



Special Educational Needs & Disability Policy

At St Peter's School we have regard to the definition of SEND stated in the 'SEN Code of Practice', 1:3 'Children have SEN if they have a learning difficulty which calls for special education provision to be made for them.'

Children have a **Learning Difficulty** if they:

- a) have significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LA
- c) are under compulsory age and fall within the definition at a) or b) above or would do so if special education provision was not made for them.

Children must not be regarded as having a learning disability solely because the language or form of language of their home is different from the language in which they will be taught.

Special Educational Provision means:

- a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.
- b) for children under two, educational provision of any kind.

We endeavour to monitor all children who are not making adequate progress in the four broad areas specified in the SEN Code of practice i.e. communication and interaction, cognition and learning, behaviour, emotional and social development, and sensory and/or physical development. We work closely with all parents to listen to their views so as to build on children's previous experiences, knowledge, understanding and skills so that they develop in all aspects. Parent/carer involvement and support is vital to the success of the education of the children and especially those with SEN. We believe that **all** practitioners are teachers of children with SEN and differentiate according to the needs of the children in their care. Monitoring the progress of all children is an ongoing process, which enables early identification of any children who may require additional or different provision to be made. We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all our children. This policy should therefore be read alongside our inclusion policy. Children with SEN are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any area for development, and ensuring all contribute to the social and cultural activities of the school. Parents are encouraged to discuss any issues and concerns with the class teacher/ Inclusion Leader/Deputy Head teacher / Head teacher/ SEND Governor.

Management of SEND within the school.

Parents will always be kept informed of any additional or different provision being given and invited to contribute to review meetings about their child.

Children who make slower progress will be given carefully differentiated learning opportunities to help them progress with regular and frequent careful monitoring of their progress, which will involve the parents/carers and children working in partnership with the school. All children will receive a broad and balanced curriculum, relevant to the needs of



the individual. Access to the curriculum is therefore facilitated by whatever means necessary to ensure that success is achieved. All teachers take account of the inclusion statement in National Curriculum 2013- Section 4:

- Setting suitable learning challenges
- Responding to pupils diverse needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

We aim to recognise strengths as well as weaknesses and try to involve all children in the activities of the school. Early identification, assessment and intervention are recognised as the key to meeting the needs of the individual children.

Co-ordination of SEND Provision

The Inclusion Leader for our school is Jane Silverlock.

The Inclusion Leader is responsible for:

- Overseeing the day to day operation of the SEN policy.
- Co-ordinating provision for children with SEN.
- Ensuring there is liaison with parents and other professionals in respect of children with SEND.
- Managing learning support assistants.
- Advising and supporting other practitioners in the school.
- Contributing to the CPD of the staff.
- Ensuring that appropriate Provision Maps are in place, that relevant background information about children with SEND is collected, recorded and updated.
- Liaising with external agencies

All staff are responsible for children with SEND, liaising with the learning support assistants and helpers. The Inclusion Leader instigates and co-ordinates formulating our policy. The draft is evaluated and amended from the comments received from all the relevant parties involved. Multi- disciplinary/interagency co-operation is in place to ensure provision meets the needs of the children with SEND. We link with other schools, special schools, voluntary organisations, health and social service departments, and the LA.

The Role of the Governing Body

The Governor with responsibility for SEND is Virginia Johnson.

The Governing Body ;

- Ensure that provision is made for children who have SEND.
- Ensure that the needs of children with SEND are made known to all that are likely to teach them.
- Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEND.
- Consult the LA and the Governing bodies of other schools, when necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure that a child with SEND joins with all children in the activities of the school together, so far as is reasonably practical and compatible with the child receiving the SEND provision their learning needs call for and the efficient education of the children with whom they are educating and the efficient use of resources.
- Report to parent on the implementation of the school's policy for children with SEND.



- Have regard to the Code of Practice when carrying out its duties to children with SEND.
- Ensure that parents are notified of the decision of any extra provision being made for the child.

Governors are involved in developing and monitoring the policy. They are kept up to date and are knowledgeable about the provision, deployment of funding, equipment and personnel resources. The Quality of SEND provision is continually monitored, evaluated and reviewed. SEND provision is an integral part of the School Development Plan

Admissions

Provision for children with SEND is a matter for the school as a whole.

We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs. All children with SEND play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary the parent/carers are always informed. Children with EDUCATION HEALTH CARE PLANS are admitted into the school and fully integrated unless it would be incomparable with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

Specialisms

We are continually developing particular expertise in working with children with complex needs. The rear entrance (kitchen) is ramped and wheelchair users can access all areas within school. A toilet for the disabled is located near to the rear entrance.

Identification, Assessment and Review

Resources

A proportion of our budget is allocated for resources, which include identified materials for use to support children who need additional or different activities. The provision of additional support is made as appropriate from the delegated SEND budget. We intend to develop our resources to support children with SEND that link with priorities stated in the school's development plan. We are developing a library/resource base of books/equipment and materials available for children with SEND.

Identification and Assessment.

We are committed to the early identification and intervention of children who may have SEND. More detailed observations are made in a variety of contexts as well as careful monitoring of the curriculum. We obtain information from parents/carers and any other The graduated response, adopted in the school, recognises that there is a continuum of needs. This is recommended in the SEND Code of Practice and is in line with the LA policy.

SEND CONCERN—If a teacher identifies a child who may have SEND it may be necessary to devise a Provision Map. This sets out any arrangements that are additional to and different from the usual curriculum. The teacher liaises with the Inclusion Leader and parents/carers and involves them in setting targets and strategies. These are shared with the child and reviewed each term, or as appropriate.

SEND SUPPORT- Following intervention and review; the teacher in consultation with parents/carers, may conclude that further support and advice is needed. In some cases,



outside professionals from health, social services or the education psychological service may be involved with the child. A new provision map will be drawn up. The provision map is continually under review to ensure that the appropriate targets set provide success for the child and progress is made. The Parents/carers and children are always involved.

In a very few cases it may be necessary for the school to consider, in consultation with the parents/carers and any outside agencies involved, whether a statutory assessment may be necessary. We use the LA guidance to help make any such decisions. If, in rare cases, the child's needs are considered to be severe and complex, an EDUCATION HEALTH CARE PLAN may be issued by the LA.

Review

The SEND policy is subject to a regular cycle of monitoring, evaluation and review.

The SEND policy should also be read alongside the behaviour and inclusion policies as they are directly linked. The Inclusion Leader ensures that all appropriate records are kept and available when needed. These are always available for parents/carers to see and can be a source of invaluable information for teachers in other classes/the next school/further educational establishments.

Curriculum Entitlement.

All children are entitled to a broad, balanced and relevant curriculum, including the National Curriculum. Progress is continually monitored using a range of assessments including; observations/foundation stage profile/level descriptions in the National Curriculum at the end of the key stage/objectives of the National Literacy Strategy and the National Numeracy Strategy/the LA assessment pack /standardisation tests. All information gained is used to support planning in order to aid progress.

Inclusion.

We strive to create a sense of community and belonging for our pupils. We have an inclusive ethos, as set out in the Inclusion policy, with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation.

Evaluation Procedures

The governing body, will on an annual basis, consider and report on the effectiveness of the work and if any amendments to the SEND policy need to be made. The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy. We continually review and report on the effectiveness of the policy. This includes the number of children identified and their progress, the levels of parental/carer involvement, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year. The Inclusion Leader and subject co-ordinators monitor classroom practice/analyse pupil tracking data and test results/identify value added data for pupils with SEND. SEND is part of our school self-evaluation arrangements and is a priority in the School Development Plan.

Procedures for concerns.

We endeavour to do our best for all children but if there are any concerns we encourage



those concerned to approach the class teacher in the first instance, the Inclusion Leader, the Head teacher or the SEND Governor and a response will be made as soon as appropriate.

Staffing Policies and Partnership with External Agencies

Professional Development for Staff.

We have a plan for all the staff and the Inclusion leader to be involved with further training in line with the priorities identified in the School Development Plan.

We have regular staff meetings where SEND issues are discussed. These are related to specific concerns relevant to the needs identified or in ensuring that staff keep up to date with information and legislation. The Inclusion Leader attends relevant training and disseminates the details to all the staff as is appropriate or individuals can access training that is necessary for their professional development.

Support Services Available

Advice and support from outside agencies is available if requested by the school.

We have links with various voluntary agencies that the school can contact and is available as a support for parents, if applicable.

We believe that effective action on behalf of children with SEND depends upon close co-operation between the school and other professionals, eg the LA, SEND support services, health services, social services and the Child Index.

Links with Other Agencies.

The School is committed to involving parents/cares whenever it is practically possible. This is a commitment to all parents but is especially important in the case of those whose children are identified with SEND. We include all in social events, curriculum workshops and informal meetings.

Records of all children are sent to the receiving educational establishments for their attention. The Inclusion Leader and Deputy Head endeavour to discuss with receiving staff any children identified as needing additional or different provision to enable continuity of support.

Partnership with Parents/carers

Parent/carers are notified early if we have any concerns and there is always a willingness to listen to any issues brought forward for discussion. We share information with parents/carers in informal conversations and individual meetings as well as keeping a dialogue in home/school books as appropriate. Parent/carers are invited to participate in reviews and be involved in setting targets with appropriate intervention strategies to help the child both at school and at home. We promote a culture of co-operation between parents, school, LA and others. This is important in enabling anyone with SEND to achieve their full potential. We respect the differing perspectives of all parties concerned with children with SEND and seek constructive ways of reconciling different viewpoints. We respect the differing needs of parents/carers such as disability or communication and linguistic barriers.

Pupil Participation.

Children who are capable of forming views, have a right to receive and make known



information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability. Pupils participate, where possible, in all the decision making processes, including setting targets and contributing to their Provision Map, discussing their choices, assessment of needs and in the review procedures. We encourage pupils to participate in their learning by providing appropriate resources, suitably differentiated tasks, group or individual support.

Transfer Arrangements.

We have procedures in place to ensure that transfer arrangements take place with ease and are perceived in a positive light, by all our pupils. We encourage liaison between staff and ensure records contribute to the future planning for the benefit of the pupils.

1. GENERAL LEARNING DIFFICULTIES

CRITERIA FOR PLACING A PUPIL AT SEND CONCERN

General Indicator (which must be present)

- The pupil's general level of education attainment is significantly below that of his/her peers.

Specific Indicators (which must be present)

- Differentiated classroom provision for the pupil's education over time has not resulted in progress towards achieving learning targets etc.
- Individually administered assessments over time by the class/subject teacher and/or SEND Co-ordinator (SENDCO) indicate that a more individualised and differentiated educational programme is necessary.

