts for the pupil to ask or prompt for the information they need to retrieve from others - Provide visual prompts - Label the environment with words and pictures - Allow thinking time - Break multi step activities down - Ensure classroom routines & expectations are clear & consistent 	<ul style="list-style-type: none"> - Getting to know the individual with ASC is vital as needs can be very different - Keep language very simple, pupils with ASC will feel very frustrated in our environment, more so when it is not going as well as they want - Breaking content down into smaller steps - Making the abstract concrete for them will help - Start the task together - Use name first to ensure you have pupil's attention - Stick to the seating plan and avoid unnecessary changes to routine and classroom layout. Where these are unavoidable, prepare pupils for the change. - Consider the advice you can leave for
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	<p>and phrases without meaning</p> <p>-Talking at length on a particular topic</p> <p>-Can be non-verbal</p> <p>-Understanding complex language e.g. inference and idioms</p> <p>-Sensory processing differences</p>	<p>-Avoid all non-literal language (sarcasm, metaphors etc.)</p> <p>-Explain abstract concepts as clearly as possible (use pictures or objects to support)</p> <p>-Support social skills by providing social stories</p> <p>-See Sensory Processing in Physical and Sensory Profile section</p>	<p>cover supervisors / supply staff</p> <p>-See Sensory Processing in Physical and Sensory Profile section</p>
Autistic Spectrum Condition with Pathological Demand Avoidance (ASC/PDA)	- As above with escalating behaviours to avoid meeting the demand of an activity	<p>As above with the PANDA Approach. P – Pick your Battles (enable choice), A – Anxiety Management (think ahead about approach to minimise arousal) N –Negotiation & Collaboration (proactively try to navigate the situation with them) D -Disguise & Manage Demands (use phrases that are indirect) A –Adaptation (Always have a plan B, try to use humour and distraction)</p>	<p>- As above with the addition of when a pupil is unable to meet a demand, have a plan B that the pupil might be able to tolerate</p> <p>- Offer to start a task together</p> <p>- Stay calm, try to see the behaviours as distress rather</p>

			than non-compliance
<p>Selective Mutism</p> <p>Social anxiety-based mental health disorder leading to difficulty speaking in specific social situations</p>	<p>-Difficulties speaking in specific situations with specific people</p> <p>-Difficulty reading aloud in school setting</p> <p>-Difficulty verbally interacting with peers</p> <p>-Difficulties forming reciprocal relationships</p>	<p>-Ensure staff understand Selective Mutism</p> <p>-Do not expect verbal contribution in public</p> <p>-Provide a communication safe environment focussed on developing relationships and building confidence: Use 'I wonder ...' questions, encourage joint activity with a quiet peer, provide non-verbal systems to support requesting e.g. traffic light cards, choice boards, iPad</p> <p>-Provide unpressured opportunities to contribute</p> <p>-Seek multi-agency support</p>	<p>-Ensure resources are available to support non-verbal contribution</p> <p>-Use whole class feedback techniques e.g. mini whiteboards to check understanding</p> <p>-When roaming, do not expect verbal participation</p> <p>-If pupil does verbally contribute remain calm and don't overreact</p>
	<p>- Difficulty finding the right words, expressing ideas, discussing topics & answering questions</p> <p>- Difficulty understanding subject specific words & following directions/</p>	<p>-Use name first to get the pupil's attention</p> <p>-Talk calmly and slowly to support their ability to process words</p> <p>-Give the pupil 'thinking time' - stay quiet and give the pupil time to respond</p>	<p>- When setting pupils off on a task, ask them to repeat back to you what they are going to do first and then next</p> <p>- Seat at the front where you have clear sight and access to each other</p>

Developmental Language Disorder (DLD)	instructions/patterns	<p>-Break down all steps and processes into simple language, delivered in small chunks</p>	<p>-Give extra time for all tasks, especially verbal questioning</p>
Some pupils with significant DLD will have alternative and/or adaptive methods of communication.	-Difficulties using grammar and sequencing words	<p>-Use short sentences and emphasise key words</p>	<p>-After giving an instruction, instead of 'do you understand?' ask 'what do you need to do now?'</p>
	-Difficulties producing sounds	<p>-Check understanding</p> <p>- New subject specific vocabulary to be explicitly taught, provide a vocabulary list where possible</p>	<p>-Add pictures, symbol or actions to represent new words or concepts to support their understanding visually</p>
Pupils with significant Developmental Language Disorder are likely to require an element of Targeted or Specialist offer in addition to the Universal Offer	-Limited vocabulary and word finding difficulties	<p>-Model correct language, correct grammar and expand sentences by modelling or adding on words to what he/she has said and repeating it back</p>	<p>-When a pupil is struggling to retrieve a word, give them the initial sound or another semantic part of the word to help them recall it</p>
	-Over generalisation e.g. all furry animals are 'dogs'	<p>-Use symbols and pictures (dual coding) where possible</p>	<p>- When struggling, ask them to say what they want to write, start by prompting them to use the resources provided, then move on to clueing (asking them a question where the answer will be the starting point)</p>
	-Difficulties with social use of language including staying on topic, turn taking, understanding long sentences, sharing information, telling stories, expressing feelings	<p>-Set out instructions using task plans and summarise stories on narrative grids</p> <p>-Break paragraphs down, using bullet points and adding extra white space to be clearer</p> <p>-Use visually distinct sections - organise a page into separate themes/activities/steps to help children and young people manage the task in smaller steps</p>	
	-Difficulties reading social cues	<p>- Use visuals (icons/pictures/graphics)</p>	<p>- Give initial sounds of the word they are looking for</p>

	<p>-Difficulties following and recalling stories</p> <p>-Literal understanding, lack of inference</p>	<p>- this can give helpful cues about what the page is about</p> <p>-Provide key word definitions</p> <p>-Support retrieval - Include questions and text on the same page</p> <p>- During group work, questioning and other verbal activities allow the pupil to answer after others, so it has been modelled</p> <p>- Provide a word mat and sentence starters for oral and written work so they have a framework to construct their own sentences from</p>	<p>- Give a model answer for them to construct their own version from</p> <p>-Encourage the pupil to ask for help— establish a system for the pupil to be able to ask and offer strategies, such as knowledge organiser</p>
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The Social, Emotional and Mental Health Profile is as follows:

Learning Needs (Condition/ Diagnosis)	Barriers to Learning	Intent: Lesson planning & adaptive teaching advice (high leverage practices in bold)	Implementation: Support & responsive teaching advice (high leverage practices in bold)
Emotional Literacy	<ul style="list-style-type: none"> -Limited vocabulary -May appear withdrawn or isolated -Frustration behaviours e.g. disruption, destruction -Challenging behaviour e.g. refusal, aggression and damage 	<ul style="list-style-type: none"> -Amplify areas of strength e.g. build on pupil's existing skills -Build confidence – find what the pupil is good at and offer reassurance -Explicit teaching of behaviour expectations -Backwards chaining approaches -Make reasonable adjustments for SEMH and ensure needs are being met -Understand that behaviour is a form of communication -Clear guidance around expectations 	<ul style="list-style-type: none"> -When roaming, check understanding and progress -Address misconceptions -Revisit areas of successful prior learning as a starting point -Complete the end of the task first to enable a feeling of success and progressively introduce previous tasks -Scaffolding start of tasks to enable success and withdraw support to

		<ul style="list-style-type: none"> -Develop social skills and emotional regulation, using emotional coaching techniques -Prepare for transitions -Keywords to be included in teaching resources 	<ul style="list-style-type: none"> build independence and confidence -In teaching resources, label emotions from photographs -Introduce and teach new vocabulary by making links with existing vocabulary e.g. 'a range is a type of cooker'
Resilience	<ul style="list-style-type: none"> -Fixed mindset -Gives up easily due to fear of failure -Difficulties coping with challenges and changes -Lack of recovery from adverse events -Lack of belief in self and others -Poor emotional communication and difficulties forming new relationships/social interactions 	<ul style="list-style-type: none"> -Model reciprocity in relationships -Emotion coaching -Model and use growth mindset approaches -Build confidence – find what the pupil is good at and offer reassurance 	<ul style="list-style-type: none"> -Encourage creativity to find different ways to solve problems across the curriculum -Model failure and 'try again' approaches -When roaming, check understanding and progress -Address misconceptions -Revisit areas of successful prior learning as a starting point

			<p>-Complete the end of the task first to enable a feeling of success and progressively introduce previous tasks</p> <p>-Scaffolding start of tasks to enable success and withdraw support to build independence and confidence</p>
Self-esteem	<p>-Reluctant to try new things/express opinions/make decisions</p> <p>-Over-reaction to failure</p> <p>-Difficulties in accepting criticism</p> <p>-Coping with change</p> <p>-Low opinion of self</p> <p>-Struggles to maintain friendships - presents as negative, distrustful or hostile</p> <p>-Exhibit bullying behaviour</p>	<p>-Teach cooperative skills including turn taking and enjoyment rather winning or losing</p> <p>-Share good news between home and school</p> <p>-Make rules explicit and ensure they are regularly and consistently applied</p> <p>-Identify pupil strengths and praise little and often privately and personally rather than publicly</p> <p>-Accentuate the positive</p> <p>-Develop a sense of belonging</p>	<p>-Meet and greet pupil by name everyday</p> <p>-Use 'I can' and 'we can' instead of 'I can't' and 'we can't'</p> <p>-Establish seating plan, class routines and roles and responsibilities</p> <p>-Use school reward systems and increase positive feedback to parents e.g. postcards home</p> <p>-Allocate roles within group activity e.g. recorder, spokesperson, timekeeper</p>

	-Underperformance		
Self-regulation	<p>-Quick and significant changes in personality and behaviour</p> <p>-Mood changes</p> <p>-Emotional outbursts</p>	<p>-Co-regulation with an adult mediating</p> <p>-Adults modelling their own self-regulation and labelling feelings</p> <p>-Calm, nurturing, predictable and positive classroom environment</p> <p>-Empathy and attunement</p> <p>-Movement breaks and sensory resources</p> <p>-Use of retreat spaces and a 'fresh start' approach</p> <p>-Develop the use and understanding of emotional vocabulary</p> <p>-Emotional coaching including teaching self-calming techniques e.g. breathing, visualisation, soothing activity and ensuring appropriate resources are available</p> <p>-Praising self-regulation</p>	<p>-Use a temperature scale to identify how they feel at the start of the lesson</p> <p>-Teacher to talk about times you felt angry, frustrated and share own practical strategies</p> <p>-Highlighting the impact of emotions in lesson content e.g. why events happened in History</p> <p>-Establish seating plan, class routines and roles and responsibilities</p> <p>-Identify quiet areas in your environment for retreat spaces (if possible) and create opportunities for re-set</p>
	-Challenging behaviour e.g. failure to adhere to rules, irritable and	- Praise where meaningful and appropriate, as much as possible,	-When roaming, always check

