

SEN SUPPORT GUIDANCE



Provision Expected at SEN Support (PEaSS)

April 2021

Provision Expected at SEN Support

This guidance is the provision the local authority **expects** to be made available by mainstream schools, academies, free school, early years and post-16 providers.

In Norfolk, we are committed to ensuring that our children and young people with Special Educational Needs and Disabilities (SEND) are well supported, have their needs met and achieve their potential.

We want children, young people with SEND and their families to have positive experiences at school and to feel well supported through access to the right support, in the right place and at the right time. Wherever children and young people live in the county, we want them to have their additional learning needs met. We know that for most children they are best served by attending their local school, with other children from their local community. To achieve this for the majority of children and young people in our county all schools must have a core offer that meets the needs of all children, including those with SEND.

In keeping with our statutory duty this guidance has been written to set out the core provision that we, as a local authority, expect to be made available for all children and young people with SEND. It has been developed with a range of key professionals and experts in specific areas and we hope that it provides support and advice in a clear and accessible way.

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This Guidance has been co-produced with representation from key stakeholders including professionals and partners from the local authority, schools, colleges, voluntary sector organisations and Family Voice Norfolk.

Introduction

The 'Provision Expected at SEN (Special Educational Needs) Support' (PEaSS) document sets out the provision that Norfolk County Council expects to be made available to support children and young people identified as needing SEN Support. This offer should be available in all mainstream schools in Norfolk as part of the core offer, including academies and free schools, early years settings and post-16 providers. In this document the term 'settings' will be used to refer to all the aforementioned educational establishments unless stated otherwise. This guidance should also be used to inform SEN Information Reports.

All settings **must** have due regard for

- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years 2015 (SEND Code of Practice, 2015)
- Equality Act 2010

'High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges **must** use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.'

(Special Educational Needs and Disability Code of Practice, 2015, p.25.)

The legislation and statutory guidance set out above make it clear that children and young people with SEND have a right to expect their needs to be met and not to be disadvantaged.

Norfolk County Council **expects** all settings to

- Comply with SEND legislation and statutory guidance
- Change policy and practice to reflect the SEND reforms and therefore use their best endeavours to provide and secure an inclusive education for all children and young people with SEND
- Anticipate the reasonable adjustments needed to enable transitioning children and young people with disabilities to access an appropriate curriculum and continue to make reasonable adjustments for the children and young people with disabilities who are on roll so that they are included and able to access an appropriate curriculum

Norfolk Data January 2020

As of January 2020, Norfolk had:

- 122,393 children and young people (CYP) in Norfolk schools
- 102,374 of CYP had their needs met through the universal offer (83.6%)
- 20,019 of CYP were identified with SEND (16.4%), of which
 - 15,993 of the CYP at SEN Support (13.1%)
 - 4,026 of those CYP had an EHCP (3.3%)

SEN Support

‘A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.’ (SEND Code of Practice, 2015, pp 94-95.)

Norfolk County Council expects settings to be able to identify children and young people with emerging SEND at an early stage. Settings should engage other professionals as appropriate (such as, but not limited to, educational psychologists, speech and language therapists and occupational therapists) to enable accurate assessments of need and/or barriers to learning. It is essential that settings put effective special educational provision in place. It is particularly important that there is no delay in making any necessary special educational provision and settings must work in partnership with parents/carers to establish the support and early intervention that the child or young person needs to access provision and make progress.

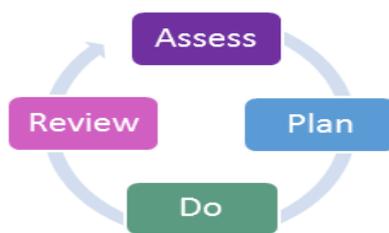
Parents/carers must be formally informed verbally and in writing that special educational provision is being made. The child or young person and their parents/carers voices must be listened to and be instrumental in the development of SEN Support to ensure that their aspirations, desired outcomes and views are taken into account. Co-production with the child or young person and their parents/carers is an essential element of SEN Support. Effective collaboration between families and settings is a must.

All children and young people should expect to receive good quality and differentiated teaching. This is the first step in responding to children and young people who have or may have special educational needs. **Additional intervention and support cannot compensate for a lack of good quality teaching.**

In deciding whether to make special educational provision through SEN Support, a teacher and SENDCo should consider all the information gathered from within the setting about the child or young person's progress. This should include high quality and accurate formative and summative assessment, using effective tools and early assessment materials. Formative assessment happens during the learning process and teachers will modify approaches depending on what formative assessment tells us. Summative assessment is typically at the end of a unit of work where learners may receive an outcome for that unit, for example a grade.

To support assessment, settings should have access to a range of diagnostic tests, observational checklists and dynamic forms of assessment which could involve: observing and recording responses in different environments; identifying strengths and weaknesses; identifying learning rates and learning styles.

This will help determine the support that is needed and whether it can be provided by adapting the settings core offer or whether something different or additional is required. **This is the start of a graduated approach** to SEN Support and if a setting makes special educational provision for a child and young person, they should inform their parents/carers.



The Graduated Approach: Assess, Plan, Do, Review – SEND Code of Practice, 2015, pp100-102.

Settings should adopt a **graduated approach** with four stages of action: assess, plan, do and review to ensure that a child or young person's needs are fully understood.

This is called the graduated approach/response because it may take several cycles of intervention and different strategies being tried, before it is possible to identify the strategies that work.

A setting should have arrangements in place to access more specialist assessments and provision from external agencies or professionals through its core offer. This should be clearly and accessibly set out in the setting's SEN information report, which must be reviewed and updated annually and published on its website (NB early years settings are not required to publish an SEN information report). Further information on SEN information reports and a best practice guide is available on the [Norfolk SEND local offer](#).

It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning

difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.' (SEND Code of Practice 2015, p.86.)

Equipment and SEND Training

Norfolk County Council **expects**:

- All settings to enable access to low cost, non-customised equipment for children and young people with SEND (e.g. PC, laptop, tablet)
- All settings to provide appropriate SEND training for their staff. Settings are expected to understand the needs of their children and young people and to identify how best to ensure that their staff are equipped to understand and meet their needs.

It is recognised however, that some specialist, customised information technology (IT) equipment and software may need to be provided centrally to ensure that children and young people with high or complex needs have access to the curriculum. Norfolk County Council provides more specialist equipment and software through [Access Through Technology \(ATT\)](#) and the [Virtual School Sensory Support](#).

Identifying need

It is expected that settings will have in place systems to identify CYP may have a special educational need. These may include tests, checklists, screening tools and pupil observations.

Norfolk County Council actively promotes its [Identification of Needs Descriptors in Educational Settings \(INDES\)](#). These allow settings to both identify and quantify need and provide a standardised language across the County.

Inclusion and provision

Norfolk County Council have developed [an Inclusion and Provision Self-Evaluation Form \(IPSEF\)](#) so settings can evaluate their provision to support inclusive practice and to demonstrate their compliance against the Ofsted framework, legal requirements and this PEaSS document.

Inclusive settings need to ensure that:

For staff

- There is a shared vision and ethos of inclusivity that is evident throughout the setting

- Setting leaders are committed to inclusion and do everything within their power to include all learners as part of the setting community
- All staff are well trained and receive continued professional development so that they are confident to support all learners appropriately
- Staff are aware of the additional needs of their learners, understand the nature and impact of these and how to respond to them;
- Staff differentiate and personalise learning to provide suitable learning challenges
- Staff know when to refer to relevant outside agencies/services to access advice and support
- Procedures are in place for ensuring smooth transitions
- Access arrangements are in place for examinations and national tests

For learners

- All learners are included and can access the environment as independently as possible
- There are effective partnerships with learners and parents/carers which is evident through their participation in assessment and review processes
- Learners are involved in the graduated approach (assess, plan, do, review process), setting and reviewing targets and identifying their own learning strategies
- Learners are helped to understand their own barriers to learning and to value their achievements, this leads to increased confidence and improved participation
- Parents /carers are confident that the setting's provision is meeting their child's needs
- Pastoral support is available for learners who require it and includes effective strategies to promote well-being
- Learners have access to provision and resources to meet their needs and overcome barriers to learning, including the use of relevant support agencies/services available under the local offer
- Learners make good progress from their individual starting points as a result of appropriate allocation and use of resources
- Learners' progress leads to better life outcomes
- Learners are supportive of each other, and the result is better relationships and improved outcomes
- Learners are confident to take risks in their learning further leading to better progress
- Learners are supported in all aspects of their development leading to greater inclusion and participation
- Learners are prepared well for the future which results in them progressing on to opportunities that lead to better chances in work, living, health, friendships and relationships