Additional Indicators (which may be present)

- Measures of the pupil's abilities, where available, show his/her performance to be amongst that of the lowest attaining 10 – 15% of his/her age group (equivalent to a standardised test score in the low 80s).
- National Curriculum outcomes outside the range expected of most pupils at the end of key stages,
- Recorded examples of difficult-to-manage behaviour linked to difficulties with learning, development or social interaction.
- Evidence that the pupil's attainments in essential skills (notably speech and language, literacy and numeracy) are beginning to interfere with his/her ability to make expected progress across the curriculum.
- Transfer of information from previous provision.
- A pupil with English as an additional language who demonstrates no improvement of his/her English language skills for 12 months or more.
- Evidence of poorly developed social skills.
- A SEND SUPPORT review decision that the pupil's progress now makes his/her placement within the arrangements for SEND CONCERN appropriate.
- Advice to the school from the LA on the pupil's admission that his/her possible special educational needs have previously been brought to the LA's attention by the District Health Authority (under Section 332 of the Education Act 1996).
- An LA decision, based on completion of the pupil's statutory assessment, that a Note in Lieu of an EDUCATION HEALTH CARE PLAN should be issued and that his/her future placement within the arrangements for SEND Support will be appropriate.

Professional Judgement



- A consensus of those who teach the pupil, in partnership with his/her parents and the pupil in question, that he/she is falling progressively behind his/her peers.

Arrangements for a pupil within SEND CONCERN

Provision and implementation of a provision map, drawn up through discussion between the pupil's teachers and the school's SENDCO and informed by consultation with parents and the pupil in question.

The provision map should identify:

- the nature of the pupil's learning difficulties and strengths;
 - the short-term targets set for or by the pupil;
 - the teaching strategies to be used;
 - the provision to be put in place;
 - when the plan is to be reviewed;
 - success and/or exit criteria;
 - outcomes (to be recorded when the provision map is reviewed).
- The SEND Code of Practice recommends provision maps should be reviewed at least twice a year and, ideally, termly. It also suggests that at least one review per year should coincide with a routine parents' evening at the school.
 - For a pupil who speaks English as an additional language, the provision map should record his/her first language and include details of any additional support. Where appropriate, the provision map may also include advice from other relevant external agencies.
 - There should be clear assessment processes enabling the pupil's progress to be measured within a given time-span and the specific measures of progress to be used (e.g., P ns, 'Small Steps') should be identified.

CRITERIA FOR PLACING A PUPIL AT SEND SUPPORT

General Indicator (which must be present)

- In terms of levels of general educational attainment, the gap between the pupil's performance and that of his/her peers is widening.

Specific Indicators (which must be present)

- Modification of the differentiated classroom provision for the pupil's education at SEND CONCERN has not resulted in the expected progress towards achieving learning targets etc.
- Individually administered assessments over time by the class/subject teacher and/or SENDCO, together with discussion at SEND CONCERN reviews, indicate that external advice and/or support is necessary to devise a more highly individualised and differentiated educational programme.

Additional Indicators (which may be present)

- Measures of the pupil's abilities, where available, show his/her performance to be amongst that of the lowest attaining 5% of his/her age group (equivalent to a standardised test score of around 75).
- National Curriculum outcomes significantly outside the range of expected of most pupils at the end of key stages.
- Recorded examples of increasing frequency and extent of difficult-to-manage behaviour linked to difficulties with learning, development or social interaction.



- Evidence that the pupil's attainments in basic skills (notably speech and language, literacy and numeracy) are measurably interfering with his/her ability to make expected progress across the curriculum.
- An LA decision, based on the Annual Review of an EDUCATION HEALTH CARE PLAN, that the pupil's progress now makes it appropriate for the EDUCATION HEALTH CARE PLAN to be discontinued.
- An LA decision, based on completion of the pupil's statutory assessment, that a Note in Lieu of an EDUCATION HEALTH CARE PLAN should be issued and that his/her future placement within the arrangements for SEND SUPPORT will be appropriate.

Professional Judgement

A consensus of those who teach the pupil, in partnership with his/her parents and the pupil in question, that the gap in levels of educational attainment is widening between the pupil and his/her peers.

Arrangements for a pupil within SEND SUPPORT

Provision and implementation of a revised provision map, drawn up through discussion between the pupil's teachers and the school's SENDCO, in consultation with representatives of relevant external agencies, parents and the pupil in question.

- Increased involvement of the school's SENDCO, to liaise with external agencies and to enable more regular liaison with parents.
- Securing of advice, assessments and/or direct support from support services and/or relevant external agencies.
- The pupil's existing provision map should be revised to ensure that the following additional issues are addressed:
- Appropriate steps to be taken to increasingly differentiate and/or modify the curriculum;
- the organisation of targeted additional adult support (teaching and/or non-teaching);
- opportunities for the pupil to receive individual or small-group tuition;
- access to ICT and more specialised teaching resources/equipment;
- arrangements agreed with external agencies to monitor, evaluate and review the plan.
- The SEND Code of Practice recommends that provision maps should be reviewed at least twice a year and, ideally, termly. It also suggests that at least one review per Year should coincide with a routine parents' evening at the school.
- There should be clear assessment processes enabling the pupil's progress to be measured within a given time-span and the specific measures of progress to be used (e.g., P Statement, 'Small Steps') should be identified.

CRITERIA FOR REFERRING A PUPIL FOR STATUTORY ASSESSMENT

The majority of pupils with learning difficulties will have their special educational needs suitably addressed by arrangements in mainstream at either SEND CONCERN or SEND SUPPORT. There will, however, be some who continue to experience a much higher level of difficulty than their peers in making progress in their education.

Where, despite continuing intervention at SEND SUPPORT, this turns out to be the case, then the school should consider referring the pupil to the LA for a statutory assessment of his/her special needs. Such an assessment, if agreed, may lead subsequently to the LA



deciding to share formal responsibility with the school for meeting the pupil's needs through the drafting of an EDUCATION HEALTH CARE PLAN.

General Indicator (which must be present)

- In terms of levels of general educational attainments, the gap between the pupil's performance and that of his/her peers is continuing to widen.

Specific Indicators (which must be present)

- Revision of the differentiated classroom provision for the pupil's education at SEND CONCERN Plus has not resulted in the expected progress towards achieving learning targets set.
- Individually administered assessments over time by the class/subject teacher and/or SENDCO and external advisers, together with discussion at SEND CONCERN Plus reviews, indicate that a statutory assessment of the pupil's needs may be necessary as the basis for determining an appropriate future educational programme.

Additional Indicators (which may be present)

- Measures of the pupils abilities, where available, show his/her performance to be amongst that of the lowest attaining 2% of his/her age group (equivalent to a standardised test score of below 70)/
- National Curriculum outcomes very significantly outside the range expected of most pupils at the end of key stages.
- Recorded examples of enduring frequency and extent of difficult-to-manage behaviour linked to difficulties with learning, development or social interaction.
- Evidence that the pupil's attainments in basic skills (notably speech and language, literacy and numeracy) are very significantly interfering with his/her ability to make expected progress across the curriculum.

Professional Judgement

A consensus of those who teach the pupil and an external adviser, in partnership with his/her parents and the pupil in question, that the gap in educational attainment is continuing to widen between the pupil and his/her peers.

Arrangements for a pupil referred for statutory assessment

Continuation of current provision for the pupil at SEND CONCERN Plus, until the LA advises the school of the outcome of the referral or of the statutory assessment (if agreed).

2. SPECIFIC LEARNING DIFFICULTIES

CRITERIA FOR PLACING A PUPIL AT SEND CONCERN

General Indicator (which must be present)

- The pupil has significant and persistent difficulties in the acquisition of reading, writing, spelling or number skills, which do not fit his/her general pattern of learning and performance.

Specific Indicators (which must be present)

- Differentiated classroom provision for the pupil's education over time has not resulted in progress towards achieving learning targets set.
- Individually administered assessments over time by the class/subject teacher and/or SEND Co-ordinator (SENDCO) provide evidence of the pupil's slow progress in acquiring reading and writing skills despite being provided with appropriate learning opportunities.
- Evidence of the pupil's slow development of phonological awareness.

Additional Indicators (which may be present)



- Evidence of the pupil's performance being towards the lower end of his/her expected range in some subject areas, compared to his/her performance in others.
- Evidence of the pupil's effective learning requiring greater differentiation of written tasks and use of alternative methods of recording information (e.g. drawing, graphical representation of data).
- Evidence of the pupil's difficulties with sequencing, visual and/or auditory perception, co-ordination, concentration or short-term working memory.
- Recorded examples of the pupil's diminished self-esteem and/or difficult-to-manage behaviour, linked to avoidance of or frustration with tasks requiring his/her use of weaker skills.
- A SEND SUPPORT review decision that the pupil's progress now makes his/her placement within the arrangements for SEND CONCERN appropriate.
- A Local Authority decision, based on completion of the pupil's statutory assessment that a Note In Lieu of an EDUCATION HEALTH CARE PLAN should be issued and that his/her future placement within the arrangements for SEND CONCERN will be appropriate.

Professional Judgement

- A consensus of those who teach the pupil, in partnership with his/her parents and the pupil in question, that the pupil is having difficulty in acquiring expected literacy and/or numeracy skills.

Arrangements for a pupil within SEND CONCERN

Provision and implementation of a provision map, drawn up through discussion between the pupil's teachers and the school's SENDCO and informed by consultation with parents and the pupil in question. The provision map should identify:

- the nature of the pupil's learning difficulties and strengths;
- the short-term targets set for or by the pupil;
- the teaching strategies to be used;
- the provision to be put in place;
- when the plan is to be reviewed
- success and/or exit criteria;
- outcomes (to be recorded when the provision map is reviewed).
- The SEND Code of Practice recommends that provision maps should be reviewed at least twice a year and, ideally, termly. It also suggests that at least one review per year should coincide with a routine parents' evening at the school.
- Pupils with specific literacy difficulties should have a provision map that emphasises a multi-sensory, structured approach to learning to read, write and spell.
- There should be clear assessment processes enabling the pupil's progress to be measured within a given time-span and the specific measures of progress to be used should be identified.

CRITERIA FOR PLACING A PUPIL AT SEND SUPPORT

General Indicator (which must be present)

- The pupil continues to experience significant difficulties in reading, writing, spelling or number, which have a marked effect on his/her performance in other areas of the curriculum.