<p>Attachment including Attachment Disorder</p> <p>Pupils with significant Attachment needs are likely to require an element of Targeted or Specialist offer in addition to the Universal Offer</p>	<p>aggressive behaviour towards staff and peers</p> <p>-Lack of focus and/or reluctance to engage / withdrawn</p> <p>-Emotional regulation difficulties or controlling behaviour e.g. pupils will experience chronic anxiety over the smallest of things</p> <p>-Age inappropriate behaviours around adults e.g. need for adult attention, distrust of adults, over familiarity with strangers, hypervigilance and persistent separation anxiety</p> <p>-Underachieving and poor understanding of cause and effect</p>	<p>including positive social interactions and provide personalised reward</p> <p>-Maintain a predictable lesson routine, make consequences explicit and plan for transitions</p> <p>-Positive communication with parents/carers</p> <p>-Use of attachment aware practices (emotionally literate adult responses) e.g. attunement, respond to emotional age, listen with empathy, hold the pupil in mind</p> <p>-Meet physiological and emotional needs (Maslow's Hierarchy) using a nurturing approach</p> <p>-Model good emotional control and provide emotion coaching</p> <p>-Use of positive role models including identified key adult and peer support</p> <p>-Planned ignoring of unwanted behaviours and provide restorative approaches</p>	<p>understanding & praise engagement</p> <p>-Clearly pre-identify any changes to usual routine</p> <p>-Consider seating plan arrangement to allow positive peer support</p> <p>-Use school reward systems and increase positive feedback to parents e.g. postcards home</p> <p>-Articulate holding the pupil in mind e.g. 'I thought of you yesterday'</p> <p>-Use a calm approach and avoid engaging in conflict</p> <p>-Try not to respond to unwanted behaviours designed to gain adult attention</p>
<p>Wellbeing, Anxiety, Depression</p>	<p>Wellbeing and Anxiety</p> <p>-Preoccupation with emotional fear/worry leaves them</p>	<p>Wellbeing, Anxiety, Depression/Low mood</p>	<p>Wellbeing, Anxiety, Depression/Low mood</p> <p>-Consider seating plan arrangement to</p>

<p>/Low Mood and Self Harm</p> <p>Pupils with significant needs in this area are likely to require an element of Targeted or Specialist offer in addition to the Universal Offer</p>	<p>unavailable to learn and can cause Emotional Based School Avoidance (EBSA)</p> <p>-Separation anxiety</p> <p>-Internalising /withdrawn behaviour</p> <p>-Emotional dysregulation / externalised behaviour (e.g. aggression)</p> <p>-Difficulties forming relationships with adults and/or peers</p> <p>-Difficulties with transition</p> <p>-Low frustration tolerance e.g. making mistakes, not being perfect, being wrongly blamed, a tragedy happening etc</p> <p>-Emotional over-reaction</p> <p>-Social anxiety</p> <p>-Bullying/victim of bullying</p>	<p>-Predicable routines e.g. now and next boards and visual timetables</p> <p>-Have a plan B 'neutral task' available to allow a pupil to break off and then re-join the work if feeling overwhelmed</p> <p>-Transition objects between home and school (for younger pupils)</p> <p>-Use of positive role models including identified key adult and peer support</p> <p>-Soft start meet and greet</p> <p>-Building a good relationship with staff is key to providing pupils with anxiety to access to learning</p> <p>-Provide safe space for self-soothing and self-regulation</p> <p>-Support frustration tolerance and provide opportunities for low risk taking</p> <p>-Develop peer relationships</p> <p>-Adhere to the 'Do Now' strategy where pupils should be able to complete 80% successfully, this is important for those with anxiety</p> <p>-Promote self-care</p>	<p>allow positive peer support and allow predictability</p> <p>-Clearly pre-identify any changes to usual routine</p> <p>-When struggling, offer a neutral task for a short period of time so a pupil can reduce their feelings of anxiety</p> <p>-Meet and greet pupil by name everyday</p> <p>-Identify quiet areas in your environment for retreat spaces (if possible) and create opportunities for re-set</p> <p>-Praise engagement over task completion to reinforce future participation</p> <p>-Provide individual follow up support through, clueing and then modelling with the pupil</p>
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	<p>-Performance / exam anxiety</p> <p>-Low self-esteem</p> <p>-Obsessive / ritual behaviours</p> <p>Depression/Low mood</p> <p>-Absence of feelings</p> <p>-Irritability</p> <p>-Lack of pleasure / motivation</p> <p>Self-harm</p> <p>-Intentional self-poisoning or injury</p>	<p>-See resilience strategies above</p> <p>Self-harm</p> <p>-Follow school policies and procedures, NICE guidance suggests a) treat young person with respect b) address immediate physical health c) seek advice from health /social care professional d) make young person aware of support e) address any safeguarding issues</p>	<p>-See resilience strategies above</p> <p>Self-harm</p> <p>-Subtly notice changes in behaviour or dress that might indicate self-harm</p>
<p>Emotional Based School Avoidance (EBSA)</p> <p>Pupils with significant EBSA issues are likely to require an element of Targeted or Specialist offer</p>	<p>-Severe difficulty in attending school</p> <p>-Physical anxiety symptoms e.g. racing heart, shaking, sweating, nausea, butterflies</p>	<p>-Regular collaborative home school communication with key contact</p> <p>-Predicable routines e.g. now and next boards and visual timetables</p> <p>-Transition objects between home and school</p>	<p>-Flexible approach to time keeping and arriving with appropriate resources e.g. provide equipment for pupil</p> <p>-Do not demand contributions to</p>

in addition to the Universal Offer	<ul style="list-style-type: none"> -Complaints of physical illness -Separation anxiety between home and school -Sleeping disorders -Refusal/difficulties to enter the school building (exacerbated after school holidays or periods of absence) 	<ul style="list-style-type: none"> -Soft start meet and greet -Monitoring attendance and identifying patterns/trends to allow early identification -Adapting punctuality and preparation systems 	<ul style="list-style-type: none"> whole class or small group activities -Be aware of anxiety levels and respond accordingly -Know the named contact for the pupil and provide regular feedback -Flag any irregular patterns of attendance See Educational Psychologist resources Emotionally based school avoidance (EBSA) North Somerset Council
Attention Deficit Disorders	<p>Attention Deficit Hyperactivity Disorder (ADHD)</p> <ul style="list-style-type: none"> - Gaps in learning from missing key information during the lesson due to being distracted 	<ul style="list-style-type: none"> - Adapt classroom to be distraction free where possible – e.g. blinds down - Seat pupils away from windows, doors and away from the eyeline of friends - Alternate tasks set so activities alternate from high pupil demand to lower pupil demand, e.g. listen to 	<ul style="list-style-type: none"> -Ask the pupil to repeat back what they have to do now and next to you -Physical fidget aids, e.g. wobble cushions, fidget toys, blue tack

<p>Pupils with significant ADD/ADHD needs are likely to require an element of Targeted or Specialist offer in addition to the Universal Offer</p>	<ul style="list-style-type: none"> - Inability to meaningfully participate in group work and tasks that require ordered steps - Understanding and following instructions can be challenging - Often pupils have relatively weaker fine motor skills - Disruptive behaviour can lead to removal from learning <p>Attention Deficit Disorder (ADD)</p> <ul style="list-style-type: none"> - Key learning is often missed so schema formation is inhibited leading to gaps in learning and misconceptions - Instructions are missed so often the young person is not on task - Excessively tired from effort to remain focussed 	<p>me, rearrange this sentence, mind map from a short video, construct a paragraph</p> <ul style="list-style-type: none"> - Teaching and learning tasks to be of an appropriate length, with tasks timed to focus learners - Where possible, have at least one kinaesthetic activity built into the lesson - Memory games and retrieval practice are highly effective for pupils with concentration/focus needs - A visual guide through the lesson on the board can really help - Avoid multi-step instructions 	<ul style="list-style-type: none"> -Time out breaks from the classroom, or preferably brain break activities within the lesson where appropriate -Be aware of progress pupil is making and provide consistent adult prompting and redirection -In the more extreme cases an iPod with neurologically soothing sounds can be provided
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<p>Emotional Regulation</p> <p>including Oppositional Defiance Disorder (ODD)</p> <p>Pupils with significant ODD issues are likely to require an element of Targeted or Specialist offer in addition to the Universal Offer</p>	<p>-Anxiety driven need to avoid demands and remain in control</p> <p>-Gaps in knowledge occur from missed learning</p> <p>-Difficulties in being part of a cooperative class</p> <p>-Adhering to direction from an adult can lead to outbursts where the pupil will excessively argue and actively refuse to comply with instructions</p>	<p>- Consider seating arrangements depending on the pupil e.g. front of class so others are behind them or back of class where they do not feel under others gaze</p> <p>- Stay calm and consistent</p> <p>- Reinforce/praise positive behaviours and progress in learning, even if small steps</p> <p>- Avoid ultimatums and give choice where possible as a matter of course</p> <p>- Try to build a connection with the pupil</p> <p>- When there is going to be a transition/activity change during the lesson pre-warn the pupil</p> <p>-Consider demands placed on pupil within the classroom</p> <p>-Use of retreat spaces and a ‘fresh start’ approach</p> <p>-Think PANDA – Pick your battles (enable choice and control), Adaptation (including humour, distraction and having a plan B), Negotiation and collaboration (demonstrate fairness and trust), Disguise and manage demands, Anxiety management (see anxiety strategies above)</p>	<p>-Stay calm, without threats, follow school’s behaviour management policy</p> <p>-Establish seating plan, class routines and roles and responsibilities</p> <p>-Identify quiet areas in your environment for retreat spaces (if possible) and create opportunities for re-set</p> <p>-Disguise and reduce demands by offering choice and/or optional activities</p> <p>-Being flexible with rules within an agreed framework (discuss with SENDCo / SLT)</p> <p>-Use humour to re-direct the pupil and avoid conflict e.g. ‘Has your pen stopped working’ instead of ‘Why are you not writing’ or ‘Finish your writing’</p>
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The Physical and Sensory Profile (PS) is as follows:

