SEN Threshold Guidance

For young people aged 16 to 19+

achieving
for children

Contents

Introduction to the threshold guidance for young people aged 16-19+

This document is based on the 'Special Educational Needs and Disability Code of Practice: 0-25 years, statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities.' January 2015

It should be read alongside this code the Equalities Act 2010 and other local guidance such as:

- 'Support for Children and Young People with Special Educational Needs and Disabilities' (often known as the golden binder). This is available on the Achieving for Children (AfC) local offer website

- AfC guidance on reasonable adjustments, available on the AfC local offer website

- guidance on making school trips accessible, available on the AfC local offer website

The guidance is intended to be used by schools, colleges and other 16 to 19+ providers of education or training (providers), AfC officers, health professionals, social care professionals and families and with appropriate support young people themselves. We hope that parents and young people will read this document in partnership with professionals as we realise that some technical vocabulary has been used to keep the document as short as possible. All readers may find the glossary at the end helpful.

The guidance does not apply to learners going onto higher education (university) who should instead access the Disabled Students Allowance. It is a guide to the challenges that young people are likely to be experiencing in education or training when identified as needing special educational needs (SEN) support or statutory action that may lead to an education, health and care plan (EHCP). The aim is to ensure transparency and parity between providers in terms of identification and ensuring clear expectations regarding the support provided at each step. Any specific interventions or assessments named in the guidance are intended as examples rather than as endorsements or requirements. Needs and strategies included in this document are not exhaustive or intended as checklists, but as guidance that can be interpreted flexibly according to the needs of the young person.

When a provider identifies a young person as requiring SEN support, it should ensure that expectations regarding assessment, high quality teaching, interventions and resources as described in the relevant table are met swiftly. Providers should select strategies that meet the needs of the individual rather than trying to do everything in each column. The young person's response to these interventions should then be monitored over time. In order for a need to be a special educational need, a significant impact on the educational access and educational outcomes of the young person must be demonstrated. Young people who do not make sufficient progress with SEN support may need a higher level of support.

In order to ascertain whether they meet the thresholds for an education health and care plan, the young person, provider, other professionals or family should consult the grids for statutory action. They should then consider whether the needs described match the needs of the young person and whether the interventions described match the interventions needed by the young person if additional resource was made available. It is unlikely that a young person who managed well with SEN support during their secondary education would need assessment for an EHCP whilst in post-16 education or training unless their needs change significantly.

It would also be expected, that in the majority of cases, since learners develop learning strategies and independence skills throughout secondary education, the levels of support required will reduce proportionately.

For young people aged 19 and over there is no automatic entitlement to the continued support of an EHCP and no expectation that young people who have had a plan until this time, should continue in education or training until they are 25. If the outcomes described in the EHCP have been achieved it may be appropriate for the local authority to cease the plan. This should be explored during the annual review. Some young people may need or wish to stay in education or training in order to achieve their outcomes and may continue to require the support of an EHCP and additional time to complete their education or training.

Achieving for Children is committed to the principle of effective partnership between professionals, parents, children and young people in planning and decision making with regard to identification, intervention and review for those with SEN. This is encapsulated in the term 'co-production'. This guidance is intended to ensure that decision making is transparent and equitable. Once a young person is aged 16 or over, they are able to make decisions independently regarding their education or training, providing they have capacity to do so. For guidance on mental capacity see: www.gov.uk/government/publications/mental-capacity-act-code-of-practice

AfC is committed to supporting young people into post-16 education or training that will enable them to achieve their adult destinations; in other words, to achieve longer term outcomes than the annual milestones and outcomes set out in the EHCP. This might include further or higher education, training or employment, supported living, integrating into the community and healthy living.

Post-16 learning pathways may consist of full time vocational programmes in further education (FE), but wherever possible should also include work experience, traineeships, apprenticeships and supported internships. Where high needs learners have the potential to enter employment when they leave college, providers should consider whether the support package they are offering in college will also be feasible and/or realistic in the workplace. How this support can be made available in the workplace should also be made clear to the learner and their family. In addition, all learners should have access to independent, impartial careers information, advice and guidance to explore post 16 options. This careers guidance is statutorily required and recommendations are set out in the government's recently published careers strategy and accompanying guidance for learning providers.[1]

High quality teaching that is differentiated and personalised will meet the needs of the majority of young people. Only a few young people will need provision that is additional to, or different from this basic entitlement. High quality teaching is at the heart of SEN provision. Some young people will require additional short term intervention aimed at enabling them to catch up with their peers. This catch-up provision is not SEN provision and therefore young people who have this provision should not be identified as having SEN. Only those who require provision that is personalised to a high degree and delivered for the longer term should be described as needing SEN intervention and therefore having SEN.

Further education colleges, sixth form colleges and 16-19+ academies must use their best endeavours to secure the special educational provision needed by a young person. They must fulfil this duty for those with SEN whether or not they have an EHCP.

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[1] Careers strategy: making the most of everyone's skills and talents - DfE (December 2017)
Careers guidance and access for education and training providers - statutory guidance for governing bodies, school leaders and school staff - DfE (January 2018)

These providers have funding that is available to meet the needs of most children with SEN up to the nationally prescribed threshold. Only a few young people will have needs so significant that the provider requires the top-up funding available from an EHCP. Colleges are able to charge fees for students who do not have an EHCP and are 19 or over.

Providers should think about the provision made for learners under the following three headings.

- High quality teaching available to all young people which is differentiated for individuals.

- Catch-up provision for those who could be expected to make significant progress in short term group interventions (not SEN provision), that is additional to the provision normally made in class.

- SEN provision for those who require highly personalised provision in the longer term that is additional to and different from the high quality teaching normally available in order to make progress. Young people who need this provision have special educational needs. This provision should be focused on the outcomes co-produced by the young person, their family and the professionals involved. A small proportion of these young people may require an EHCP.

Providers should ensure that young people are able to declare on their admissions form any learning needs, disability or medical conditions that will affect their learning. Providers must identify young people who have SEN quickly and respond to their needs with appropriate intervention without delay. Providers must ensure that the following cycle is in place for all young people with SEN and that they:

- **assess** the young person's needs
- **plan** intervention (based on co-produced outcomes)
- **do** the intervention
- **review** the young person's progress towards their outcomes and the effectiveness of the intervention

Providers are advised that evidence of agreed outcomes and each step in the cycle should be kept and that individualised learner record data is recorded accurately and in a timely manner in line with funding rules. Please see Appendix 1 of the document entitled: Support for children and young people with special educational needs and disabilities (SEND), often known as the 'Golden Binder' for examples of proformas that may support recording keeping. This can be found on the AfC Local Offer website. Under normal circumstances, the provider should be able to provide evidence of the impact of a minimum of two assess, plan, do, review cycles (generally over about two academic terms or six months) before considering an application for a multi-professional assessment at statutory level.

All young people who have identified SEN must have provision that enables them to work towards their outcomes and all interventions must be outcomes focused. For further advice regarding writing outcomes see Appendix 9 of the 'Golden Binder'. The code of practice states that 'all school and academy sixth forms, sixth form colleges, further education colleges and 16-19 academies are provided with resources to support students with additional needs, including young people with SEN and disabilities' and 'like schools, colleges are expected to provide appropriate, high quality SEN support using all available resources'. EHCPs are available if the young person requires support that costs above the 'nationally prescribed threshold per student per year'.

Any type of SEN support should always be made with the aim of supporting the young person to become more independent in and out of the classroom and prepare for adulthood. By this, we mean that young people will be supported to develop the capacity to learn how to learn, 'scaffolded' to take responsibility for their own learning, able to recognise when they need support and when they

can tackle the problem independently and able to transfer knowledge and skills from one situation to another. In addition preparing for adulthood means preparing for:

- higher education and/or employment- this includes exploring different employment options such as support for becoming self-employed and help from supported employment agencies
- independent living - this means young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living
- participating in society, including having friends and supportive relationships, and participating in, and contributing to, the local community
- being as healthy as possible in adult life

How to use this document

This document is intended as a guide for post-16 providers of education or training, professionals, young people and their families when considering the needs of a young person with SEN. It offers advice on the level of need that might require the top up of an EHCP and what expectations might reasonably be had regarding provision for a young person at SEN support. This guidance must be applied flexibly to consideration of an individual young person's needs and is not intended as a checklist.

This document is sorted into the following sections with guidance on expectations at SEN support and statutory levels (EHCP).

Communication and interaction

- Speech, language and communication needs
- Social communication difficulties (including autism, and/or communication and interaction difficulties associated with other neurodevelopmental conditions)

Cognition and learning

- Global or general learning difficulties
- Specific learning difficulties (for example and not limited to ADHD and dyslexia)

Social emotional and mental health difficulties

Including for example and not limited to, attachment difficulties or disorders, conduct difficulties, anxiety

Sensory and/or physical needs

- Hearing impairments
- Visual impairments
- Physical disabilities

Often young people will have needs in more than one area. Providers must ensure they respond to every need the learner has. When considering thresholds for support and intervention the provider and the local authority must consider all the needs of the young person and how they combine to impact on their access to education and training. It is therefore recommended that a picture of the child is developed first using the four broad areas of need (communication and interaction, cognition and learning, social emotional and mental health difficulties and sensory and/or physical needs) and then interventions considered as suggested in this guidance.

Assess, plan, do review

The thresholds make clear the expectation that all action at SEN support and statutory action is part of the 'assess, plan, do, review' cycle and outcomes focused. This is explained in chapter 3 of the golden binder available on the AfC Local Offer website.

