

Personalised Learning



Children and Young People's Services



Guidance for Special Educational Needs Assessment



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INTRODUCTION

The North Somerset guidance on the assessment of special educational needs follows the graduated approach of the SEN Code of Practice and represents a local strategy which relates to pupils in both mainstream and special schools in North Somerset.

It has been devised to inform schools, parents, education services and colleagues in other agencies of the authority's procedures for decision making on identifying, assessing and providing for children with special educational needs.

The criteria for assessment embrace the Vision for Learning and the Inclusion Strategy.

The North Somerset Vision for Learning

Our aims are:

- Confident Individuals
- Successful Learners
- Responsible Citizens

The North Somerset Inclusion Strategy set out six clear strategic goals as follows:

1. To raise the attainment of pupils with additional needs wherever they are learning.
2. To develop the capacity of all education providers in North Somerset in order to meet the needs of the full diversity of learners who live within their local area
3. To develop the ability of the special schools and specialist provision in North Somerset to act as 'outward looking centres of excellence' by supporting the inclusion of pupils in mainstream provision and the work of mainstream colleagues.
4. To work in partnership with all those partners that have a stake in promoting high quality, inclusive education
5. To identify and reduce barriers and to promote conditions to increase inclusion within the culture, policies and practice of the Education Department and other agencies involved in children's learning.
6. To ensure effective and efficient use of all resources, including those for special educational needs

To support these principles, we need to differentiate between children who have special educational needs at some stage during their education and those who have severe and persistent needs. This is likely to be less than 2% of the school population. The number in North Somerset therefore equating to approximately 550 children. It follows, therefore, that careful balance should be maintained between meeting the needs of the majority through effective teaching and learning in our schools and providing for the small number of children who will require intensive and long term support to meet their complex needs within mainstream schools.

In meeting the needs of all our children, it will be essential to develop a partnership between schools, parents/carers and the LEA.

WHAT IS A SPECIAL EDUCATIONAL NEED?

(Code of Practice 1:3)

All pupils learn and develop at different rates and have both areas of strength and interest as well as areas of weakness. A pupil may have special educational needs if, despite appropriate classroom activities, planning and support they continue to experience a greater difficulty than their peers in learning and developing skills.

A special educational need can therefore be seen as a barrier to learning. The wide range of strategies employed by the skilled staff in our schools is often sufficient to overcome such barriers.

'The way in which a school meets the needs of all children has a direct bearing on the nature of the additional help required by children with special educational needs, and on the point at which additional help is required. The key to meeting the needs of all children lies in the teacher's knowledge of each child's skills and abilities and the teacher's ability to match this knowledge to finding ways of providing appropriate access to the curriculum for every child' 2001 SEN Code of Practice 5:37

WHAT IS BASIC ENTITLEMENT IN ALL SCHOOLS?

In October 2002, the North Somerset Guidance on the SEN Code of Practice was issued. This included guidance on the writing of Individual Education Plans and the designing of School SEN Policies and set out that all pupils in North Somerset have an entitlement to access a minimum level of provision. This provision will include, for example, access to:

- a broad and balanced curriculum
- numeracy/literacy strategy
- school behaviour policy
- subject differentiated curriculum
- general SENCO time
- group support
- Additional Literacy Support (ALS)
- anti-bullying policy
- access to equipment

WHAT IS SCHOOL ACTION?

School Action is all of that underlined in a basic entitlement for all pupils together with any action taken by the school that is additional and different from the normal differentiation within the National Curriculum. A pupil at School Action is likely to have an Individual Education Plan with SMART (Specific, Measurable, Agreed, Realistic and Time bound) targets to meet the prioritised needs. The provision to meet those needs should also be included in the Individual Education Plan (IEP). If this provision is effective a pupil may no longer require School Action as their needs can then be met without any provision that is additional or different from that available to all pupils. If progress towards meeting targets is slow or not measurable, consideration should be given to the appropriateness of those targets.

