



# Belief Is everything

## SEND Provision Matrix 2021

### **Our Vision**

We want children and young people, aged from 0 to 25, with SEND across Telford and Wrekin to make excellent progress; to achieve the best possible outcomes, to open doors for their own future and thus enable them to become active citizens within their community.

## T&W SEND Provision Matrix

This document is a guide to what settings in Telford and Wrekin offer to children and young people (C/YP) with Special Educational Needs and Disabilities (SEND) so that they can achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

It is designed to help parents and carers understand what settings will be doing, and to help Special Educational Needs Coordinators (SENCo) (or equivalent) in settings think about what extra support might be relevant, for pupils who are not progressing at the rate they would expect.

The first section, Element 1: Universal provision, describes a range of support that is available to all pupils.

The second section, Element 2: Targeted provision, describes what some pupils will receive if they do not make expected progress with Universal provision.

The third section, Element 3: Higher needs provision, describes the extra types of support that a few pupils might receive if targeted provision does not enable them to make consistent progress. The section on higher needs of provision is divided into 4 sections in line with the broad areas of need set out in the Code of Practice (2015) which are Communication and Interaction; Cognition and Learning; Social, Emotional, and Mental Health and Sensory and/or Physical needs.

We believe this document to be consistent with both the letter and the spirit of the Special Educational Needs and Disability Code of Practice 2015, which provides the legal framework for meeting the needs of pupils with Special Educational Needs and Disability. It will be reviewed annually and we welcome your thoughts on how it could be improved. Please feedback to [sendandinclusion@telford.gov.uk](mailto:sendandinclusion@telford.gov.uk) at any time.

## Element 1/Wave 1: Universal Provision – Quality First Teaching

1.1	A culture that values and supports the learning and wellbeing of all pupils demonstrating an “ <b>inclusive setting ethos</b> ”.
1.2	Routines in place that promote emotional wellbeing e.g. staff routinely ‘meeting and greeting’ all pupils on entry to the classroom, including pupils whom the timetable may have been modified and who start the day at a different time.
1.3	Ongoing monitoring of progress using assessments related to the curriculum, with additional standardised and/or diagnostic tests when needed.
1.4	Regular access to practical, hands-on activities in the classroom to help pupils learn and which supports and enhances Quality First Teaching.
1.5	Activities, materials (i.e. concrete resources) and communications which take into account individual needs and interests (this is called “differentiated teaching”). Classroom arrangements which ensure pupils have enough time to complete work.
1.6	Regular daily routines, and clearly-taught ways of doing things e.g. pupils are taught what is expected and how to behave in terms of getting changed for PE, coming into setting in the morning or going to lunch.
1.7	The use of language in the classroom is simplified and supported where necessary by pictures to see and/or objects to touch.
1.8	Promote vocabulary development and effective, social communication in everyday teaching and learning (e.g. talk partners, word of the day).
1.9	Explicit modelling of skills, outcomes and expectations including models of effective communication between adults (i.e. children seeing how adults manage relationships between themselves)
1.10	Provide prompts and scaffolds to support independent learning.
1.11	Effective use of assessment for, of and as learning which allows immediate feedback and timely interventions to progress learning.
1.12	A positive classroom climate in which pupils are actively developing learning behaviours such as resilience, reciprocity, reflectiveness, resourcefulness. “There is always room for improvement.”
1.13	C/YP are provided with regular, considered and personalised praise relating to their progress, effort and achievement.
1.14	Short periods of specific support to help fill gaps in pupil learning, e.g. one-off, structured programmes which have been shown to be effective to maximise progress (booster groups for different groups of C/YP)
1.15	Planned intervention from the qualified teacher but implemented by TA’s in the classroom to support differentiation.
1.16	Access to specialist resources to support access to the curriculum. E.g. fiddle toys, fidget cubes etc.
1.17	Access to nurturing and empathetic adults.