Specific Indicators (which must be present)



- Modification of the differentiated classroom provision for the pupil's education at SEND CONCERN has not resulted in the expected progress towards achieving learning targets set.
- Individually administered assessments over time by the class/subject teacher and/or SENDCO provide evidence of the pupil's continuing slow progress in acquiring reading and writing skills and weaknesses in phonological awareness, despite being provided with appropriate learning opportunities.
- Assessments by the class/subject teacher and/or SENDCO, together with discussion at SEND CONCERN reviews, indicate that external advice and/or support is necessary to devise a more highly individualised and differentiated educational programme.

Additional Indicators (which may be present)

- Evidence of the pupil's performance continuing to be towards the lower end of his/her expected range in some subject areas, compared to his/her performance in others.
- Evidence of the pupil not progressing in weaker curriculum areas despite appropriate teaching strategies.
- Evidence of the pupil's continuing difficulties with sequencing, visual and/or auditory perception, co-ordination, concentration or short-term working memory.
- Recorded examples of the pupil's diminished self-esteem and/or difficult-to-manage behaviour, consistently linked to avoidance of or frustration with tasks requiring his/her use of weaker skills.
- A Local Authority decision, based on the Annual Review of an EDUCATION HEALTH CARE PLAN, that the pupil's progress now makes it appropriate for the Statement to be discontinued.
- A Local Authority decision, based on completion of the pupil's statutory assessment, that a Note in Lieu of an EDUCATION HEALTH CARE PLAN should be issued and that his/her future placement within the arrangements for SEND SUPPORT will be appropriate.

Professional Judgement

- A consensus of those who teach the pupil, in partnership with his/her parents and the pupil in question, that the pupil is continuing not to acquire expected literacy and/or numeracy skills.

Arrangements for a pupil within SEND SUPPORT

- Provision and implementation of a revised provision map, drawn up through discussion between the pupil's teachers and the school's SENDCO, in consultation with representatives of relevant external agencies, parents and the pupil in question.
- Increased involvement of the school's SENDCO, to liaise with external agencies
- Securing of further advice, assessments and/or direct support from support services and/or other relevant external agencies.
- The pupil's existing provision map should be revised to ensure that the following additional issues are addressed:
 - appropriate steps to be taken to increasingly differentiated and/or modify the arrangements for reading, writing and/or number work;



- the organisation of targeted additional adult support (teaching and/or non-teaching);
 - opportunities for the pupil to receive individual or small-group tuition;
 - access to ICT and more specialised teaching resources/equipment;
 - arrangements agreed with external agencies to monitor, evaluate and review the plan
- The SEND Code of Practice recommends that provision maps should be reviewed at least twice a year and, ideally, termly. It also suggests that at least one review per year should coincide with a routine parents' evening at the school.
 - For a pupil exhibiting behavioural difficulties linked to anxiety or frustration at his/her lack of progress in weaker skill areas, the provision map should include clear proposals to address these and raise self-esteem.
 - There should be clear assessment processes enabling the pupil's progress to be measured within a given time-span and the specific measures of progress to be used should be identified.

CRITERIA FOR REFERRING A PUPIL FOR STATUTORY ASSESSMENT

The majority of pupils with specific learning difficulties will have their special educational needs suitably addressed by arrangements in mainstream at either SEND CONCERN or SEND SUPPORT. There will, however, be some who continue to experience a much higher level of difficulty than their peers in making progress in their education. Where, despite continuing intervention at SEND SUPPORT, this turns out to be the case, then the school should consider referring the pupil to the LA for a statutory assessment of his/her special educational needs. Such an assessment, if agreed, may lead subsequently to the Local Authority decide to share formal responsibility with the school for meeting the pupil's needs through the drafting of an EDUCATION HEALTH CARE PLAN.

General Indicator (which must be present)

- The pupil experiences very significant difficulties in reading, writing or number, which have a marked effect on his/her performance in other areas of the curriculum.

Specific Indicators (which must be present)

- Revision of the differentiated classroom provision for the pupil's education at SEND SUPPORT has not resulted in the expected progress towards achieving learning targets set.
- Individually administered assessments over time by the class/subject teacher and/or SENDCO and external advice, together with discussion at SEND SUPPORT reviews, indicate that a statutory assessment of the pupil's needs may be necessary as the basis for determining an appropriate future educational programme.
- In the primary phase, measures of the pupil's attainments in reliable reading, spelling and number tests show his/her performance to be amongst that of the lowest attaining 2% of his/her age-group. In all cases, the pupil's reading and/or number age is measured as being below 7.0 years.

Additional Indicators (which may be present)

- Evidence of the pupil's performance being consistently towards the lowest end of his/her expected range in some subject areas, compared to his/her performance in others.



- Evidence of the pupil not progressing across large areas of the curriculum despite appropriate teaching strategies and targeted interventions.
- Evidence of the inadequacy of alternative skills and approaches explored with the pupil to ensure his/her progress across the curriculum.
- Evidence of the pupil's long-lasting difficulties with sequencing, visual and/or auditory perception, co-ordination concentration or short term working memory.
- Evidence of the pupil's marked difficulties in decoding and/or encoding symbolic information presented visually or orally (which may include a very slow speed of working).
- Evidence of a direct link between the pupil's specific learning difficulties and his/her behaviours reflecting anxiety, frustration and poor self-esteem.

Professional Judgement

- A consensus of those who teach the pupil and an external adviser, in partnership with his/her parents and the pupil in question, that the pupil is experiencing an enduring difficulty in acquiring expected literacy and/or numeracy skills.

Arrangements for a pupil referred for statutory assessment

- Continuation of provision for the pupil at SEND SUPPORT, until the LEA advises the school of the outcome of the referral or of the statutory assessment (if agreed).

3. COMMUNICATION & INTERACTION: SPEECH & LANGUAGE DIFFICULTIES

CRITERIA FOR PLACING A PUPIL AT SEND CONCERN

General indicators (at least one of which must be present)

- Impaired utterances of speech sounds, rendering most of the pupil's speech unintelligible when the context is not known.
- Expressive language ability so limited in grammar, word order and/or vocabulary as to reduce the pupil's ability to communicate thoughts or information effectively at a level expected of his/her age-group.
- Comprehension of spoken language so limited that the pupil frequently fails to understand requests, instructions and explanations easily understood by the great majority of his/her age-group, although in other respects he/she appears to be of normal cognitive ability.
- Difficulties in using language for learning and/or social interaction, although other areas of expressive language appear to be age-appropriate. The pupil's responses to verbal and non-verbal communication are often in appropriate.

Specific Indicators (which must be present)

- Differentiated classroom provision for the pupil's education over time has not resulted in progress towards achieving learning targets set to improve his/her speech and language.
- Evidence that the pupil's speech and/or language difficulty does, or could, significantly impair his/her progress in the curriculum, ability to take part in particular classroom activities or participation in aspects of school life.
- Evidence that the pupil's speech and language difficulties are not solely attributable to a hearing impairment.
- A marked discrepancy between the pupil's attainments in speaking and listening and other attainment levels in English and/or other core subjects.



- Individually administered assessments over time by the class/subject teacher and/or the school's SEND Co-ordinator (SENDCO) indicate that a more individualised and differentiated educational programme is necessary.

Additional Indicators (which may be present)

- Evidence that the pupil's speech and language difficulties have given rise to significant associated emotional, behavioural and social difficulties.
- Transfer of information about the pupil from previous provision.
- A SEND SUPPORT review decision that the pupil's progress now makes his/her placement within the arrangements for SEND CONCERN appropriate.
- Advice to the school from the LA on the pupil's admission that his/her possible special educational needs have previously been brought to the LA's attention by the District Health Authority (under Section 332 of the Education Act 1996).
- An LA Decision, based on completion of the pupil's statutory assessment, that a Note In Lieu of an EDUCATION HEALTH CARE PLAN should be issued and that his/her future placement within the arrangements for SEND CONCERN will be appropriate.

Professional Judgement

- A consensus of those who teach the pupil, in partnership with his/her parents and the pupil in question, that the pupil's cognitive abilities are well in advance of his/her language abilities

Arrangements for a pupil within SEND CONCERN

- Provision and implementation of a provision map, drawn up through discussion between the pupil's teachers and the school's SENDCO and informed by consultation with parents and the pupil in question. As appropriate, the provision map may also include advice from other relevant external agencies and schools should utilise the agreed pro-forma to obtain information from Health Service professionals via their allocated Medical Officer.
- The provision map should identify:
 - *the nature of the pupil's speech and language difficulties **and** strengths;*
 - *the short-term targets set for or by the pupil;*
 - *the teaching strategies to be used;*
 - *the provision to be put in place;*
 - *when the plan is to be reviewed (see below for further guidance on review intervals);*
 - *success and/or exit criteria;*
 - *outcomes (to be recorded when the provision map is reviewed).*
- The SEND Code of Practice recommends that provision maps should be reviewed at least twice a year and, ideally, termly. It also suggests that a least one review per year should coincide with a routine parents' evening at the school.
- For a pupil with speech and language difficulties for whom English is an additional language, the provision map should record his/her first language and include details of any additional support.
- There should be clear assessment processes enabling the pupil's progress in speech and language development to be measured within a given time-span and the specific measures of progress to be used should be identified.

CRITERIA FOR PLACING A PUPIL AT SEND SUPPORT

General Indicators (at least one of which must be present)



- Impaired utterance of speech sounds, rendering most of the pupil's speech unintelligible even when the context is known.
- Expressive language ability so limited in grammar, word order and/or vocabulary as to significantly reduce the pupil's ability to communicate thoughts or information effectively at a level expected of his/her age-group.
- Comprehension of spoken language so limited that the pupil consistently fails to understand request, instructions and explanations easily understood by the great majority of his/her age-group, although in other respects he/she appears to be of normal cognitive ability.
- Major difficulties in using language for learning and/or social interaction, although other areas of expressive language appear to be age-appropriate. The pupil's responses to verbal and non-verbal communication are habitually inappropriate.

Specific Indicators (which must be present)

- Modification of the differentiated classroom provision for the pupil's education at SEND CONCERN has not resulted in the expected progress towards achieving the learning targets set to improve his/her speech and language.
- Individually administered assessments over time by the class/subject teacher and/or SENDCO, together with discussion at SEND CONCERN reviews, indicate that external advice and/or support is necessary to devise a more highly individualised and differentiated educational programme.

Additional Indicators (which may be present)

- Evidence that the pupil's speech and language difficulties have given rise to associated emotional, behavioural and social difficulties.
- Advice to the school from the LA on the pupil's admission that his/her possible special educational needs have previously been brought to the LA's attention by the District Health Authority (under Section 332 of the Education Act 1996).
- An LA decision, based on the Annual Review of an EDUCATION HEALTH CARE PLAN, that the pupil's progress now makes it appropriate for the Statement to be discontinued.
- An LA decision, based on completion of the pupil's statutory assessment, that a Note in Lieu of an EDUCATION HEALTH CARE PLAN should be issued and that his/her future placement within the arrangements for SEND SUPPORT will be appropriate.