'The SENCO and the class teacher should decide on the action needed to help the child to progress in the light of their earlier assessment. There is sometimes an expectation that this help will take the form of the deployment of extra staff to enable one-to-one tuition to be given to the child. However, this may not be the most appropriate way of helping the child. A more appropriate approach, in order to match the child's learning objectives to his/her needs, might be to provide different learning materials or specialist equipment; to introduce some group or individual support; to devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness; or to undertake staff development and training to introduce more effective strategies. Speedy access to LEA support services for one off or occasional advice on strategies or equipment or for staff training may make it possible to provide effective intervention without the need for regular or ongoing input from external agencies' 2001 SEN Code of Practice 5:49

'Parents should be fully involved in the school-based response for their child, understand the purpose of any intervention or programme of action, and be told about the parent partnership service when SEN are identified. Schools must tell parents when they first identify that a child has SEN. It is vitally important that schools welcome and encourage parents to participate from the outset and throughout their child's educational career at the school.' 2001 SEN Code of Practice 2:10

The provision at School Action might therefore include the following:

- school assessment of the child's needs
- an Individual Education Plan or a Group Education Plan
- a Pastoral Support Plan
- consultation with parents
- differentiated learning materials
- group or individual support
- short term advice from support services
- discussion at Consultation Planning Meeting
- peer mentoring

WHAT IS SCHOOL ACTION PLUS?

In a small number of cases it may be necessary to involve external expertise as well as revising and enhancing the provision made by the school.

The triggers for School Action Plus are that, despite receiving an individualised programme and/or concentrated support under School Action a pupil continues to make little or no progress in specific areas over a long period of time. Alternatively the pupil may have sensory or physical needs that require additional specialist equipment or regular advice or visits from a specialist team.

A pupil at School Action Plus will have an Individual Education Plan that reflects the contributions from the child or young person and their parent/carer. SMART targets for the identified and prioritised needs and the provision to be made to support achievement of these targets will be clearly set out. Any provision made at School Action Plus is in addition to that made at School Action. The targets, provision and

progress must be regularly reviewed. If the IEP is effective a pupil may no longer require School Action Plus, their needs may be met through School Action or provision that is not additional or different from that available to all children at the school. If progress towards reaching the targets is slow or not measurable consideration should be given to adjusting the form of provision.

‘Schools should always consult specialists when they take action on behalf of a child through School Action Plus’ 2001 SEN Code of Practice 5:54

‘The SENCO and class teacher, together with curriculum, literacy and numeracy co-ordinators and external specialists, should consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of ICT. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. In some instances improved management or alternative arrangements based on advice from health professionals may considerably reduce the child’s special educational needs’ 2001 SEN Code of Practice 5:58

Interventions at School Action and School Action Plus are the means to match special educational provision to individual pupil needs and are therefore part of the continuous cycle of planning, action, review and evaluation within schools that enable all pupils to learn and progress. Interventions at these points will not, therefore, usually be seen as steps on the way to undertaking a statutory assessment.

The need to ensure the involvement of parents throughout cannot be over emphasised and ‘to make communications effective professionals should:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the children’s strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents themselves may have , such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings

2001 Code of Practice 2:7

In summary, School Action Plus comprises the basic entitlement available to all children at the school together with actions taken at School Action and the involvement of external agencies.

WHAT IS A STATUTORY ASSESSMENT?

Statutory assessment is undertaken only for pupils with significant and long term special educational needs. A statutory assessment of a pupil’s special educational

needs can be undertaken when there is convincing evidence that, despite the school, with the help of external specialists, taking relevant and purposeful action to overcome the pupil's special educational needs the difficulties remain or have not been sufficiently remedied. A statutory assessment is a multi-agency investigation that aims to define the long-term needs of a pupil. It may or may not result in a statement of Special Educational Needs being drawn up.

The decision to undertake a statutory assessment is governed by an appreciation that a child's development occurs as a result of interactions between the child, home, school and the wider world. Consideration has to be given to the child's strengths and needs and the environments in which the child functions. Evidence to support a request for a statutory assessment therefore needs to include an analysis of the child's skills and the intervention strategies that have been employed.

It follows, therefore, that most pupils with high incidence special educational needs will be provided for in mainstream schools at School Action or School Action Plus. However, some pupils with low incidence needs which are exceptionally severe and complex may need a statement of special educational needs. These pupils are at a level of difficulty where access to specialist provision will be a consideration.

It should be noted that children placed on the Child Protection Register or Looked After by the Local Authority or with English as an Additional Language or with high ability should not, for these reasons, be regarded as having special educational needs unless the statutory assessment criteria are also met.

North Somerset LEA will not normally consider statutory assessment for children with moderate or specific learning difficulties or with speech and language difficulties or lower level behavioural, emotional or social difficulties. The funding to support these pupils is delegated to schools. This has been in place since April 2001 (definitions of these needs are given below).