How this document was produced

This guidance was developed in consultation with post-16 providers, educational psychologists, AfC officers and parents.

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Consultation for first edition of 16 to 19+ guidance was sent to all partners. Responses as below:

Group	Number of responses
16-19+ providers	2
Therapy services	1
Headteachers, SENCOs or senior leaders in secondary schools	1
Educational Psychology Service	1
Parents	5 + Group response from SFV
AfC officer	2
Other	0

Communication and interaction: speech, language and communication needs

SEN support: needs to be met from core funding for learners aged 16 to 19+

	Assess, plan, do, review			
Descriptor: barriers to learning	**Assessment of needs**	**Quality first teaching**	**Interventions and specific support**	**Resources**
The learner displays moderate and persistent difficulties with: ● understanding and attending to oral language and instructions ● expressing themselves orally selecting and using correct grammar or vocabulary demonstrating no word retrieval difficulties ● fluency: eg, stammering and word finding ● voice problems ● eating and drinking: oro-motor control ● speech sounds or phonological awareness	Establish baseline assessment of the learner's language skills. Evaluating learner progress as a response to intervention, progress against SMART targets and outcomes as written into SEN support plan. Parents and learners are involved in co-production. Robust whole school or college moderation systems assure accuracy of all teacher assessment. Speech and language therapy strategies will be useful in the school or college setting. Possible educational psychology advice.	Tutor or subject teachers well informed re specific needs. Planning shows differentiation to meet the needs and work towards targets. Advice from any external professionals is embedded into the young person's day. This should include daily reinforcement of strategies throughout the day including encouraging the learner to seek clarification and identify communication breakdown. Off-site learning **is** differentiated. Careful management of transition points.	A regularly evaluated provision map set outs interventions, provision and outcomes. Intervention is adapted as necessary as a result of this evaluation. Intervention is evidence based, carefully selected and informed by assessments. S&LT advice or strategies implemented by all staff. Pre-teaching, re-teaching. Opportunities for overlearning of key concepts. Specific vocabulary teaching. Social skills groups and break time support activities, clubs, skills generalised and reinforced across the college day.	Teacher, tutor or SENCO time for assessment, standardised testing and diagnostic work. Additional TA, teacher, tutor time for direct teaching with support offered from SENCO or equivalent. All staff are trained in core skills relating to SEN. Additional training or advice for those delivering intervention programmes for instance that available through AfC CPD online. Additional TA, teacher, tutor time to deliver specific interventions. Time for planning and review meetings with parents and learner.

• social use of language • language based learning for eg, reading comprehension These difficulties must be present in the learner's first language.	Access arrangements for national assessments and exams if learner meets requirements of AQA/JCQ. **NB: 'diagnosis' of a speech and language difficulty is not necessary to establish requirement for intervention or level of support. It is rather the detailed assessment of needs and response to intervention that is important.**	Reduce pace of adult talk. Instructions given in clear and accessible way. Additional time in class to prepare answers. Visual timetable or prompts and support, use of pictures, photos, symbols and real objects. Multisensory teaching approaches. Flexible grouping. Peer mentoring. Learner independence is supported and developed. Learner maintains access to a broad and balanced curriculum that prioritises their individual needs. Recommendations from specialists are included in lesson plans and learner's support plan. TAs, LSAs and support staff will be appropriately trained and deployed so as to promote independence	Specific learning interventions such as literacy support. Emotional support. Where appropriate, peers are provided with an understanding of other learner's needs and ways of meeting these needs are explored. There is a transition plan at the end of the learner's programme of study to plan for further/higher education or employment and transition into an independent adult life. Access to independent, impartial careers advice to support learners' aspirations and progress towards adult destinations. Communication passport.	Access to small group teaching or TA support targeted at specific needs. Possible consultation with external professionals and/or short term interventions from S&LT, including review of the communication environment. Resources as recommended by external professionals. Opportunities to complete off site learning and support to develop independent study skills.

		through scaffolding techniques. They will be used to support rather than replace the subject teacher or tutor. Whole college and individualised SEND specific anti-bullying support. Learner has access to additional break or lunchtime structured activities. Off-site activities planned and risk assessed well in advance taking into consideration the needs of the learner. Guidance is available on the AfC local offer webpages.		

Statutory Action: these needs to be met with additional top up as described in the EHCP

	Assess, plan, do, review			
Descriptor: barriers to learning	**Assessment of needs**	**Quality first teaching**	**Interventions and specific support**	**Resources**
Despite support and intervention at SEN support, the learner requires more specialist resourcing to access the full curriculum. High level, complex, persistent speech and language difficulties which cause substantial and extensive barriers to learning, severely impede the development of social relationships and significantly impact access to the curriculum and attainment.	**In addition to the assessment approaches at SEN support:** Thorough and ongoing assessment by a speech and language therapist to inform evidence based interventions may be indicated. Exam access arrangements will be needed if the young person meets the requirements of JCQ/AQA and learner is likely to require additional exam method coaching.	**In addition to the QFT approaches at SEN support:** Off-site learning is highly differentiated. Careful management of learner understanding and expectations at transition points in the college day. Instructions are broken down, for example - one step at a time and delivered directly to the learner in a clear, explicit and accessible way.	**In addition to the strategies at SEN support:** The learner has access to additional targeted teaching in small groups or individually. S&LT programme implemented frequently by staff, such as: specific individualised and explicit vocabulary teaching, specific individualised language structure teaching: for eg, colourful semantics. Annual joint audit of communication environment by S&LT and SENCO. Regular or daily opportunities for overlearning of key concepts.	**In addition to the resources at SEN support:** Teachers, tutors, LSAs, TAs with additional qualifications in SEN and/or experience of learners with communication difficulties may be involved in providing for the learner. Ongoing direct support and advice from external specialists may be provided. Teacher, tutor, TA, intervention lead liaison time. Teachers, tutors, LSAs, TAs with additional qualifications in SEN and/or experience of learners with communication difficulties. Ongoing direct support and advice from external specialists may be required.

			Access to alternative and augmented communication strategies such as Makaton, electronic aides and communication books.	Time for planning and review meetings with parents and learner.
				Access to small group teaching or TA support targeted at specific needs.
				SENCo to coordinate involvement of external agencies, organise relevant training for support staff, provide advice and support, signpost families to a range of support services.
				Resources as recommended by external professionals.
				Accredited Staff training eg, ELKLAN and use of specific programmes or approaches such as Makaton.
				Higher level training for some staff offering direct support.

Communication and interaction: social communication difficulties

Including, but not limited to autism and ADHD

SEN support: needs to be met from core funding for learners aged 16 to 19+

	Assess, plan, do, review			
Descriptor: barriers to learning	**Assessment of needs**	**Quality first teaching**	**Interventions and specific support**	**Resources**
Learner has moderate and persistent difficulties with some of the following: ● language development ● rigidity and inflexibility in behaviour ● social communication and interaction ● slow progress through the curriculum ● anxiety ● sensory sensitivities Learners may present with few difficulties at school, college, other setting, but present significant levels of difficulty at home.	Evaluating learner progress as a response to intervention, progress against SMART targets and outcomes as written into SEN support plans. Parents and learners are involved in co-production. Robust whole school or college moderation systems assure accuracy of all teacher assessment. Assessments of behavioural challenges such as STAR (situation, triggers, action, response). Access arrangements for national assessments and exams if learner meets requirements of AQA/JCQ.	Recommendations from specialists are included in lesson plans and learner's support plan. TAs and support staff will be appropriately trained and deployed so as to promote independence through scaffolding techniques. They will be used to support rather than replace the class teacher. Whole school and individualised SEND specific anti-bullying support. Off-site visits planned and risk assessed well in advance taking into consideration the needs of the learner.	Speech and language therapy strategies orprogramme implemented by school staff. Pre-teaching, re-teaching. Opportunities for overlearning of key concepts. Specific vocabulary teaching. Social skills groups and break time support activities or clubs. Specific learning interventions such as literacy support where needed. Emotional support. Visual timetables, preparation for changes in routine.	Time for planning and review meetings with provider or tutor parents and learner. Access to small group teaching or TA support targeted at specific needs. Resources as recommended by external professionals. Staff trained in specific programmes or approaches such as visual timetables, social stories, comic strip conversations, sensory diet. Online training packages such as AET autism standards resources www.autismeducationtrust.org.uk Or

In this situation, appropriate support and intervention to manage the environment and demand at school, college, other setting can have positive impact on difficulties exhibited at home.	Speech and language therapy strategies will be useful in the school or college setting. Occupational therapy strategies may sometimes be useful in the school or college setting. Possible educational psychology advice Observations and checklists such as: www.aettraininghubs.org.uk/wp-content/uploads/2012/05/37.2-Sensory-assessment-checklist.pdf **NB: 'diagnosis' of autism is not necessary to establish requirement for intervention or level of support. It is rather the detailed assessment of needs and response to intervention that is important.**	Guidance is available on the AfC local offer webpages. Tutor or subject teachers and TAs well informed re specific needs and focus on identifying and responding to learner's presenting difficulties. All staff understand the way the learner sees the world and interpret their behaviours in the light of this knowledge. Visual timetables, visual prompts and support, use of pictures, photos, symbols and real objects. Multi-sensory teaching approaches whilst managing the sensory environment and demands of the classroom or college. Off-site learning is differentiated. Careful preparation and management at transition points. Additional time in class to prepare answers.	Social stories. Support offered to parents through for eg signposting to National Autistic Society (NAS). Regular sensory diet activities. There is a transition plan at the end of the learner's programme of study to plan for further or higher education or employment and transition into an independent adult life. Access to independent, impartial careers advice to support learners' aspirations and progress towards adult destinations.	www.derby.ac.uk/online/mooc/understanding-autism-aspergers-adhd are used to train all staff. Additional training or advice for those delivering intervention programmes for instance that available through AfC CPD online. Advice and support from SENCO. Teacher, tutor and TA liaison time. Effective communication between home and school or college. Opportunities to complete off site learning in college and support to develop independent study skills.