Learning Needs (Condition/ Diagnosis)	Barriers to Learning	Intent: Lesson planning & adaptive teaching advice (high leverage practices in bold)	Implementation: Support & responsive teaching advice (high leverage practices in bold)
<p>Vision</p> <p>Vision Impairment (VI)</p> <p>Pupils with significant vision impairment are likely to require an element of Targeted or Specialist offer in addition to the Universal Offer</p>	<ul style="list-style-type: none"> - Limited access to resources, such as the whiteboard and standardised worksheets/ books -Limited visual field -Lighting conditions in classrooms and other spaces around school - Perceptual issues e.g. when working on two pieces of information at once -Transition periods when corridors are busy -Accessibility of the school building 	<ul style="list-style-type: none"> -Understand the vision condition and the potential impact on learning -Ask what learners can see not 'can you see...?' -Maintain clutter-free environments -Avoid unnecessary changes to classroom layout as this can reduce independence (prevents pupil finding way around the environment) -Accessible learning environments around the whole school – yellow lines on steps, ramps & lifts -Access to adaptive equipment (particularly in PE), high contrast, clearly defined edges e.g. contrast tape 	<ul style="list-style-type: none"> - Use of an iPad to enlarge images taken of the whiteboard during the lesson -Access to magnifiers -Permission to self re-position to better access the lesson -Be aware of visual fatigue, allow brain breaks, extra processing time and copies of whiteboard materials (in correct font and size) -Build positive relationships and encourage self-advocacy when they

	<p>-Precise measurement requiring co-ordination of fine motor movement – e.g. PE/ Chemistry and Technology</p> <p>-Social situations requiring pupil to pick up on non-verbal cues</p> <p>-Tiredness resulting from visual stress/ fatigue</p>	<p>-Teach learners to understand their environment so they can self-manage risk</p> <p>-Carefully consider positioning in seating plan, particularly consider lighting impact</p> <p>-Always call pupil by name and inform them when they are leaving the conversation</p> <p>-Ensure good access to their seat, resources and equipment</p> <p>-Use skimming and scanning to support them as a reading technique (pre-highlight/ colour code key words to assist quick location of information)</p> <p>-In group work, encourage peers to provide verbal rather than non-verbal cues</p> <p>-Allow extra time to complete fine and gross motor activities</p> <p>-Check in on energy level, remove visual stress wherever possible</p> <p>-Resources to be re-produced at the prescribed font size (not just enlarged to A3)</p>	<p>are struggling – ‘I can’t see...’</p> <p>-Ensure pupil has clean glasses and access to resources to clean any visual aids and provide cases/ protection etc to avoid glasses and resources being scratched</p>
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Hearing Loss	<ul style="list-style-type: none"> -Loud background noises when staff are speaking 	<ul style="list-style-type: none"> -Adopt a Total Communication approach to allow pupils to have best opportunity to understand (written word, picture, spoken word, consistent symbols) 	<ul style="list-style-type: none"> -Check for understanding throughout the lesson
Hearing Impairment (HI)	<ul style="list-style-type: none"> -Classroom position, near loud/ distracting environmental noises (hot air heaters, hum of IT equipment, weather noise on window etc) 	<ul style="list-style-type: none"> -Understand the hearing condition and the potential impact on learning 	<ul style="list-style-type: none"> -When a pupil is struggling, re-explain 1:1
Pupils with significant hearing loss are likely to require an element of Targeted or Specialist offer in addition to the Universal Offer	<ul style="list-style-type: none"> -Only catching parts of verbal communication, avoiding participation in questioning or other verbal based learning activities - Not asking for help when needed - Not hearing verbal cues in social interactions or noise based teacher/pupils interactions - Difficulty in locating sound sources -Hearing fire alarm and exiting building -Listener fatigue resulting in tiredness 	<ul style="list-style-type: none"> -Carefully consider positioning in seating plan - place pupil at the front of the class, particularly consider sightline to the teacher's face and mouth -Get pupil's attention when communicating with them -Speak clearly and precisely, do not overexaggerate mouth movement to support lip reading - Try to minimise background noise (including music) and give visual clues - When talking to the class revert your eye contact back to pupil with hearing loss as much as possible without it being noticeable to the others -Encourage peers to behave in a noise sensitive manner – pick up chairs/furniture rather than drag, use volume control in group activity etc 	<ul style="list-style-type: none"> -When roaming, turn to face pupils with hearing loss when giving whole class instructions and be close to the pupil -Stop speaking if external environmental noise is loud (including school bell), wait for quiet before continuing -Ensure pupils have spare batteries for hearing aids

		<p>-Use hearing aid equipment e.g. wearable microphone</p> <p>-Plan for short breaks within the lesson</p> <p>-Switch to visual inputs and teaching materials after listening for a period of time, use multisensory elements to aid learning.</p>	
<p>Physical</p> <p>Physical Difficulty (PD)</p> <p>Pupils with significant physical mobility needs are likely to require an element of Targeted or Specialist offer in addition to the Universal Offer</p>	<p>- Pupils can be excessively tired from compensating for their mobility issues</p> <p>-Physical segregation/ additional adult support can limit the development of age-appropriate social interaction skills</p> <p>Fine Motor Skills</p> <p>- Everyday tasks, such as writing, typing, dressing or sharpening a pencil, could be impaired by weakened or underdeveloped fine motor skills</p> <p>- Difficulties in organising their work</p>	<p>-Understand pupil's condition, what they can do and maintain high expectations</p> <p>-Understand positioning needs within lesson (pupils who have specialist needs with several pieces of adaptive seating and standing equipment should have a positioning timetable agreed by the SENCO and Physio)</p> <p>-Plan room to accommodate size of equipment including need for wider gaps between desks etc</p> <p>-Ensure access to height adjustable resources (desks, benches, Food Tech hob etc)</p> <p>-Provide adaptive equipment for learners with fine motor needs: enlarged/ adapted keyboard, adaptive mouse, iPad, laptop, dictation software, range of pen and pencil thicknesses and hardnesses,</p>	<p>-Support wheelchair users by enabling their movement, encourage independence but also offer assistance, where necessary</p> <p>-Encourage peers to volunteer dignified support by modelling this explicitly</p> <p>-Ensure equipment is ready for the start of the lesson</p> <p>-If struggling, slow the pace of the activity</p> <p>-If struggles are persistent, enquire if there are any adaptive aides the</p>

	<p>(Also see Writing section above)</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> -Lack of independent movement, independent transfers in classroom and around the school building -Availability of mobility aids (specialist seating, walker, standing frame) to support engagement across the curriculum -Difficulty accessing physical and practical subjects – PE, swimming, technology, Drama, practical science etc 	<p>pencil/pen grips, sloping writing boards</p> <ul style="list-style-type: none"> -Consider positioning of resources to keep them at eye level -Use peer support to work with manipulatives -Consider physical needs of pupils when planning extra-curricula activities and educational visits, including transport -Consider movement on different floor surfaces -Encourage as much independence as possible (disability door openers etc) -Consider the motor skill of lessons and balance the development of their skills with a realistic expectation 	<p>SEND department can offer</p> <p>-Encourage a sense of achievement</p>
<p>Developmental coordination</p> <p>(Developmental Co-ordination Disorder – previously</p>	<ul style="list-style-type: none"> - Poorly organised - Underdeveloped fine and gross motor skills 	<ul style="list-style-type: none"> -Reduce handwriting required without impacting depth of expectations -Indoor and outdoor equipment to provide support for gross and fine motor development 	<ul style="list-style-type: none"> - Offer adaptive equipment e.g. laptop, angled writing board or a pen/pencil grip -Encourage bullet point answers or viable alternatives





















known as Dyspraxia)	- Lack of coordination of physical skills	-Provide a locker or space to keep equipment to support organisation	such as producing a mind map
Pupils with significant dyspraxia needs are likely to require an element of Targeted or Specialist offer in addition to the Universal Offer	-No hand dominance	Fine Motor Skills	-Use hand/arm exercises with whole class as brain breaks
	-Avoiding activities which require fine motor control	-Hand and arm exercises	
	-Hand muscles lack strength	- Adaptive equipment e.g. specialist scissors, pen grips, sloping board etc	- Ensure equipment is ready for the start of the lesson
	-Lack of coordination of two-handed activities	- Practice fine motor skills e.g. threading, play dough, peg boards	-When roaming, offer alternative lined paper if pupils are struggling to keep within standard lines or space given
	-Difficulties with self help skills e.g. dressing	-Sequencing and organisational support e.g. now and next boards, writing frames	
	-Deterioration with handwriting	- Multi-sensory handwriting scheme	- Check seating is appropriate, particularly in practical subjects
	-Lack of confidence in physical play	-Consider the needs for adapting lined paper to have wider line spacing	
	-Special perceptual skills	Gross Motor Skills	
		-Ensure sufficient floor space and encourage pupils to move on different surfaces	
		-Opportunities for balance e.g. climbing, jumping, obstacle courses	

		<ul style="list-style-type: none"> -Develop core stability e.g. wobble cushion -Ensure correct seating position - desk needs to be at elbow height & both feet flat on the floor -Praise engagement in gross motor activities e.g. throwing, catching 	
<p>Sensory Processing</p> <p>More common in pupils who have neurodiversity</p> <p>Pupils with significant sensory processing needs are likely to require an element of Targeted or Specialist offer in addition to the Universal Offer</p>	<ul style="list-style-type: none"> -Pupils have difficulties in processing sensory information in one or more of the seven senses: sight (visual), taste (gustatory), smell (olfactory), hearing (auditory), touch (tactile), proprioception (position in space), vestibular (sense of balance) -Difficulties in busy spaces where there is lots of sensory stimulation -Under or over sensitive to stimulus -Sensitivity to light touch -Difficulty with posture and coordination 	<ul style="list-style-type: none"> -Recognise that all behaviour is a form of communication -Recognise that some pupils are unable to describe their sensory experience -Be aware of any sensory processing audit/assessment and incorporate this into planning -Identify triggers -Work with parents -Allow self-soothing / self-regulation behaviours (as long as there is no safeguarding risk) -Allow movement / sensory breaks -Have a range of sensory equipment 	<ul style="list-style-type: none"> -Use seating plan to avoid sensory stimuli and triggers within the classroom -Provide physical fidget aids, e.g. wobble cushions, fidget toys, blue tack -Time out breaks from the classroom, or preferably brain break activities within the lesson where appropriate -Enable sensory diets by providing appropriate resources e.g. ear defenders, weighted jacket etc

	<ul style="list-style-type: none"> -Seeking unusual sensory experiences -Not recognising when they are hot or cold -Withdrawing from certain stimuli -Self-soothing / self-stimulating behaviours e.g. flapping, rocking etc -Can cause isolation -Challenging behaviour/ defiance -Aspects of EBSA behaviour -Appearing to lack attention 	<ul style="list-style-type: none"> -Be aware of your own classroom environment and the sensory stimuli within it -Consider sensory diet required in your lesson 	
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Section 2: Targeted Support

The Targeted Support graphic covers the following areas:





















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

- Refocus: Use learner-specific behaviour management techniques from learner information (e.g. passport) to refocus learners and keep them on task.
- Tricky Words: Provide targeted phonic support (Phonemes / graphemes). Model usage of difficult words.
- Teach Processes: Support learners in recalling processes or techniques e.g. provide WAGOLL (What A Good One Looks Like), retained models, photos of process, crib sheets.
- Sentence Building: Teach sentence structure using consistent colour coding to support learner e.g. colourful semantics.