High Quality Teaching (HQT)

Norfolk County Council **expects** all settings to provide high quality teaching as part of their Core Offer. In Norfolk, high-quality teaching incorporates:

An ethos and learning environment that

- Enables the voice of the CYP to influence decisions
- Works with parents/carers through regular contact/liaison regarding their child's needs, triggers, anxieties
- Works with parents/carers to identify appropriate strategies to support the needs of their child
- Does not discriminate (directly or indirectly) against learners with SEND including protected characteristics
- Makes reasonable adjustments and/or adaptations to ensure access to the physical environment, curriculum and information e.g. timetabling considerations, seating arrangements, visual timetables, one-page profiles, ramps, handrails, signage, loops/soundfields system, a good acoustic environment, appropriate lighting, multi-sensory approach, repetition of instructions, uncluttered environments
- Promotes positive communication and interactions
- Enables a flexible approach to learning e.g. teach to topics of interests, use ICT to engage
- Enables learners to be supported through appropriate equipment;
- Maximises the use of a range of differentiated learning resources, techniques, strategies and equipment e.g. visual supports, ICT, sensory circuits
- Promotes inclusion through planning and risk assessing to enable full participation across the curriculum and in the inclusion of all learners
- The learning environment encourages independence relative to the CYP's age and stage with the promotion of social inclusion
- Individualising personal care, self-help, independence and dignity
- Complies with the accessibility audit and plan

Curriculum, teaching and learning that

- Follows the graduated approach of assess-plan-do-review involving CYP and parents/carers
- Identifies when there is a barrier to learning
- Uses assessments to inform planning including summative (at the end of a module of work) and formative assessments (assessments informing teaching and learning during a module of work)
- Provides regular precise feedback to the CYP and appropriate target setting including the use of small steps
- Regularly monitors and tracks progress, including in the moment monitoring and interventions

- Regularly reports to parent/carers on the progress of their CYP as agreed with all stakeholders
- Plans for additional support
- Gives clear [Gatsby benchmarking](#) (Gatsby benchmarking gives eight key features of good careers guidance) for occupational pathways via subject teaching (Y9 onwards) with links into the Preparation for Adult Life (PfAL) outcomes. This may include looking at provision and advice, work-based learning, work placements with SEN Careers interview and action for work placements in job areas of aspiration taking into account a CYP's ability e.g. T levels require industry placement in subject area.
- Provides a range of communication contexts
- Incorporates strategies for addressing and developing forms of communication, attention and listening skills, vocabulary, language comprehension and language production, auditory processing skills, positive behaviours and sensory processing needs
- Incorporates adapted resources e.g. large print, writing materials, PE equipment, cutlery, coloured overlays, assistive technology, laptop, tablet
- Makes effective use of IT resources e.g. adjustments to computer settings, mouse, background contrast/colour
- Uses ICT such as word processing to support written recording where appropriate
- Offers broad and balanced learning experiences/opportunities that are differentiated to accommodate the needs of different learners
- Uses a range of questioning appropriately, giving the CYP time to respond
- There is consistency between different parts of the day
- The curriculum contains links which would aid transitions between different phases of education

Staff development that

- Provides continued professional development (CPD) for inclusivity to include regular updates about developments and latest research in SEND e.g. Education Endowment Foundation, Sutton Trust, DfE publications

Descriptors of need and provision

SEND practice should be varied according to the age and individual needs of each child or young person. The following good practice is intended to be guidance for all educational settings.

Communication and Interaction: Speech, Language and Communication Needs

'Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.'

(SEND Code of Practice, 2015, p.97.)

Need: Communication and Interaction Speech, Language and Communication

Children and young people may have one or more of these learning profiles and may experience one or more of these difficulties:

Attention and Listening

- Difficulty paying attention during a shared activity, to an activity for an age appropriate length of time and listening to instructions whilst busy doing something else
- Easily distracted and tends to prefer activities of their own choosing
- Finds tasks with spoken instructions harder to complete than tasks where listening is not required

Understanding

- Difficulty understanding age appropriate spoken instructions, abstract concepts (e.g. big, little, bravery), everyday words, longer and more complex spoken language e.g. listening to a story or multiple instructions (choose a pencil in a colour you like, then draw round your hand really carefully on the big yellow paper), questions starting with words such as when, where, who, what, why, how, age appropriate subject specific /curriculum vocabulary
- Difficulty in remembering spoken information long enough to use it

Spoken Language

- Uses a smaller range of words and shorter sentences than other children of their age, wrong words for things and/or uses general words such as 'thingy' 'that' 'put' and 'get'
- Misses out the small words and/or tends to repeat back what the adult has said
- Sounds muddled or disorganised when talking in longer sentences
- Difficulty describing events in a way that is easy for the listener to understand
- Difficulty in structuring sentences and expressing thoughts, opinions and knowledge clearly
- Has a stammer/stutter e.g. lengthens or repeats some sounds or words or gets stuck
- Unable to use spoken language to convey their thoughts, feelings and wishes

Speech Sounds

- Difficulty recognising the difference between speech sounds
- Misses out sounds from words, misses off ends of words or never uses some speech sounds
- Substitutes one sound for another, has obvious difficulties in forming speech sounds
- Difficulties using clear speech sounds in a whole sentence or conversation

Social Communication

- Difficulty using language in social interactions
- Difficulties understanding the rules of conversation
- Difficulties in maintaining a topic of conversation
- Difficulty responding appropriately to non-literal language, irony and jokes
- Difficulty with the social use of language, requiring some direct teaching – eye contact, initiating conversations, attention, taking the listener's perspective (empathy)
- Difficulty understanding visual and written inference (reading between the lines) e.g. they all laughed at the red boots

Children who experience difficulties with Speech, Language and Communication needs may show frustration through behaviours that challenge others

Cognition, Learning and Behaviour

- Uneven or spiky learning profile (may have particular strengths and difficulties) or slower processing speeds (for example taking longer to read and understand questions)
- Noticeable gap between attainment and ability
- Difficulty in making connections, generalising skills and responding to adult direction

- Poor understanding of social conventions (e.g. personal space) and expectations, leading to possible social isolation. May show literal interpretation of things
- Difficulty showing empathy, predicting own response and those of others
- Resistance to change and exhibits sign of distress (this could be due to sensory overload e.g. being overwhelmed by visual, auditory and/or physical stimulation), intense special interests and obsessive behaviour

**Provision expected to be available: Communication and Interaction
Speech, Language and Communication**

Settings should consider provision like that identified below:

Promoting positive communication environments is the responsibility of all members of the staff in the setting. In addition to high quality teaching some of the following may be required:

Whole-setting approaches

- Use an audit tool to review whether the environment is 'communication friendly' such as those available from the [Communication Trust](#) and ensure that staff are aware of speech milestones by age.
- Identify a lead professional to be [Communication Champion](#) and consider further training for them, for example from the [Eastern SEND UK Partnership](#)
- Ensure parents/carers are fully aware of what is being done to support their child/young person and are able to support interventions and signpost them to the parents/carers' section on the [East Coast Community Healthcare](#) website.
- Ensure the curriculum embeds the development of speaking and listening skills and vocabulary such as Word Aware and embed a whole-setting approach such as Elkan.
- Ensure effective transitions are in place at every stage and particularly at phase transfer – transition booklets are available on the [Norfolk SEND Local Offer](#)

Classroom support

- Begin work on a new topic with a learner's existing knowledge and experiences
- Use visual summaries of discussions such as mind-maps, flow charts, diagrams, comic strips
- Keep verbal instructions simple and use them in the order you want things to be carried out
- Ask instructions to be repeated back
- Allow extra time to complete tasks
- Cue the learner into a change of topic by saying 'now we are going to talk about...'
- Actively teach strategies for what learners need to do if they do not understand
- Put up a list of the key vocabulary for a particular topic or lesson and teach the meaning of each word
- Give time for partner-talk before expecting an answer to a question
- Give directions before starting an activity or stop if clarification is needed
- Support oral presentations with pictures, objects or symbols
- Pre-teach key words and concepts
- Use symbols to support spoken language and text for example Widgit
- Give learners thinking time before expecting a response
- Frame questions carefully and decide whether an open- or closed-question is needed
- Use the learner's name before asking a question
- Provide 'scaffolding' for talk e.g. prompts and key phrases