### **Element 1/Wave 1: Universal Provision - Physical Environment**

1.18	Classroom layout and surroundings which take into account the needs of pupils with SEND, e.g. seating arrangements, lighting conditions, keeping background noise to a minimum; organisation and labelling of teaching materials, consistent and meaningful use of a timetable that includes pictures/symbols/visual clues (for the class in primary setting; for the individual pupil in secondary setting).
	Assistive equipment used by all staff who work with the C/YP in school as directed by SIS e.g. radio aid systems for hearing impaired pupils.
1.19	Systems in place to ensure C/YP have access to a named quiet space in the setting.
1.20	Active meaningful use of assistive technology and ICT for learning in the classroom (e.g. laptop, iPads, cameras)
1.21	The use of visual timetables, signs and symbols to prepare C/YP and ease transitions throughout the day.
1.22	Appropriate environment for medical interventions and meeting personal hygiene needs, dependent on the needs of the C/YP.
1.23	Regular access to supervised areas at unstructured time of the day e.g. a safe place to go to for pupils who find lunch time challenging.

### **Element 1/Wave 1: Universal Provision - Staffing**

1.24	Time set aside for TAs and teachers to plan and review pupils' needs together.
1.25	Staff available to support pupils at break times and lunch times as necessary and appropriate to support their well-being.
1.26	Support for basic eating, medical or personal care tasks e.g. assisting with toileting. With appropriate care plans in place.
1.27	Outside agencies are utilised to build the schools capacity to respond to a range of C/YPs needs and learning styles, including making changes to the classroom environment (this may follow on from a planning meeting, consultation or audit).
1.28	Setting staff have a range of ongoing training opportunities to support and meet the needs of pupils within the school.
	Staff available to check assistive technology (such as hearing aids, settings on equipment) as directed by SIS, as part of the daily routine.

### Element 1/Wave 1: Universal Provision - Systems

1.29	A Special Educational Needs Coordinator (SENCo) is a qualified teacher and has completed the national SENCo qualification or worked as a SENCo for at least 12 months before 1 <sup>st</sup> September 2009.
1.30	Regular communication between class teacher/form or subject tutor and parents/carers.
1.31	A well-planned and structured PSHE (Personal, Social and Health Education) curriculum that includes the statutory relationships education – relationships and sex education – health education, which is stimulating and effectively delivered.
1.32	An effective attachment and trauma informed policy is in place which supports and promotes relationships and supports children to regulate their emotions, including clear systems which include the use of rewards and the use of consequences (i.e. natural consequences), which are used consistently by all staff.
1.33	An effective approach to managing conflict e.g. Conflict Resolution and restorative justice.
1.34	Support for all adults who are supporting the pupil, warranting an open door policy.
1.35	Effective communication between adults during the setting day e.g. between office staff, classroom staff, and lunchtime supervisors e.g. a school log.
1.36	Regular anti-bullying activities across the whole setting which mean that pupils feel confident in reporting incidents. This must include online safety curriculum.
1.37	Systems are in place to ensure early identification of potential SEND (such as checklists, record of concern etc.)
1.38	Opportunities for the pupil to participate in regular pupil voice and take on responsibilities in their setting to ensure the voice of the child is captured e.g. as setting council representatives, prefects, or classroom mentors.
1.39	Systems for pupils to support each other, for which they are given appropriate training and ongoing adult support e.g. playground buddies, friendship benches, 'yellow cap buddies' playground support or peer mentoring.
1.40	Adaptations to transport for setting trips and visits. Visits are accessible for all children (this should be in line with the school accessibility plan and SEND policy).
1.41	Clear policies setting out arrangements for administering medicines e.g. inhalers.
1.42	Settings policies and reports which are up to date, openly available on the setting website, and which meet all current national requirements e.g. safeguarding, Intimate Care Needs (i.e. support around toileting and administering medication), Behaviour, Anti Bullying, Health and Safety including manual handling, SEN information reports.  The school policies are reflected in the day-to-day running of the school, its culture, ethos and values.

1.43	System for monitoring and reporting concerns about pupil's health, safety and wellbeing.
1.44	Full records of attendance, internal and external exclusion and modified timetables. Detailed records of pupils attending alternative provision and/or pupil referral units.
1.45	Access to extended setting provision e.g. breakfast club, homework club, lunchtime and after school. Extended setting provisions and extra-curricular activities are accessible for all pupils.
1.46	Enhanced transition arrangements between home and setting e.g. hand to hand transfer at the beginning and end of the day or at the start of the new term, for a short period.
1.47	A whole school monitoring system in place to ensure the progress of all groups of C/YP and support being given if adequate progress is not being made.