WHAT ARE THE AREAS OF SPECIAL EDUCATIONAL NEED?

The areas of need follow those identified in the SEN Code of Practice 2001:

- Cognition and Learning,
- Communication and Interaction,
- Behaviour, emotional and social development and
- Sensory and/or Physical.

As with the SEN Audit funding criteria the following criteria differentiate between sensory and physical difficulties.

Medical conditions are included in the above but it must be remembered that a diagnosis or disability does not necessarily mean that a pupil also has special educational needs.

Cognition and Learning

Schools are usually expected to meet the needs of pupils with specific learning difficulties from within their delegated SEN budget. These pupils will include:

- those with dyslexia who have a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas. Pupils may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation and in remembering sequences of words. They may mispronounce common words or reverse letters and sounds in words.
- pupils with dyscalculia, who have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have difficulties learning number facts and processes.
- pupils with dyspraxia who are affected by an immaturity or impairment of the organisation of movement. These pupils find gross and fine motor skills difficult to learn, retain and generalise. They may have poor balance and co-ordination and may be hesitant in their actions. Their articulation may also be immature and their language late to develop. Poor awareness of body position and poor social skills may also be a feature.

Schools are also expected to meet the needs of pupils with moderate learning difficulties from within their delegated budget. These pupils will have attainments significantly below expected levels in most areas of the curriculum, despite appropriate interventions. They will have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under developed social skills.

The needs of these children are expected to be met from within the school's own resources together with intervention and support from the Education Psychology Service and/or Education Support Services as appropriate. The Consultation Planning Meeting will provide the opportunity for discussion.

Statutory assessment might be considered in very exceptional circumstances where other additional difficulties contribute to a significantly complex picture.

A child with severe learning difficulties would be considered for assessment where the child's difficulties have a major effect on their ability to participate in the mainstream curriculum without a substantial level of support.

In order for this type of assessment to be considered there would need to be:

- evidence of long-term intervention within the school in the previous two years
- evidence of advice being sought from the Education Psychology Service and/or Education Support Services and evidence that recommendations implemented
- records of attainments and progress over time.
- medical health history if it is relevant.
- child's views
- parent's views and consent
- details of how the school consider that an assessment would result in a positive change for the child.
- evidence of effective teaching approaches that have been clearly identified.

- evidence that, despite relevant interventions being taken by the school, including use of the schools and any additional needs resources and where appropriate external support services, progress is not being made
- a copy of the current and previous Individual Education Plan

Levels of Attainment Assessment Guidelines

Please note that these are guidelines only. The emphasis for decision making will be the progress the pupil makes given the ‘additional to and/or different from’ interventions that have been made.

Please note that difficulties in any one area e.g. spelling would be unlikely to trigger the criteria for a statutory assessment

Chronological Age	Attainment level	National Curriculum Level	National Curriculum Year
6-7	Below 5 years	Working Towards Level 1	Year 2
7-8	Below 5 years 6 months	Working towards Level 1	Year 3
8-9	Below 6 years	Working towards Level 1	Year 4
9-10	Below 6 years 3 months	Working at Level 1	Year 5
10-11	Below 6 years 9 months	Working at Level 1	Year 6
11-12	Below 6 years 9 months	Working at Level 1	Year 7
12-13	Below 7 years	Working at Level 2	Year 8
13-14	Below 7 years 3 months	Working at Level 2	Year 9
14-15	Below 7 years 9 months	Working at Level 2	Year 10

Communication and Interaction

Pupils with speech, language and communication needs may have difficulty in understanding and/or making others understand information conveyed through spoken language. Their acquisition of speech and their oral language skills may be significantly behind their peers. Their speech may be poor or unintelligible.

Pupils with language impairments find it hard to understand and/or use words in context. They may use words incorrectly with inappropriate grammatical patterns, have reduced vocabulary or find it hard to recall words and express ideas. They may also see or hear a word but not be able to understand its meaning or have trouble getting others to understand what they are trying to say.

Pupils on the autistic continuum will find it difficult to:

- understand and use non-verbal and verbal communication
- understand social behaviour-which affects their ability to interact with children and adults
- think and behave flexibly-which may be shown in restricted, obsessional or repetitive activities

Pupils on the autistic continuum cover the full range of ability and the severity of their impairment varies widely. Pupils may have a difficulty in understanding the communication of others and in developing effective communication themselves. Many are delayed in learning to speak and some never develop meaningful speech.