		Flexible grouping. Anti-bullying strategies alert to specific issues related to SEND/autism. Peer mentoring. Learner independence is supported. Learner maintains access to a broad and balanced curriculum that prioritises their individual needs. The college behaviour policy is differentiated.		

Statutory action: these needs to be met with additional top up as described in the EHCP

	Assess, plan, do, review			
Descriptor: barriers to learning	**Assessment of needs**	**Quality first teaching**	**Interventions and specific support**	**Resources**
Despite support and intervention at SEN support, the learner requires more specialist resourcing to access the full curriculum. The learner is likely to have a diagnosis of autism or is on the CAMHS diagnostic pathway and/or has significant and enduring social communication difficulties that create significant barriers to learning. The learner has severe difficulties with some or all of the following: ● language development ● rigidity and inflexibility in behaviour ● social communication and interaction	**In addition to the assessment approaches at SEN support**: Multi-professional assessment is carried out and parents and learner coproduce outcomes, reviews and planning with these professionals. Sensory audit of the learning environment and of the learner's sensory needs. S&LT/OT assessment as needed. Monitoring of communication, social and emotional skill development. Exam access arrangements will be needed and learner will require additional exam method coaching.	**In addition to the QFT approaches at SEN support:** Highly individualised visual timetable, visual prompts and support, use of pictures, photos, symbols and real objects to support understanding learning and transition. Off-site learning is highly differentiated. Direct support and prompting at transition points including alternative arrangements at the start and end of the day to facilitate ease of transition. Access to break out and quiet calming spaces throughout the day.	**In addition to the strategies at SEN support:** Identified individual support across the curriculum in an appropriate setting to provide a personalised learning experience, taking into account advice from external agencies such as S&LT/OT. Advice should be integrated into the curriculum. Extensive structured and individualised programmes will be required. This may involve the use of autism-specific teaching techniques (such as TEACCH and Attention Autism), or alternative communication methods (such as PECS (Picture Exchange Communication System) or Makaton to support functional communication.	**In addition to the resources at SEN support:** Higher level training for staff offering specific support. Daily access to workstation space, symbols software, quiet, calming, breakout space. Teachers, tutors, LSAs, TAs with additional qualifications in SEN and/or experience of learners with autism may be involved in providing for the learner. Ongoing direct support and advice from external specialists may be provided as specified in the EHCP. Time for planning and review meetings with parents and learner. Access to small group teaching or TA support targeted at specific needs.

• slow progress through the curriculum • anxiety • sensory sensitivities • variable difficulties in following instructions, classroom routines and staying on task • atypical behavioural needs such as being obsessive, challenging or withdrawn • varying degree of 'inappropriate' social behaviour leading to social isolation The learner may also have other needs such as learning difficulties, mental health difficulties, or severely challenging behaviours.			The learner has access to considerable additional targeted teaching in small groups or individually, for significant parts of each day. Opportunities should be created to transfer learning worked on in small groups or individually into the classroom. Teaching interventions may be part of a multidisciplinary approach. Programmes to develop social interaction and emotional wellbeing. Emotional support using co-regulation techniques. Resiliency programme based on cognitive behavioural therapy framework Advice and assessment of the use of specialist or adapted ICT to access the curriculum. Additional support or activities at break and lunch times.	SENCO to coordinate involvement of external agencies, organise relevant training for support staff, provide advice and support, signpost families to a range of support services. Space for delivery of individual programmes and for managing sensory sensitivities. Accredited staff training, such as Makaton, colourful semantics, team teach. Teacher, tutor, TA, intervention lead liaison time.

			Access arrangements for national testing: for example, reader, scribe, extra time.	
			Annual joint audit of communication environment by S&LT and SENCO.	

Cognition and learning: general learning difficulties

	Assess, plan, do, review			
Descriptor: barriers to learning	**Assessment of needs**	**Quality first teaching:** Minimum expectations	**Interventions and specific support**	**Resources**
Learner is working approximately three to four years below age-related expectations across most subjects and/or in skills. Progress may be considerably slower than that of their peers, despite intervention. Progress may be in line with that of peers, but attainment will be significantly lower. Difficulties may include misconceptions, failing to follow teacher input, understanding the task or taking longer to understand new concepts. Difficulties are persistent over time.	Routine college and class formative and summative assessments are used to tailor lesson objectives and teaching methods to needs. Parents and young person are involved in co-production. Evaluating learner progress as a response to intervention, progress against SMART targets and outcomes as written into SEN support plans. Robust whole college moderation systems ensure accuracy of all teacher assessment. Assessment will use previous assessments to inform judgements.	Recommendations from external professionals are included in lesson plans and learner's support plan. Learning needs are well managed in the class with appropriate differentiation of learning objective or task and teaching method. There will be a variety of practical materials and activities and equipment to support learners' learning. Quality first teaching meets the needs of all learners and includes: ● flexible grouping arrangements ● one task at a time then report to teacher	Intervention is evidence based, carefully selected and informed by assessments. Opportunities provided for overlearning of key concepts, skill reinforcement, revision, transfer and generalisation. Small group provision to enhance the core programme of teaching addresses gaps and misconceptions in learning. Emphasis on developing automaticity, skill mastery and generalisation of skills. Withdrawal where necessary for specific skills teaching with further reinforcement in whole class sessions.	Teacher, tutor and/or SENCO time for assessment, standardised testing and diagnostic work. Additional TA or teacher, tutor time for direct teaching with support offered from SENCO. Additional training or advice for those delivering intervention programmes for instance that available through AfC CPD online. Learner has access to additional break or lunchtime structured activities. Laptop, software and low tech devices to support learning such as supportive word processing, timers, recording devices.

There may be immature social and emotional development. There may be indications of frustration, impulsivity, poor motivation, inattention and low self - esteem. Speech and language skills may be moderately delayed in line with delays in other areas. Moderate difficulties with concept development and logical thought which limits access to the curriculum. Moderate difficulties with transferring known information onto paper - independent study takes excessively long, fails to start and stay on task, fails to complete tasks in a timely manner.	Strengths and weaknesses will be analysed using curriculum related assessment and may be supplemented by standardised tests and/or diagnostic tests. Consultation and advice from external agencies as appropriate with evidence of implementation and review. Assessment results in differentiated lesson plans. A careful review of needs is undertaken with young person, parents and professionals in good time to plan for next key transitions. Speech and language therapy strategies may sometimes be useful in the school or college setting. Occupational therapy strategies may sometimes be useful in the school or college setting.	● check lesson notes are complete (peer checking) ● differentiated questioning ● use of multi-sensory approaches ● learning feedback to learners ● differentiated tasks ● support for meta-cognition and independence ● additional time to complete some tasks ● differentiated independent study tasks ● strategies to remove sensory or distraction overload (earphones, quiet study spaces) Environmental considerations are made to meet the needs of all learners such as seating positions, classroom layout, displays and signage. Pre-tutoring and revision or practice is used effectively. Alternative forms of recording are routinely offered.	Access arrangements for national assessments and exams if learner meets requirements of AQ /JCQ. A regularly evaluated provision map set outs interventions, provision and outcomes. Intervention is adapted as necessary as a result of this evaluation. There is a transition plan at the end of the learner's programme of study to plan for further or higher education or employment and transition into an independent adult life. Access to independent, impartial careers advice to support learners' aspirations and progress towards adult destinations.	All staff are trained in core skills. For example, through online training packages such as the inclusion development programme and other CPD. Opportunities to complete off site learning in college and support to develop independent study skills.

		Additional intervention and differentiated teaching does not impact negatively on the self-esteem or emotional development of learner. TAs, LSAs and support staff will be appropriately trained and deployed to promote independence through scaffolding techniques. They will be used to support rather than replace the subject teacher. Whole college and individualised SEND specific anti-bullying support. Off-site visits planned and risk assessed well in advance taking into consideration the needs of the learner. Guidance is available on the AfC Local Offer webpages.		