- Create a [one-page profile](#) involving parents/carers and the learner
- Daily personalised/small group learning to target identified areas of need and consider pre-teaching of words needed in lesson
- Model good language and extend a pupil's speech

For the SENDCo

- Seek advice on specialist arrangements for examinations and assessments
- Identify and evaluate screening tool such as Speech Link or WellComn to inform and plan next steps and/or provision. Further details at [East Coast Community Health Care](#)
- Use a recommended programme of intervention either independently or as advised by the Speech and Language Therapist (SaLT), Educational Psychologist or Specialist Teacher. Further details may be found for [school age](#) intervention tools or [early years intervention tools](#)
- Access training and implement advice regarding augmentative communication strategies as recommended by the SaLT via the Norfolk Local Offer at <https://salt.ecch.org/professional-referral-form/>
- Signpost parents/carers to the communication section of [Just One Norfolk](#)
- Access training and specialist ICT equipment as advised by [Access Through Technology \(ATT\)](#) or a speech and language therapist
- Seek advice from a [Specialist Resource Base \(SRB\)](#)
- Consider a [School 2 School referral](#)
- Seek advice for [Educational Psychology and Specialist Support \(EPSS\)](#)
- Identify interventions that are evidenced based, for example from the [SEND Gateway](#) or the [Education Endowment Foundation \(EEF\) toolkit](#)

Training for staff

- Elklan packages
- Communication Friendly Schools
- Word Aware
- Talk Boost
- SLCN Level 4 qualification from Eastern SEND Partnership UK

Questions to consider:

- Has hearing and/or vision been checked?
- Is the environment suitable for good listening and attention?
- Are there a lot of distractions when delivering SaLT interventions?
- Are children sitting in the most appropriate place?
- Are children given enough time to think about and answer questions?
- Does the setting's cycle of support (assess, plan, do, review) continue while specialist advice is sought?

Communication and Interaction: Social Communication Difficulties / Autistic Spectrum

‘Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.’

Need: Communication and Interaction

Social Communication Difficulties / Autistic Spectrum

CYP with these needs may require significant adaptations to be made. It is important to consider how a CYP might present at home and in their setting

Cognition, Learning and Behaviours

- Uneven learning profile (may have particular strengths and difficulties)
- Noticeable gap between attainment and ability
- Difficulty in making connections, generalising skills and responding to adult direction
- Poor understanding of social conventions (e.g. personal space) and expectations, leading to possible social isolation
- Difficulty showing empathy, predicting own response and those of others
- Resistance to change and exhibits signs of distress (this could be due to sensory overload e.g. being overwhelmed by visual, auditory and/or physical stimulation), intense special interests and obsessive behaviours

Social Communication

- Difficulty using language in social interactions
- Difficulties understanding the rules of conversation
- Difficulties in maintaining a topic of conversation
- Difficulty responding appropriately to non-literal language, irony and jokes
- Difficulty with the social use of language, requiring some direct teaching – eye contact, initiating conversations, attention, taking the listener’s perspective (empathy)
- Difficulty understanding visual and written inference (reading between the lines) e.g. they all laughed at the red boots

Children who experience difficulties with Speech, Language and Communication needs may show frustration through behaviours that challenge others

**Provision expected to be available Communication and Interaction
Social Communication Difficulties / Autistic Spectrum**

Settings should consider provision similar to that identified below:

Promoting positive communication environments is the responsibility of all members of the staff in the setting. In addition to high quality teaching the following will be required:

Whole-setting approaches

- Have a supportive ethos and environment which promotes respect and values diversity
- Curriculum teaching and learning to promote resilience and support social and emotional learning
- Use the [Autism Education Trust Competency Framework](#) and its [Autism Standards](#)
- Have clear, explicit and consistent routines in place in the classroom. Make sure that your setting has considered the Autism Education Trust's [Tools for Teachers](#)
- Have consistent visuals around the setting to reinforce key routines and expectations
- Support parents/carers by signposting resources e.g. Autism Anglia and ASD Helping Hands
- Ensure effective transitions are in place at every stage and particularly at phase transfer – transition booklets are available on the [Norfolk SEND Local Offer](#)

Classroom support

- Create a [one-page profile](#) involving parents/carers and the learner
- Have clear and consistent routines in place in the classroom
- If the learner becomes anxious, allow them to go to an agreed quiet/calm area
- Incorporate time for sensory circuits – these may be appropriate for the whole class
- Be aware that learners' facial expressions may not reflect their true feelings
- Prepare the learner for any changes of routine well in advance and prepare them for the session by outlining to them what it will be about
- Ensure effective communication with home so that parents/carers can help prepare for any changes in routine coming up
- Make reasonable adjustments to the learning environment e.g. appropriate seating, individual workstation, visual timetable, prompt cards, timings of breaks and transition arrangements within the school day, use of timers
- Make reasonable adjustments to enable CYP to cope with anxiety related issues
- Use alternative means of communication/augmentative communication strategies (access training for staff and learners)
- Use IT resources appropriately and effectively for engagement, developing good learning behaviours and as a tool for writing and learning
- Consider the use of writing frames, flow charts, photocopied notes
- Use a stress scale to turn emotions into more concrete concepts such as the Incredible 5-point scale or Zones of Regulation

- Be aware of sensory issues (smell, clothing, noise, touch) and consider reasonable adjustments such as ear defenders
- Allow the learner to have thinking time
- Use symbols to support language development such as Widgit
- Think before asking the learner to talk about imagined experiences
- Be aware that the learner may not understand certain types of humour and make take things literally
- Deliver interventions to develop social communication skills e.g. small group work, negotiating activities, turn-taking/sharing, role-play/social stories as appropriate

For the SENDCo

- Seek advice on specialist arrangements for examinations and assessments
- Monitor the impact of any interventions, for example by using the [AET Progression Tools](#)
- Request support from the ASD team or educational psychologists at [Educational Psychology and Specialist Support \(EPSS\)](#)
- Seek advice from a [Specialist Resource Base \(SRB\)](#)
- Consider a [School 2 School referral](#)
- Be aware of the constraints of testing when ascertaining a CYP's cognitive ability, attainment and progress and being flexible in approach to meet the needs of individuals
- Identify interventions that are evidenced based, for example from the [SEND Gateway](#) or the [Education Endowment Foundation \(EEF\) toolkit](#)

Training for staff may include

- Understanding ASD
- Supporting Social Communication Difficulties
- Elklan, Time to Talk, Socially Speaking, Talkabout
- Using Social Stories/Comic strip conversations
- Supporting CYP with Sensory Processing issues

Questions to consider:

- Has hearing and/or vision been checked?
- Have the learner's needs been considered to ensure that assessments are appropriate, accurate and informative?
- Could the assessment be done in a different way to ensure a true picture is gained?
- Have you audited your environment – what stimulus is there that may distress a learner with ASD?
- What's behind the teacher when they are teaching?
- Consider making a video a point in time of your day and see what you notice – noise; visuals; distractions
- Does the setting's cycle of support (assess, plan, do, review) continue while specialist advice is sought?