- Link outcomes to learning objectives: Use learner information (e.g. passport) to adapt learning objectives and select activities to ensure they are accessible and achievable.
- Alternative Recording: Offer a wider range of recording alternatives e.g. voice recording. Provide adaptive recording aids e.g. sloping boards.
- Vocabulary/Terminology: Assist the learner with subject specific terminology/vocabulary definitions, spellings, application and/or meaning.
- Comprehension, inference and deduction: Teach comprehension by identifying keywords from the question and locating them in the text e.g. highlighting.
- Questioning: Use adaptive questions (Blanks 4 levels: Naming, Describing, Retelling, Justifying and Inferring) throughout the lesson to check for understanding.
- Reinforce Subject Knowledge: Reinforce and make links to prior learning using visual cues e.g. photographs of prior learning, worked examples in books.
- Adapt Text: Provide simplified text that matches the learning objective but reduces the reading demand to reflect learner reading age e.g. use AI.
- Teach Skim and Scan: Teach individual learner to skim and scan. Ensure learners can track text effectively. Skimming means reading quickly to capture general idea/meaning. Scanning means looking for key words in the text.
- Task Framework: Use consistent icons and symbols on a framework to support independent completion of tasks. This includes Chunk, Segment, Sequence and Chronologise.
- Peer Support: Pre-select specific peer(s) to support learning and model good practice in learning or behaviour e.g. name the peer.
- Modelling: Provide additional modelling of worked examples (e.g. in the learner's book). These worked examples could include extra steps for the individual.
- Engagement: Use learner specific behaviour management techniques (e.g. positive private praise) from learner information (e.g. passport) to ensure engagement.
- Prompt: Encourage independence by using the steps in the scaffolding framework (EEF). This includes correcting, modelling, clueing, prompting and self-scaffolding.
- Structure: Provide pre-populated writing frame adapted for your subject/lesson and teach learners how to use this. This includes Introduction, Main points and Conclusion.
- Group Work: Assign learner to group roles to allow them to be successful in this role. Carefully consider group make up.
- Verbal Guidance: Provide targeted verbal guidance to enable learners to access, complete or re-attempt tasks.

Section 3: Specialist Support

The Specialist Support graphic covers the following information:

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

- Refocus: Use learner specific behaviour management techniques from learner information to refocus learners and keep them on task. Staff should pre-empt and de-escalate.
- Tricky Words: Provide individualised support to understand and use difficult words linking these to learner experience.
- Teach Processes: Support learners to work through the processes, encouraging them to use a range of scaffolds that will support later independence e.g. small steps.
- Sentence Building: Provide in class/out of class intervention to support oral construction of sentences and planning sentences using colour-coded techniques e.g. colourful semantics.
- Link outcomes to learning objectives: Use learner information to adapt learning objectives in the moment and plan additional activities to ensure success.
- Scribe: Member of staff to write or re-write part or all of learner work carried out as everyday practice to support learner access arrangements for exams.
- Vocabulary/Terminology: Provide individualised support to understand subject specific terminology/vocabulary such as definitions, spellings, application and/or meaning.
- Comprehension, inference and deduction: Model using all available cues including pictures, predictable text patterns and props.
- Questioning: Use individually adaptive questions (Blanks 4 levels: Naming, Describing, Retelling, Justifying and Infering) throughout the day to check for understanding.
- Reinforce Subject Knowledge: Provide personalised reinforcement to prior learning. Use the learner's book to retrieve learning. Pre and post-teaching of subject knowledge.
- Reader: Member of staff will read part or all of learner's task/work carried out as everyday practice to support learner access arrangements for exams.
- Teach Skim and Scan: Teach individual learner: modelling, clueing e.g. flash card prompting e.g. verbally. Skimming means reading quickly to capture general idea/meaning. Scanning means looking for key words in the text.
- Task Framework: Use pre-populated framework including icons and images as a checklist to support task completion. This includes chunk, segment, sequence and chronologise.
- Peer support: Adult support to model, assist and check-in with peer support and encourage learner to engage in appropriate social interactions and group activity.
- Modelling: Provide individualised support teacher/TA modelled answers. (TAs should discuss expectations with class teacher).
- Engagement: Use learner specific behaviour management techniques from learner information to ensure engagement. Monitor and analyse engagement levels for future planning.

- Prompt: Provide a reducing level of prompting from gestural prompt to verbal prompt and then visual prompt. For physical tasks use hand over hand and then physical prompt prior to the sequence above.
- Structure: Provide individualised support to assist the learner to complete a writing frame adapted for your subject/lesson. This means introduction, main points and then conclusion.
- Group Work: Adult support to model, assist and check-in with group work to ensure participation and allow success. Adult to fade support as necessary.
- Verbal Guidance: Provide tailored verbal guidance in line with learner information e.g. passport.

Other Information

- The Profile of Need serves as a framework for professionals to assess and identify the level of support a child or young person requires across four key areas: cognition and learning, communication and interaction, social emotional and mental health, and sensory and physical needs. See Local offer link -Profile of need - school age with responses
- The Inclusion Training Framework supports educational organisations in self-evaluating their inclusive practices and planning for improvement. It promotes a whole-setting response to inclusion, emphasising the importance of staff understanding their responsibilities for learners with SEND.

Accountability and Monitoring

Balancing Accountability with Practicality

This framework outlines how schools will be held accountable for their SEND provision under the new upfront funding model, while minimising administrative burden.

Core Principles

1. Focus on supporting the child's & young person's outcomes of making progress, growth and development.

2. Evidence-based but not evidence-heavy.
3. Consistent across all schools (equity across all schools).
4. Supportive rather than punitive.
5. Proportionate to the level of need. This will follow the graduated response process.
6. Give schools flexibility to allocate resources to meet needs.
7. Early intervention.

The plan is to produce a detailed document building on the profile of need that exists that helps support schools with supporting SEND at every stage.

School Responsibilities

1. Documentation and Record Keeping

Schools must maintain:

- SEND Register: Standard format listing all pupils receiving support at Universal, Targeted and Specialist levels using existing systems
- Provision Information: Brief documentation of interventions for pupils receiving Targeted and Specialist provision
- Progress Records: Simple before/after measures showing impact of interventions (examples provided in Section 4.5)
- Funding Allocation Overview: Annual summary showing how upfront funding has been allocated (staffing, resources, services). A template for this will be provided to ensure consistent reporting across all schools.

2. Internal Monitoring

Schools will be responsible for:

- Termly Reviews: Regular reviews of progress for pupils receiving Targeted and Specialist provision
- Annual Self-Evaluation: Brief self-assessment against agreed criteria, feeding into the School Development Plan

- Pupil and Parent Voice: Simple mechanisms to gather feedback from pupils and parents about provision
- 3. Evidence Preparation

Schools should maintain readily available evidence that:

- Explains their criteria for identifying needs at Universal, Targeted and Specialist levels
- Shows how pupils move between levels based on needs and progress
- Demonstrates how provision is matched to identified needs
- Tracks outcomes for individual pupils and groups
- Documents how upfront funding is being used effectively

Local Authority Responsibilities

1. Strategic Oversight

The LA will maintain oversight through:

- Annual Return: Brief statistical return from schools showing numbers of pupils at each level of provision
- EHCP Monitoring: Continuing to monitor provision for pupils with EHCPs through Annual Review process
- Outcome Tracking: Monitoring key indicators across schools (e.g., progress, attendance, exclusions)

2. Quality Assurance

The LA will conduct proportionate monitoring through:

- Dip Sampling Visits: Targeted visits to examine provision for specific pupils. Please see appendices for example of form that explains the required information
 - LA identifies pupils in advance (including some with EHCPs and some at Targeted level)
 - Schools prepare relevant documentation for these pupils
 - LA reviews documentation and observes provision during visit

- Feedback provided to school with actions if needed
 - Risk-based Monitoring: More intensive monitoring where concerns arise:
 - High numbers of exclusions or part-time timetables
 - Low progress measures for SEND pupils
 - Multiple parental complaints
 - Concerns about appropriate identification
3. Support and Challenge

The LA will provide:

- Annual SEND Conversation: A structured discussion with each school about their SEND provision, outcomes and use of funding
- Targeted Support: Additional guidance for schools where monitoring identifies concerns
- Training and Development: Coordinated training offer based on identified needs across schools

Practical Documentation

Key Pupil Record

For each pupil receiving Targeted or Specialist provision, schools should maintain a simple record containing:

Name:

Year Group:

UPN:

Primary Need:

Level of Provision:

Start Date:

INTERVENTION RECORD

Intervention Type:

Frequency:

Delivered by:

SMART Targets:

- 1.
- 2.
- 3.