They are literal thinkers and fail to understand the social context. They can experience high levels of stress and anxiety in settings that do not meet their needs or when routines are changed. This can sometimes lead to inappropriate behaviour.

Some pupils have a different perception of sounds. Sights, smell, touch and taste and this affects their response to these sensations.

Pupils with Aspergers Syndrome share the triad of impairments but have higher intellectual abilities and their language is more developed.

The criteria have been divided into two parts:

1. Pupils with speech and language difficulties
 2. Pupils on the autistic spectrum/continuum.
1. It is envisaged that a major criteria for assessment would be that there was a request for placement within the speech and language resource base.
 2. There would need to be evidence of significant difficulty in accessing the curriculum, which results directly from the triad of impairments associated with a child on the autistic spectrum.

In order for an assessment to be considered there would need to be:

- measured evidence in terms of attainments
- social interaction measures which would identify significant difficulties
- evidence that despite relevant interventions being taken by the school, including use of the schools and any additional needs resources and where appropriate external support services, progress is not being made
- a copy of the current and previous Individual Education Plan
- evidence of differentiation and modification of targets
- evidence of advice being sought from the Education Psychology Service and/or Education Support Services and evidence that recommendations implemented
- medical health history if it is relevant
- child's views

- parent's views and consent
- details of how the school consider that an assessment would result in a positive change for the child

Behaviour, Emotional and Social Development

Pupils with these needs cover the whole range of ability and a continuum of severity. Their behaviours present a barrier to learning. At the milder end of the continuum, pupils may have difficulties with social interaction and find it difficult to work in a group or cope in unstructured time. They may have poor concentration, temper outbursts and be verbally aggressive to peers and adults.

Other pupils may provoke peers and be confrontational or openly defiant and sometimes aggressive towards peers and adults. They are often off task and have a very short attention span. Their self esteem is low and they find it hard to accept praise or to take responsibility for their behaviour.

Some pupils may display similar signs of low esteem, under achievement and inappropriate social interaction, but are withdrawn, quiet and find it difficult to communicate.

In order for an assessment to be undertaken the following would need to be met:

- Behaviour, emotional and social development must be the primary need
- Evidence that despite relevant interventions being taken by the school, including use of the schools and any additional needs resources and where appropriate external support services, progress is not being made
- Evidence of advice being sought from the Education Psychology Service and/or Education Support Services and evidence that recommendations implemented
- An up to date pastoral support plan and earlier review notes
- Parent's views
- Child's views
- Details of how the school consider that an assessment would result in a positive change for the child.
- Evidence of extreme and intensive behaviour being sustained over a minimum of a term and in several settings (e.g. withdrawal time, 1:1)

Sensory Impairment

Visual impairment refers to a range of difficulties from minor impairment to blindness. Pupils with this impairment cover the whole ability range. For educational purposes a pupil is considered to be visually impaired if they require adaptations to their environment or specific differentiation of learning materials in order to access the curriculum.

Similarly pupils with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. Again they cover the whole range of ability. For educational purposes pupils are regarded as having a hearing impairment if they

require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum.

A number of pupils with sensory difficulties have their needs met within mainstream classes with the support of the **Sensory Impairment Team** and support from school resources.

In order for an assessment to be considered the following would need to apply:

- Sensory impairment is the primary need
- Evidence that despite relevant interventions being taken by the school, including use of the schools and specialist resources and where appropriate external support services, the evidence indicates the progress is not being made
- The current and previous Individual Education Plan
- Details of input from the Sensory Impairment Team and evidence that recommendations have been implemented
- Details of how the school consider that an assessment would result in a positive change for the child.

An assessment will be undertaken for a child whose placement is likely to be in a resource base attached to a mainstream school.

Physical

There is a wide range of physical disabilities and pupils cover the whole ability range. Some pupils are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need.

There are a number of medical conditions associated with physical disability which can impact on mobility. These include cerebral palsy, heart disease, spina bifida, hydrocephalus and muscular dystrophy.

In order for an assessment to be considered the following would need to apply:

- The extent of specialist teaching, aids or adaptations that may be required to enable the pupils to access a differentiated curriculum
- Relevant medical reports
- The child's views
- The parent/carers views
- Details of how the school consider that an assessment would result in a positive change for the child.