Statutory action: these needs to be met with additional top up as described in the EHCP

	Assess, plan, do, review			
Descriptor: barriers to learning	**Assessment of needs**	**Quality first teaching:** minimum expectations	**Interventions and specific support**	**Resources**
Despite intervention and support at SEN Support level, the learner fails to make expected progress over a sustained period of time. Extreme differences of five or more years in subject or skills attainments. Extreme difficulty in accessing the curriculum. Significant additional or co-occurring difficulties such as with speech and language, attention, anxiety, reasoning or working memory and processing. There is evidence of an increasing, rather than narrowing gap between the learner and their peers. Significant difficulties with organisational skills and independent learning.	In addition to the assessment approaches at SEN support: Specialist assessment, monitoring and advice from appropriate professionals may be useful. Long term involvement of educational professionals as in line with the code of practice. Assessment, including statutory assessment leads to a detailed learner profile being developed. Provision map and support plans set out individualised interventions, outcomes and a system of careful review over time. Multi-professional assessment is carried out and parents and learner coproduce outcomes, reviews and planning with these professionals.	In addition to the approaches at SEN support: A high level of differentiation across all relevant areas of the curriculum. Lesson planning makes use of assessment information and promotes inclusion in the whole class learning as far as possible. Teaching carefully takes into account the additional needs and allows for preferential seating and time table adaptation as necessary. A high level of differentiated expectations for off-site learning and independent study.	In addition to the strategies at SEN support: Presentation and delivery will require modification and support through the use of real objects, visual supports and additional scaffolding. Alternative or adapted curriculum. Activities may be adapted to mimic real life experiences and may concentrate on acquisition of learning and life skills. Qualified and experienced teachers and support staff deliver aspects of the programme including advice from external specialists. Daily opportunity to work on specific and individual targets identified through thorough assessment.	In addition to the resources at SEN support: Additional SENCO time for paperwork preparation, annual review and monitoring of progress against outcomes. Significant additional in class support under the direction of the teacher or tutor to ensure access to an individualised broad and balanced curriculum. Joint planning and liaison between staff supporting learner. Access to specialist teacher or tutor advice and support. Learner may require a package of external support including input from other professionals. Additional adult support may be required at break and lunchtimes to support

Self-esteem is likely to have suffered and behaviour problems linked to frustration and motivation may have resulted. A deterioration in mental health may have started to emerge.			Exam access arrangements will be needed and learner will require additional exam method coaching.	with pastoral need. Learner may require access to specialist technology or equipment. Higher level training for some staff offering direct support.

Cognition and learning: specific learning difficulties

Including, but not limited to, attention deficit hyperactivity disorder (ADHD) and dyslexia

SEN support: needs to be met from core funding for learners aged 16 to 19+

	Assess, plan, do, review			
Descriptor: barriers to learning	**Assessment of needs**	**Quality first teaching:** Minimum expectation	**Interventions and specific support**	**Resources**
For most specific learning difficulties there are likely to be: ● Indications of frustration, poor motivation and low self-esteem. ● Difficulties in areas of speech and language ● Difficulties with motor organisation, motor skills and/or persistent restlessness ● Difficulties with executive functions including working memory, personal organisation, verbal processing, managing emotions,	Evaluating learner progress as a response to intervention. Progress against SMART targets and outcomes. Parents and learners are involved in co-production. Observations to support identification of difficulties such as those with working memory or motor difficulties. Speech and language therapy strategies may sometimes be useful in the school or college setting. Access arrangements for national assessments and	Teachers and TAs well informed re learner's strengths and needs. Teaching strategies to support learner's metacognition and academic self-esteem. Setting personal targets, celebrating 'personal best' outcomes. Monitoring cognitive load and working memory demands of lessons; chunking learning, providing checklists and modifying teacher talk. Using a graduated approach to tasks starting at a level where the child can achieve success.	Additional differentiated literacy teaching, with modified pace and additional reinforcement. Small group or individualised spelling support programme, spelling buddies. Additional opportunities to read and be read to, rehearsing decoding skills and developing vocabulary and comprehension. Interventions to support and scaffold weak attention and listening skills. Social and emotional skills training.	Teacher, tutor or SENCO time for skills assessments related to reading and spelling and/or cognitive skills. Additional training or advice for those delivering intervention programmes for instance that available through AfC CPD online. All staff are trained in core skills, using free online training packages for example, www.derby.ac.uk/online/mooc/understanding-autism-aspergers-adhd

impulsivity task initiation, completion and inhibition. ● Noticeable variations in performance in learning tasks. ● Difficulties with attention control and sensory sensitivities. These difficulties have a negative impact on the academic progress and attainment of the learner and their social integration into the life of the college. In addition to needs above for learners with specific literacy difficulties: ● Attainment in reading accuracy and/or spelling is likely to be in the lower end of the expected range (below standardised score of 85). ● Difficulties with specific skills such as phonics limit effective progress in some curriculum areas despite carefully planned interventions.	exams if learner meets requirements of AQA/JCQ. Occupational therapy strategies may sometimes be useful in the school or college setting. STAR (situation, triggers, action, response) assessments of behavioural challenges. Reading assessments that give a standardised score. Spelling assessments that give a standardised score. **NB: 'diagnosis' of any particular specific learning difficulty such as and not limited to dyslexia or ADHD is not necessary to establish requirement for intervention or level of support. It is rather the detailed assessment of needs and response to intervention that is important.**	Opportunities for over-learning or repetition. Lessons structured to include clear signposting and previewing of learning content. Multi-sensory lessons. Enhanced access to resources such as highlighters, study aids, post-its, word banks and laptops, differentiated reading materials. Teaching uses visual materials presented in a clutter-free way using accessible fonts. Additional time for differentiated homework and in class tasks. Peer reading. Flexible grouping: allowing that learners may be able to understand concepts but have difficulties with recording or speed of processing. Support staff will be trained and deployed so as to promote independence through appropriate	Study skills support and training. Touch typing tuition. There is a transition plan at the end of the learner's programme of study to plan for further or higher education or employment and transition into an independent adult life. Referral for parents for support or interventions such as 123 Magic for parents of children with ADHD type challenges. Details can be found on the AfC local offer. Structured activities at break times. Access to independent, impartial careers advice to support learners' aspirations and progress towards adult destinations.	Additional TA or specialist teacher or tutor time to deliver specific interventions. Additional pastoral support or mentoring. Checking in on workload, progress and emotional health. Software such as typing tutors, predictive spell checkers, word processors, speech to text, reading pens. Opportunities to complete off site learning in college and support to develop independent study skills.

		scaffolding techniques. They will be used to support rather than replace the subject teacher.		
		Alternative methods of recording using for eg, mind maps, card sorts, scribe, recording devices or ICT.		
		Brain breaks, movement breaks and fidget toy/stress ball.		
		Opportunities to work in distraction reduced areas, seating plans, earphones, ear defenders for individual work.		
		Whole college and individualised SEND specific anti-bullying support.		
		Positive behaviour management strategies and modified application of whole college behaviour policy.		
		Off-site visits planned and risk assessed well in advance taking into consideration the needs of the learner. Guidance is available on the AfC local offer webpages.		

Statutory action: these needs to be met with additional top up as described in the EHCP

	Assess, plan, do, review			
Descriptor: barriers to learning	**Assessment of needs**	**Quality first teaching:** Minimum expectation	**Interventions and specific support**	**Resources**
Despite support and intervention at SEN support, the learner requires more specialist resourcing to access the full curriculum. For most specific learning difficulties there are likely to be: ● Significant and persistent difficulties with, for example, but not limited to speech and language, anxiety, and executive functions such as working memory. Pupils may exhibit extremely challenging behaviours related to difficulties with attention, managing frustration, hyperactivity, impulsivity or sensory sensitivities. These challenges may include severe anger, aggression or defiance.	**In addition to the assessment approaches at SEN support:** Specialist assessment, monitoring and advice from appropriate professionals may be useful. Annual review of progress against outcomes agreed in EHCP. Learners with specific literacy difficulties may require assessment monitoring and advice from a specialist teacher with appropriate experience and/or qualifications. External professionals and agencies, including CAMHS, may have been consulted and advice is consistently followed at college and home.	**In addition to the QFT approaches at SEN support:** Considerable opportunities for overlearning and consolidation, reduced learning load as needed. A high level of differentiated tasks and expectations for off-site learning. Individual workstation A high level of differentiation for reading or writing based tasks.	**In addition to the strategies at SEN support:** An intensive and personalised programme, delivered at least three times per week, addressing the learner's particular areas of difficulty in reading and/or spelling or any other difficulties such as those with oral language, study skills, attention and listening and managing emotions. Further pastoral support and personalised mentoring. Support to enable the learner to stay on task and complete tasks. At college, a modified timetable and/or reduced exam options to ensure that personal priority learning such as skills of reading and spelling or attention and listening continue to	**In addition to the resources at SEN support:** Significant additional in class support under the direction of the tutor or subject teacher to ensure access to the full curriculum. This should include opportunities for pre-teaching and revision. Joint planning and liaison between staff supporting learner. Access to specialist teacher or tutor advice for learners with specific literacy difficulties. Higher level training for some staff offering specific support. Accredited staff training, such as colourful semantics and team teach and basic skills teaching.

These difficulties result in significantly poor academic attainment and very slow or no progress. Extreme differences of three or more years in attainments in subject areas are likely. For learners with specific literacy difficulties: ● Reading accuracy and/or spelling assessments give standardised scores of well below 80. ● Extreme difficulties in accessing the curriculum through written materials or through written recording despite the use of a range of alternative methods of access. ● Significant difficulties with independent studies and homework tasks take much longer	The college keeps comprehensive records of response to intervention in order to enable analysis of what strategies work for the learner. Exam access arrangements such as extra time, reader, rest breaks or prompter if learner meets requirements of AQA/JCQ, learner may require additional exam method coaching. **NB: 'diagnosis' of any particular specific learning difficulty such as dyslexia or ADHD is not necessary to establish requirement for intervention or level of support. It is rather the detailed assessment of needs and response to intervention that is important.**		develop and that workload is realistic. Exam access arrangements will be necessary. In addition learners will need extra exam method coaching. Highly personalised positive behaviour management plans are consistently in place and carefully monitored for impact.	