REVIEW (Termly)

Date: Progress against targets:

Evidence of impact:

Next steps:

PUPIL VOICE PARENT VOICE

Next review date:

Annual Return to LA

Schools will submit an annual return (spreadsheet format) containing:

- Total number of pupils at each provision level by primary need
- Summary of key interventions being delivered
- Key outcome measures (progress, attendance, exclusions)
- Brief evaluation of impact of upfront funding
- Areas where additional LA support is requested

Dip Sampling Protocol

LA dip sampling visits will follow this process:

1. Dates for meetings put in a year in advance
2. LA notifies school 2 weeks in advance of the pupils, identifying 5-8 pupils for review
3. School prepares pupil records and evidence of provision
4. LA visit includes:
 - Review of documentation
 - Discussion with SENCO
 - Brief observations of provision
 - Conversations with identified pupils (where appropriate)
5. Verbal feedback provided on day of visit
6. Brief written report with recommendations within 10 working days

Annual SEND Conversation

The annual SEND conversation between LA and school leaders will cover:

1. Review of data and outcomes
2. Discussion of provision and impact
3. Effective use of resources
4. Staff development needs
5. Good practice to share
6. Areas for development
7. LA support required

Review and Development

This accountability framework will be:

- Reviewed with headteachers and SENCOs
- Refined based on feedback and effectiveness
- Developed to include peer-to-peer elements where schools express interest

Escalation Process

If a school is identified as not meeting expectations based on Chapter 3 of the SEND code of practice page 58, the Local Authority will work with the school and MAT to address this. The Code states:

"Mainstream schools have duties to use best endeavours to make the provision required to meet the SEN of children and young people. All schools must publish details of what SEN provision is available through the information report and co-operate with the local authority in drawing up and reviewing the Local Offer. Schools also have duties to make reasonable adjustments for disabled children and young people, to support medical conditions and to inform parents and young people if SEN provision is made for them"

The escalation process will follow these steps:

1. Initial Support: LA notifies MAT and provides targeted advice and guidance to school
2. Improvement Plan: School develops specific SEND improvement plan
3. Enhanced Monitoring: More frequent LA and MAT representative contact and support
4. Formal Review: If concerns persist, formal review of funding arrangements

Inclusion Training Framework

Purpose and Context

This evidence-informed document was created for, and with, partners from North Somerset Local Area as part of a DfE commission to support Inclusion. It is intended to support educational organisations in self-evaluating their approach to inclusion and action planning for improvement.

SEND Inclusion Training Framework

This framework on the next page is intended to support educational organisations within North Somerset Local Authority in self-evaluating their approach to inclusion and action planning for improvement. The framework references a number of key North Somerset SEND documents.

Self-Evaluation Focus	Emerging	Developing	Embedded
Culture, Leadership and Management	<p>The organisation does not yet have a whole setting response to inclusion.</p> <p>Staff do not know and understand their responsibilities for learners with SEND. Staff are not required to have</p>	<p>The organisation is developing a whole setting approach to inclusion. Leaders have completed a SEND Review to support their own self-evaluation and are using this knowledge to</p>	<p>The organisation has an inclusive culture embodied in the vision, values and ethos. Marketing for the school/ setting and imagery around the building present inclusion in a positive light.</p>

	<p>read the relevant chapter of the SEND Code of Practice (<i>Chapter 6 for schools, Chapter 5 for Early Years and Chapter 7 for FE</i>)</p> <p>Outcomes for learners with SEND are not well understood or evaluated.</p> <p>Learners with SEND do not yet have a shared voice.</p> <p>Parents and families are rarely consulted.</p> <p>Senior leaders have a limited understanding of SEND learners and their outcomes.</p> <p>Resources, including human resources could be used more effectively.</p> <p>Leaders have not yet attended Inclusion training (for example Keys to</p>	<p>develop Inclusion action plans.</p> <p>Staff are aware of their roles and responsibilities. Staff have either attended training or have read the relevant chapter of the SEND Code of Practice (<i>Chapter 6 for schools, Chapter 5 for Early Years and Chapter 7 for FE</i>)</p> <p>Learners with SEND have good outcomes across a range of measures including progress or achievement. There is some understanding about how different types of SEND need impact on outcomes and this is used to set realistic and ambitious targets.</p> <p>Learners with SEND feel happy and safe.</p> <p>Parents and families are regularly consulted and</p>	<p>Staff are fully aware of their roles and responsibilities. Staff have either attended training or have read the relevant chapter of the SEND Code of Practice (<i>Chapter 6 for schools, Chapter 5 for Early Years and Chapter 7 for FE</i>)</p> <p>Leaders have self-evaluated using SEND Review and actions taken are now embedded in the School Improvement Planning cycle. Leaders share their good practice and learn with and from other settings.</p> <p>Learners/ students with SEND have positive outcomes across holistic measures.</p> <p>Parents and families co-produce plans with staff and are treated as educational partners.</p>
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	<p>Impactful SEND Leadership or similar).</p> <p>SEND CPD is limited.</p> <p>Leaders have not considered SEND Review.</p>	<p>engaged through school processes.</p> <p>Senior leaders show an interest in the outcomes of SEND learners.</p> <p>Leaders deploy resources, including human resources, are used effectively.</p> <p>Leaders have attended Inclusion training (for example Keys to Impactful SEND Leadership or similar). but their learning is not yet embedded practice.</p> <p>SEND CPD is of high quality but is largely ad hoc.</p>	<p>All learners feel valued.</p> <p>Senior leaders lead by example and take a deep interest in the inclusion and outcomes of SEND learners.</p> <p>Resources, including human resources, are targeted to ensure transparency and value for money.</p> <p>Leaders have attended Inclusion training (for example Keys to Impactful SEND Leadership or similar) and their learning is embedded practice.</p> <p>A SEND CPD Strategy is in place</p>
<p>High Quality Teaching</p>	<p>Staff are largely untrained in High Quality Teaching and specialist pedagogy. Teachers do not use the Universal Offer</p>	<p>Staff have had some training in High Quality Teaching and specialist pedagogy but are not well supported to apply this knowledge.</p>	<p>Staff are well equipped and trained untrained in High Quality Teaching and specialist pedagogy. They rapidly identify barriers to learning and address</p>

	<p>Teaching Toolkit (See Appendix 1) or Universal, Targeted and Specialist Support Matrices (Appendix 2)</p> <p>Teachers and support staff do not fully understand their responsibilities for learners with SEND.</p> <p>Much teaching is whole class with little use of evidence-based intervention.</p> <p>Interventions and strategies are ad hoc and lack co- ordination.</p> <p>Support staff are responsible for the delivery of support plans with some SENCo oversight.</p> <p>The setting culture is that children with SEND are the</p>	<p>Teachers do not use the Universal Offer Teaching Toolkit (See Appendix 1) or Universal, Targeted and Specialist Support Matrices (Appendix 2)</p> <p>Staff know their roles and responsibilities in relation to learners with SEND.</p> <p>Delivery of support plans is managed by the SENCo with limited support from teaching and support staff.</p> <p>TAs support teachers well but a lack of training means that this support can be inconsistent.</p> <p>The SENCo is required to provide operational support for teachers.</p> <p>Delivery of support plans is managed by the SENCo with limited support from</p>	<p>these through responsive teaching.</p> <p>A robust system is in place to rapidly identify needs and access the support required.</p> <p>Staff are knowledgeable about their responsibilities. Staff are knowledgeable about the graduated approach and ensure the 'right' children are identified for the 'right' reasons.</p> <p>New staff are well inducted.</p> <p>Subject Leaders have identified suitable curriculum adaptations to meet need. Wherever possible the curriculum is inclusive by design.</p> <p>Teachers own their learners and actively seek to maximise progress. They can articulate the impact of</p>
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	<p>responsibility of the SENCo.</p> <p>Most teaching is whole class and resources are not adapted to learner need.</p> <p>Resources are provided on an adhoc basis. Processes for the identification of need are not well understood or are inconsistently applied.</p> <p>Staff are not yet aware of the graduated approach.</p> <p>In general, Impact and outcomes are unclear and the impact of interventions is not analysed.</p> <p>Targeted SEND Quality Assurance is limited.</p>	<p>teaching and support staff.</p> <p>Interventions and strategies tend to be condition rather than learner specific.</p> <p>Understanding of the impact of interventions is limited.</p> <p>Interventions frequently take place in withdrawal sessions. The impact of this on the child's learning experience may not have been fully evaluated.</p> <p>There is evidence of some adaptation but this is not fully personalised and this is inconsistent across classes and/or subjects.</p> <p>Impact and outcomes are not fully understood.</p> <p>Quality Assurance activity is in place but</p>	<p>the interventions they have put in place.</p> <p>Whole class teaching is high quality and needs are well adapted for the most and least able. Staff consistently apply responsive teaching adaptations. Teachers use the Universal Offer Teaching Toolkit (See Appendix 1)</p> <p>Staff are confident, creative and ambitious in seeking solutions, applying a range of strategies linked to assessed needs, outcomes and agreed measures of success.</p> <p>Teachers understand the 4 Broad Areas of Need and are trained in appropriate adaptive pedagogy and HQT strategies.</p> <p>Teachers effectively monitor and review progress in the lesson.</p> <p>Wherever possible children and young</p>
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		<p>data is not analysed to drive improvement in teaching and learning.</p> <p>Interventions frequently take place in withdrawal sessions. The impact of this on the child's learning experience may not have been fully evaluated.</p>	<p>people are included in mainstream lessons.</p> <p>Any withdrawal from mainstream learning is purposefully designed to better meet individual need.</p> <p>Interventions are carefully selected. Strategies are bespoke to the child/ young person's needs.</p> <p>Interventions are led by staff who have been upskilled in their roles. Impact is measurable and outcomes are clearly understood.</p> <p>TAs and teachers fully understand their respective roles and as a result TAs are well deployed. Teachers and TAs use the Universal, Targeted and Specialist Support Matrices (Appendix 2) to provide unintrusive support.</p> <p>Teachers (with TAs) have developed</p>
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			<p>systems to ensure that progress made in out of class intervention impacts on in class teaching.</p> <p>Quality Assurance systems are robust and drive improvement in Teaching and learning.</p> <p>Across the organisation all staff implement the graduated approach, staff can reliably define this as Assess, Plan, Do and Review.</p>
Assessment and Identification of Need	<p>Practice does not match the settings stated policies.</p> <p>Staff have limited knowledge of how to assess SEND and assumptions are made that are not supported by assessment data.</p> <p>Staff are unfamiliar with High Quality</p>	<p>The organisation has policies and protocols but these are infrequently reviewed and/ or monitored so there may be a mismatch between policy and practice.</p> <p>The setting identifies SEND under the 4 broad categories of need but staff may lack confidence in</p>	<p>The organisation has regularly reviewed, clear policies and protocols relating to the assessment of SEND.</p> <p>Data is regularly collected to facilitate the early identification of need. (This work is streamlined to ensure that undue burden is not placed on staff workload.)</p>