A child for whom placement at the Resource Base at St Katherine's Secondary School was being considered would have to meet the criteria.

EXCEPTIONAL CIRCUMSTANCES

It is anticipated that the majority of requests for statutory assessment will follow the above procedures, and will be examined in relation to the evidence provided. However on rare occasions it may be appropriate to request a statutory assessment without all the evidence being available. Each case will be judged on its merits.

These cases could include:

- a recent examination that has shown for the first time that the pupil has a severe sensory or other impairment which requires a level of teaching, aids or adaptations over and above that normally available at School Action Plus to enable the pupil to access a differentiated curriculum
- a pupil who has been permanently excluded twice may require specialist provision outside a mainstream school. It is expected that the last excluding school would not have been able to fully implement strategies devised with the help of outside agencies due to the extreme and persistent nature of the behavioural difficulties being displayed

DECISION MAKING

The 2001 SEN Code of Practice and the SEN Toolkit give guidance to both LEAs, schools and parents on their responsibilities to all children with special educational needs as defined in Part IV of the 1996 Education Act, the duties under the SEN Code of Practice 2001, the Disability Discrimination Act 1995 and the SEN and Disability Act 2001. Account is also taken of North Somerset's Education Development Plan 2002-2007, the LEA's Inclusion Strategy 2003-2006, the Behaviour Support Plan, the LEA Access Strategy and arrangements for funding SEN provision in schools. This guidance includes monitoring and evaluating the quality of the intervention programmes at School Action and School Action Plus.

At School Action and School Action Plus the decision making remains with each school.

When assessing an individual's needs, North Somerset LEA will evaluate the resources, problem solving procedures and monitoring arrangements used by schools at the above stages.

The decision to undertake statutory assessment will be informed by the following principles:

1. Evidence that it is not possible to meet the identified special educational needs of the child from within existing resources. This will include provision available at both School Acton and School Action Plus that is additional or different to the basic entitlement of all pupils. Existing resources include the school's delegated SEN budget together with access to Audit funding.
2. Evidence that the child's special educational needs are severe, complex and long term and of a level that the child will be denied access to the full national curriculum. The severity of need will be evidenced from National Curriculum levels and/or P Scales together with observation and assessment over time
3. Evidence of progress over time which may reflect the level of difficulty.

4. Evidence should also show that strategies adopted to meet needs have been monitored, evaluated and amended as appropriate.
5. The involvement of external agencies and the implementation of recommendations
6. Involvement of parents/carers at all stages

CEASING TO MAINTAIN A STATEMENT

Most Statements issued by North Somerset will be for pupils who have severe and complex needs and these Statements will continue until the end of their statutory education. Statements automatically cease to be maintained at this point.

However, there are some pupils who will make good progress against clear targets with additional support, strategies and plans. In these cases it should be recognised that the child has made good progress and a recommendation from the Annual Review that the statement be ceased.

Whether the provision made has enabled the pupil to meet the objectives set out in the statement should be considered at each Annual Review. The pupil's views together with those of his/her parents/carers should form part of this consideration. When a pupil's statement is ceased the expectation is that the pupil will still receive support at School Action Plus. This should clearly be explained by schools to both parents and child.

The final decision whether to cease to maintain a statement rests with the LEA. Pupil needs will be considered on an individual basis within the following guidelines:

Cognition and Learning

It is generally accepted that a pupil attaining at the 9th centile in literacy will fall within the range of attainment found in mainstream school and may be considered as achieving in line with some of their peers.

Communication and Interaction

It is generally accepted that a pupil attaining at the 9th centile in literacy will fall within the range of attainment found in mainstream school and may be considered as achieving in line with some of their peers.

Speech and Language attainments will be necessary.

Behaviour, Emotional and Social Development

A statement may cease to be maintained where a pupil's behaviour has reduced in severity, frequency and nature to such an extent that it is no longer impeding his or her ability to access the curriculum. For example the pupil may be within the broad average of the class in terms of on task behaviour or disruption of teaching.