Cognition and Learning

‘Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD)... Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.’ (SEND Code of Practice 2015, pp.97-98)

Need: Cognition and Learning

- The development / progress in learning for a CYP is at a slower rate and additional support is needed
- The CYP is attaining at a level significantly below age-related expectation
- There is evidence to suggest that the gap between the CYP and their peers is increasing

Provision expected to be available: Cognition and Learning

Settings should consider provision similar to that identified below:

Enabling learners to access a broad and balanced curriculum is the responsibility of all members of staff in the setting. In addition to high quality teaching the following will be required:

Whole-setting approaches

- Have a supportive ethos and environment which promotes respect and values diversity
- Work towards being a [dyslexia-friendly school](#)
- Have [dyspraxia-friendly](#) and [dyscalculia-friendly](#) classrooms
- Ensure the curriculum promotes resilience and social and emotional development
- Ensure effective transitions are in place at every stage and particularly at phase transfer – transition booklets are available on the [Norfolk SEND Local Offer](#)
- Teach, model and practice with CYP a range of metacognitive strategies see [EEF website](#)

Classroom support

- Help parents/carers to support learning at home e.g. reading or maths cafes
- Create a [one-page profile](#) involving parents/carers and the learner
- Differentiation and scaffolding are used to ensure the development of literacy and numeracy skills, expressive language and communication skills and to minimise behaviour and emotional difficulties
- Have clear classroom routines and explicit expectations for behaviour and work

- Provide accessible resources and strategies to promote independent learning e.g. word banks, writing frames, assistive technology
- Model to the pupil that making mistakes is fine and is part of the learning process and reinforce skills by providing examples of new concepts drawn from learners' real-life experiences
- Keep instructions short and give time for understanding. Provide visual prompts as a reminder
- Scaffold/support questions, e.g. using Bloom's taxonomy to stretch and challenge
- Enable recording alternatives to writing such as Clicker, posters, pictures, diagrams, mind-maps, sorting statements
- Break learning down into chunks. Check understanding regularly. Start the next session with a recap of the last
- Pre-teach new learning vocabulary
- Access to adults who are skilled and experienced in supporting students with general and specific learning difficulties
- Assessments focus on how the pupil is learning, more in-depth analysis of strengths and weaknesses and progress in relation to time
- Arrangements to support the use and delivery of approaches/materials for students with Specific Learning Difficulties (SpLD) which may include multi-sensory teaching strategies, a focus on phonological awareness and/or motor skills programme
- Make reasonable adjustments to the learning environment
- Materials which reduce or support note taking, copying of diagrams and charts and/or alternative approaches to recording

For the SENDCo

- Seek advice on specialist arrangements for examinations and assessments
- Consider the use of specialist IT equipment to support learning; for specialist ICT equipment, consider a referral to [Access Through Technology \(ATT\)](#)
- Advice is sought from the [Norfolk SEND Local Offer](#)
- Request support from [Educational Psychology and Specialist Support \(EPSS\)](#)
- Seek advice from a [Specialist Resource Base \(SRB\)](#) – this will include the [Dyslexia Outreach Service](#) in Norfolk
- Consider a [School 2 School referral](#)
- Appropriate interpersonal skills with other students are promoted
- SENDCo accesses relevant Continued Professional Development (CPD)
- Staff trained and able to support students with a range of learning difficulties, including SpLD. This might include support from external specialist professionals
- Class teacher/SENDCo makes good use of recommendations from outside agencies/specialists
- Interventions are evidenced based, for example from the [SEND Gateway](#) or the [Education Endowment Foundation \(EEF\) toolkit](#)

Questions to consider

- Has hearing and/or vision been checked?
- Does the setting foster good home/school relationships?
- Are effective lines of communication between the setting and CYP/parents/carers open and accessible?
- Is the setting consistent in its approach to meeting need?
- Does the setting's cycle of support (assess, plan, do, review) continue while specialist advice is sought?

Training for staff

- Consider such programmes as [neurodiversity](#) and [Every Teacher is a Teacher of SEN](#)

Social, Emotional, Mental Health

‘Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils’ mental health and behaviour difficulties in schools...’ (SEND Code of Practice 2015, p.98.)

The SENDCo will communicate and liaise with parents/carers and CYP alongside leaders within the setting and external professionals where appropriate.

Social, Emotional and Mental Health (SEMH) specific high quality teaching

Settings should implement a whole setting approach to emotional health and well-being.

Leadership and management that:

- Supports and champions efforts to promote emotional health and wellbeing
- Has a committed senior management team that sets a culture within the setting that values all pupils; allows them to feel a sense of belonging; and makes it possible to talk about problems in a non-stigmatising way
- Has a lead professional for mental health
- Works with parents/carers through regular contact/liaison regarding their child’s anxieties, needs and triggers

An ethos and environment that:

- Promotes respect and values diversity
- Sets high expectations of attainment for all pupils with consistently applied support
- Promotes the health and wellbeing of all pupils in the school, identifying priorities and a clear process of planning, doing and reviewing to achieve the desired outcomes
- Uses various resources available to promote the well-being of pupils in their setting e.g. resources from [Anna Freud](#)
- Plays a role in supporting CYP to be resilient and mentally healthy

- Develops a supportive setting and classroom climate and ethos which builds a sense of connectedness, focus and purpose, the acceptance of emotion, respect, warmth, relationships and communication and the celebration of difference

Curriculum, teaching and learning that:

- Promotes resilience and supports social and emotional learning, including positive behaviour, social development and self-esteem
- Explicitly teaches social and emotional skills, attitudes and values, using well-trained and enthusiastic teachers and positive, experiential and interactive methods (and integrate learning into mainstream processes of school life)
- Teaches children of all ages about mental health and emotional well-being
 - Resources to support mental health from the [SEND Local Offer](#)
 - [Anna Freud](#) Schools in Mind
 - [The PSHE Association](#)
 - [MindEd](#): a free online training tool, provides information and advice for staff on CYP’s mental health and can help to sign post staff to targeted resources when mental health problems have been identified

Relationships Educations, Relationships and Sex Education and Health Education

All pupils will receive a programme of Relationships Educations, Relationships and Sex Education and Health Education that prepares them with the knowledge, values and interpersonal skills to live safely, healthily and happily in the modern world, so they can take full advantage of the personal, social and academic opportunities available to them. To support this for pupils with SEND:

- High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparing for adulthood outcomes,12 as set out in the SEND code of practice, when teaching these subjects to those with SEND.
- Schools should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example those with SEMH needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects.
- In special schools and for some SEND pupils in mainstream schools there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

Enabling student voice to influence decisions that:

- Ensure CYP's opinions and wishes are taken in to account and that they are kept fully informed, so they can participate in decisions taken about them

Staff development to support their own well-being and that of students:

- Teacher wellbeing is relevant for whole setting wellbeing
- All staff should feel confident in promoting emotional wellbeing and supporting children with mental health difficulties

Targeted support and appropriate referral:

- Settings should have clear systems and processes in place to help staff to identify CYP with possible mental health problems; providing routes to escalate issues with clear referral and accountability systems
- Settings should work closely with other professionals to have a range of support services that can be put in place depending on the identified needs (both within and beyond setting). These should be set out clearly in the setting's published SEND policy
- Training to become a Mental Health Champion in your school

Need: Social, Emotional, Mental Health

It is important to consider how a CYP might present at home and in school.

Needs may present in a variety of ways including:

- Low self-esteem in some areas which requires support in order to raise confidence and self-belief
- Displays behaviours that interfere with own learning and with the learning of others
- Withdrawn and isolated – limited communication, difficulties communicating feelings
- Poor concentration
- Engages in attention-seeking (or needing) behaviour and regularly seeks approval from adults and peers
- Poor organisational skills
- Communicates failure in tasks before starting
- Difficulties in making and sustaining appropriate relationships with adults and peers
- Can often be easily influenced by others or in contrast can persuade others to do something against their will
- Difficulties with sharing and turn taking
- Poor attendance and/or reluctance to participate
- Difficulty in accepting responsibility for own actions
- Occasionally be verbally and physically aggressive towards others requiring intervention to support regulation of response
- Sometimes engages in behaviours that pose a high risk or harm to themselves or others
- At times, challenges rules and authority, and requires support in order to conform
- CYP with medical conditions, physical and sensory needs as well as CYP who are/have been in care and/or are adopted may also have particular SEMH needs

Provision expected to be available: Social, Emotional, Mental Health

Settings should consider provision similar to that identified below:

Enabling learners to access a broad and balanced curriculum is the responsibility of all members of staff in the setting. In addition to high quality teaching the following will be required:

Whole-setting approaches

- Have a supportive ethos and environment which promotes respect and values diversity
- Implement whole-setting programmes such as [PATHS](#), [nurturing schools](#) or [mentally healthy schools](#)
- Think about how student voice may influence decisions
- Consider [Norfolk Steps](#) training to support or manage complex behaviours
- Identify a lead professional to be a mental health champion
- Have a curriculum which actively promotes SEMH
- Work with and support parents/carers e.g. through support groups, coffee mornings, signposting key support services
- Encourage multi-agency working e.g. parent support adviser in school or the Family Support Process