Professional Judgement

- A consensus of those who teach the pupil, in partnership with his/her parents and the pupil in question, that the pupil's progress in many areas of the curriculum, notably in numeracy and literacy, is considerably below the expected range of his/her age-group.

Arrangements for a pupil within SEND SUPPORT

- Provision and implementation of a revised provision map, drawn up through discussion between the pupil's teachers and the school's SENDCO, in consultation and representatives of relevant external agencies, parents and the pupil in question.
- Increased involvement of the school's SENDCO, to liaise with external agencies and to enable more regular liaison with parents.
- Securing of advice, assessments and/or support from LA support services and/or other relevant external agencies. Where Health Service professionals are already known to be involved with the pupil (e.g., a speech and language therapist), the school may approach them directly for further information as appropriate. In other



circumstances, schools should utilise the agreed pro-forma to request information via their allocated Medical Officer (as at SEND CONCERN)

- The pupil's existing provision map should be revised to ensure that the following additional issues are addressed:
 - *Appropriate steps to be taken to increasingly differentiate and/or modify the curriculum, to help the pupil use different means of communication confidently and competently for a range of purposes in a variety of settings;*
 - *The organisation of targeted additional adult support (teaching and/or non-teaching);*
 - *Opportunities for the pupil to receive individual or small-group tuition;*
 - *Access to ICT and more specialised teaching resources/equipment;*
 - *Arrangements agreed with external agencies to monitor, evaluate and review the plan (with dates).*
- The SEND Code of Practice recommends that provision maps should be reviewed at least twice a year and, ideally, termly. It also suggests that at least one review per year should coincide with a routine parents' evening at the school.
- There should be clear assessment processes enabling the pupil's progress in speech and language development to be measured within a given time-span and the specific measures of progress to be used should be identified.

CRITERIA FOR REFERRING A PUPIL FOR STATUTORY ASSESSMENT

The majority of pupils with speech and language difficulties will have their special educational needs suitably addressed by arrangements in mainstream at either SEND CONCERN or SEND SUPPORT. There will, however, be some who continue to experience a much higher level of difficulty than their peers in making progress in their education. Where, despite continuing intervention at SEND SUPPORT, this turns out to be the case, then the school should consider referring the pupil to the LA for a statutory assessment of his/her special needs. Such an assessment, if agreed, may lead subsequently to the LA deciding to share formal responsibility with the school for meeting the pupil's needs through the drafting of an **EDUCATION HEALTH CARE PLAN**.

General Indicators (at least one of which must be present)

- Impaired utterance of speech sounds rendering the pupil's speech unintelligible.
- Expressive language abilities so limited in grammar, word order and/or vocabulary as to seriously reduce the pupil's ability to communicate thoughts or information effectively at a level expected of his/her age-group.
- Comprehension of spoken language so limited that the pupil always fails to understand requests, instructions and explanations easily understood by the great majority of his/her age-group, although in other respects he/she appears to be of normal cognitive ability.
- Major difficulties in using language for learning and/or social interaction, although other areas of expressive language appear to be age-appropriate. The pupil's responses to verbal and non-verbal communication are habitually inappropriate.

Specific Indicators (which must be present)

- Revision of the differentiated classroom provision for the pupil's education at SEND SUPPORT has not resulted in the expected progress towards achieving the learning targets set to improve his/her speech and language.
- Individually administered assessments over time by the class/subject teacher and/or SENDCO and external advisors, together with discussion at SEND SUPPORT reviews,



indicate that a statutory assessment of the pupil's needs may be necessary as the basis for determining an appropriate future educational programme.

- Evidence from external sources that the pupil has serious speech and language difficulties.
- Evidence that the pupil's speech and language is seriously impeding the progress of his/her learning overall.
- Evidence of a significant discrepancy between the pupil's expressive language and verbal comprehension skills, or between his/her language and cognitive abilities.

Additional Indicator (which may be present)

- Measures of the pupil's abilities, where available as the outcomes of standardised language assessments, his/her performance to be amongst that of the lowest attaining 2% of his/her age group.
- Evidence that the pupil's speech and language difficulties have given rise to persistent associated emotional, behavioural and social difficulties.

Professional Judgement

- A consensus of those who teach the pupil and external advisers (who should include a speech and language therapist), in partnership with his/her parents and the pupil in question, that the pupil's progress in many areas of the curriculum, notably in numeracy and literacy, is significantly and specifically impeded by his/her speech and language difficulties.

Arrangements for a pupil referred for statutory assessment

- Continuation of current provision for the pupil at SEND SUPPORT, until the LA advises the school of the outcome of the referral or of the statutory assessment (if agreed).

4. AUTISTIC SPECTRUM DISORDERS:

CRITERIA FOR PLACING A PUPIL AT SEND CONCERN

General Indicator (which must be present)

- The pupil displays characteristics of the triad of impairments affecting his/her social relationships, social communication and imaginative thought, impeding his/her effective learning and resulting in his/her general level of functioning being significantly below that of his/her peers.

Specific Indicators (which must be present)

- Differentiated classroom provision for the pupil's education over time has not resulted in progress towards achieving learning and/or behavioural targets set.
- Individually administered assessments over time by the class/subject teacher and/or the school's SEND Co-ordinator (SENDCO) indicate that a more individualised and differentiated educational programme is necessary.

*And **at least one** of the following:*

- Evidence of the pupil's difficulties in following instructions, classroom routines and in maintaining attention on task.
- Evidence of the pupil's reluctance to engage in classroom activities as directed because of his/her inflexibility of thinking and behaviour.
- Evidence of the pupil's reliance on teacher support and care structuring of activities in order to engage successfully in group work and/or social interaction.



- Evidence of a tendency to display rigidity on thinking and behaviour, likely to result in the disruption of classroom activities or the pupil's functioning and/or access to the curriculum.
- Evidence of variable progress across the curriculum, limited in some areas by difficulties in particular aspects of learning such as writing, language or practical activities.
- Evidence of significant problems in social interaction and relationships.

Additional Indicators (which may be present)

- Recorded examples of difficult-to-manage behaviour linked to difficulties with learning, development, social interaction or inflexible patterns of thinking and behaviour.
- Evidence of impaired communication skills (expressive and/or receptive).
- Transfer of information about the pupil from previous provision.
- A SEND SUPPORT review decision that the pupil's progress now makes his/her placement within the arrangements for SEND CONCERN appropriate.
- Advice to the school from the LA on the pupil's admission that his/her possible special educational needs have previously been brought to the LA's attention by the District Health Authority (under Section 332 of the Education Act 1996).
- An LA decision, based on completion of the pupil's statutory assessment, that a Note in Lieu of an EDUCATION HEALTH CARE PLAN should be issued and that his/her future placement within the arrangements for SEND CONCERN will be appropriate.

Professional Judgement

- A consensus of those who teach the pupil, in partnership with his/her parents and the pupil in question, that he/she is failing to make adequate progress in his/her learning and/or social development compared to his/her peers.

Arrangements for a pupil within SEND CONCERN

- Provision and implementation of a provision map drawn up through discussion between the pupil's teachers and the school's SENDCO and informed by consultation with parents and the pupil in question.
- The provision map should identify:
 - *the nature of the pupil's learning, social and behavioural difficulties and his/her relative strengths;*
 - *the short-term targets set for or by the pupil;*
 - *the teaching and behaviour management strategies to be used;*
 - *the provision to be put in place;*
 - *when the plan is to be reviewed (see below for further guidance on review intervals);*
 - *success and/or exit criteria;*
 - *outcomes (to be recorded when the provision map is reviewed).*
- The SEND Code of Practice recommends that provision maps should be reviewed at least twice a year, and ideally, termly. It also suggests that at least one review per year should coincide with a routine parents' evening at the school.
- The agreed behaviour management strategy determined for the pupil should be applied consistently by all adults who come into contact with him/her.
- The focus should be school-based, with the aim of helping the pupil to become an integrated member of the school community. Withdrawals from the class group



should be kept to a minimum, should only occur when commensurate with the pupil's interests and be planned above all else as an aid to his/her learning.

- There should be clear assessment processes enabling the pupil's progress and responses to intervention to be measured within a given time-span and the specific measures of progress to be used should be identified.

CRITERIA FOR PLACING A PUPIL AT SEND SUPPORT

General Indicator (which must be present)

- The pupil's impaired social development, rigidity of behaviour and thought and communication are significantly impeding his/her learning and leading to a level of functioning markedly below that of his/her peers.

Specific Indicators (which must be present)

- Modification of the differentiated classroom provision for the pupil's education at SEND CONCERN has not resulted in the expected progress towards achieving learning and/or behavioural targets set.
- Individually administered assessments over time by the class/subject teacher and/or SENDCO provide evidence that the pupil's behaviour and social difficulties are becoming a more significant obstacle to his/her effective learning.
- Assessments over time by the class/subject teacher and/or SENDCO, together with discussion at SEND CONCERN reviews, indicate that external advice and/or support is necessary to devise a more highly individualised and differentiated educational programme.

*And **at least one** of the following:*

- Evidence of the pupil's continuing difficulties in the development of his/her expressive and receptive communication skills.
- Evidence of the pupil's continuing difficulties in his/her understanding of specific social situations and social rules and very substantial difficulties establishing and sustaining social relationships.
- Evidence of the pupil's continuing lack of effective systems and strategies to enable his/her anticipation of future events, facilitate his/her transitions between activities and manage his/her anxiety levels.
- Evidence of the pupil's consistently challenging behaviour persisting, despite the implementation of an individual behaviour management programme.

Additional Indicators (which may be present)

- Evidence that the pupil experiences high levels of stress or anxiety.
- Advice to the school from the LA on the pupil's admission that his/her possible special educational needs have previously been brought to the LA's attention by the District Health Authority (under Section 332 of the Education Act 1996).
- An LA decision, based on the Annual Review of an EDUCATION HEALTH CARE PLAN, that the pupil's progress now makes it appropriate for the Statement to be discontinued.
- An LA decision, based on completion of the pupil's statutory assessment, that a Note in Lieu of an EDUCATION HEALTH CARE PLAN should be issued and that his/her future placement within the arrangements for SEND SUPPORT will be appropriate.

Professional Judgement

- A consensus of those who teach a pupil, in partnership with his/her parents and the pupil in question, that the gap in levels of social understanding and functioning is widening between the pupil and his/her peers.