Social emotional and mental health

	Assess, plan, do, review			
Descriptor: barriers to learning	**Assessment of needs**	**Quality first teaching** Minimum expectations	**Interventions and specific support**	**Resources**
Learner presents with persistent social, emotional and/or mental health difficulties that result in behavioural difficulties (that cannot be explained by other needs such as language difficulties or unmet learning needs or sensory difficulties) that have not improved despite evidence-based intervention. Sometimes a learner will display challenging behaviour as a result of safeguarding issues. In this instance schools or colleges must implement their safeguarding procedures.	Clear partnership and liaison between school or college and young person or home to ensure that assessment takes account of presentation at home and at school or college. Behaviour records are updated regularly and accurately so that they can be analysed to consider frequency, triggers, patterns and inform interventions. External professionals and agencies, including CAMHS, may have been consulted and advice is consistently followed at school/college and home. Evaluating learner progress as a response to intervention, progress	Clear, structured and positive individualised behaviour management plan in place, which is led by support staff and/or pastoral manager and followed consistently by all staff. Recommendations from specialists are included in lesson plans and learner's support plan. Learner, parent and school/college co- produce behaviour plan. Rewards and praise used carefully to positively reinforce desired behaviours. Behaviour policy is modified to meet learner's needs.	Individual counselling or therapeutic support for learner and/or family from external agencies may be appropriate. There may be a full time adapted individual timetable within the context of an inclusive curriculum that may include access to working in small groups to reduce stress and address any learning needs. Supported activities may be offered at break and lunch times. Use of exit card or safe learning space for independent supervised study.	Teacher, tutor and/or SENCO, inclusion lead time for assessment, standardised testing and diagnostic work. Additional training or advice for those delivering intervention programmes such as Team Teach or positive handling. Additional TA or teacher or tutor time for direct teaching with support offered from SENCO or inclusion Lead. Learner has access to additional break or lunchtime supported activities.

The learner demonstrates persistent, medium level difficulties with some or all of the following: ● following adult direction ● self-regulation (mood swings, temper outbursts, anxiety, distress) ● low self-esteem ● reliance on adults for reassurance ● developing and sustaining relationships and is at risk of isolation or becoming socially vulnerable ● lack of empathy ● low mood ● swearing or sexualised language ● selective mutism ● poor attendance or school refusal The learner may have a diagnosis such as attachment disorder or difficulties, or a mental health difficulty.	against SMART targets and outcomes as written into SEN support plans. Parents and learner are involved in co-production. Evidence-based assessment tools used to develop a full analysis of learner's strengths and difficulties in emotional and social development. Risk assessment to identify dangers and additional strategies needed to ensure safety and wellbeing of all. Robust whole school moderation systems assure accuracy of all teacher assessment. Access arrangements for national assessments and exams if learner meets requirements of AQA/JCQ. Careful record of times when learner may have had to be restrained to prevent danger to self or others. Assessment considers any underlying difficulties in language acquisition,	Additional or alternative activities will be planned to encourage the learner's engagement in the curriculum. Careful consideration to be given to group dynamics within class, for example seating plans. Pre warning of changes to activities, routines and staffing. Teaching method adapted to suit learner's learning style, for example, level, pace, amount of teacher talk. Strategies to support understanding and expressing emotions appropriately such as: emotions barometer or incredible five point scale. Movement breaks are planned and learner can request rest or time out breaks to manage own emotions. Off site visits planned and risk assessed well in advance taking into consideration the needs of the learner.	Regular opportunities for the learner to meet with a key worker, mentor or familiar adult. Ensure positive relationships between pupil and key support staff. Impactful motivational programme implemented and monitored. There is a transition plan at the end of the learner's programme of study to plan for further or higher education or employment and transition into an independent adult life. Access to independent, impartial careers advice to support learners' aspirations and progress towards adult destinations.	All staff, including lunchtime supervisors and after school providers, are trained in core skills. Additional training or advice for those delivering intervention programmes for instance that available through AfC CPD online. Access to mentoring and coaching, pastoral, emotional support. Formal behaviour monitoring systems to log and analyse incidents on a daily basis. Advice from outside agencies and professionals. Access to a quiet calming space when needed with trusted adult or mentor when possible. Opportunities to complete off site learning in college and support to develop independent study skills.

The learner's social, emotional and mental health (SEMH) difficulties are likely to result in under attainment and poor progress. Learners may have SEMH difficulties as a consequence of undiagnosed or unrecognised learning difficulties or neurodevelopmental conditions.	sensory sensitivities, learning difficulty or working memory and processing difficulties. **NB: a 'diagnosis' is not necessary to establish requirement for intervention or level of support. It is rather the detailed assessment of needs and response to intervention that is important.**	Guidance is available on the AfC local offer webpages. Whole school or college and individualised SEND specific anti-bullying support. Support staff will be appropriately trained and deployed so as to promote independence through scaffolding techniques. They will be used to support rather than replace the teacher.		

Statutory action: these needs to be met with additional top up as described in the EHCP

	Assess, plan, do, review			
Descriptor: barriers to learning	**Assessment of needs**	**Quality first teaching** Minimum expectations	**Interventions and specific support**	**Resources**
Despite intervention and support at SEN Support level, the learner fails to make expected progress over a sustained period of time. There is evidence of severe, complex and long-term social, emotional and/or mental health difficulties in for instance: ● developing and sustaining relationships with teachers, TAs and/or peers leading to social isolation ● regulating emotional and/or behavioural responses ● development of self-esteem resulting in a lack of care and/or sense of responsibility for the impact of behaviours on self and others	**In addition to the assessment approaches at SEN support:** Specialist assessment, monitoring and advice from appropriate professionals may be useful. Multi-professional assessment is carried out and parents and learner coproduce outcomes, reviews and planning with these professionals. Exam access arrangements such as rest breaks or prompter if learner meets requirements of AQA/JCQ, learner may require additional exam method coaching. Learners may need support to attend their tests and exams and deal with anxiety.	**In addition to the QFT approaches at SEN support:** Ongoing advice and guidance to ensure that an appropriate curriculum is chosen. Support to develop a sense of belonging and importance through enrichment programmes such as Duke of Edinburgh's award, music, sport, community service. Develop autonomy within the learner - linked to research and study skills, eg building skills in four key areas: attachment, achievement, autonomy and altruism in order to build learners resilience so that they can move onto positive destinations.	**In addition to the strategies at SEN support:** Daily check-in sessions with a mentor or key worker in order to facilitate a calm start to the day. A smaller space for learners to access in unstructured time with fewer people to interact with. Frequent individual or small group teaching of social and emotional skills. Alternative or adjusted curriculum and personalised timetable, including access to teaching focussed on any significant co-occurring needs in language or learning. This should be planned with learner and parent. Solution-focused approaches.	**In addition to the resources at SEN support:** Support and supervision for staff working directly with the learner to maintain staff wellbeing. Higher level training for some staff offering direct support for eg the AfC central programme in attachment difficulties. Regular access to a safe or quiet space for learning and calming activities. Training on attachment styles and difficulties free from: www.bathspa.ac.uk/education/research/attachment-aware-schools/attachment-in-school

● resilience in the face of challenge following instructions and/or compliance with behavioural expectations of the school or college community ● sexualised or violent behaviour compromising staff or learner safety ● self-harm ● irrational fears ● risk taking ● substance misuse The learner's difficulties are evident in a variety of situations, resulting in adverse consequences for learner and severely affecting other learners and adults in a detrimental way (eg, unpredictable, bizarre, obsessive, violent, dangerous or severely disruptive behaviour). The learner's SEMH difficulties result in under attainment and/ or poor progress.	**NB: a 'diagnosis' is not necessary to establish requirement for intervention or level of support. It is rather the detailed assessment of needs and response to intervention that is important.**		Frequent multi-professional meetings including parents and learner to support planning towards outcomes. Support to improve attendance.	

Learners may have a diagnosis such as attachment disorder, other mental health difficulties including anxiety and/or depression or have been exposed to significant adverse life experiences or trauma Learners may have SEMH difficulties as a consequence of undiagnosed or unrecognised learning difficulties or neurodevelopmental conditions.			