	<p>Teaching and Learning.</p> <p>Multi agency working is variable and the setting is not yet taking a lead role.</p> <p>Transition is adhoc and not yet rooted in best practice principles.</p> <p>There is no expectation that parents and/or learners should contribute to the assessment process.</p>	<p>their assessment judgements.</p> <p>Staff have an awareness of High Quality Teaching and Learning, but this is not consistently applied.</p> <p>Staff are aware of multiagency working but systems around this are not robust.</p> <p>Transitions are well thought out but focus more on new pupils entering the setting or on leavers moving to new destinations.</p> <p>Some learners and parents' views are captured during assessment.</p>	<p>The organisation has accurately identified learners with SEND needs against the 4 Broad Areas of Need and staff know these 4 areas.</p> <p>The settings' analysis of need is broadly in line with national data.</p> <p>Staff are confident and well supported in their assessment decisions.</p> <p>Staff have been trained in High Quality Teaching and Learning. Classroom management protocols are supportive of SEND learners.</p> <p>Information is well managed so that all staff have access to a system which identifies other agency involvement.</p> <p>Transitions within the setting and between organisations are</p>
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			<p>seamless and well managed.</p> <p>Learners' and parents' views are effectively captured during assessment.</p>
Plan	<p>Plans are not consistently in place.</p> <p>Storage has yet to be considered.</p> <p>Interventions are not evaluated or monitored and there is little accountability for these.</p> <p>Staff training in SEND lacks co-ordination so that planning is restricted to a small number of known approaches.</p> <p>Staff are not familiar with the <i>Graduated Response Profile of Need</i> document</p>	<p>SEND support plans address key areas of need although there may be a tendency to focus on the academic.</p> <p>Review dates are not always set and the process can lack pace.</p> <p>Most staff are aware of plans but storage systems do not readily support access for all.</p> <p>Independence is encouraged although support staff are not necessarily well trained in how to support independence.</p>	<p>Planning involves learners' families, key staff, and a co-production process.</p> <p>SEND support plans are holistic, addressing all areas of need. Expectations for SEND learners are high in terms of outcomes, progress and achievement.</p> <p>Planning is solution focussed and 'can do'. Staff adopt support and intervention strategies that are evidence based and have impact.</p>

	<p>relevant to their age group</p> <p>SEND support plans do not address holistic need.</p> <p>Support staff have a limited understanding of the need to develop independence.</p> <p>Transitions between and in setting lack coherence and therefore important information has the potential to be lost.</p> <p>Parents are not fully engaged in their children's learning.</p>	<p>Intervention has impact but staff are not always able to articulate how or why this is the case.</p> <p>Staff are trained, but this is often through a process of quick demonstration rather than quality CPD time with built in reflection.</p> <p>Staff are not familiar with the <i>Graduated Response Profile of Need</i> document relevant to their age group</p> <p>Transitions between organisations are effective but some information may be lost at in-setting transition where there are no formal protocols.</p> <p>Parents are engaged and 'listened to' but the setting leads the personalisation process.</p>	<p>Plans are dated and the next and last Review dates are clear.</p> <p>Plans are stored centrally on a live information management system so that all staff are aware of needs, outcomes, support and teaching strategies/ approaches.</p> <p>All staff are familiar with the <i>Graduated Response Profile of Need</i> document relevant to their age group and use this to identify strategies and approaches.</p> <p>Staff engage in action research and are inquisitive about 'what works?'</p> <p>Staff are well trained/ qualified to deliver the planned interventions.</p> <p>Independence is prioritised from EYFS to adulthood.</p>
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			<p>Transitions are well supported both in, and between, organisations.</p> <p>The organisation focuses on and values strengths and successes.</p> <p>Parental partnership Is effective and there is a deep understanding of the parent as the primary educator. For low incidence conditions parents are recognised as 'experts'.</p>
Do	<p>Plans have limited effectiveness and are used by a minority of staff.</p> <p>No monitoring or Quality Assurance of plans is taking place.</p> <p>Support staff and teachers do not discuss Support Plans and implementation.</p>	<p>Staff meet basic needs effectively at set times of day but the support plan is not embedded in the delivery of the wider curriculum.</p> <p>Interventions are largely successful but there is limited Quality Assurance or monitoring in place.</p> <p>There is no time 'formally' set aside</p>	<p>Staff are creative in their approach to meeting need.</p> <p>Support plans are implemented day by day, lesson by lesson, by trained staff.</p> <p>Interventions are monitored and quality assured as part of a wider analysis of Teaching and Learning.</p>

	<p>Expertise in school is not well captured and external experts are used on an ad hoc basis.</p> <p>The setting is not well connected with the wider network of available support and does not use the Inclusion Toolkit for Mainstream School in North Somerset.</p>	<p>for teachers and support staff to discuss the plan or implementation. Although staff do try to engage in this process.</p> <p>The school does seek expert advice but generally from a single source or only once a child requires specialist support so there may be waiting lists and unmet need.</p> <p>The setting is not well connected with the wider network of available support and does not use the Inclusion Toolkit for Mainstream School in North Somerset.</p>	<p>Support staff and teachers have dedicated time to access the support plan and engage with teachers to maximise their capacity to support.</p> <p>The organisation has developed a simple feedback system for teachers and support staff to share progress against goals.</p> <p>Each teacher in every lesson follows the plan.</p> <p>The SENCo is well equipped to offer specialist advice for support planning.</p> <p>The setting is well connected with the wider network of available support and uses the Inclusion Toolkit for Mainstream School in North Somerset.</p>
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<p>Progress Tracking and Review</p>	<p>There is insufficient advice to staff with regard to progress tracking and therefore the system is ad hoc and of limited use.</p> <p>There is little or no moderation of SEND progress.</p> <p>Assessments are not holistic.</p> <p>Plans are infrequently reviewed. Parents and learners are not involved in Reviews of Support Plans.</p> <p>There is insufficient advice to staff with regard to progress tracking and therefore the system is ad hoc and of limited use.</p> <p>Communication is weak and parents may report dissatisfaction with the school's</p>	<p>Data is collected on a more ad hoc basis and because this is not strategically streamlined there may be an unnecessary workload burden placed on some staff.</p> <p>Assessments may not provide a sufficiently holistic view of the child/ young person and their needs.</p> <p>Progress information is not yet used to maximum effect and accountability is not clear to all staff.</p> <p>Systems are in place but could be developed to monitor and track SEND learners progress more effectively.</p> <p>Moderation of SEND progress is limited. There is no official review process but plans are reviewed.</p>	<p>Assessments provide a full rounded picture of a specific child's needs.</p> <p>Progress information is appropriately collated, moderated, monitored and used to underpin decisions at an individual and whole organisational level.</p> <p>Clear systems of accountability for the progress of learners with SEND are embedded. Leaders and Classroom teachers are accountable for the attainment and support of learners on SEN support. Robust, accessible systems are in place for: using data to identify, assess and review impact/progress; detailing all the strategies being used (from individual to cohort to whole setting level); and the accountability for providing and using these data and strategies is clear.</p>
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	<p>approach to meeting SEND needs.</p> <p>There may be a positive relationship between parents and the SENCo but this is not reflected in interactions with other staff across the school.</p> <p>Families are unlikely to be open in their sharing of information.</p>	<p>Other stakeholders are invited but no action is taken to support their attendance at Review.</p> <p>Some children and young people struggle to engage with the Review.</p> <p>Impact data is available for Review although staff may be unclear on the details.</p> <p>Assessment information is not generally accessible to parents and learners.</p> <p>Plan storage is ad hoc.</p> <p>Communication is effective but partnerships are not always based on mutual trust which can reduce the support the school provides to the child/</p>	<p>The progress of learners with SEND is monitored at all levels across the setting. The setting has established a protocol for SEND Support Plan (and EHCP) Review involving staff, parents and learners.</p> <p>The setting has carefully considered how younger learners or learners facing greater cognitive challenges can meaningfully participate.</p> <p>Impact and quality of intervention is evaluated using a baseline and post intervention assessment.</p> <p>Assessment information is presented in an accessible form.</p> <p>Plans are stored centrally on a live information management system so that all staff are aware of changes and</p>
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		<p>young person and their family.</p>	<p>all are working from the most up to date plan.</p> <p>All staff (internal and external), other agencies, children and young people, and families share information in a manner which is GDPR compliant and form trusted and supportive relationships.</p> <p>Everyone who is working with the child or young person focused on the same goals and works for common purpose.</p>
<p>Behaviour Management and Relational Approaches</p>	<p>Setting adopts a behaviourist approach to behaviour management.</p> <p>Leaders are not considering applying a more relational approach as outlined in the document</p> <p><i>Relational Approaches in</i></p>	<p>The setting allows staff to make adaptations to behaviour policy but this is done on an adhoc basis and is not fully understood by all staff leading to an inconsistent approach.</p> <p>Behaviour Policy is long and wordy so that pupils are not</p>	<p>The school recognises that behaviour is a form of communication.</p> <p>Individual patterns of poor behaviour are analysed through a lens of potential unmet need.</p> <p>Relational Approaches are considered as part</p>