Arrangements for a pupil within SEND SUPPORT

- Provision and implementation of a revised provision map, drawn up through discussion between the pupil's teachers and the school's SENDCO, in consultation with representatives of relevant external agencies, parents and the pupil in question.
- Increased involvement of the school's SENDCO, to liaise with external agencies and to enable more regular liaison with parents.
- Securing of advice, assessments and/or support from LA support services and/or other relevant external agencies.
- The pupil's existing provision map should be revised to ensure that the following additional issues are addressed:
 - *appropriate steps to be taken to increasingly differentiate and/or modify the curriculum;*
 - *the organisation of targeted additional adult support (teaching and/or non-teaching);*
 - *opportunities for the pupil to receive individual or small-group tuition;*
 - *access to ICT and more specialised teaching resources/equipment;*
 - *arrangements agreed with external agencies to monitor, evaluate and review the plan (with dates).*
- The SEND Code of Practice recommends that provision maps should be reviewed at least twice a year, ideally, termly. It also suggests that at least one review per year should coincide with a routine parents' evening at the school.
- There should be clear assessment processes enabling the pupil's progress and responses to intervention to be measured within a given time-span and the specific measures of progress to be used should be identified.

CRITERIA FOR REFERRING A PUPIL FOR STATUTORY ASSESSMENT

The majority of pupils with autistic spectrum disorders will have their special educational needs suitably addressed by arrangements in mainstream at either SEND CONCERN or SEND SUPPORT. There will, however, be some who continue to experience a much higher level of difficulty than their peers in making progress in their education. Where, despite continuing intervention at SEND SUPPORT, this turns out to be the case, then the school should consider referring the pupil to the LA for a statutory assessment of his/her special needs. Such an assessment, if agreed, may lead subsequently to the LA deciding to share formal responsibility with the school for meeting the pupil's needs through the drafting of an EDUCATION HEALTH CARE PLAN.

General Indicator (which must be present)

The pupil's impaired social development, rigidity of behaviour and thought and communication are enduring, consistently impeding his/her learning and leading to significant difficulties in functioning.

Specific Indicators (which must be present)

- Revision of the differentiated classroom provision for the pupil's education at SEND SUPPORT has not resulted in the expected progress towards achieving learning and/or behavioural targets set.



- Individually administered assessments over time by the class/subject teacher and/or SENDCO and external advisers, together with discussion at SEND SUPPORT reviews, indicate that a statutory assessment of the pupil's needs may be necessary as the basis for determining an appropriate future educational programme.

And at least one of the following:

- In respect of expressive communication, evidence of the pupil's need for a systematic programme of direct teaching, modelling and prompting in order to acquire spontaneous, functional speech.
- In respect of receptive communication, evidence of the pupil's need for a systematic programme to develop his/her understanding of verbal and non-verbal communication.
- In respect of social interaction, evidence of the pupil's need for specific programmes of highly structured activities designed to promote skills for interacting with adults and peers.
- Evidence of significant difficulties persisting for the pupil as a result of his/her inflexibility and/or intrusive or obsessional thoughts.
- Evidence of a high priority having to be given to the management of the pupil's behaviour in the planning of most classroom activities and the organisation of his/her learning environment.

Professional Judgement

- A consensus of those who teach the pupil and an external adviser, in partnership with his/her parents and the pupil in question, that the gap in levels of social understanding and functioning is continuing to widen between the pupil and his/her peers.

Arrangements for a pupil referred for statutory assessment

- Continuation of current provision for the pupil at SEND SUPPORT, until the LA advises the school of the outcome of the referral or of the statutory assessment (if agreed).

5. EMOTIONAL, BEHAVIOURAL AND SOCIAL DIFFICULTIES

CRITERIA FOR PLACING A PUPIL AT SEND CONCERN

General Indicator (which must be present)

- The pupil's behaviour and/or emotional difficulties and/or social relationships are impeding his/her effective learning.

Specific Indicators (which must be present)

- Differentiated classroom provision for the pupil's education over time has not resulted in progress towards achieving behavioural and/or learning targets set.
- The pupil displays a range of behaviours, including some of the following:

- ***At a personal level:*** Destruction of own work; lack of self control; defiance; low tolerance of frustration; pre-empting failure in tasks; a tendency towards distractibility; attention-seeking; some difficulty establishing relationships with peers or adults in a range of different educational settings; some anxiety about attending school.



- **At a verbal level:** Refusal to speak; making threats; frequent interruption; inappropriate calling-out in class; being argumentative or abusive.
 - **At a non-verbal level:** Reluctance to attend school; difficulty in observing rules; being destructive or aggressive; bullying (as a perpetrator or victim); inappropriate responses to perceived provocation; over-dependence on adult proximity.
 - **At a work skills level:** Difficulty in working without direct supervision or in engaging with peers in learning; difficulty in completing tasks or following instructions; short concentration span; poor personal organisation skills; impeding other pupils' learning.
- Assessments by the class/subject teacher and/or the school's SEND Co-ordinator (SENDCO) indicate that a more individualised and differentiated educational programme is necessary.

Additional Indicators (which may be present)

- Evidence of the pupil's underachievement in a number of curriculum areas, not predicted by reference to his/her general level of ability.
- Recorded examples of the pupil's difficult-to-manage behaviour in a variety of learning and/or social settings within school.
- Evidence of the pupil's unwillingness to acknowledge or accept responsibility for his/her own actions.
- Transfer of information about the pupil from previous provision.
- A SEND SUPPORT review decision that the pupil's progress now makes his/her placement within the arrangements for SEND CONCERN appropriate.
- Advice to the school from the LA on the pupil's admission that his/her possible special educational needs have previously been brought to the LA's attention by the District Health Authority (under Section 332 of the Education Act 1996).
- An LA decision, based on completion of the pupil's statutory assessment, that a Note in Lieu of an EDUCATION HEALTH CARE PLAN should be issued and that his/her future placement within the arrangements for SEND CONCERN will be appropriate.

Professional Judgement

- A consensus of those who teach the pupil, in partnership with his/her parents and the pupil in question, that his/her difficulties represent something more than the normal range of variable behaviour displayed by pupils of the same age and are consistent over time.

Arrangements for pupils within SEND CONCERN

- Provision and implementation of a provision map drawn up through discussion between the pupil's teachers and the school's SENDCO and informed by consultation with pastoral staff, parents and the pupil in question.
- For pupils at increasing risk of exclusion or disaffection because of the cumulative impact of their difficulties on them in school, the provision map should be used to reflect appropriate strategies to meet their additional needs. Initiating a separate Pastoral Support Plan (PSP) is not recommended for pupils with a provision map: it is not part of the special educational



needs assessment process. (Further guidance on this can be found in Ch. 5 of DFEE Circular 10/99, *Social Inclusion: Pupil Support*.)

- The provision map should identify:
 - *the nature of the pupil's emotional, behavioural and social difficulties as they affect his/her relationships and learning and his/her relative strengths;*
 - *the short-term targets set for or by the pupil;*
 - *the teaching and behaviour management strategies to be used;*
 - *the provision to be put in place;*
 - *when the plan is to be reviewed (see below for further guidance on review intervals);*
 - *success and/or exit criteria;*
 - *outcomes (to be recorded when the provision map is reviewed).*
- The SEND Code of Practice recommends that provision maps should be reviewed at least twice a year and, ideally, termly. It also suggests that at least one review per year should coincide with a routine parents' evening at the school.
- The agreed behaviour management strategy determined for the pupil should be applied consistently by all adults who come into contact with him/her.
- The focus should be school-based, with the aim of helping the pupil to become an integrated member of the school community. Withdrawals from the class group should only occur when commensurate with the pupil's interests and be planned above all else as an aid to his/her learning.
- There should be clear assessment processes enabling the pupil's behaviour and responses to intervention to be measured within a given time-span and the specific measures of progress to be used should be identified.

CRITERIA FOR PLACING A PUPIL AT SEND SUPPORT

General Indicator (which must be present)

- The pupil's behaviour and/or emotional difficulties and/or social relationships are significantly impeding his/her learning.

Specific Indicators (which must be present)

- Modification of the differentiated classroom provision for the pupil's education at SEND CONCERN has not resulted in the expected progress towards achieving behavioural and/or learning targets set.
- Assessments over time by the class/subject teacher and/or SENDCO provide evidence that the pupil's emotional, behavioural and social difficulties are becoming a more significant obstacle to his/her effective learning.
- Assessments over time by the class/subject teacher and/or SENDCO, together with discussion at SEND CONCERN reviews, indicate that external advice and/or support is necessary to devise a more highly individualised and differentiated educational programme.
- The behaviours displayed by the pupil may be as previously recorded at SEND CONCERN but the greater significance of their impact upon his/her learning will need to be judged in terms of their:
 - *Intensity;*
 - *duration;*



- *frequency;*
 - *generality;*
 - *inappropriateness;*
 - *impact;*
 - *peer group acceptance;*
 - *variety;*
 - *reasonableness;*
 - *gravity.*
- The pupil's emotional, behavioural and social difficulties are clearly apparent in the school environment but do not arise solely in response to specific aspects of that environment.
 - The pupil's difficulties are general – in that his/her emotional, behavioural and social difficulties cause management problems in a wide range of situations – and are usually common to the majority of staff in regular contact with him/her.

Additional Indicators (which may be present)

- Evidence of the pupil's continuing underachievement in a number of curriculum areas, not predicted by reference to his/her general level of ability.
- Consistent evidence over time of the pupil's unwillingness to acknowledge or accept responsibility for his/her own actions.
- Advice to the school from the LA on the pupil's admission that his/her possible special educational needs have previously been brought to the LA's attention by the District Health Authority (under Section 332 of the Education Act 1996).
- An LA decision, based on the Annual Review of an EDUCATION HEALTH CARE PLAN, that the pupil's progress now makes it appropriate for the Statement to be discontinued.
- An LA decision, based on completion the pupil's statutory assessment, that a Note in Lieu of an EDUCATION HEALTH CARE PLAN should be issued and that his/her future placement within the arrangements for SEND SUPPORT will be appropriate.

Professional Judgement

- A consensus of those who teach the pupil, in partnership with his/her parents and the pupil in question, that there is evidence of a range of emotional, behavioural and social difficulties being consistently present within school.

Arrangements for a pupil within SEND SUPPORT

- Provision and implementation of a revised provision map, drawn up through discussion between the pupil's teachers and the school's SENDCO, in consultation with representatives of relevant external agencies, pastoral staff, parents and the pupil in question.
- Increased involvement of the school's SENDCO and/or pastoral staff, to liaise with external agencies and to enable more regular liaison with parents.
- Securing advice, assessments and/or support from LA support services and/or other relevant external agencies.