Sensory

A Statement may cease to be maintained where a pupil no longer requires:

- daily adult support to participate in the curriculum
- substantial modification of the curriculum in order to participate
- support for self-help activities such as dressing

Physical

A statement may cease to be maintained where a pupil no longer requires:

- daily adult support to participate in the curriculum
- substantial modification of the curriculum in order to participate
- support for self-help activities such as dressing

GLOSSARY

	Definition
Inclusion	North Somerset's Inclusion Strategy defines inclusion: <i>"North Somerset LEA believes that an inclusive approach should offer learning opportunities for all children, young people and adults to learn together in pre-school provision, schools and community education settings, with an appropriate network of support."</i>
Inclusion Index	A guidance document, produced by the Centre for Studies on Inclusive Education, containing information to support schools in a process of inclusive development. The document is fully endorsed by the DfES
High Incidence SEN	These difficulties occur frequently across the school population and include moderate learning difficulties: specific learning difficulties: Behavioural, emotional and social difficulties and speech and language difficulties
Low Incidence SEN	These difficulties occur infrequently across the school population and often only in ones and twos in any school. These might include pupils with severe learning difficulties: Autistic Spectrum Disorders: Sensory Impairment: Physical and/or medical difficulties
Complex SEN	This relates to those pupils with more than one difficulty that is considered severe e.g. a pupil with behaviour difficulties together with physical and learning difficulties
Levels of Action	<p>The 2001 SEN Code of Practice defines three broad levels of action to support pupils with special educational needs:</p> <ul style="list-style-type: none"> • School Action-to support pupil's with high incidence needs building on teaching approaches, curriculum differentiation and resources available in all mainstream schools, targeted to address individual needs using a planned and monitored approach • School Action Plus-to support pupils with more significant needs using additional strategies and support, targeting the individual child's needs more closely and often involving external advice and recommendations • Statements-in the most severe and complex cases a statement of special educational needs may be needed, the individual pupil may need significant support, a highly individualised curriculum, specialist advice, equipment, resources and teaching approaches

	Definition
Statutory Assessment	The process of assessing a child's special educational needs and deciding whether a statement is required and if so what support is necessary and what placement will meet the child's needs. The process is lengthy, taking up to six months, requiring multi-agency involvement and planning. The use of this process for only a small number of the most complex pupils ensures that for the majority of children provision can be made quickly and with fewer administrative and support service costs being drawn away from schools.
Statement of SEN	A legal document which outlines the child's needs, provision and placement.
IEP	Individual Education Plans are prepared by schools in consultation with parents and children for children with statements or identified by schools with special educational needs requiring provision over and above that normally available to all children. The IEP should set out agreed targets for the child specifically related to the child's needs and the provision to meet those needs. In built reviews are required at least twice a year.
PSP	Pastoral Support Plans operate in a similar way to IEPs but for pupils with behavioural, emotional or social difficulties. A range of support can be provided in school to support these children via the pastoral care arrangements for the school.
National Curriculum	A curriculum prescribed by law for children of statutory school age. Children with special educational needs should not be excluded from this unless disapplied and this should only occur in very few cases.
Target Setting	The setting of SMART (Specific, Measurable, Agreed, Realistic and Time bound) targets are essential to ensure a child makes progress. Pupils and their needs are highly individual. What is appropriate progress is also individual and has to be defined by success in meeting targets. Pupils who do not have a special need progress at different rates and the same is true of pupils with a special educational needs. Some pupils will meet highly appropriate and challenging targets but the nature of their special educational needs will mean that the gap between their attainments and those of their peers will widen over time.