Classroom support

- All staff should have an awareness of the early signs of mental health problems (Mood; Actions; Social; Keep Talking. For example the [good mental health programme](#) or the [writing for mental health toolkits](#) from Action for Children
- Be an access point for early support for children with emerging problems
- Identify children with mental health problems including effective use of data and pastoral systems
- Understand the causes of behaviour and use effective approaches to behaviour management
- Have clear classroom routines and explicit expectations for behavior and work
- Provide structure, organisation and predictability in the classroom environment
- Provide visual support prompts e.g. 'five things to do if you are stuck with your work'
- Allow access to an identified quiet or calm-down space
- Set clear goals, outputs and timescales
- Use short, clear instructions; recap and reinforce these during lessons
- Make tasks short with frequent breaks and opportunities to move around
- Provide scaffolding in the form of writing frames, word mats, classroom displays
- Remind pupils of the rule or expectation rather than 'telling them off'
- Label the behaviour and not the learner. Say what you want pupils to do and not what you do not
- Catch pupils being good or doing the right thing. Use private signals to let the pupil know if they are off task or not behaving appropriately
- Develop positive relationships and use positive communication
- Create a [one-page profile](#) involving parents/carers and the learner
- Model, coach and reinforce skills to collaborate in group work
- Build pupils' self-confidence by finding out what they know or what they are good at and celebrating this

- Teach pupil-specific behavioural skills e.g. how to ask for help
- Give pupils specific areas of responsibility

For the SENDCo

- Seek advice on specialist arrangements for examinations and assessments
- Use the [Strengths and Difficulties Questionnaire \(SDQ\)](#) and/or the [Boxall Profile](#)
- Contact the Norfolk Inclusion Team at inclusionteam@norfolk.gov.uk or phone 01603 307736
- Seek appropriate support for CYP experiencing negative experiences and distressing events, including referrals to appropriate services e.g. [Early Help](#); [Child and Adolescent Mental Health Services \(CAMHS\)](#); [Starfish](#); support services (e.g. [Point 1](#)) or the [NHS Just One Number](#)
- Request support from [Educational Psychology and Specialist Support \(EPSS\)](#)
Seek advice from a [Specialist Resource Base \(SRB\)](#)
- Consider a [School 2 School referral](#)
- Staff should receive sufficient and suitable training to support CYP with SEMH needs, for example [SEND Gateway](#) or the [Education Endowment Foundation \(EEF\) toolkit](#)

Questions to consider:

- Has hearing and/or vision been checked?
- Type of need CYP has and how best to describe the need?
- What are the CYP's strengths?
- What is the impact of the CYP's behaviour or attitude on themselves, others and their environment?
- How prolonged or persistent is the need?
- What has happened in the CYP's life? Has there been any changes of behaviour?
- When does the behaviour occur? Is there a marked contrast between the home and school behaviour?
- Have you engaged with the services in your part of Norfolk?
- Is a risk assessment necessary?
- Have parents/carers and CYP been provided with advice numbers?
 - Just One Number: 0300 300 0123 Advice for children, young people, school staff, parents/carers.
 - Chat Health: 07480635060 Text messaging service for 13-19 year-olds to confidentially seek help about a range of issues, make an appointment with a school nurse, or find out how to access other local services, including emotional support or sexual health services.
 - Kooth for 11- 25s **Online Advice** Live chat, 7 days a week until 10pm, articles, advice, live forums www.kooth.com
 - Parent line: 07520 631590 for parents/carers of a CYP (0-19 years) living in Norfolk. Text messaging service to talk to practitioners for health-related advice or information
 - For out of hours enquiries please call First Response on [0808 196 3494](tel:08081963494)
- Does the setting's cycle of support (assess, plan, do, review) continue while specialist advice is sought?

Physical and/or Sensory Needs

‘Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation [e.g. mobility and independent living skills] support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.’ (SEND Code of Practice 2015, p.98.)

Deafness – for example:

- Diagnosed fluctuating conductive hearing loss e.g. glue ear
- Diagnosed permanent hearing loss
- Diagnosed unilateral (one-sided hearing) loss
- Diagnosed mild or moderate loss
- Diagnosed long term conductive (loss from the outer ear into the middle ear) loss

Sensory and/or Physical Needs Specific high-quality teaching

CYP with sensory and/or physical needs may be making progress, however, there is a risk that they may begin to fall behind.

Deafness

Deafness may include: temporary conductive hearing loss e.g. glue ear, unilateral loss, mild or moderate loss.

HQT Provision for CYP with deafness

- Arrangements in place for regular (daily where required) monitoring and checking of specialist equipment e.g. hearing aids and radio aids, by setting staff
- Deaf Awareness training for all staff
- Promotion of independence and social inclusion
- Assessment, advice and recommendations from Virtual School for Sensory Support (VSSS)
- Differentiated learning opportunities and reasonable adjustments are made to create a good acoustic environment and ensure access. For example:
 - Seating arrangements
 - Appropriate lighting (e.g. to aid lip-reading)
 - Reduction of background noise
 - Repetition of instructions
 - Multi-sensory approach
 - Additional support during speaking and listening activities

- New vocabulary shared with parents/carers
- Home-school book
- Radio aid systems or soundfield systems

Use of specialist materials e.g. National Deaf Children's Society (NDCS) Phonics Guidance; National Sensory Impairment Partnership (NatSIP) – special exam arrangements.

Vision Impairment

Vision impairment needs may include: recognisable ophthalmological conditions which may impact on learning.

HQT Provision for CYP with vision impairment:

- Resources in place to support inclusive learning including wider issues around settings including safe mobility and off-site visits
- Ensure that CYP do use glasses to correct vision if required
- Understanding of the impact of eye conditions on learning and the needs related to identified VI, including the complexities inherent in learning and wider support despite the “single” diagnosis
- Use information and resources available to assist with increased awareness of implications of VI on learning and support
- Anticipate the needs of the local community of VI
- Consistent response to CYP with an eye condition e.g. knowledge of VSSS
- Understand the VSSS referral process
- Identify when interventions are required from VSSS: for example, the CYP is noticed by staff in the setting to be experiencing difficulty in making use of existing support mechanisms.
- Work with VSSS (and other agencies) to understand the needs around transition into and out of setting and support this process

Resources may include RNIB (e.g. eye condition leaflets), VIEW (e.g. teaching and learning strategies), NatSIP (e.g. accessibility guidance for assessment)

Multi-Sensory Impairment (MSI)

When a CYP has an identified multi-sensory impairment (MSI) there needs to be a recognition that it is a disability which reduces the compensation usually available for the CYP with a single sensory impairment using the alternative sense. This will have an impact on the ability to communicate, move safely and process information.

Physical Needs

HQT Provision for CYP with physical needs

- With adaptations and reasonable adjustments to the environment children and young people can be independent

Need: Deafness

- Diagnosed permanent hearing loss
- Diagnosed long term conductive (loss from the outer ear into the middle ear) loss
- Diagnosed fluctuating conductive hearing loss e.g. glue ear
- Diagnosed unilateral (one-sided hearing) loss
- Poor listening skills in certain situations
- Delayed speech and language
- Difficulty maintaining attention
- Difficulty following instructions
- Hearing loss is impacting on learning
- Difficulties in making and maintaining friendships
- Specialised assessments demonstrate that learning is below expected level for chronological age or is at risk of falling behind peers
- Are all listening devices e.g. hearing aids, cochlear implants and radio aids functioning optimally in order to access speech?
- Does the CYP feel included in the school environment?
- Do CYP have equal access to curriculum, premises, information and assessment?
- Are there opportunities to meet with other deaf peers?
- May need alternative communication approach e.g. Total Communication, Sign Bilingualism and Oral/Aural

Provision expected to be available: Deafness

Settings should consider provision similar to that identified below:

Being inclusive to CYP with sensory needs is the responsibility of everyone in the setting which will involve engagement with the [Virtual School for Sensory Support](#)

In addition to high quality teaching, the following may be required:

Whole-setting approaches

- Have a supportive ethos and environment which promotes respect and values diversity
- Raise awareness by providing appropriate training for staff
- Promote independence and social inclusion and a curriculum that supports this
- Check whether the environment is suitable for good listening and attention and whether any basic modifications could improve acoustics