- The pupil's existing provision map should be revised to ensure that the following additional issues are addressed:
 - *appropriate steps to be taken to increasingly differentiate and/or modify individual arrangements for the pupil in the light of his/her continuing emotional, behavioural and social difficulties;*
 - *the organisation of targets additional adult support (teaching and/or non-teaching);*
 - *opportunities for the pupil to receive individual or small-group tuition;*
 - *arrangements agreed with external agencies to monitor, evaluate and review the plan (with dates).*
- The SEND Code of Practice recommends that provision maps should be reviewed at least twice a year and, ideally, termly. It also suggests that at least one review per year should coincide with a routine parents' evening at the school.
- There should be clear assessment processes enabling the pupil's behaviour and responses to intervention to be measured within a given time-span and the specific measures of progress to be used should be identified.

CRITERIA FOR REFERRING A PUPIL FOR STATUTORY ASSESSMENT

The majority of pupils with emotional, behavioural and social difficulties will have their special educational needs suitably addressed by arrangements in mainstream at either SEND CONCERN or SEND SUPPORT. There will, however, be some who continue to experience a much higher level of difficulty than their peers in making progress in their education.

Where, despite continuing intervention at SEND SUPPORT, this turns out to be the case, then the school should consider referring the pupil to the LA for a statutory assessment of his/her special needs. Such an assessment, if agreed, may lead subsequently to the LA deciding to share formal responsibility with the school for meeting the pupil's needs through the drafting of an EDUCATION HEALTH CARE PLAN.

General Indicator (which must be present)

- The pupil's behaviour and/or emotional difficulties and/or social relationships are severely impeding his/her learning, leading to substantial underachievement, and his/her relationships with peers and adults are severely impaired.

Specific Indicators (which must be present)

- Revision of the differentiated classroom provision for the pupil's education at SEND SUPPORT has not resulted in the expected progress towards achieving the behavioural and/or learning targets set.
- Assessments over time by the class/subject teacher and/or SENDCO and/or pastoral staff and external advisers, together with discussion at SEND SUPPORT reviews, indicate that a statutory assessment of the pupil's needs may be necessary as the basis for determining an appropriate future educational programme.
- Clearly documented evidence substantiating a *majority* of the following judgements:
 - **Intensity:** *The pupil's behaviour completely disrupts all his/her other activities;*
 - **Duration:** *The pupil's behaviour is long-lasting;*



- **Frequency:** The pupil's behaviour is observed on many days and is repeated often during the day;
- **Generality:** The pupil's behaviour occurs in most situations;
- **Inappropriateness:** The pupil's behaviour is very unusual, taking account of his/her age and the context in which the behaviour occurs;
- **Impact:** The pupil's behaviour disrupts and interrupts the whole class for long periods;
- **Peer Group Acceptance:** The pupil's behaviour is regarded as unacceptable and/or extremely out of the ordinary by his/her peers;
- **Variety:** The pupil exhibits many kinds of problem behaviours in school;
- **Gravity:** The pupil's behaviour is of very serious concern in the given situation.

Additional Indicators (which may be present)

- Evidence of the pupil's significant unhappiness, stress and/or disaffection over a sustained period, which may be accompanied by prolonged absences from school and associated with a growing awareness by the pupil of his/her particular difficulties.
- The pupil's emotional, behavioural and social difficulties are not only a significant obstacle to his/her own learning but are preventing his/her peers from learning;

Professional Judgement

- A consensus of those who teach the pupil and an external adviser, in partnership with his/her parents and the pupil in question, that there is sustained evidence of the necessary range of specific indicators described above being present within school.

Arrangements for a pupil referred for statutory assessments

- Continuation of current provision for the pupil at SEND SUPPORT, until the LA advises the school of the outcome of the referral or of the statutory assessment (if agreed).

6. HEARING IMPAIRMENT:

CRITERIA FOR PLACING A PUPIL AT SEND CONCERN

General Indicator (which must be present)

- The school suspects that the pupil may have a hearing loss that requires referral to the School Health Service (Leicestershire and Rutland Healthcare Trust) to advise on the level of hearing ability.

Specific Indicators (which may be present)

- The pupil has difficulty in hearing in noisy conditions.
- The pupil's ability to localise sound is poor.
- The pupil has frequent loss of attention.
- The pupil has speech discrimination difficulties.
- The pupil has difficulty listening to TV/audio/radio soundtrack.
- The pupil's speech is of poor quality.
- Recorded examples of difficult-to-manage behaviour linked to pupil's difficulties with hearing and/or making himself/herself understood.



- Evidence that the pupil experiences some frustration and/or difficulty in forming relationships with his/her peers and shows a tendency towards being socially isolated in less structured parts of the school day.
- A SEND SUPPORT review decision that the pupil's progress now makes his/her placement within the arrangements for SEND CONCERN appropriate.
- Advice to the school from the LA on the pupil's admission that his/her possible special educational needs have previously been brought to the LA's attention by the District Health Authority (under Section 332 of the Education Act 1996).
- Advice to the school from a specialist teacher of the hearing impaired, working within the LA's Specialist Teaching Service, that the pupil will be appropriately placed within the arrangements for SEND CONCERN.
- An LA decision, based on completion of the pupil's statutory assessment, that a Note in Lieu of an EDUCATION HEALTH CARE PLAN should be issued and that his/her future placement within the arrangements for SEND CONCERN will be appropriate.

Professional Judgement

- A consensus of those who teach the pupil, in partnership with his/her parents and the pupil in question, that his/her learning is being adversely affected by a hearing loss, resulting in the need to make a referral to the school's designated Medical Officer to seek further information about hearing levels. (If English is not the pupil's first language, the school should have received advice from the LA's Ethnic Minority Achievement Support Service (EMASS) staff that this issue is not impeding his/her educational progress).

Arrangements for a pupil within SEND CONCERN

- Provision and implementation of provision map), drawn up through discussion between the pupil's teachers and the school's SEND Co-ordinator (SENDCO) and informed by consultation with parents and the pupil in question. As appropriate, the provision map should also include advice from other relevant external agencies (such as the school's designated Medical Officer or the LA's specialist teacher of the hearing impaired).
- *The provision map should identify:*
 - *the nature of the pupil's hearing impairment and associated learning difficulties and strengths;*
 - *the short-term targets set for or by the pupil;*
 - *the teaching strategies to be used;*
 - *the provision to be put in place;*
 - *when the plan is to be reviewed;*
 - *success and/or exit criteria;*
 - *outcomes (to be recorded when the provision map is reviewed).*
- The Revised SEND Code of Practice recommends that provision maps should be reviewed at least twice a year and, ideally, termly. It also suggests that at least one review per year should coincide with a routine parents' evening at the school.
- An Educational Audiologist will see the result of any subsequent hearing test to check its validity and the educational significance of the hearing impairment.
- There should be clear assessment processes enabling the pupil's progress to be measured within a given time-span and the specific measures of progress to be used should be identified. The school should inform the LA's specialist teacher of the



hearing impaired if, at any time, it is felt that the pupil is falling progressively behind his/her peers because of his/her hearing loss.

CRITERIA FOR PLACING A PUPIL AT SEND SUPPORT

General Indicator (which must be present)

- An appropriate professional has advised the school that the pupil's hearing loss is impeding his/her learning and is educationally significant.

Specific Indicators (one of which must be present)

- Assessments over time by the class/subject teacher and/or SENDCO and/or the LA's specialist teacher of the hearing impaired, together with discussion at SEND CONCERN reviews, indicate that external advice and/or support is necessary to devise a more highly individualised and differentiated educational programme.
- The school does not have the resources or expertise alone to provide the additional input needed to address:
 - *hearing aid management;*
 - *language/literacy development for hearing impaired pupils;*
 - *parental support on issues related to hearing loss;*
 - *advising teachers on educational issues and classroom management concerning pupils with significant hearing loss;*
 - *undertaking regular hearing monitoring.*

Additional Indicators (which may be present)

- Evidence of the pupil finding it increasingly difficult to undertake tasks or participate in activities dependent upon hearing, leading in turn to problems of working at the same pace as his/her peers.
- Evidence that the pupil shows signs of increasing fatigue towards the end of the school day.
- Recorded examples of increasing frequency and extent of difficult-to-manage behaviour linked to the pupil's difficulties with hearing and/or making himself/herself understood.
- Evidence that the pupil increasingly experiences frustration and/or difficulty in forming relationships with his/her peers and shows a tendency towards being socially isolated in less structured parts of the school day.
- An LA decision, based on the Annual Review of an EDUCATION HEALTH CARE PLAN, that the pupil's progress now makes it appropriate for the Statement to be discontinued.
- An LA decision, based on completion of the pupil's statutory assessment, that a Note in Lieu of an EDUCATION HEALTH CARE PLAN should be issued and that his/her future placement within the arrangements for SEND SUPPORT will be appropriate.

Professional Judgement

- A consensus of those who teach the pupil, in partnership with his/her parents and the pupil in question, that additional input from the LA's specialist teacher of the hearing impaired is necessary.

Arrangements for a pupil at SEND SUPPORT

- Provision and implementation of a revised provision map, drawn up through discussion between the pupil's teachers and the school's SENDCO, in consultation



with representatives of relevant external agencies, parents and the pupil in question.

- Increased involvement of the school's SENDCO, to liaise with external agencies and to enable more regular liaison with parents.
- Securing of advice, assessments and/or direct support from LA support services and/or other relevant external agencies.
- The pupil's existing provision map should be revised to ensure that the following additional issues are addressed:
 - *appropriate steps to be taken to increasingly differentiate and /or modify the curriculum;*
 - *appropriate steps to be taken to ensure his/her physical access to the curriculum and all existing school facilities;*
 - *the organisation of targeted additional adult support (teaching and/or non-teaching), including that to be proved specifically by the LA's specialist teacher of the hearing impaired;*
 - *opportunities for the pupil to receive individual or small-group tuition;*
 - *access to ICT and more specialised teaching resources/equipment;*
 - *arrangements agreed with external agencies to monitor, evaluate and review the plan (with dates: see below for further guidance on review intervals).*
- The SEND Code of Practice recommends the provision maps should be reviewed at least twice a year and, ideally, termly. It also suggests that at least one review per year should coincide with a routine parents' evening at the school.
- There should be clear assessment processes enabling the pupil's progress to be measured within a given time-span and the specific measures of progress to be used should be identified.

CRITERIA FOR REFERRING A PUPUL FOR STATUTORY ASSESSMENT

The majority of pupils with a hearing impairment will have their special educational needs suitably addressed by arrangements in mainstream at SEND CONCERN or SEND SUPPORT. There will, however, be some who continue to experience a much higher level of difficulty than peers in making progress in their education.