**EXAMPLES OF PROVISION AND PROGRESS INDICATORS
AT SCHOOL ACTION PLUS**

<p style="text-align: center;">School Action Plus Communication & Interaction Yr R</p>	<p style="text-align: center;">Examples of Appropriate Provision</p>	<p style="text-align: center;">Progress Indicators</p>
<ul style="list-style-type: none"> • There have been at least two cycles of SMART targets set, provision made, a record kept of skills and subsequent adjustments to the provision but no change in the target language or social skills. • Teacher and LSA cannot understand what the child is saying, this may be due to disordered grammatical structures or sound system difficulties or both. • Routinely has problems following individual instructions. • In spite of appropriate classroom strategies significant comprehension problems persist. • Does not follow class routines, finds it difficult to conform and may be easily confused. • Pupil with limited communication skills but communicative intent may try to engage with peers through inappropriate physical contact and play. • Diagnosis, with parental involvement, of an autistic spectrum disorder (CAP process) • Pupil may exhibit significant hypersensitivities to environment 	<p>In addition to the provision at School Action:</p> <ul style="list-style-type: none"> • Contact the Speech and Language Therapy Service to mainstream schools . An outcome of the contact may be a structured language programme devised and monitored by the Speech and Language Therapy Service to mainstream schools and delivered in school by LSA. • Social communication programme devised and monitored by the Speech and Language Therapy Service. • Social communication programme delivered. • Increased Classroom support to check comprehension, break down instructions, reinforce vocabulary. • Liaison with the Learning, Language and Communication Team to agree involvement e.g. initial staff training, visits to observe, monitor and advise. A menu of appropriate provision is drawn in agreement with school staff, parents/carers, and when appropriate, the pupil. The aim is the implementation of practical strategies to meet the specific needs of a pupil. • Advice has been sought from the Education Psychology Service • LSA or SMSA support for targeted times e.g. playtimes, unstructured times. • Additional training for LSAs and teachers. 	<ul style="list-style-type: none"> • Meeting SMART targets as set out in IEP e.g. frequency of greeting pupils in own class appropriately, responding to a group instruction without additional prompts. • If a change is not measured the target and strategies should be revisited. If there have been two reviews when no, or negligible, progress towards meeting targets set achievable, not too ambitious and clear enough? Were the rewards attractive to the pupil? How effective have the practical strategies been? • Evidence of increasing awareness of emotions and which activities cause stress. • Evidence of increased access to the curriculum.

School Action Plus Cognition and Learning Yr 3 and 4	Examples of Appropriate Provision	Progress Indicators
<ul style="list-style-type: none"> • At least two cycles of SMART targets, provision made, and evidence of change to targets, methods, materials or grouping but no change in the targeted skills. • Despite receiving an individualised programme and/or concentrated support, the pupil continues to make little or no progress in specific areas over a long period or continues working at a NC level substantially below that expected of pupils of a similar age or continues to have difficulty in developing literacy and mathematical skills. • SENCO has carried out further assessments of pupil's strengths and weaknesses; all available information has been collated over a period of time and programme monitored. • Difficulties may be compounded by immaturity, poor organisational skills; lack of engagement with learning tasks. • Reading Y3-<5.06 • Spelling Y3-<5.03 • Maths Y3-<5.63 • Reading Y4-<6.0 • Spelling Y4 -<6.06 • Maths Y4-<5.06 <p>Literacy Skills</p> <ul style="list-style-type: none"> • ALS-Below criteria for Module 1 • The pupil is still working at PIPs Step 3 or 4 or below • Working at NC level 1C or P level 8 or below 	<p>In addition to the provision at School Action:</p> <ul style="list-style-type: none"> • Contact between SENCO and home to support appropriate strategies • Consultation advice from ESS members about appropriate targets, methods, materials • Advice has been sought from Education Psychology Service • Group/paired/individual programmes for specific activities with daily reinforcement . P levels being used for target setting • Curriculum access strategies-tape recorded text, talking word processors, peer support, adult support • Opportunities to learn to use tape recorders, Dictaphones, mind mapping programme, word processors. Access to Group writing/Scribe when possible for extended pieces of writing • Learning to use alternative methods of representation for recording e.g. diagram completion, mind mapping • 'Multi-sensory methods' and materials to learn to read/spell target words with opportunities for accuracy, fluency and generalisation activities. • Personal Word banks built up over time; NLS Word banks; or simple topic word bank • Use of simple 'Writing Frames' scaffolded by LSA for planning, sequencing and presentation of work • Support from LSA in numeracy session using personalised cue cards, or smaller version of teacher's visual aids • Reinforcement of class objectives through use of number fans, number lines and board games 	<ul style="list-style-type: none"> • Acceleration of own previous rate of progress • Meeting SMART targets on IEPs i.e. increased progress using 'criterion referenced' assessment e.g. improved reading/spelling of high frequency words • Increased ability to identify initial/final phonemes' graphemes • Improved reading and spelling of phonically regular words • Pupil will have automatic recall of addition and subtraction facts to 20 • Will understand the operation for 'times' and 'lots of' • If a change is not measured the target and strategies should be revisited. There should be evidence of changes in targets or grouping or methods, materials or frequency of support.