Classroom support

- Complete the [checklist](#) from Virtual School for Sensory Support
- If concerns still exist, refer to [Just One Norfolk](#) or GP
- Create a [one-page profile](#) involving parents/carers and the CYP
- Discuss with the CYP where the best place is for them to sit in the classroom
- Use the CYP's name before asking a question or giving an instruction
- Avoid writing on the board while speaking as you will not be facing the CYP
- Provide additional support during speaking and listening activities
- Reduce background noise
- Agree a private signal that the CYP can use to show they have not understood
- Pre-teach to prepare the CYP e.g. explaining new words and concepts
- Repeat instructions, first in the same words but then if the CYP does not understand, rephrase your language
- Share new concepts and vocabulary with parent carers to consolidate and extend at home
- Give CYP enough time to answer questions
- Check the lighting is appropriate to lip read and ensure the light is on the teacher's face
- Use of hearing aids and other assistive listening devices e.g. radio aids as appropriate and advised by VSSS
- Classroom management strategies, daily personalised/small group learning to target identified areas of need
- Use of radio aid in all lessons, soundfield systems
- Specialist language programme e.g. Elklan
- Allow extra time to complete tasks and be aware of fatigue the CYP may experience due to the effort they have to put in
- When other CYP contribute, ensure they speak one at a time then paraphrase their contributions back to the class

For the SENDCo

- Seek advice on specialist arrangements for examinations and assessments
- Virtual School for Sensory Support (VSSS) may offer
 - Hearing aid checks using specialist equipment
 - Specialist language assessments
 - Monitoring of social and emotional well-being and inclusion
 - Opportunities to champion the Voice of the Child
 - Advice on specialist arrangements for examinations and assessments
 - Personalised programmes of work and language development
 - Advice on good acoustic environment - consideration of soundfield systems
 - Regular direct input, where appropriate e.g. pre and post tutoring for curriculum, language programme
 - Access to additional specialist curriculum delivered by VSSS e.g. Deaf Studies/PUD (Personal Understanding of Deafness) in order to come to terms and manage their hearing loss and equipment
 - To promote independence and social inclusion in an appropriate way e.g. participation in activities – nurture groups, sports and events
 - Referral and ongoing support as appropriate from the VSSS Child Psychotherapist
 - Advice on referral to speech therapy
 - Reading programme
 - Advice from a [Deaf Resource Base](#)
- Access information and resources from the [National Children's Deaf Society](#)

Training for staff may include

- Glue ear training
- Training for teaching assistants
- Bespoke training for staff in meeting needs of a deaf CYP and supporting their use/management of their listening devices
- Training for staff in appropriate communication strategies e.g. signing, cued speech and visual phonics

Questions to consider

- Is the environment suitable for good listening and attention?
- Are CYP sitting in the most appropriate place?
- Are CYP given enough time to think about and answer questions?
- Are there basic modifications that can be made to improve acoustics?
 - [What can schools do to improve listening conditions?](#)
 - [Creating good listening conditions](#)

Vision impairment (VI), for example:

- A diagnosed eye condition which impacts on learning and may require specialist training, resources and/or equipment
- Reduced visual acuity (clarity) and/or field loss in one or both eyes, which affects learning
- Poor spatial awareness
- Eccentric viewing (CYP looking in a different direction to that which is expected)

Need: Vision impairment (VI)

- Problems with balance
- Resistance to visual activities e.g. reading
- Poor spatial awareness
- Eccentric viewing (CYP looking in a different direction to that which is expected)
- Poor/reduced ability re colour differentiation
- Unexplained tiredness and headaches
- Poor hand-eye co-ordination
- A diagnosed eye condition which impacts on learning and may require specialist training, resources and/or equipment
- Reduced visual acuity (clarity) and/or field loss in one or both eyes, which affects learning (near and distance vision)
- Specialised assessments demonstrate below expected level for chronological age or is at risk of falling behind peers
- VI impacts on mobility and orientation
- VI impacts on self-help and independence skills
- Difficulties with establishing and maintaining friendship which can lead to social isolation
- Supports the interventions from Virtual School Sensory Support and the input required to develop habilitation and independence skills (Section 17 assessment)

Provision expected to be available: Vision impairment

Settings should consider provision similar to that identified below

Being inclusive to children and young people with sensory needs is the responsibility of everyone in the setting which will involve engagement with the [Virtual School for Sensory Support](#)

Vision impairment (VI)

In addition to high quality teaching, the following may be required:

Whole-setting approaches

- Have a supportive ethos and environment which promotes respect and values diversity
- Raise awareness by providing appropriate training for staff
- Promote independence and social inclusion and a curriculum that supports this
- Ensure shared spaces and corridors are clear and tidy to allow easier movement
- Audit accessibility regularly e.g. do the edges of steps and stairs have a good contrast? Are pathways clearly defined? [Accessibility Auditing Toolkit](#)

Classroom support

- Complete the [checklist](#) for identifying vision impairment
- If concerns still exist refer to GP
- Create a [one-page profile](#) involving parents/carers and the CYP
- Appropriate differentiation or modifications to the curriculum or to the environment and assessment and exam materials and recording of answers
- Strategies to include a CYP with an eye condition are in place and identified
- Avoid the CYP having to look directly into a light source – do not sit or stand with the light behind you
- Use real/tactile experience to replace or supplement visual input or stimuli
- Check that the CYP is sitting in the most appropriate place
- Adapt the format and content of tasks to maximise accessibility – think of font type and print size for example
- Ensure the CYP has an individual copy of print materials being read, written/projected onto the board. Ensure the material is clear, well-spaced and appropriately contrasted
- Think about whether a dark pen would help the CYP and whether paper with darker ruled lines is appropriate
- Pre-teach concepts for the lesson e.g. explaining concepts that rely on vision for understanding
- Monitor noise levels in the classroom
- Allow additional time to complete tasks and be aware of fatigue that the CYP may experience because of the extra effort needed
- Raise the position of text e.g. sloping desk, reading stands
- Use non-glossy, non-reflective paper and clear copies

- Be aware that facial expressions, hand gestures and body language may not be seen or may be indistinct. Give verbal information to replace or supplement
- Provide individual copies of prompts and information on classroom walls e.g. working walls, posters, key vocabulary lists
- Reduce the need for extensive handwriting and ensure that the CYP has access to the most appropriate medium for recording their work
- Explicitly teach and explore the meaning of any new vocabulary and concepts
- Classroom organisation – clear and tidy; frequently-used resources are accessible and labelled; lighting is right for the CYP

For the SENDCo

- For new concerns, talk to parents/carers about arranging a sight test
- Seek advice on specialist arrangements for examinations and assessments e.g. large print exams
- Virtual School Sensory Support (VSSS) may offer strategies as follows:
 - Advice and guidance on modified access to learning
 - Advice and guidance on modifications to exams and assessment
 - Suggested teaching strategies to meet the needs of individual CYP
 - How to recognise the different needs inherent in different eye conditions
 - Advice and guidance to teaching staff on developing ways to support progress
 - Opportunities to champion the Voice of the Child
 - Visual stimulation activities designed to meet the needs of CYP
 - Support the CYP to express their needs and have an in depth understanding of the implications of their eye condition
 - To work with settings and other agencies to support transition through phases
 - To work with Health and Social Care to ensure systems are in place to identify CYP with VI
 - To support the implementation of specialist skills e.g. use of Braille and tactile learning, adaptive technology, touch typing and habitation skills
 - To promote independence and social inclusion in an appropriate way e.g. participation in activities – nurture groups, sports and events
 - Referral and ongoing support as appropriate from the VSSS child psychotherapist

Training for staff may include

- Training in the use of specialist/adaptive equipment to support access to learning
- Training for staff in meeting needs of a vision impaired CYP

Questions to consider

- Is the CYP sitting in the most appropriate place?
- Is the CYP given enough time to think about and answer questions?
- Are there basic modifications that can be made to improve the environment?

Multi-Sensory Impairment (MSI)

VSSS uses the NatSIP sensory classification from the NatSIP Eligibility Framework. For MSI this consists of an element of vision loss and an element of hearing loss. The MSI classification will be given for the highest of the two sensory classifications (i.e. a mild hearing loss and a severe vision loss gives a severe multi-sensory impairment.)

When a CYP has an identified multi-sensory impairment (MSI) there needs to be a recognition that it is a disability which reduces the compensation usually available for the CYP with a single sensory impairment using the alternative sense. This will have an impact on the ability to communicate, move safely and process information.

The majority of CYP with MSI will either be on the assessment pathway or have an EHCP in place.