Where, despite continuing intervention at SEND SUPPORT, this turns out to be the case, then the school should consider referring the pupil to the LA for a statutory assessment of his/her special needs. Such an assessment, if agree, may lead subsequently to the LA deciding to share formal responsibility with the school for meeting the pupil's needs through the drafting of an EDUCATION HEALTH CARE PLAN.

General Indicator (which must be present)

- The school has received advice that the pupil's hearing loss is so significant as to require weekly or multiple weekly involvement of the LA's specialist teacher of the hearing impaired.

Specific Indicators (which must be present)

- Revision of the differentiated classroom provision for the pupil's education at SEND SUPPORT has not resulted in the expected progress towards achieving learning targets set.
- Individually administered assessments over time by the class/subject teacher and/or SENDCO and external advisers, together with discussion at SEND SUPPORT reviews, indicate that a statutory assessment of the pupil's needs may be necessary as the basis for determining an appropriate future educational programme.



- Evidence that the pupil's hearing loss is enduring and is adversely affecting his/her educational performance and progress to a significant degree.

And at **least one** of the following:

- Clear recorded evidence that the pupils hearing loss has significantly affected his/her receptive and/or expressive language development.
- Clear recorded evidence that the pupil's hearing loss significantly impedes his/her access to substantial areas of the curriculum.
- Evidence that the pupil has a signed component in his/her communicative repertoire and requires signing support to gain access to the curriculum.

Additional Indicators (which may be present)

- Clear substantiated evidence that the pupil's hearing impairment consistently places him/her under stress, resulting in associated withdrawn or frustrated behaviour.
- Clear substantiated evidence that the pupil's hearing loss is significantly impairing his/her emotional and/or social development.

Professional Judgement

- A consensus of those who teach the pupil and an external adviser, in partnership with his/her parents and the pupil in question, that the involvement of the LA's specialist teacher of the hearing impaired in both an advisory and supporting role is required on a weekly or multiple weekly basis.

Arrangements for a pupil referred for statutory assessment

- Continuation of current provision for the pupil at SEND SUPPORT, until the LA advises the school of the outcome of the referral or of the statutory assessment (if agreed).

7. VISUAL IMPAIRMENT

CRITERIA FOR PLACING A PUPIL AT SEND CONCERN

General Indicator (which must be present)

- The school has reason to believe that the pupil is experiencing visual difficulties which are impeding his/her learning.

Specific indicators (which may be present)

- Physical indicators of a visual difficulty may include:
 - *unusual or rapid eye movements;*
 - *covering one eye in an attempt to see;*
 - *squints/obvious discomfort in bright light;*
 - *shading eyes against the reflection of bright light;*
 - *an unusual angle of view being adopted by the pupil;*
 - *reporting sore eyes, visual fatigue or frequent headaches.*
- Behavioural indicators of a visual difficulty may include:
 - *the pupil consistently choosing to sit near the front of the group or class;*
 - *apprehension on steps, slopes or when jumping off apparatus;*
 - *unsure when sudden light changes occur – light to dark/dark to light;*
 - *undue sensitivity to light;*
 - *frequent nodding movements;*
 - *peering closely – nose almost touching objects;*
 - *failure to respond to non-verbal gestures or when spoken to without being named;*
 - *difficulty in describing the details of illustrations, diagrams and graphs;*



- *inability to read small print*
- *difficulty copying from the board of OHP.*
- A SEND SUPPORT review decision that the pupil's progress now makes his/her placement within the arrangements for SEND CONCERN appropriate.
- Advice to the school from the Local Authority on the pupil's admission that his/her possible special educational needs have previously been brought to the Local Authority's attention by the District Health Authority (under Section 332 of the Education Act 1996).
- Advice to the school from a specialist teacher of the visually impaired, working within the Local Authority's Specialist Teaching Service, that the pupil will be appropriately placed within the arrangements for SEND CONCERN.
- A Local Authority decision, based on completion of the pupil's statutory assessment, that a Note In Lieu of an EDUCATION HEALTH CARE PLAN should be issued and that his/her future placement within the arrangements for SEND CONCERN will be appropriate.

Professional Judgement

- A consensus of those who teach the pupil, in partnership with his/her parents and the pupil in question, that his/her learning is being adversely affected by a visual difficulty, resulting in the need to make a referral to the school's designated Medical Officer to seek further information about levels of vision.

Arrangements for a pupil within SEND CONCERN

- Provision and implementation of a provision map drawn up through discussion between the pupil's teachers and the school's SEND Co-ordinator (SENDCO) and informed by consultation with parents and the pupil in question. As appropriate, the provision map should also include advice from other relevant external agencies (such as the school's designated Medical Officer or the Local Authority's specialist teacher of the visually impaired).
- The provision map should identify :
 - *the nature of the pupil's visual impairment and associated learning difficulties and strengths;*
 - *the short-term targets set for or by the pupil;*
 - *the teaching strategies to be used;*
 - *the provision to be put in place;*
 - *when the plan is to be reviewed (see below for further guidance on review intervals);*
 - *success and/or exit criteria;*
 - *outcomes (to be recorded when the provision map is reviewed)*
- The Revised SEND Code of Practice recommends that provision maps should be reviewed at least twice a year and, ideally, termly. It also suggests that at least one review per year should coincide with a routine parents' evening at the school.
- There should be clear assessment processes enabling the pupil's progress to be measured within a given time-span and the specific measures of progress to be used should be identified. The school should inform the Local Authority's specialist teacher of the visually impaired if, at any time, it is felt that the pupil is falling progressively behind his/her peers because of his/her visual loss.



CRITERIA FOR PLACING A PUPIL AT SEND SUPPORT

General Indicator (which must be present)

- Clear evidence that the pupil has a significant visual difficulty which is seriously affecting his/her educational progress.

Specific Indicators (which must be present)

- Modification of the differentiated classroom provision for the pupil's education at SEND CONCERN has not resulted in the expected progress towards achieving learning targets set.
- Assessment over time by the class/subject teacher and/or SENDCO and/or the Local Authority's specialist teacher of the visually impaired, together with discussion at SEND CONCERN reviews, indicate that external advice and/or support is necessary to devise a more highly individualised and differentiated educational programme.

Additional indicators (which may be present)

- Evidence of the pupil finding it increasingly difficult to undertake tasks or participate in activities dependent upon vision, leading in turn to problems of working at the same pace as his/her peers.
- Evidence that the pupil shows signs of increasing fatigue towards the end of the school day.
- Evidence that the pupil increasingly experiences frustration and/or difficulty in forming relationships with his/her peers and shows a tendency towards being socially isolated in less structured parts of the school day.
- A Local Authority decision, based on the Annual Review of an EDUCATION HEALTH CARE PLAN, that the pupil's progress now makes it appropriate for the Statement to be discontinued.
- A Local Authority decision, based on completion of the pupil's statutory assessment, that a Note in Lieu of an EDUCATION HEALTH CARE PLAN should be issued and that his/her future placement within the arrangements for SEND SUPPORT will be appropriate.

Professional Judgement

- A consensus of those who teach the pupil, in partnerships with his/her parents and the pupil in question, that additional input from the Local Authority's specialist teacher of the visually impaired is necessary.

Arrangements for a pupil at SEND SUPPORT

- Provision and implementation of a revised provision map, drawn up through discussion between the pupil's teachers and the school's SENDCO, in consultation with representatives of relevant external agencies, parents and the pupil in question.
- Increased involvement of the school's SENDCO, to liaise with external agencies and to enable more regular liaison with parents.
- Securing of advice, assessments and/or direct support from Local Authority support services and/or other relevant external agencies.
- The pupil's existing provision map should be revised to ensure that the following additional issues are addressed:
 - *appropriate steps to be taken to increasingly differentiate and/or modify the curriculum;*



- *appropriate steps to be taken to ensure his/her physical access to the curriculum and all existing school facilities;*
- *the organisation of targeted additional adult support (teaching and/or non-teaching), including that to be provided specifically by the Local Authority's specialist teacher of the visually impaired.*
- *opportunities for the pupil to receive individual or small-group tuition;*
- *access to ICT and more specialist teaching resources/equipment;*
- *access to keyboard/typing tuition if appropriate;*
- *arrangements agreed with external agencies to monitor, evaluate and review the plan (with dates: see below for further guidance on review intervals).*
- The Revised SEND Code of Practice recommends that provision maps should be reviewed at least twice a year and, ideally, termly. It also suggests that at least once review per year should coincide with a routine parents' evening at the school.
- There should be clear assessment processes enabling the pupil's progress to be measured within a given time-span and the specific measures of progress to be used should be identified.

CRITERIA FOR REFERRING A PUPIL FOR STATUTORY ASSESSMENT

The majority of pupils with a visual impairment will have their special educational needs suitably addressed by arrangements in mainstream at either SEND CONCERN or SEND SUPPORT. There will, however, be some who continue to experience a much higher level of difficulty than their peers in making progress in their education.

When, despite continuing intervention at SEND SUPPORT, this turns out to be the case, then the school should consider referring the pupil to the Local Authority for a statutory assessment of his/her special needs. Such an assessment, if agreed, may lead subsequently to the Local Authority deciding to share formal responsibility with the school for meeting the pupil's needs through the drafting of an EDUCATION HEALTH CARE PLAN.

General Indicators (which must be present)

- Clear, medically supported evidence that the pupil has significant visual impairment resulting in visual acuity loss or reduction of visual fields, which affects (or is likely to affect) his/her educational attainments and rate of progress.
- The school has received advice that the pupil's visual impairment is so significant as to require the regular involvement of the Local Authority's specialist teacher of the visually impaired.

Specific Indicators (which must be present)

- Revision of the differentiated classroom provision for the pupil's education at SEND SUPPORT has not resulted in the expected progress towards achieving learning targets set.
- Individually administered assessments over time by the class/subject teacher and/or SENDCO and external advisers, together with discussion at SEND SUPPORT reviews, indicate that a statutory assessment of the pupil's needs may be necessary as the basis for determining an appropriate future educational programme.
- Evidence that the pupil's visual impairment is enduring and is adversely affecting his/her educational performance and progress to a significant degree.

And **at least one** of the following:

- The pupil requires major modification to the curriculum.
- The pupil needs specialist visual, tactile or auditory aids to ensure his/her access to the curriculum.



- The pupil needs access to visually or tactually adapted classroom materials.
- The pupil needs high levels of individual supervision to ensure his/her safety and/or access to the curriculum.

Additional Indicators (which may be present)

- Clear substantiated evidence that the pupil's visual impairment consistently places him/her under stress, resulting in associated withdrawn or frustrated behaviour.
- Clear substantiated evidence that the pupil's visual impairment is significantly impairing his/her emotional and/or social development.