	<p><i>North Somerset Settings.</i></p> <p>Behaviour policy is applied universally without making reasonable adaptations for learners with targeted or specialist SEND needs.</p> <p>Leaders and staff are concerned that in applying the behaviour policy with more flexibility to address individual SEND need it will be perceived to be 'soft' or unfair.</p> <p>Leaders and teachers are largely reactive, they do not consider the form and function of behaviour.</p> <p>Following incidents there is little opportunity to repair relationships.</p>	<p>clear about the rules they apply to them.</p> <p>A system has been developed to support pupils with EHCPs but there is no adaptation for pupils with Targeted support needs.</p> <p>Leaders understand the need to apply a more relational approach and are familiar with the document <i>Relational Approaches in North Somerset Settings.</i></p> <p>Leaders and teachers try to be responsive but the lack of clear systems and processes to support this lead to inconsistency.</p> <p>Suspension and permanent exclusion rates remain relatively static and are around the national levels for similar settings.</p>	<p>of a whole-school approach, to promote consistency, and ensure all staff are 'on board' reflecting the document <i>Relational Approaches in North Somerset Settings.</i></p> <p>A process is in place to ensure that staff and learners have an opportunity to repair their relationship after any behaviour incident.</p> <p>Staff have taken advantage of the North Somerset LA offer to access Karen Treisman Trauma Informed Training through the Virtual School.</p> <p>The setting has integrated nurture principles into their overall ethos.</p> <p>Staff are confident in the use of the <i>Applied Trauma Responsive Classroom (ATRC) Screener</i> and can personalise their response to learners</p>
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	<p>The suspension rate is higher than national for the type of setting.</p> <p>The permanent exclusion rate exceeds the national rate for similar settings.</p> <p>Leaders have a high level of complaints from parents and families.</p>	<p>Repair strategies are in place but time is not protected so that frequently these activities are not implemented due to staffing pressures.</p> <p>Learners, parents and families are ambivalent about behaviour.</p>	<p>using this tool (Appendix 1: <i>Relational Approaches in North Somerset settings</i>).</p> <p>The Behaviour Policy has been written to reflect an understanding of relational approaches. It is written in simple language that everyone understands. It is mental health aware and trauma-informed. The setting has made adaptations to the Universal Behaviour Policy to ensure that it includes a targeted offer to meet the needs of pupils with SEND support needs (specifically considering targeted adaptations for learners with Communication and Interaction and SEMH needs). The setting's Behaviour Policy includes a specialist Behaviour offer for pupils with specialist SEND needs (specifically considering specialist adaptations for learners with</p>
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			<p>Communication and Interaction and SEMH needs).</p> <p>Permanent exclusion rate is low or falling.</p> <p>Learners, parents and families have high levels of confidence in the setting and report positively about behaviour.</p>
<p>Staff Training and Development</p>	<p>Staff expertise in SEND is largely unknown. There are gaps in the settings capacity to support all of the four broad areas of need.</p> <p>School staff have little or no opportunity to develop their specialist knowledge.</p> <p>Referrals are not always made and the school may not always be able to source a suitably</p>	<p>Staff expertise in SEND is generally known and understood.</p> <p>The setting can access support to address need for all the four broad areas of SEND.</p> <p>There is little opportunity for school staff to develop their specialist knowledge.</p> <p>Referrals can take some time.</p>	<p>The setting has made a full audit of the skills and experience of all staff in relation to SEND and this is used to target expertise to support need.</p> <p>The setting has invested in bringing skills in-house to address higher incidence needs in the 4 Broad areas of need to improve speed of referral and access to expert support.</p> <p>There is a clear SEND CPD strategy. All staff have access to the</p>

	<p>qualified and experienced expert.</p> <p>SEND CPD is targeted at the SENCo and Learning Disability team.</p> <p>Policy does not provide clarity on roles and responsibility and support staff are often left with responsibility for the adaptation of the curriculum of the curriculum.</p> <p>The setting is not using the Inclusion Toolkit for Mainstream School in North Somerset.</p>	<p>SEND CPD tends to be targeted at the SENCo or Learning Support team. Although SEND may be raised at briefings and staff meetings.</p> <p>Roles and responsibilities are defined in policy but this is not also evident in practice.</p> <p>The setting has limited external support to meet SEND although there may be some use of the Inclusion Toolkit for Mainstream School in North Somerset.</p>	<p>universal offer and there are many opportunities for staff to specialise.</p> <p>Where there are gaps the setting is well networked to other providers and is making good use of the Inclusion Toolkit for Mainstream School in North Somerset to ensure a rapid response to meeting emerging needs.</p> <p>Roles and responsibilities are clear and training and expertise are commensurate with roles</p> <p>Staff are trained in evidence-based research and how to measure impact.</p> <p>The setting engages in local cluster arrangements to share expertise across groups of settings.</p>
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Support Plans & Documentation	<p>Staff design their own plans and these are applied in an ad hoc manner.</p> <p>Review is infrequent.</p> <p>Staff write plans for parents and the LA.</p> <p>The language used is largely professional and adult. Plans have targets and strategies but there is sometimes confusion over which is which.</p> <p>Plans cover key skills in core subjects.</p>	<p>Staff generally follow a common planning format but have not been trained to write, review or implement plans so there is some variance in approach.</p> <p>Ownership of plans may be unclear although efforts are made to include learner and family views.</p> <p>Some plans are written in 'learner speak' whilst others are more professional.</p> <p>Plans are largely positive in tone but may focus on a narrow set of skills.</p> <p>Plans reference the support required.</p>	<p>A common format is used across the organisation. The proforma includes key dates.</p> <p>Staff are trained in how to write, implement and review plans. Reviews are scheduled, regular and person-centred.</p> <p>Learners and students own their plans which they can personalise.</p> <p>The language used reflects their age and stage of development.</p> <p>Plans are goal orientated</p> <p>Plans exemplify what good support looks like.</p> <p>Plans support adaptive teaching and cover a full range of needs.</p>
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Resources to Support Inclusion

Leadership SEND Training:

- Keys to Impactful SEND Leadership Training delivered 13/2/25 to Leaders in North Somerset. Audience all senior leaders.
- SEND Reviewer Training Local Area Training available through the Sea View Trust.
- Audience Experienced leaders with a strong knowledge of SEND: LA SEND Team leaders, specialist staff, special school leaders, mainstream SENCOs, senior leaders with experience of teaching learners with SEND.
- NPQSENCO Training available through local Teaching School Hub.
- SENCOs and Leaders of SEND. The content is very different to the former NASENCO/ other post graduate SENCO training.

Useful (free) Document for Leaders:

- Keys to Impactful SEND Leadership Slides (available on request from North Somerset LA).
- Inclusion Toolkit for Mainstream Schools in North Somerset (available on request from North Somerset LA).
- Graduated Response Profile of Need North Somerset document.
- Relational Approaches in N Somerset settings North Somerset document.
- SEND Code of Practice (DfE, 2015) [SEND code of practice: 0 to 25 years](#)
- SEND Review Guides Whole School SEND suite of Review guides to support accurate self-evaluation or to self-evaluate ahead of an external SEND Review
- School SEND Review [SEND Review guide Whole School SEND](#)
- SEND Governance Review Guide [SEND Governance Review Guide Whole School SEND](#)
- [MAT SEND Review Guide](#)
- [Early Years SEND Review Guide Early Years SEND Review Guide from Nasen](#)
- FE SEND Review Guide [College SEND Review Guide Whole School SEND](#)
- TA Deployment Review Guide [Teaching Assistant Deployment Review Guide Whole School SEND](#)
- Every Leader a Leader of SEND [Demonstrating Inclusion Tool Whole School SEND](#)
- EEF Guide Special Educational Needs in Mainstream Schools Create a positive learning environment for pupils with SEN. [Special Educational Needs in Mainstream Schools EEF](#)

- EEF Guide Making Best Use of Teaching Assistants to maximise the impact of teaching assistants. [Making Best Use of Teaching Assistants EEF](#)
- NTDi PfA outcomes across all age groups Early Years to Post 16 [PfA outcomes Tool.pdf](#)

Teacher and TA training

SEND Training:

[SEND Development Pathways interactive PowerPoint Whole School SEND](#) free interactive training and resource tool. The SEND Development Pathway is characterised as a train map. Participants can use the interactive map to plan their career 'journey' by selecting the line between their current role ('current station') and their intended role ('destination station').

This will generate a 'ticket' (see 'How to Use the Ticket' in this guidance), detailing the CPD resources which are available to support them on their journey. In many cases, career development will involve a number of short journeys, resulting in multiple 'tickets'. Participants wishing to develop their skills and expertise in their current role can click on the station itself. Their ticket will then detail the resources that they can access to deepen knowledge, improve skills and increase confidence in their current role.

It is strongly advised that you engage with the [Guidance Document before accessing the PowerPoint SEND Development Pathways for the School Workforce: Guidance Document including self-study materials Whole School SEND](#). This is a 'How to Guide' to support both Pathway participants (school workforce), and their line managers, in using the SEND Development Pathways resources to support ongoing continuing professional development.

[Making Best Use of Teaching Assistants online course EEF](#) free 6 module online course. Takes you through the EEF guidance. Using a combination of text, video, curated links and downloadable documents, you will gain a clear understanding of what the guidance advocates, and how to make change happen in your school.

[Special Education Needs and Disability Care Courses Online](#) free online training course considering many aspects of SEND, including the symptoms of specific conditions,

legislation and guidance applicable to individuals with SEND and how such conditions affect individuals in daily life.

Working Memory free YouTube video [Supporting Students with Working Memory Challenges](#)

DfE funded Early Years Child Development Training [Early years child development training: Home page](#)

Introduction to Child Psychology (free 8-hour course) [Introduction to child psychology OpenLearn at Open University](#)

5 a day Blog and video [EEF blog: New 'Voices from the Classroom' The Five-a-day EEF](#)

DfE funded Early Years Child Development Training [Early years child development training: Home page](#)

Introduction to Child Psychology (free 8-hour course) [Introduction to child psychology OpenLearn at Open University](#)

SEND Code of Practice (DfE, 2015) [SEND code of practice: 0 to 25 years](#)

Whole School SEND New Teacher Handbook: SEND [Teacher Handbook: SEND Whole School SEND](#)

Useful (free) Documents for Teachers and TAs

EEF Guide Special Educational Needs in Mainstream Schools Create a positive learning environment for pupils with SEN. [Special Educational Needs in Mainstream Schools EEF](#).

EEF Guide Making Best Use of Teaching Assistants to maximise the impact of teaching assistants. [Making Best Use of Teaching Assistants EEF](#).

Applied Trauma Responsive Classroom (ATRC) Screener Excerpt (Appendix 1) in *Relational Approaches in N Somerset settings* North Somerset document.

Assessment Tools for Early Years (Dingley's Promise) [Help for early years providers: Using the assessment tools](#).

Appendices

Appendix 1: Dip Sampling Visit Template

SEND Dip Sampling Visit Template

Visit Information

School: _____ **Date of Visit:** _____

LA Representative(s): _____

School Representative(s): _____

Purpose of Visit

This dip sampling visit aims to:

- Examine provision for specifically identified pupils
- Verify appropriate matching of provision to need
- Ensure effective use of upfront SEND funding
- Identify effective practice and areas for development

Pupils for Review

Name	Year	Level of Provision	Primary Need	Reason for Selection
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Documentation Review

For each pupil, the following documentation will be examined:

☐ Record of need identification and assessment

☐ Provision currently in place

☐ SMART targets

☐ Progress monitoring records

☐ Evidence of reviews

☐ Pupil and parent voice

Documentation Review Notes:

Provision Observations

Brief observations of provision in action:

Pupil Provision Observed Notes

Observation Summary:

Discussions with Staff

Questions for SENCO:

1. How was the level of need determined for each of these pupils?
2. How did you decide on the specific provision for each pupil?
3. What progress have these pupils made since the provision began?
4. How do you monitor and evaluate the effectiveness of provision?
5. How is the upfront funding being used to support these specific pupils?

Questions for Class Teachers/TAs:

6. What specific strategies do you use to support these pupils?
7. How do you monitor progress against targets?
8. How do you communicate with parents about provision and progress?
9. What training have you received to deliver this provision?