**Element 2/ Wave 2: Targeted Provision**

2.1	<p>A plan which is personal to the pupil (which might be called a ‘Personalised Learning Plan’, ‘Individual Provision Map’, or ‘Individual Education Plan’), on which SMARTA targets are described and progress towards those targets is recorded. The learner’s views and wishes are reflected in the setting and/or monitoring of the targets set which are regularly reviewed and updated by teaching staff in conjunction with the SENCo and parents/carers.</p> <p>One or more outside agency maybe used to support target setting as appropriate.</p>
2.2	<p>Regular, structured teaching or activities are given to a small group of pupils by staff (following advice and guidance and possibly training from outside agency) to help them meet clearly-defined targets. The progress the pupil makes in these activities is written down both during and at the end of the programme. This work is likely to follow programmes that have been shown to be effective e.g. in the areas of social communication and interaction, problem-solving, language and communication, literacy, numeracy, or fine and gross motor skills.</p>
2.3	<p>Pupil receives extra support from adults to follow consistent, regular, daily routines e.g. visual reminder, instructions which are broken down into shorter chunks.</p>
2.4	<p>Pupil is prepared for changes to routines/activities/staffing at a small group or individual level.</p>

**Element 2/ Wave 2: Targeted Provision - Staffing**

2.5	Involvement of outside agencies to assess, provide advice, and review the pupil's progress over time (following an assess, plan, do, review cycle). E.g. training, monitoring and review by the appropriate specialist to support staff to implement a daily, 30 minute speech and Language/Occupational Therapy/Physiotherapy programme for a limited period. Frequency of involvement from the outside agency may increase to support the APDR process.
2.6	Assessment by appropriately qualified staff to identify whether the pupil is entitled to additional support for examinations such as additional time or use of Assistive Technology.
2.7	Extra individual support for the pupil at lunchtime for a specific purpose e.g. 30 minutes a day to offer social support such as Lego Build to Express or Circle of Friends, Behaviour Support Advisory Team (BSAT), Inclusion Support Mentor.
2.8	Support for medical/nutritional/checking and maintenance of equipment/personal care as advised by outside agency (appropriately qualified) e.g. giving insulin injections.
2.9	Support for physical movement (manual handling) by a member of staff who has been advised and possibly trained by an appropriately qualified outside agency.
2.10	Access to non-directive, supportive and impartial counselling by an adult with appropriate qualification and training.



## Element 2/ Wave 2: Targeted Provisions - Systems

2.11	Consultation with the pupil to gain their views on their strengths and areas for support ('Pupil Voice'). There are effective systems in place that take into consideration the additional needs of the pupil when gaining their views on their strengths and areas for support.
2.12	Involvement of parents/carers and outside agency in identifying the pupil's strengths, difficulties and areas in which support is needed.
2.13	Regular, scheduled, solution-focused meetings with parents/carers as part of a personalised plan working towards clear outcomes.
2.14	Information about the pupil's strengths, needs, targets and successful strategies are shared with all those involved with the C/YP, including supply and non-teaching staff (e.g. through a 'pupil passport' document). All staff know the individual targets for the pupil they support.
2.15	Enhanced home-setting liaison, e.g. an ongoing home-setting diary which is completed daily.
2.16	Extra arrangements for communication and/or transitions between home and setting, e.g. meet and greet for pupils for whom entry and/or exit from school is a challenge and may need more targeted support with a key person.
2.17	Careful planning for moves between year groups and key stages (primary setting to secondary setting and secondary setting to college). Extra support for these transitions, e.g. additional visits, advance photographs of staff/classrooms.
2.18	ABC records for behaviour which are kept over time and analysed with outside agency such as to consider triggers/patterns. Identify the targeted interventions following analysis.
2.19	When a pupil's behaviour can put themselves or others at risk of harm, an individual behaviour plan and/or risk assessment is/are in place for keeping the situation as safe as possible. Any use of restraint is implemented as a last resort by a member of staff who has received accredited training and carefully recorded and reported to the relevant designated professional. Parents are kept fully informed.
2.20	Where appropriate, the use of The Early Help Assessment and the Early Help Support Planning meeting to identify and meet the needs of the child and the family, and bringing together multiple professionals who are working with the C/YP.  Core group and review conference meetings are attended to support the needs of children who are subject to a Child Protection Plan / Children in Need plan and Children in Care.
2.21	Working with outside agencies, offer support for the pupil's family/carers, which might be accessed through a EHA, or through safeguarding procedures which can be appropriately delivered in school.
2.22	Access to a nurturing environment run by staff who have experience of working with pupils who need this type of provision. Enabled access to different groups depending on need e.g. anxiety/physical/sensory etc.