Physical and sensory: Hearing impairment

SEN support: needs to be met from core funding for learners aged 16 to 19+

	Assess, plan, do, review			
Descriptor: barriers to learning	**Assessment of needs**	**Quality first teaching** Minimum expectations	**Interventions and specific support**	**Resources**
The learner has a clinically diagnosed mild or moderate bilateral hearing impairment which may impact on: ● communication interaction (attention and concentration) ● speech discrimination ● speech intelligibility ● comprehension ● expression ● independence ● interpersonal skills ● curriculum access ● attainment or progress ● social inclusion ● energy levels and fatigue	Evaluating learner progress as a response to intervention, progress against SMART targets and outcomes as written into SEN support plans. Parents and young person are involved in co-production. Robust whole school moderation systems assure accuracy of all teacher assessment. Access arrangements for national assessments and exams if learner meets requirements of AQA/ JCQ. Audiology assessment and hearing aid services. Functional hearing assessment by a teacher of the deaf.	Recommendations from specialists are included in lesson plans and learner's support plan. Support staff will be appropriately trained and deployed so as to promote independence through scaffolding techniques. They will be used to support rather than replace the teacher. Whole school and individualised SEND specific anti-bullying support. Off site visits planned and risk assessed well in advance taking into consideration the needs of the learner. Guidance is available on the AfC local offer webpages.	A regularly evaluated year group provision map set outs interventions, provision and outcomes. Intervention is adapted as necessary as a result of this evaluation. Intervention is evidence based, carefully selected and informed by assessments. Pre and post teaching of vocabulary or concepts. Opportunities to learn in a small group in ideal listening conditions. Specialist equipment such as soundfield or radio aid (for hearing aid wearers). The learner may require some of the following: ● access to additional amplification systems	Teacher, tutor and/or SENCO time for assessment, standardised testing and diagnostic work. Additional training or advice from advisory teacher of the deaf for those delivering intervention programmes. Additional TA, teacher, tutor time for direct teaching with support offered from SENCO. Learner has access to additional break or lunchtime after school or college supervised activities. All staff are trained in core skills relating to deaf friendly practice including lunchtime supervisors, after school or college and extra-curricular providers. Providers may like to use the deaf friendly

There may be evidence of: ● progress within the curriculum but at lower levels than might be expected from measures of cognitive skills ● progress at lower levels than might be expected from performance on tasks where hearing ability is not central to learning ● frustration or withdrawal leading to emotional or behavioural issues, difficulty in forming relationships with peers, isolation during social times	Parent and learner observations and perceptions. School curriculum assessments. Possible educational psychology involvement. Speech and language therapy strategies will be useful in the school or college setting. Acoustic evaluation of learning environments.	Measures to achieve optimum acoustic environments such as wall displays, curtains, carpeting, soundfield, hushh-ups. Hearing aids are well managed and individual learners are encouraged to be independent users. Radio aid and/or similar equipment if available is monitored and well-managed. Peer mentoring. Differentiated learning materials - personal dictionaries, writing templates, subject-specific work mats with reference information. Re-phrasing, recasting and reflecting language. Chunking information. Visual cues and prompts. Scaffolding and support for tasks and planning - mind maps. Key information and vocabulary written down for example, for homework or self-study tasks.	● specialist aids, equipment or adaptations ● access to specialist support and monitoring ● help with acquiring, comprehending and using chosen means of communication in structured and unstructured situations ● developing literacy skills using chosen means of communication confidently and competently ● pastoral support or mentoring including social and emotional support ● key information and vocabulary is written down There is a transition plan at the end of the learner's programme of study to plan for further or higher education or employment and transition into an independent adult life.	teacher training pack available free from the national deaf children's society. www.ndcs.org.uk/professional_support/our_resources/deaf_friendly_schools_packs/teacher_training_pks A range of useful resources for learners 14+ can be found here: www.ndcs.org.uk/family_support/14_years_/index.html#contentblock3 Additional TA or specialist teacher time to deliver specific interventions. Specialist teachers of the deaf or educational psychologist may be involved in providing advice on strategies. Purchase of equipment to improve classroom acoustics eg, soundfield. Radio aid. Acoustic modifications to reduce background noise (eg Hushh Ups)

		Appropriate seating to ensure best opportunity to hear, lighting to support lip reading and to avoid distracting noise.

Additional time to process, plan and review language pro-active management of plenary sessions so that individual comments are repeated or paraphrased.

Adaptations to school or setting policies and procedures.

Rest breaks and respite from noisy situations. | Access to independent, impartial careers advice to support learners' aspirations and progress towards adult destinations. | www.pcwerth.co.uk/store/brands/hushh-ups

Opportunities to complete off site learning in college and support to develop independent study skills. |

Statutory action: these needs to be met with additional top up as described in the EHCP

	Assess, plan, do, review			
Descriptor: barriers to learning	**Assessment of needs**	**Quality first teaching** Minimum expectations	**Interventions and specific support**	**Resources**
Despite intervention and support at SEN Support level, the learner fails to make expected progress over a sustained period of time. For statutory assessment to be appropriate, some of the following criteria would normally apply. ● A severe or profound bilateral hearing loss. ● In order to make progress or reach age appropriate milestones specialist teaching advice, materials and equipment are needed ● Difficulties in making and sustaining peer relationships leading to concerns about social isolation, the risk of	**In addition to the assessment approaches at SEN support:** Specialist assessment, monitoring and advice from appropriate professionals may be useful regarding for example aids, equipment, communication support. Access arrangements for national testing will be needed and learner will require additional exam method coaching. Access arrangements will be individualised and based on the learner's usual way of working but could include additional time for written papers, and/or lip speaker for aural examination.	**In addition to the approaches at SEN support:** There is an increasingly individualised programme (although within the context of an inclusive curriculum). Increased planning and liaison eg, with TA and support staff to ensure support is managed and targeted effectively and to make resources available for adaptation in advance.	**In addition to the strategies at SEN support:** Access to alternative forms of communication. Specialist aids, equipment or adaptations. Regular access to specialist monitoring and support. Regular access to individual and small group teaching to ensure learning keeps pace with that of mainstream peers. Support to learn oral language, written language and/or British Sign Language. Quiet areas for study and social interaction may be made available	**In addition to the resources at SEN support.** Long-term multi-agency support and advice from appropriate visiting specialists such as a teacher of the deaf. A specialist teacher or tutor the SENCO, a TA (under specialist guidance) or other specialist may provide individual or small group tuition. A trained TA or other adult may provide sustained and targeted support in the classroom or setting. Higher level training for staff offering direct support.

bullying, growing frustration ● Hearing impairment leads to significant difficulties in maintaining and sustaining concentration in the classroom and in completing work ● Emotional and/or behavioural difficulties including periods of withdrawal, disaffection and reluctance to attend school/setting, leading to longer term disengagement which may hamper opportunities to access adult destinations, especially employment.	.			

Physical and sensory: Visual impairment

SEN support: needs to be met from core funding for learners aged 16 to 19+

	Assess, plan, do, review			
Descriptor: barriers to learning	**Assessment of needs**	**Quality first teaching** Minimum expectations	**Interventions and specific support**	**Resources**
The learner has a clinically diagnosed mild or moderate visual impairment which has an impact on some of the following: • concept and skill development • communication (verbal and nonverbal) • visual skills, spatial awareness and strategies • pace of learning and fatigue • mobility skills • orientation skills • interpersonal skills • independence • curriculum access • attainment • social and emotional development • concentration	Evaluating learner progress as a response to intervention, progress against SMART targets and outcomes as written into SEN support plans. Parents and young person involved in co-production. Robust whole school or college moderation systems assure accuracy of all teacher assessment. Access arrangements for national assessments and exams if learner meets requirements of AQA/JCQ. Ophthalmology assessment. Functional visual assessment by a qualified teacher of visually impaired learners. Environmental assessment.	Emphasis on differentiation of pace and materials for curriculum access. Flexible teaching arrangements. Educational environment is accessible and safe, for example stairs, doorways and posts are clearly marked, classrooms are tidy and free of trip hazards. Appropriate seating and lighting • Clear sightlines of adults and peers - may need a chair rather than floor seating • Avoid glare from overhead lights - use task lighting	Some specific reinforcement or skill-development activities may be required using, for example: verbal reinforcement, tactile and kinaesthetic materials, real objects. Larger print books, kindle, ibooks. A regularly evaluated year group provision map set outs interventions, provision and outcomes. Intervention is adapted as necessary as a result of this evaluation. Intervention is evidence based, carefully selected and informed by assessments. There is a transition plan at the end of the learner's programme of study to plan for further or higher education	Teacher, tutor and/or SENCO time for assessment, standardised testing and diagnostic work. Additional training or advice for those delivering intervention programmes. Additional TA or teacher time for direct teaching with support offered from SENCO. Learner has access to additional break or lunchtime supervised activities. All staff including lunchtime supervisors, after school or college and extra-curricular providers are trained in relevant core skills. Additional TA or specialist teacher time to deliver

	School curriculum assessments. Possible educational psychology assessment. Mobility assessment.	• Pale blue background on all computers or laptops to reduce glare and increase contrast • Learner can access a smaller, closer screen when peers are using interactive whiteboard. Verbal reinforcement strategies to support active and independent learning in a nurturing environment Materials such as worksheets and powerpoints produced in accessible fonts, appropriately sized with backgrounds to reduce clutter and glare. Recommendations from specialists are included in lesson plans and learner's support plan. Support staff will be appropriately trained and deployed so as to promote independence through scaffolding techniques. They will be used to support rather than replace the class teacher.	or employment and transition into an independent adult life. Access to independent, impartial careers advice to support learner's aspirations and progress towards adult destinations	specific interventions. Opportunities to complete off site learning in college and support to develop independent study skills.

		Whole setting and individualised SEND specific anti-bullying support. Off site visits planned and risk assessed well in advance taking into consideration the needs of the learner. Guidance is available on the AfC local offer webpages.		