Need: Multi-Sensory Impairment (MSI)
<ul style="list-style-type: none">• A mild vision and a mild hearing loss• A combination of one mild and one moderate sensory loss• Tires easily and attention and concentration will lapse at times• Isolated from peers and finds social interaction challenging• Communication with adults and peers is challenging• Difficulty accessing the curriculum and other information e.g. assembly, notices, lunch arrangements, clubs etc• Needs support to access the settings e.g. mobility, orientation and dependence <p><i>See descriptors for both vision and hearing impairment</i></p>

Provision expected to be available

Settings should consider provision similar to that identified below:

Being inclusive to children and young people with sensory needs is the responsibility of everyone in the setting which will involve engagement with the [Virtual School for Sensory Support](#)

In addition to high quality teaching and the descriptors in the deafness and VI sections, the following will be required:

- Whole setting training – Multi-Sensory Impairment training from VSSS so all staff understand the needs of the CYP, including teachers, teaching assistants and midday supervisory assistants. This could include the following and will involve the class teacher(s) being supported by the qualified teacher of MSI from VSSS:
 - Good awareness of functioning of CYP's hearing and vision and the impact of this on learning
 - Adaptation of materials and activities, for example:
 - Enlarged print
 - Tactile models
 - Activity cues
 - Seating arrangements
 - Decluttering
 - Access to information and keeping on task
 - Scaffolding of activities i.e. giving sensitive support whilst optimising independence
 - Encouragement to develop friendships
 - Breaks as appropriate
 - Home/school book
 - An individual communication approach may be required e.g. timetable with tactile cues, a communication passport to help with consistency amongst staff/family
 - Teaching Assistant (preferably Intervenor trained) to provide support for the CYP to access the curriculum; additional information; access the environment; encourage the development of friendships; support medical needs
 - Habilitation for mobility and life skills as appropriate delivered by a qualified Habilitation Officer
 - Environmental audit and adaptations by MSI Teacher/Habilitation Officer
 - CYP will need adaptations and reasonable adjustments to access the curriculum and additional information
 - Ongoing assessment and advice from a qualified Teacher of the MSI
 - Transition is a particularly challenging time for CYP with MSI. Consideration should be given to capturing the aspirations and wishes of the CYP pre-transition

See training and questions to consider from deafness and VI, above

Physical Needs (including Coordination Difficulties)

‘Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.’ (SEND Code of Practice 2015, p.98.)

Need: Physical Needs

Needs may present in a variety of ways including:

- Frequent trips and falls
- Cautious on steps or stairs
- Bumps into people or furniture etc regularly
- Gross motor skills lack fluency and lag behind peers
- Use of mobility or walking aids (e.g. wheelchair or walking frame)
- May dislike PE and similar activities
- Slow to change before/after PE and clothes/shoes on incorrectly
- Difficulties with pencil skills or handwriting
- Difficulties manipulating concrete resources in maths
- Difficulties with fine motor activities such as threading, craft, scissors
- Progress across the curriculum may be affected by a condition or medication
- Requires support to develop independence
- Able to participate in classroom activities, but difficulties in undertaking certain tasks have a significant impact on pace of work
- Concerns around social inclusion
- May act the ‘clown’ to hide difficulties
- Difficulties with self-esteem, confidence and emotional well-being
- Physical needs may affect their relationships with peers
- May have medical devices to support feeding or breathing for example
- May require support with toileting

Provision expected to be available: Physical Needs

Settings should consider provision similar to that identified below:

Being inclusive to CYP with physical needs is the responsibility of everyone in the setting. If a physical need is identified, support a referral to specialist service (e.g. occupational therapy), then follow advice.

In addition to high quality teaching the following will be required:

Whole-setting approaches

- Have a supportive ethos and environment which promotes respect and values diversity
- Curriculum teaching and learning to promote resilience and provide appropriate training for all staff
- A curriculum that promotes independence and social inclusion
- Ensure shared spaces and corridors are clear and tidy to allow easier movement

- Audit accessibility e.g. do the edges of steps and stairs provide a good contrast? Are pathways and edges clearly defined? [Accessibility Auditing Toolkit](#)

Classroom support

- Create a [one-page profile](#) involving parents/carers and the CYP
- Check seating – is the desk at the right height? Can the CYP put their feet flat on the floor?
- Allow extra time to complete tasks and be aware that the CYP may experience fatigue
- Risk assess trips, visits and extra-curricular activities to allow for participation
- Adapt the format and content of tasks to maximise accessibility
- Ensure that the classroom is clear and tidy and the layout allows ease of movement
- Ensure that frequently used resources are clearly labelled and easily accessible
- Ensure that the CYP is sitting in the most appropriate place in the classroom
- Allow any reasonable adjustments to uniform
- Use any alternative and augmentative communication under the guidance of SaLT
- Use technology to maximise access to the curriculum
- Use multi-sensory teaching approaches if appropriate e.g. forming letters on sandpaper
- Provide the CYP with writing aids such as slope, non-slip mat, pencil grips, easy-write pens, adapted scissors, templates or stencils
- Teach the CYP to talk themselves through visual and spatial tasks e.g. learn how to do letter formation

For the SENDCo

- Provide access to a key worker when required e.g. assistance in moving around the site
- Seek advice on specialist arrangements for examinations and assessments
- Consider whether a personal emergency evacuation plan is needed
- Training, advice and monitoring from specialist services e.g. occupational therapist, physiotherapist, Just One Norfolk
- Reasonable adjustments e.g. changes to uniform, hoists, medical/care plan, intimate care plan
- Therapy programmes e.g. speech and language therapy, physiotherapy, occupational therapy
- Specialist chairs, standing frames, (as advised and provided by specialist services)
- Access to a Key Worker
- Support CYP to use alternative and augmentative communication under guidance from SALT

- Technology to access curriculum and information - if the IT resources do not meet need, refer to [Access Through Technology \(ATT\)](#) e.g. rollerball, adapted keyboard and software e.g. predictive text, talking word processing
- Implementation of eating/drinking advice provided by SALT due to an identified need
- Monitoring of above and close liaison with parents/carers and SALT
- Additional assistance to access the curriculum, manage condition and move around the site
- Emotional support
- Risk assessment and consideration of school accessibility plan
- Referral for moving and handling the CYP within the school environment

Resources

- [Fizzy Programme](#) for balance, ball skills and fine motor skills:
- [Smart Moves](#) programmes:
- Local health and therapy services for downloads and referral information:
- Norfolk Community Health and Care NHS Trust [Children's Nursing downloads](#) and [Occupational Therapy](#)
- James Paget University Hospitals NHS Trust [Children's Therapy](#)
- [Jenny Lind Children's Hospital](#) and Norfolk and Norwich University Hospitals NHS Trust
- [Roxburgh Children's Centre](#) at The Queen Elizabeth Hospital King's Lynn NHS Foundation Trust
- East Coast Community Health Care [Speech and Language](#)

Training for staff may include:

- Appropriate early years training in Portage 'small steps' approach to learning
- Training for use of specialist equipment
- Training for use of medical devices
- Moving and handling training
- Training in specific therapy programmes as recommended by NHS professionals
- Condition specific training e.g. cerebral palsy, epilepsy, diabetes

Questions to consider:

- Does the CYP need a personal emergency evacuation plan?
- Has the setting made reasonable adjustments to accommodate?
- Does your setting need to review its [accessibility plan](#)?

Roles and responsibilities

Board's (including Governors and Trustees) responsibilities

All boards have legal duties under the Children and Families Act 2014 and must have regard to the SEND Code of Practice 2015 **statutory guidance**. Academies must also meet these requirements by virtue of their funding agreement.

Boards are also under a duty in the Equality Act 2010 'to take such steps as it is reasonable to have to take to avoid the substantial disadvantage' to a disabled person. The reasonable adjustment duty includes three key requirements to make sure that disabled people are not at a substantial disadvantage:

- To make adjustments to any provision, criterion or practice;
- To make alterations to physical features; and
- To provide auxiliary aids and services.

In practice, the functions these duties require of the board can be delegated to a committee, an individual or to the executive leader; although the responsibility is still with the board itself to ensure that the functions are carried out. It should decide, with the executive leader, the school's policy and approach to meeting children and young people's SEND requirements, including those with and without an Education, Health and Care (EHC) plans.

- There should be an individual on the board or a committee with specific oversight of the school's arrangements for SEND. School leaders should review regularly how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of their approach to school improvement.
- When considering an appeal from a parent or young person, the First-tier Tribunal (Special Educational Needs and Disability) must have regard to the SEND Code of Practice 2015. The Tribunal will expect LAs, early education settings, schools and colleges to be able to explain any departure* from the Code, where it is relevant to the case it is considering.