**Element 3/Wave 3: Higher Needs Provision-Communication and Interaction**

3.1	Ongoing, regular, structured small group or one-to-one targeted support teaching or activities delivered 3 or more times per week by trained staff with ongoing advice and guidance from outside agency, e.g. language programme, social scripts, social communication groups.
3.2	Activities and teaching to help pupils use skills in different situations throughout the day, following ongoing advice and review from outside agency, e.g. use of word banks, sentence planners, symbols, picture exchange systems, hand gestures / Makaton signs.
3.3	Highly structured routines with individual support and/or prompts.
3.4	Pupil-specific changes to the setting or classroom environment, following advice from outside agency.
3.5	A key member of staff from the setting with appropriate training and supervision available from outside agency to support the pupil when needed.
3.6	Regular, frequent access to a calm place when needed e.g. when the pupil is overwhelmed by noise, distractions or heightened levels of anxiety.
3.7	Ongoing support, advice and training from outside agency, e.g. Speech and Language Therapist, Occupational Therapy, Specialist Teacher, Mobility/Habilitation Officer.
3.8	A plan for how adults will manage issues of extreme concern (this might be called a “Care Plan”), e.g. safe-management of medical conditions, self-harming, smearing of faeces.
3.9	Use of an alternative communication system for a pupil with e.g. <ul style="list-style-type: none"> <li>i) significant hearing loss e.g. Sign Supported English.</li> <li>ii) Visual impairment e.g. large print, touch typing, specialist software, braille teaching</li> </ul>

**Element 3/Wave 3: Higher Needs Provision-Cognition and Learning**

3.10	Highly personalised curriculum which is reviewed and monitored each half term, and is needed because the pupil is working 1 key stage or more below typically-developing peers, as evidenced by setting's own data or data from outside agency such as Educational Psychologist (EP).
3.11	Specific teaching and practice of education focused skills which support the transition into adulthood.
3.12	Intensive, ongoing, highly targeted support for learning, likely to involve individually-targeted teaching for significant parts of the setting day, e.g. direct teaching of 1 skill at a time, daily practice, and learning tasks broken down into their smallest steps.
3.13	Highly structured routines with individual support and/or prompts, e.g. using photographs, symbols and objects of reference.
3.14	Regular, active and creative use of Information and Communication Technology.
3.15	Regular liaison between outside agency and setting staff (which should usually be termly) about specific programmes and targets for the learner. This may be coordinated through the CAF, TAC and TAF system.
3.16	Ongoing assessment, support, advice and training for setting staff from outside agencies, such as Specialist Advisory Support or Educational Psychologist.
3.17	Enhanced transition arrangements between home and setting e.g. hand to hand transfer at beginning and end of day.
3.18	Extra pastoral care support to enable the pupil to take part in extra-curricular activities e.g. a peer buddy.
3.19	Access to an adult facilitating break and lunch times to enable and support social interaction with peers e.g. through the provision of structured activities that develop pupil's pro-social skills/ experience.