Professional Judgement

- A consensus of those who teach the pupil and an external adviser, in partnership with his/her parents and the pupil in question, that the regular involvement of the Local Authority's specialist teacher of the visually impaired in both an advisory and supporting role is required, on at least a monthly basis.

Arrangements for a pupil referred for statutory assessment

- Continuation of current provision for the pupil at SEND SUPPORT, until the Local Authority advises the school of the outcomes of the referral or of the statutory assessment (if agreed).

8. PHYSICAL & MEDICAL DIFFICULTIES:

CRITERIA FOR PLACING A PUPIL AT SEND CONCERN

General Indicator (which must be present)

- The pupil's physical difficulties and/or medical condition are impairing his/her access to the curriculum, ability to take part in specific activities or participation in school life.

Specific Indicators (one of must be present)

- The pupil is dependent upon occasional adult support to deal with minor matters involving self-help skills and/or medical treatments, to maintain necessary aids or equipment or to assist with collating work from lessons missed through absences from school.
- The pupil needs occasion adult support in some practical lessons, physical education, manipulating basic equipment or moving around the school.

Additional Indicators (which may be present)

The pupil's progress is sometimes at lower levels than might be expected for his/her performance of tasks when his/her difficulty has less direct impact and/or from measures of his/her cognitive ability.

- Evidence that the pupil shows some signs of fatigue during the school day.
- The pupil exhibits emotional, behavioural and/or social difficulties, clearly linked to his/her physical difficulties and/or medical condition.
- Transfer of information about the pupil from previous provision.
- A SEND SUPPORT review decision that the pupil's progress now makes his/her placement within the arrangements for SEND CONCERN appropriate.
- Advice to the school from the LA on the pupil's admission that his/her possible special educational needs have previously been brought to the LA's attention by the District Health Authority (under Section 332 to the Education Act 1996).



- An LA decision, based on completion on the pupil's statutory assessment, that a Note in Lieu of an EDUCATION HEALTH CARE PLAN should be issued and that his/her future placement within the arrangements for SEND CONCERN will be appropriate.

Professional Judgement

- A consensus of those who teach the pupil, in partnership with his/her parents and the pupil in question, that his/her physical difficulties and/or medical condition are impairing learning and impeding curricular access.

Arrangements for a pupil within SEND CONCERN

- Provision and implementation of a provision map, drawn up through discussion between the pupil's teachers and the school's SEND Co-ordinator (SENDCO) and informed by consultation with parents and the pupil in question. As appropriate, the provision map may also include advice from other relevant external agencies and schools should utilise the agreed proforma to obtain information from Health Service professionals via their allocated Medical Officer.
- For pupils with a significant physical difficulty and/or medical condition, the provision map should be used to reflect appropriate strategies to meet their additional **educational** needs. Whilst the school may also have to initiate a separate individual health care plan to address a pupil's day-to-day **medical** needs, such a plan is not part of the special educational needs assessment process. (Further guidance on health care planning can be found in DFEE/DOH Circular 14/96, *Supporting Pupils with Medical Needs in School*, and the accompanying *Good Practice Guide*).
- The provision map should identify:
 - *the nature of the pupil's physical difficulties and/or medical condition and strengths;*
 - *the short-term targets set for or by the pupil;*
 - *the teaching strategies to be used;*
 - *the provision to be put in place;*
 - *when the plan is to be reviewed (see below for further guidance on review intervals);*
 - *success and/or exit criteria;*
 - *outcomes (to be recorded when the provision map is reviewed).*
- The SEND Code of Practice recommends that provision maps should be reviewed at least twice a year and, ideally, termly. It also suggests that at least one review per year should coincide with a routine parents' evening at the school. The focus should be school-based, with the aim of helping the pupil to be a fully integrated member of the school community. Withdrawals from the class group should be kept to a minimum, should only occur when commensurate with the pupil's interests and be planned above all else as an aid to his/her learning and/or health needs.
- Allowing for the emphasis of the provision map on addressing the pupil's physical difficulties and/or medical condition, the provision overall should be informed by flexible approaches to whole curriculum planning for individual pupils, as described in the National Curriculum 2000 Inclusion Statement.
- There should be clear assessment processes enabling the pupil's progress and responses to intervention to be measured within a given time-span and the specific measures of progress to be used should be identified.



CRITERIA FOR PLACING A PUPIL AT SEND SUPPORT

General Indicators (which must be present)

- The pupil's physical difficulties and/or medical condition are increasingly impairing his/her access to the curriculum, ability to take part in specific activities or participation in school life.

Specific Indicators (which must be present)

- Modification of the differentiated classroom provision for the pupil's education at SEND CONCERN has not resulted in the expected progress towards achieving learning targets set.
- Individually administered assessments over time by the class/subject teacher and/or SENDCO, together with discussion at SEND CONCERN reviews, indicate that external advice and/or support is necessary to devise a more highly individualised and differentiated educational programme.

*And **at least one** of the following:*

- Minor adaptations to the environment are necessary to ensure the pupil's physical access to school.
- Access to a specific item of equipment (e.g., a portable word processor, electronic keyboard or tape recorder) is needed to ensure the pupil's full curriculum entitlement.
- The pupil is often dependent upon adult support to deal with matters involving self-help skills and/or medical treatments, to maintain necessary aids or equipment or to assist with collating work from lessons missed through absences from school.
- The pupil often needs adult support in some practical lessons, physical education, manipulating basic equipment or moving around the school.
- The pupil requires the regular daily implementation of a programme designed in consultation with external agencies (such as Health Services therapists).

Additional Indicators (which may be present)

- The pupil's progress is sometimes at significantly lower levels than might be expected from his/her performance of task when his/her difficulty has less direct impact and/or from measures of his/her cognitive ability.
- Evidence that the pupil increasingly shows signs of fatigue during the school day.
- The pupil exhibits emotional, behavioural and/or social difficulties, clearly linked to his/her physical difficulties and/or medical conditions, which may lead to his/her isolation at social times.
- Advice to the school from the LA on the pupil's admission that his/her possible special educational needs have previously been brought to the LA's attention by the District Health Authority (under Section 332 of the Education Act 1996).
- An LA decision, based on the Annual Review of an EDUCATION HEALTH CARE PLAN, that the pupil's progress now makes it appropriate for the Statement to be discontinued.
- An LA decision, based on completion of the pupil's statutory assessment, that a Note in Lieu of an EDUCATION HEALTH CARE PLAN should be issued and that his/her future placement within the arrangements for SEND SUPPORT will be appropriate.

Professional Judgement

- A consensus of those who teach the pupil, in partnership with his/her parents and the pupil in question, that his/her physical difficulties and/or medical condition are increasingly impairing learning and impeding curricular access.



Arrangements for a pupil within SEND SUPPORT

- Provision and implementation of a revised provision map, drawn up through discussion between the pupil's teachers and the school's SENDCO, in consultation with representatives of relevant external agencies (such as Health Services therapists), parents and the pupil in question.
- Increased involvement of the school's SENDCO, to liaise with external agencies and to enable more regular liaison with parents.
- Securing of advice, assessments and/or support from LA support services and/or other relevant external agencies. Where Health Service professionals are already known to be involved with the pupil, the school may approach them directly for further information as appropriate. In other circumstances, schools should utilise the agreed pro-forma to request information or help via their allocated Medical Officer (as at SEND CONCERN).
- The pupil's existing provision map should be revised to ensure that the following additional issues are addressed where relevant:
 - *appropriate steps to be taken to increasingly differentiate and/or modify the curriculum;*
 - *the organisation of targeted additional adult support (teaching and/or non-teaching);*
 - *opportunities for the pupil to receive individual or small-group tuition;*
 - *access to ICT and more specialised teaching resources/equipment;*
 - *arrangements agreed with external agencies to monitor, evaluate and review the plan (with dates).*
- The SEND Code of Practice recommends that provision maps should be reviewed at least twice a year and, ideally, termly. It also suggests that at least one review per year should coincide with a routine parents' evening at the school.
- There should be clear assessment processes enabling the pupil's progress and responses to intervention to be measured within a given time-span and the specific measures of progress to be used should be identified.

CRITERIA FOR REFERRING A PUPIL FOR STATUTORY ASSESSMENT

The majority of pupils with physical difficulties and/or medical conditions will have their special educational needs suitably addressed by arrangements in mainstream at either SEND CONCERN and SEND SUPPORT. There will, however, be some who continue to experience a much higher level of difficulty than their peers in making progress in their education.

Where, despite continuing intervention at SEND SUPPORT, this turns out to be the case, then the school should consider referring the pupil to the LA for a statutory assessment of his/her special needs. Such an assessment, if agreed, may lead subsequently to the LA deciding to share formal responsibility with the school for meeting the pupil's needs through the drafting of an EDUCATION HEALTH CARE PLAN.

General Indicator (which must be present)

- The pupil's physical difficulties and/or medical condition are enduring, significantly impairing his/her access to the curriculum, ability to take part in specific activities or participation in school life.

Specific Indicators (which must be present)



- Revision of the differentiated classroom provision for the pupil's education at SEND SUPPORT has not resulted in the expected progress towards achieving learning targets set.
- Individually administered assessments over time by the class/subject teacher and/or SENDCO and external advisers, together with discussion at SEND SUPPORT reviews, indicate that a statutory assessment of the pupil's needs may be necessary as the basis for determining an appropriate future educational programme.

And at least one of the following:

- The pupil requires daily individual adult attention and support on a long-term basis over and above that which the school could reasonably provide from within its own resources.
- Major adaptation of buildings is necessary to ensure the pupil's physical access to school.
- Regular use of a significant item of equipment (e.g., a closed circuit television, computer or CD-ROM device with appropriate ancillaries/software) is needed to ensure the pupil's full curriculum entitlement.
- The pupil requires frequent reviews and/or direct intervention by external agencies (such as Health Services therapists).

Additional Indicators (which may be present)

- The pupil's attainment levels in most tasks and curriculum areas are depressed by irregular attendance (resulting from his/her physical difficulty and/or medical condition and/or the need for regular therapy).
- The pupil is experiencing significant mobility and/or self-care difficulties.
- The pupil exhibits significant emotional, behavioural and/or social difficulties, clearly linked to his/her physical difficulties and/or medical condition, which may lead to his/her disaffection and reluctance or refusal to attend school.

Professional Judgement

- A consensus of those who teach the pupil, in partnership with his/her parents and the pupil in question, that his/her physical difficulties and/or medical condition are enduring, significantly impairing learning and impeding curricular access.

Arrangements for a pupil referred for statutory assessment

- Continuation of current provision for the pupil at SEND SUPPORT, until the LA advises the school of the outcome of the referral or of the statutory assessment (if agreed).