Statutory action: these needs to be met with additional top up as described in the EHCP

	Assess, plan, do, review			
Descriptor: barriers to learning	**Assessment of needs**	**Quality first teaching** Minimum expectations	**Interventions and specific support**	**Resources**
Despite intervention and support at SEN Support level, the learner fails to make expected progress over a sustained period of time. The learner has a severe or profound visual impairment and has been registered blind or partially sighted and is likely to have significant difficulties in some of the following areas. ● Mobility: impacting significantly on participation in classroom activities ● Access to practical activities and movement based lessons ● Access to written material and visual materials	**In addition to the assessment approaches at SEN support:** Multi-professional assessment is carried out and parents and learner coproduce outcomes, reviews and planning with these professionals. Specialist assessment of progress in specific skills such as braille. Mobility assessment. Exam access arrangements will be needed and learner will require additional exam method coaching. Access arrangement will be individualised and based on the learner's usual way of working but could include additional time, adapted or modified papers, technical assistant, amanuensis.	**In addition to the approaches at SEN support:** There is an increasingly individualised programme (although within the context of an inclusive curriculum). Increased planning and liaison eg, with TA and support staff to ensure support is managed and targeted effectively and to make resources available for adaptation in advance. Planning will be shared well in advance with specialist teachers and TA support to ensure that accessible materials are prepared for lessons.	**In addition to the strategies at SEN support:** Access to low vision aids, specialist equipment, ICT or adaptations to enable access to the curriculum. Regular and frequent access to specialist support in specialist curriculum areas eg, Braille, mobility, touch typing, daily living skills.	**In addition to the resources at SEN support.** Multi-agency direct involvement with long-term support and advice from a qualified teacher of the visually impaired. Higher level training for staff offering direct support. A trained TA or other adult may provide sustained and targeted support in the classroom or setting.

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• Making and sustaining peer relationships, leading to concerns about social isolation, the risk of bullying and growing frustration • Maintaining and sustaining concentration in the classroom and in completing work • Emotional and/or behavioural difficulties including periods of withdrawal, disaffection and reluctance to attend school/college, potentially leading to longer term disengagement which may hamper opportunities to access adult destinations, especially employment.			

Physical disabilities and medical needs

SEN support: needs to be met from core funding for learners aged 16-19+

	Assess, plan, do, review			
Descriptor: barriers to learning	Assessment of needs	Quality first teaching Minimum expectations	Interventions and specific support	Resources
The learner has moderate difficulties with: • Their physical condition varying from day to day • Recording their work due to physical needs • Core stability and/or fine and gross motor skills • Moderately impaired mobility for example difficulties on the stairs, with spatial orientation, and being unsteady in crowded areas or across uneven ground • Speech sound production as a result of oro-motor difficulties • Fine motor skills such as	Evaluating learner progress as a response to intervention, progress against SMART targets and outcomes as written into SEN support plans. Specialist assessment, monitoring and advice from appropriate professionals may be useful (eg, physiotherapist, occupational therapist, community paediatrician) Occupational therapy strategies may sometimes be useful in the school or college setting. Progress in curriculum against national expectations: strengths and difficulties identified.	Recommendations from specialists are included in lesson plans and learner's support plan. All staff aware of care plans and support needs. Support staff will be appropriately trained and deployed so as to promote independence through scaffolding techniques. They will be used to support rather than replace the class teacher. Flexible grouping. Differentiation of pace, activities and materials. Use of multi-sensory approaches.	Intervention is evidence based, carefully selected and informed by assessments. A regularly evaluated year group provision map set outs interventions, provision and outcomes. Intervention is adapted as necessary as a result of this evaluation. Additional TA or specialist teacher time to deliver specific interventions. Medical care or therapies built into the least disruptive parts of the academic day and setting considers how to help learners keep up with any missed learning opportunities.	Additional TA or teacher, tutor time for direct teaching with support offered from SENCO. Teacher, tutor and/or SENCO time for assessment, standardised testing and diagnostic work. A regularly evaluated provision map set outs interventions, provision and outcomes. Intervention is adapted as necessary as a result of this evaluation. Learner has access to additional break or lunchtime supervised activities.

fastening buttons and zips, handwriting ● Managing a medical condition or mild pain or discomfort, or continence. ● Fatigue Learner may have a facial or physical disfigurement that impacts on learner emotional well-being and may lead to bullying or social isolation and resulting in underachievement and/or poor progress.	Risk assessments, personal emergency evacuation plans, personal care plans, moving and handling plans, environmental audits. Individual healthcare plans outlining how medical needs will be supported and what to do in an emergency, including advice from young person, parents and medical advisors. Access arrangements for national assessments and exams if learner meets requirements of AQA/JCQ. Multi-professional assessment is carried out and parents and learner coproduce outcomes, reviews and planning with these professionals. **NB: 'diagnosis' of a disability is not necessary to establish requirement for intervention or level of support. It is rather the detailed assessment of needs and response to intervention that is important.**	Additional time to complete tasks or reduced demand, for instance in homework or self-study tasks Recognition that reduced mobility or ability to speak may exist in learners who are able to learn at age appropriate levels. Whole setting and individualised SEND specific anti-bullying support. Environment supports and develops independence eg, resources are accessible, adequate space between tables to enable ease of movement. Learner maintains access to a broad and balanced curriculum that follows the post-16 curriculum with suitable differentiation and support, particularly in PE and practical activities, to meet needs and work towards targets. Additional time planned for movement around school.	Programmes as recommended by physiotherapist, occupational therapist. Occasional assistance for learner in positioning or seating or using adapted equipment. Programmes to develop social interaction, resilience and emotional wellbeing, eg, ELSA. There is a transition plan at the end of the learner's programme of study to plan for further/higher education or employment and transition into an independent adult life. Access to independent, impartial careers advice to support learners' aspirations and progress towards adult destinations.	External support service(s), eg, specialist teachers, educational psychologist, physiotherapist or occupational therapist may advise on curriculum adaptation, equipment, staff training and the implementation of targets. Building and playground adaptations to facilitate access may be needed. Staff trained in paediatric moving and handling (minimum two year intervals) or procedures outlined in medical care plan. Key information passed on at transition. ICT equipment and software suitably modified to enable independent access. Alternative equipment eg, pencil grips, move n sit cushion, writing slope. Dignified spaces for rest, continence support and medical care available when needed.

		Peer mentoring. Off site visits planned well in advance taking into consideration the needs of the learner. Guidance is available on the AfC Local Offer webpages.		Accessible toilet facilities. All staff including lunchtime supervisors and after school providers are trained in core skills eg, online training packages such as the inclusion development programme and other CPD and medical procedures as needed. Staff are insured regarding medical procedures, through the local authority or academy trust. Opportunities to complete off site learning in college and support to develop independent study skills.

Statutory action: these needs to be met with additional top up as described in the EHCP

	Assess, plan, do, review			
Descriptor: barriers to learning	**Assessment of needs**	**Quality first teaching** Minimum expectations	**Interventions and specific support**	**Resources**
Despite support and intervention at SEN support, the learner requires more specialist resourcing to access the full curriculum and the school day. The learner has physical difficulties or medical conditions which are complex, severe and long term, requiring a considerable amount of therapy or medical Intervention. Some learners will have degenerative or life limiting conditions. The needs of the learner will impact on some or all of the following: academic progress, participating in school or college life, access to practical activities, health, safety and wellbeing. The difficulties will require the long term involvement of	In addition to the assessment approaches at SEN support: Exam access arrangements will be needed and learners will require additional exam method coaching.	In addition to the QFT approaches at SEN support: Careful timetabling to ensure a balance between educational and therapeutic or medical needs. Encouraging use of specialist equipment or communication strategies in ordinary lessons. Ensuring continued access to class or subject teacher expertise even where learner has continuous TA support.	In addition to the strategies at SEN support: High level of individual support across the school day, for instance in frequent support for positioning, transfers, personal hygiene. Structured therapeutic programmes personalised to the individual such as physiotherapy, OT or S&LT. Support to work towards independent management of their medical condition, physical needs. Significant modification or differentiation of some aspects of the curriculum. Access to alternative and augmented communication strategies such as Makaton, electronic aides and communication books.	In addition to the resources at SEN support: Ongoing direct support and advice from external specialists will be needed. The SENCO facilitates CPD, assessment, planning and monitoring. Staff trained in using specialist resources and medical equipment such as hoists, catheters and gastrostomy buttons. Specialist equipment inspected and maintained on a regular basis. Environmental adaptations such as wider doorways, electric doors, ramps, lifts, rise and fall tables. Specialist ICT equipment, software and hardware, such as eye-gaze or switch operated software.

educational and health professionals and may have implications for employment in adulthood. More information about employment can be found here: www.gov.uk/access-to-work Difficulties may include for example managing continence, significantly reduced independent mobility, unstable seizures, breathing support, ability to speak. Rates of learning may be affected by pain and discomfort, reduced attendance, fatigue or medication. Some learners may have additional moderate or severe learning difficulties.			Highly individualised PE and PSHCE (including sex and relationships) lessons.	Higher level training for some staff offering direct support such as that available at www.advanced-training.org.uk or provided by health professionals.