### **Element 3/Wave 3: Higher Needs Provision- Social, Emotional and Mental Health**

3.20	Frequent access to, or exclusive use of, a quiet space e.g. to help the learner to manage their own emotional state, reduce risks of harm to staff or other pupils and/or reduce the need for prolonged and frequent use of physical intervention.
3.21	Prioritised access to a space which feels safe to the pupil and where they will find familiar friendly faces.
3.22	A highly-personalised approach to the curriculum informed by the social, emotional, and mental health needs of the learner, and which is reviewed half-termly (possibly with outside agency) to ensure progress is being made towards specified outcomes. This is likely to include significant adaptations to teaching style and provision.
3.23	Access to ongoing, highly targeted therapeutic support from suitably qualified, trained and supervised staff, such as art therapy, play therapy, or work focused on links between thoughts, feelings and behaviour.
3.24	To reflect the level of learning difficulty, highly personalised and differentiated programmes to address topics/themes such as drugs education, internet safety, sex and relationships education, practical life skills will be delivered.
3.25	Highly structured routines communicated with visual supports and prompts.
3.26	Access to a workstation or safe space to reduce emotional and sensory arousal when appropriate.
3.27	Daily teaching of skills by experienced staff to address agreed targets on the pupil's pastoral support/ individual behaviour plan e.g. highly targeted support observations of the pupil's interactions with others with immediate helpful feedback.
3.28	A pastoral support plan and/or individual behaviour plan in place, which is followed by all staff involved with the pupil, and reviewed at least half-termly in consultation with the C/YP and parents/carers.
3.29	Individual risk assessments to identify any dangers and inform when and how the pupil needs extra support.
3.30	Additional arrangements for movements within setting and/or between home and setting e.g. hand to hand transfer, daily meet and greet with an identified member of staff.
3.31	Extra planning and support for changes of setting, class or key stage ("transitions"), including a personalised transition plan from Year 9 to inform preparing for transition into adulthood, which is updated at least annually.
3.32	Ongoing assessment, support, advice and training for setting staff from outside agencies e.g. Specialist Teacher, Educational Psychologist or Child and Adolescent Mental Health Services as appropriate.
3.33	Staff working with pupils with heightened anxiety or high levels of emotional needs, have opportunities to build an understanding and mutual relationship away from the areas of emotion triggers.

**Element 3/Wave 3: Higher Needs Provision-Sensory/Physical**

3.34	Fundamental changes to teaching and learning methods to meet the individual needs of the pupil e.g.: use of hand over hand support, support for moving, low vision aids, individual touch screen as advised by the appropriate outside agency.
3.35	Access throughout the setting day to staff who are trained to meet the specific needs of the pupil and increase their independence e.g. the use of low vision aids, enhanced hearing equipment, manual handling, Braille, meeting health needs, offering reassurance and emotional support.
3.36	Individual risk assessments to inform when and how the pupil needs extra support.
3.37	Pupil-specific changes to the setting or classroom environment to enable the pupil to fully join in with the whole curriculum both on and off site e.g. in response to a visual/hearing environmental audit.
3.38	Significant individual adaptations to curriculum and/or learning materials e.g. because the pupil has a severe visual impairment or sensory processing difficulties.
3.39	Intensive support for social interactions e.g.: use of signed support for a learner with hearing loss in both ears.
3.40	Individually tailor-made curriculum e.g. because the pupil has a range of physical/sensory needs including significant difficulties moving around.
3.41	Access to aids and equipment for mobility and learning.
3.42	Suitable, identified areas for personal care, physiotherapy programmes, quiet areas, stress breaks, counselling etc.
3.43	Ongoing assessment, support, advice and training for all involved with the pupil by appropriate outside agency e.g. Speech and Language Therapists, Qualified Teachers for the Visually or Hearing Impaired, Occupational Therapists or Physiotherapists.
3.44	Extra planning and support for changes of setting (“transitions”), such as primary to secondary setting or secondary to college.

**Element 3/Wave 3: Higher Needs Provision- All Areas**

3.45	Individual highly targeted support for the pupil as advised by an appropriate outside agency.
3.46	Enough time and space dedicated to joint planning (e.g. CAF meetings) with the pupil, parents/carers, staff and other agencies to make a family-centred approach possible.
3.47	To reflect the level of learning difficulty, involvement of appropriate multi-agency partners to address specific needs such as substance abuse, self-harm, sexual exploitation, extremism and radicalisation.

(\*1) Preparing for Adulthood (PfA) Outcomes:

- Employment
- Independent Living
- Community Inclusion
- Health

[www.preparingforadulthood.org.uk/outcomes](http://www.preparingforadulthood.org.uk/outcomes)

**For available support and training refer to the SEN Training Matrix**

**For further information refer to the websites/links below:**

[Telford & Wrekin's SEND Local Offer](#)

[SEND Strategy](#)

[SEN Support](#)

[EHCP Banding Levels](#)