The board should reassure itself that the key responsibilities of the SENDCo are drawn up and monitor the effectiveness of the way the responsibilities are carried out against a list of illustrative activities, as described in the SEND Code of Practice: 0 to 25 years (6.84-6.94). The board should also reassure itself that the SENDCo has sufficient time and resources to carry out their role effectively.

(Point 76, page 86 Governance Handbook, October 2020)

*N.B. departure from the SEND Code of Practice 2015 must be in the best interests of the child or young person and not the setting.

Headteacher's/Principal's responsibilities

The [headteacher's standards 2020](#) set out the expectations on those who hold this position.

Part 5 of these standards focuses on additional and SEND.

Headteachers:

- Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- Ensure the school works effectively in partnership with parents/carers and professionals, to identify the [additional needs](#) and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- Ensure the school fulfils its statutory duties with regard to the SEND Code of Practice

(Part 5, headteachers' standards 2020.)

Norfolk County Council **expects** headteachers to

- Be committed and motivated by a moral purpose that empowers **all** children, young people and staff to excel
- Be resilient leaders
- Understand how children and young people learn and deliver curriculums that meet **all** the needs of their learners
- Champion best practice and secure excellent achievements for **all** children and young people
- Develop effective relationships with other professionals in order to improve academic and social outcomes for **all** children and young people
- Use evidence-based research to drive improvement for **all** learners
- Value Continued Professional Development (CPD) and ensure that **all** staff have access to regular high quality CPD

Special Educational Needs Coordinator's (SENDCo) responsibilities

The expectation is that SENDCos have a thorough knowledge and understanding of the Special Educational Needs and Disabilities Code of Practice 2015.

Early Years

In a maintained nursery school setting, there must be a qualified teacher designated as the SENDCo in order to ensure the detailed implementation of support for children with SEN. This individual should also have the prescribed qualification for SEND Co-ordination or relevant experience.

In Private, Voluntary and Independent (PVI) settings the EYFS framework requires there to be arrangements in place for meeting children's SEN and PVI settings are expected to identify a SENDCo.

Childminders are encouraged to identify a person to act as SENDCo and childminders who are registered with a childminder agency or who are part of a network may wish to share that role between them.

The role of the SENDCo in Early Years provision involves:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN;
- Advising and supporting colleagues;
- Ensuring parents/carers are closely involved throughout and that their insights inform action taken by the setting;
- Liaising with professionals or agencies beyond the setting.

In Early Years Settings in Norfolk it is recommended that the SENDCo attends the three-day SENDCo training.

Schools

'In schools the SENCo must be a qualified teacher working at the school...It may be appropriate for a number of smaller Primary schools to share a SENCo employed to work across the individual schools...' (SEND Code of Practice, 2015; pp108-109.)

The key responsibilities of the SENDCo in schools may include:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively [this will include sourcing the relevant training for staff]
- Liaising with parents/carers of pupils with SEN

- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date (SEND Code of Practice, 2015; pp108-109.)

‘A newly appointed SENCo must be a qualified teacher and, where they have not previously been the SENCo at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment. A national award must be a postgraduate course accredited by a recognised higher education (HE) provider.’
(SEND Code of Practice, 2015, p.108.)

SENDCos have an important role to play with the headteacher and governing body, in determining the strategic development of SEN policy and provision in the school. They will be most effective in that role if they are part of the school leadership team. They have a day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans. They provide professional guidance to colleagues and will work closely with staff, parents/carers and other agencies. They should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high-quality teaching.

SENDCos should be given sufficient time and resources to carry out the aforementioned functions. This should include providing the SENDCos with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

Post-16 providers

Post-16 Providers should ensure that there is a named person in the College with oversight of SEN provision to ensure coordination of support, similar to the role of the SENCo in schools. This person should contribute to the strategic and operational management of the College. Curriculum and support staff in the college should know who to go to if they need help in identifying a student’s SEN, are concerned about their progress or need further advice. (SEND Code of Practice 2015, pp.116-117.)

Teachers' responsibilities

Teachers are expected to:

- Make the education of their pupils their first concern;
- Be accountable for achieving the highest possible standards in work and conduct;
- Act with honesty and integrity;
- Have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and be self-critical;
- Forge positive professional relationships;
- Work with parents/carers in the best interests of their pupils.

(Teachers' Standards 2011 (updated 2013))

A teacher must:

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these;
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development;
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities;
- Be able to use and evaluate distinctive teaching approaches to engage and support them.

(The Teachers' Standards 2011 (updated 2013) Section 5)

Therefore, Norfolk County Council **expects** teachers to:

- Be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

In deciding whether to make special educational provision, the teacher and SENDCo should consider all the information gathered about the pupil's progress. This information gathering should include an early discussion with the pupil and their parents/carers.

These early discussions with parents/carers should be structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents/carers' concerns, the agreed outcomes sought for the child and the next steps.

Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents/carers. This should then help determine the support that is needed and whether it can be provided by adapting the setting's core offer or whether something different or additional is required.

Teaching Assistants' (TAs) responsibilities

The expectation is that TAs must be aware of the TA Standards including the teaching and learning standards.

Teaching assistants are expected to:

- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.

(TA Standards, June 2016)

TAs should also be aware of the seven key recommendations within the 'Making Best Use of Teaching Assistants Guidance Report':

Recommendations on the use of TAs in everyday classroom contexts:

- TAs should not be used as an informal teaching resource for low attaining pupils
- Use TAs to add value to what teachers do, not replace them
- Use TAs to help pupils develop independent learning skills and manage their own learning
- Ensure TAs are fully prepared for their role in the classroom

Recommendations on the use of TAs in delivering structured interventions out of class:

- Use TAs to deliver high quality 1:1 and small group support using structured interventions
- Adopt evidence-based interventions to support TAs in their small group and 1:1 instruction

Recommendations on linking learning from work led by teachers and TAs:

- Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions

(Education Endowment Foundation, 2015)

When things are not working

In the first instance, Norfolk County Council expects parents/carers to follow their child/young person's educational settings' complaints policy and procedure.

This usually involves initially contacting your child/young person's teacher or tutor. If you are not satisfied you may then wish to contact the SENDCo/Inclusion Manager of the setting. If you continue to be concerned, you could escalate your concern to the Headteacher/Principal. Ultimately, you may choose to make an official complaint to the settings Governors/Trustees. This process should be clearly set out in the settings Complaints Policy and Procedure which should be readily available on their website.

Support for parent carers

If you would like support attending meetings at a setting or want advice about how to approach your child's setting with questions or concerns, there are organisations that can help, including:

Norfolk SEND Partnership (Information, Advice and Support Service) 01603 704070
- sendpartnership.iass@norfolk.gov.uk

Norfolk SEN Network
01603 300178 - www.norfolksennetwork.org

Disagreement resolution

KIDS SEN Mediation Service:
03330 062835 - senmediation@kids.org.uk

List of Abbreviations

Abbreviation	What it means
ASC/ASD	Autistic Spectrum Conditions/Autistic Spectrum Disorder
BATOD	British Association of Teachers of the Deaf
C&I	Communication and Interaction
C&L	Cognition & Learning
CAMHS	Child & Adolescent Mental Health Services
CCG	Clinical Commissioning Group
CPD	Continuing Professional Development
CYP	Child and/or young person/people
DfE	Department for Education
DoH	Department of Health
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
EY	Early Years
FE	Further Education
HI	Hearing Impairment
IEP	Individual Education Plan
LA	Local Authority
LSA	Learning Support Assistant
MLD	Moderate Learning Difficulties
MSI	Multi-Sensory Impairment
NatSIP	National Sensory Impairment Partnership
NDCS	National Deaf Children's Society
OT	Occupational Therapist
PD	Physical Difficulty
PfAL	Preparing for Adult Life
PMLD	Profound and Multiple Learning Difficulties
RNIB	Royal National Institute of Blind People
SALT	Speech and Language Therapist
SEMH	Social, emotional and mental health
SENCo	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs and Disabilities Coordinator

SENDIST	Special Educational Needs and Disabilities Tribunal
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulty
SpLD	Specific Learning Difficulty
TA	Teaching Assistant
ToD	Teacher of the Deaf
VI	Vision Impairment
VIEW	Vision Impairment Education Workforce
VSSS	Virtual School Sensory Support