Glossary

A	
Academic self-esteem	Self-esteem relating to beliefs about academic performance
Access arrangements	Access arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working
AET	Autism education trust www.autismeducationtrust.org.uk
AfC	Achieving for children: the organisation that provides children's services for the London boroughs of Kingston and Richmond. This organisation includes education services and social care.
Alternative and augmented communication	Augmentative and alternative communication (AAC) is the term used to describe various methods of communication that can 'add-on' to speech and are used to get around problems with ordinary speech
Apprenticeship	A genuine job, with training, meaning you can earn while you learn and gain the necessary skills and professional competencies in your chosen career. Visit GOV.UK and search 'apprenticeships'
AQA	Assessment and qualifications authority
ASD	Autism spectrum difficulties
Attachment difficulties	A broad term intended to describe disorders of mood, behaviour, and social relationships arising from difficulties forming normal attachments to primary care giving figures in early childhood
Attainment	Attainment is measured by statutory assessments against the standards set out in the national curriculum at the end of each key stage
Automaticity	The ability to do something automatically, without effort, as a result of substantial practice
B	
Bilateral hearing loss	Hearing difficulties in both ears
brain break	Brain breaks are mental breaks designed to help students stay focused and attend. The brain breaks get students moving to carry blood and oxygen to the brain. The breaks energize or relax. The breaks provide processing time for students to solidify their learning
C	
CAMHS	Child and adolescent mental health services
Colourful semantics	Colourful semantics is an approach created by Alison Bryan. It is aimed at helping children to develop their grammar but it is rooted in the meaning of words (semantics)

Continence	Control of the bladder and bowel-learned when toilet training or difficult as part of some medical conditions or disabilities
Co-production	Full involvement of children and young people and their families in any matter relating to their needs
Co-regulation techniques	Adjusting social relationships in order to maintain a regulated (relaxed or controlled) emotional state. An adult might change their response or action in order to promote a particular response or action in the child or young person
Core stability	Core stability is the name given to the strengthening of the corset of muscles surrounding the back and abdomen. These muscles are also known as the core or powerhouse muscles and provide a solid base upon which all other muscles can work upon to initiate movement
CPD	Continuing professional development: for example attending a training course, reading around a topic or shadowing a skilled colleague
Cued articulation	A set of hand cues that represent spoken sounds
Cygnets	A programme to support parents and carers of children aged 7 to 18 with social communication difficulties (autism)
D	
Decoding	Reading words by recognising letters or whole words
Differentiation	The way in which a teacher meets the individual needs of learners in her class by modifying content, approaches and strategies
E	
EHCP	Education, health and care plan
ELKLAN	A training programme for professionals working with children who have speech and language difficulties
EP	Educational psychologist
Executive functions	The executive functions are a set of processes that all have to do with managing oneself and one's resources in order to achieve a goal. It is an umbrella term for the brain-based skills involving mental control and self-regulation.
F	
Feedback	Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals
Fine motor skills	The coordination of small muscles in movements like writing or doing up buttons

Formative assessment	a range of formal and informal assessment procedures conducted by teachers during the learning process in order to modify teaching and learning activities to improve student attainment
Friends for life/fun friends	Social skills and resilience building programmes to reduce anxiety and give participants the skills to cope with stressful and challenging situations
Functional hearing assessment	Assessment of the way in which an individual uses whatever hearing they have
G	
Generalisation	The ability to use skills that a student has learned in new and different environments or situations
Gross motor skills	Large movements made with arms, legs, etc. Walking, crawling and jumping are gross motor skills
H	
I	
ICT	Information communications technology, these resources are usually computer based and includes both hardware and software
Inclusion	An approach that states that all learners must have their needs met in education and successfully access all aspects of school life. There is much debate about how this should work in practice; some would interpret this as all learners with additional educational needs being placed in mainstream classrooms. In practice there is much variation in the interpretation of this concept
Internship	A structured study programme, based primarily at an employer. They help young people get paid jobs by giving them the skills they need for work. Supported internships are unpaid and lasta minimum of six months.
Intervention	Any additional strategy or programme used to support any learner who needs support in any area of education
J	
JCQ	Joint council for qualifications
K	
L	
LSA	Learning support assistant

M	
Makaton	Makaton is a language programme using signs and symbols to help people to communicate. It is designed to support spoken language and the signs and symbols are used with speech, in spoken word order
Metacognition	Higher order thinking that enables understanding, analysis and control of a person's cognitive process especially when engaged in learning
Moderation	Establishing agreement between schools staff and between schools in interpreting and levels for assessments
Movement break	Movement breaks are similar to brain breaks. They are simply opportunities for the learner to move in between tasks or as part of a task and this helps them concentrate
Multi-professional assessment	The learner is observed and tested by a number of qualified professionals prior to consideration of what provision a learner might need
Multisensory	Conveying learning through visual, auditory, tactile and movement based elements
N	
Neurodevelopmental conditions	Examples of neurodevelopmental disorders in children include attention-deficit or hyperactivity disorder (ADHD), autism, learning disabilities, intellectual disability (also known as mental retardation), conduct disorders, cerebral palsy, and impairments in vision and hearing
O	
Organisational skills	In an education or training context these skills might include, time management, turning up with the right equipment, forward planning, and self-care
Oro-motor control	The use of the parts of the mouth for eating, drinking and speech
OT	Occupational therapist
Outcomes	Defined by the SEN code of practice as the benefit or difference made to an individual as a result of an intervention
Overlearning	Practising newly acquired skills beyond the point of initial mastery

P	
PE	Physical education, for instance: sports, games, dance or gym
Peer mentoring	Learner to learner support that can be effective in supporting students both academically and pastorally
Phonological awareness	Phonological awareness is a broad skill that includes identifying and manipulating units of oral language – parts such as words, syllables, and onsets and rimes. Phonemic awareness refers to the specific ability to focus on and manipulate individual sounds (phonemes) in spoken words. It is often a core difficulty in those who struggle with reading and spelling
Plenary	Plenaries are used by teachers either during or at the end of a lesson, to review the aims and consolidate the students' learning. It is an evaluative part of a lesson, where students reflect on what they have learnt and achieved
PSHCE	Personal, social, health, and citizenship education
Positive behaviour management	Starts with developing an understanding of the reasons for an observed behaviour in order to change this behaviour (if having a negative impact) or reinforce the behaviour is it is desirable
Pre-teaching	Pre-teaching is the teaching of skills prior to the lesson that needs them
Processing/processing speed	Processing speed is a cognitive ability that could be defined as the time it takes a person to do a mental task. It may also interfere with executive functions, as a person with slow processing speed will have a harder time planning, setting goals, making decisions, starting tasks, paying attention, etc
Progress	The progress a learner makes is judged by looking at where they started and how much they have learned (against the national curriculum or an adapted curriculum) over a fixed period of time
Provider	In this context: any setting providing education or training for young people aged 16 to 19+
Provision map	A management tool used by schools to plan and monitor SEN provision
Q	
QFT/ Quality first teaching	Quality first teaching: the teaching that all learners are entitled to which is differentiated to meet their needs within their class

R	
Reasoning	The process of thinking about something in a logical way in order to form a conclusion or judgment; the ability of the mind to think and understand things in a logical way
Resilience	Resilience is the 'rubber ball' factor: the ability to bounce back in the event of adversity. Put simply, resilience is the ability to cope with and rise to the inevitable challenges, problems and set-backs you meet in the course of your life, and come back stronger from them
Risk assessment	A systematic process of evaluating the potential risks that may be involved in a projected activity or undertaking
S	
Safeguarding issues/procedures	Safeguarding is the action that is taken to promote the welfare of children and protect them from harm. Safeguarding means: protecting children from abuse and maltreatment, preventing harm to children's health or development, ensuring children grow up with the provision of safe and effective care
Scaffolding	Teachers provide successive levels of temporary support that help students reach higher levels of comprehension and skill acquisition that they would not be able to achieve without assistance
SEN	Special educational needs
SEND	Special educational needs and disability
Sensory sensitivities	Sensory sensitivity refers to how aware a child or young person is with regard to each of their sensory channels: sight, sound, taste, smell, touch, and pain. All individuals have varying degrees of sensitivity and have varying ways of outwardly responding and expressing their awareness of these sensitivities
S&LT	Speech and language therapist
SMART	Specific, measurable, achievable, realistic and time limited. The SEN code of practice requires outcomes to be SMART
Social stories	Social stories$_{TM}$ were created by Carol Gray in 1991. They are short descriptions of a particular situation, event or activity, which include specific information about what to expect in that situation and why
Spatial awareness	Spatial awareness is the ability to be aware of oneself in space. It is an organised knowledge of objects in relation to oneself in that given space. Spatial awareness also involves understanding the relationship of these objects when there is a change of position
Speech discrimination	Speech discrimination is a measure of how well you understand what you hear when speech is loud enough to hear comfortably. Audiologists measure speech discrimination in percent.

	If your discrimination scores are 100%, you understand everything you hear
Standardised score	This score takes into account the pupil's age in years and months, giving an indication of how the pupil is performing relative to other pupils of the same age. A score of between 85 and 115 is considered within the average range. A score above 115 is above average, and a score below 85 is below average
Statutory assessment	The statutory assessment is a full investigation of a child's educational needs carried out by the local authority where your child lives. A statutory assessment is a legal process. It isn't to be confused with other assessments which the school or other professionals may arrange for your child
Summative assessment	Evaluating student learning at the end of an instructional unit by comparing it against some standard or benchmark. National tests such as GCSEs and assessments used in Year 6 are examples
T	
TA	Teaching assistant
TEACCH	The TEACCH approach tries to respond to the needs of autistic people using the best available approaches and methods known so far, for educating and teaching autonomy. It is not a single method and can be used alongside other approaches
Team teach	Team teach is a positive behaviour management and de-escalation technique
Trigger	A factor that causes a particular behaviour. For instance challenging behaviour may be triggered by refusing to give a child something they want
U	
V	
Verbal processing	Processing (see 'processing' above) of speech.
Visual timetable	Visual timetables enable pupils to understand what they are doing when over a period of time such as the school day. Symbols are used to represent the tasks, activities or lessons and these are taught to the pupil. They are then displayed to give a visual picture of what is happening
W	
Withdrawal	A learner is removed from their usual classroom for a specific purpose, usually for individual or small group teaching on specific skills

Working memory	Working memory is a memory system for temporarily storing and managing the information (sounds, speech, images, etc) required to carry out complex cognitive tasks such as learning, reasoning, and comprehension
XYZ	