Discussion Notes:

Pupil Voice (where appropriate)

Questions for pupils:

1. What help do you get at school?
2. Does this help make learning easier for you?
3. What's working well for you?
4. Is there anything else that would help you?

Pupil Voice Notes:

Strengths and Areas for Development

Key Strengths Identified:

- 1.
- 2.
- 3.

Areas for Development:

1.

2.

3.

Overall Evaluation**Area****Evaluation****Comments**

Identification of need

☐ Effective ☐ Developing ☐ RI

Appropriate provision

☐ Effective ☐ Developing ☐ RI

Monitoring of progress

☐ Effective ☐ Developing ☐ RI

Staff knowledge and skills

☐ Effective ☐ Developing ☐ RI

Area	Evaluation	Comments
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Pupil/parent involvement ☐ Effective ☐ Developing ☐ RI

Use of upfront funding ☐ Effective ☐ Developing ☐ RI

Agreed Actions**Action By Whom By When Support Required****Next Steps**

[] Written report to be provided to school by: _____

[] Follow-up visit required? ☐ Yes ☐ No

[] If yes, proposed date: _____

[] Additional LA support to be provided: _____

Signatures

LA Representative: _____ **Date:** _____

School Representative: _____ **Date:** _____

SEND IDENTIFICATION AND PROVISION PATHWAY
Graduated Response: Assess, Plan, Do, Review

START:
Potential area of need is identified by teacher, TA, parent or outside agency.

Discuss concern with Parents/Carers.

Area of need identified using the **Graduated Response**

- Communication and Interaction
- Cognition and Learning
- Social Emotional Mental Health
- Sensory and Physical Health

Adjustments are made to in-class provision.
Add pupil to any relevant, pre-existing interventions run by the teacher/TA.
Add pupil to class Provision Map if academic progress is a concern.

Is the child making progress?
* If yes, remain in this stage.

Child's progress is monitored by class teacher/TA over one half term.

Universal Quality First Teaching

Targeted SENDCo Involvement

Teacher/TA complete SEND Concern Form and hand/send to SENDCo.
Discuss concern with parents/carers again, making it clear that you will speak to the SENDCo.

SENCo considers next steps having received completed Concern Form from teacher/TA.
SENCo completes 'Actions' on Concern Form.

Specialist SEND Register and Learning Plan

The pupil is added to the SEND Register.

SENCo reviews Learning Plans and pupil evidence at least three times a year.

Class teacher reviews progress towards Learning Plan targets three times a year. When appropriate (e.g. following external advice or accelerated progress), targets may be reviewed more frequently.
NB: A TA may be asked to assess progress at each review point, but all children within a class are the teacher's responsibility.

Statutory Provision EHCP

When a pupil with SEND has significant needs that require even greater support, information is gathered and an application is made for an Education & Health Care Plan (EHCP). There is no guarantee that an EHCP will be granted. Parents are involved in the application process.

If, after assessment, the Local Authority decides to award further appropriate provision, this will be arranged and put into place. This provision will then be reviewed annually with parents, outside agencies and the Local Authority.

Is the child making progress? * If yes, remain in this stage.

ON

A Learning Plan is written for the pupil. The Plan should have three SMART targets – Specific, Measurable, Achievable, Realistic, Time-bound.
A One Page Profile (passport) is created for the child, capturing important information including strengths, interests and support needed. This document is easily accessible within the classroom and shared with adults who might encounter the child (e.g. supply teachers).

The child has regular opportunities to work on personal targets. Evidence is documented in work books.

The parents are informed that their child has been added to the SEND Register and will have a Learning Plan.

Class teacher meets with Parents/Carers at the three review points to discuss progress towards targets and to share new targets.
NB: Parents must agree targets and sign Learning Plans.
Parent voice is important – What would they like to add?

Is the child making progress? * If yes, remain in this stage.

No

Parents informed of further concerns.

Meeting between SENDCo, Class Teacher and Parents/Carers to discuss current provision, progress and next steps.

Support is requested from outside agencies for advice and assessment. Parents are informed of outcome.

Continue to assess progress and collect evidence.

Key:

- Teacher
- SENCo
- Teacher & SENDCo

Consider all the following with the class

SENCo makes suggestions. Further modification to teaching resources/ interventions.

SENCo completes observation on child and gives feedback to teacher/TA /Parents/Carers.

Referral to external agency may be submitted in some cases.

Following advice, teacher/TA implements new strategies/ support. Progress is monitored closely.

Which strategies are working? Can additional strategies be tried?

Appendix 4: Annual Return Template

SEND Annual Return Template (2025–2026)

Section A: School Overview

School Name	
SENCO Name	
Finance Lead Name	
Total Number of Pupils on Roll	
Total Number of Pupils on SEND Register	
Number of Pupils Receiving: Universal	
Number of Pupils Receiving: Targeted	
Number of Pupils Receiving: Specialist	

Section B: Use of Flexible High Needs Funding

Area of Spend	Description	Amount Spent (£)	Number of Pupils Supported	Provision Level (Targeted/Specialist)

Section C: Provision Summary

Key Programmes Delivered

Programme Name	Focus Area	Provision Level	Number of Pupils	Duration	Delivered By

Section D: Outcomes and Impact

Academic Progress

Measure	Number of Pupils	% Making Expected Progress	Notes
Reading			
Writing			
Maths			

Independence & Social Skills

Measure	Number of Pupils	% Showing Improvement	Notes
Self-regulation			
Peer Interaction			
Independence in Learning			

Section E: Pupil & Parent Voice

How have pupil views been captured? (tick all that apply) (provide sample evidence)

☐ Pupil passports

☐ Surveys

☐ 1:1 conversations

☐ Other: _____

How have parent views been captured? (tick all that apply) (provide sample evidence)

☐ Review meetings

☐ Surveys

☐ Informal feedback

☐ Other: _____

Section F: Reflections and Next Steps

Area	What Worked Well	What Could Be Improved	Support Needed
Provision			
Funding Use			
Staff Development			

Section G: Good Practice to Share

Please describe any innovative or impactful practice you'd be happy for the LA to share with other schools/MATs:

Appendix 5: Useful Resources and Links

with thanks to Emma Bray – Kaleidoscope Multi-Academy Trust

SEND PARENT MEETINGS – Record of meetings Name & DOB		Lead professional co-ordinating: Name: Role: Headteacher Date:	Other Professionals: Teacher SENDCo
Class			
Year Group			
Area of Need/SEND Diagnosis: SEMH ADHD (diagnosis through BUPA)			
Current Level of Graduated Response Targeted Support			

Inclusion Table:

	Universal	Targeted	Specialist	Statutory
INCLUSION CODE	Teacher MONITORING PROGRESS	SEN SUPPORT – K	SEN SUPPORT – K	SEN SUPPORT – E (EHCP)
WHO?	Quality first teaching with reasonable adjustments made.	Teacher records concerns and discusses pupil with SENDCo. Teacher tells parents they will discuss with SENDCo.	Children have information on the SEND register, a pupil passport and a learning plan.	Children have an EHCP, or are a LAC/ PLAC child and have information on the SEND register, a pupil passport, an EHCP and a learning plan.
SUPPORT/PROVISION	<p>Identified by teacher. Needs and strategies shared with parents.</p> <p>Needs will be met through:</p> <ul style="list-style-type: none"> ➤ High Quality First Teaching ➤ Reasonable Adjustments 	<p>SENDCo observes pupil or refers to agencies, and makes recommendations. Pupil is monitored. Needs will be met through:</p> <ul style="list-style-type: none"> ➤ High Quality First Teaching ➤ Reasonable Adjustments ➤ SENDCo involvement 	<p>Identified on the SEND Register. They will be coded as 'K - SEN SUPPORT'. Needs met through specialist support:</p> <ul style="list-style-type: none"> ➤ High Quality First Teaching ➤ Reasonable Adjustments ➤ Specialist & Additional bespoke provision 	<p>Identified on the SEND Register. They will be coded as E (EHCP) as they will be receiving support that is part of a formal statutory plan.</p> <ul style="list-style-type: none"> ➤ High Quality First Teaching ➤ Reasonable Adjustments ➤ Specialist & Additional bespoke provision ➤ Formal Statutory Reviews

Schools are concerned that:

- mental health is affecting his learning
- is currently working 18 months below ARE in R, W and M
- attendance is currently 80%
- Real concerns about how they manage their anxiety with change and unexpected happenings
- Concerns in relation to being ready for Y7
- T reassured they know their needs well
- HT feels that their voice is important in all of this so would like him to share his views in a less formal setting. They struggled to focus in the meeting with parents and professionals

Parents feel that the following are going well:

- attended school on time, and enjoyed morning every day last week
- giving time to answer fear-based questions to reassure him works well
- the green/red card strategy
- rewards and praise are a huge motivator
- loves PE and sport and is happiest when moving

Parents are worried about:

- how well all the staff know him and his needs
- fears he will be told off for asking questions
- fears he will get a yellow card despite an excellent behaviour record
- all SEND information to be shared with all relevant staff

What needs to happen/Action Plan - School/Home/Pupil	By when?
School will:	
1. Make a rewards chart linked to ... time, to encourage asking questions	Completed
2. Continue with visual timetable and red/green card and wobble cushion	ASAP
3. Give ... additional responsibilities	ASAP
4. Share information with the school nurse	Completed
5. Find quiet spaces and additional time for tests and practice tests	Tests
6. Use a chrome book for lengthier pieces of work	As necessary
Parents/Carers will:	

7. Explore private ADHD diagnosis to help manage medication	ASAP
8. Help ... find positive mantras/self-talk, 'just because you think it doesn't make it true,' 'I trust my adult'	ASAP
9. Reward ... efforts on Mondays and Fridays	ASAP
10. Support with touch typing	
Pupil will:	
Be a Forest School Helper	School to organise
Be a Technical Assistant	School to organise
Ask an adult for help when needed e.g. "Please repeat the instructions"	ASAP

Rely on these 3 trusted adults:	ASAP
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Outside Agency Involvement and/or Reports discussed/submitted:

They have a private diagnosis of ADHD and is also on the NHS pathway with intention to manage ADHD medicine under a GP.

What has been tried so far?

- The red/green card to signal help/no help
- Sitting near the front
- Wobble cushion
- Morning soft starts/nurture time
- Talk tins, clicker
- School nurse support

Outcome of Meeting:

- Move to 'specialist level'
- To be reviewed at the next meeting

Signatures:

Date of Next Review: Mid-year report March 2025