School Action Plus Cognition and Learning Yr 3 and 4	Examples of Appropriate Provision	Progress Indicators
<ul style="list-style-type: none"> • The pupil has acquired only a limited sight vocabulary despite consistent intervention <p>Maths</p> <ul style="list-style-type: none"> • Pupil will not know by heart addition and subtraction facts to 20 • Pupil will not understand mathematical concepts of 'times', 'sets of' and x. • Pupil will be unable to understand the value of each digit in tens and units. 	<ul style="list-style-type: none"> • Daily rehearsal using place value cards • Effective liaison with parents/carers re: IEP targets and general planning 	

School Action Plus BESD Yrs 5 and 6	Examples of Appropriate Provision	Progress Indicators
<p>There have been at least two cycles of IEPs with SMART targets set, a record kept of behaviours with alternative provision and adjustments, but no significant change/improvement in the target behaviour or social skill</p> <ul style="list-style-type: none"> • Behaviours that triggered School Action continuing and observed across a range of settings • Emotional, social and behavioural difficulties preventing access to the curriculum and failing to meet academic targets • Regularly off task for 50%+ of session across curriculum areas • Disrupting the learning of peers • Hits/pushes peers more than three times a day causing injury • Adult language/swear words used to intimidate frighten or threaten • Leaving school site without permission, and going to a potentially dangerous situation • Consciously damaging property belonging to peers or school daily • Playground behaviour causes physical risk to themselves or other pupils on a daily basis • Arriving late daily with unauthorised absences • Deteriorating attendance record 	<p>In addition to the provision at School Action</p> <ul style="list-style-type: none"> • Daily support from an LSA to teach the appropriate behaviours, social skills and/or management of emotions in a 1 to 1 or small group • An alternative differentiated curriculum that allows flexibility to teach according to emotional need, not chronological age • SMSA support in the playground or to provide alternative activities • Training for LSAs and SMSAs from BST • Greater parent/carer involvement incorporated in IEP • Referral to BST or EPS, EWS • Programmes developed with team members may include the use of specialist staff for training and coaching or staff in positive management techniques, or work with a pupil or small group • Through discussion with PST, consider part-time placement at PRU • School draws upon PSP with all relevant agencies involved where pupil is in danger of exclusion 	<ul style="list-style-type: none"> • Measured change in behaviour over six weeks/half term in line with SMART target on IEP. How will you know? What will you see? • Attainment levels show that National Curriculum is being accessed and academic progress is being made • If a positive change is measured reinforcement should be maintained for that behaviour/social skills and a new target set, or pupil reverts to School Action • If a significant change is not measured the target and strategies should be revisited. If there have been two reviews when no, or negligible, progress towards meeting the target is recognised consider: Was the target set achievable, not too ambitious and clear enough for the pupil's level of understanding? Were the positive consequences (rewards) and the negative consequences (sanctions) perceived as such? How effective was the adult intervention? Were the staff targets met? Was the pupil given opportunities to take responsibility for their own behaviour through language of choice?

School Action Plus Communication & Interaction Yrs 7, 8, 9	Examples of Appropriate Provision	Progress Indicators
<ul style="list-style-type: none"> • There have been at least two cycles of SMART targets set, provision made, a record kept of skills and subsequent adjustments to the provision but no change in the target language or social skill • Patters of absence can indicate experience of stress • Diagnosis, with parental involvement of an autistic spectrum disorder (ASD) from health professional which affects curriculum access (CAP process) 	<p>In addition to the provision at School Action</p> <ul style="list-style-type: none"> • Contact the Speech and Language Therapy Service to mainstream schools • Structured language programme devised and monitored by the Speech and Language Therapy Service • Structured language programme delivered by LSA • Social communication programme devised and monitored by the Speech and Language Therapy Service • Social communication programme delivered • Increased classroom support to check comprehension, break down instructions, reinforce vocabulary • Liaison with the Learning, Language and Communication Team to agree involvement e.g. initial staff training, visits to observe, monitor and advise. A menu of appropriate provision is drawn up in agreement with school staff, parents/carers, and when appropriate the pupil. The aim is the implementation of practical strategies to meet the specific needs of a pupil with ASD • Advice sought from Educational Psychology Service • LSA or SMSA support for targeted times e.g. playtimes, unstructured times • Additional training for LSAs and teachers., • Connexions 14+ targeted support 	<ul style="list-style-type: none"> • Meeting SMART targets as set out in IEP e.g. pupil able to answer a question following class discussion, frequency of greeting other pupils in own class appropriately • If a change is not measured the target and strategies should be revisited. If there have been two reviews when no, or negligible, progress towards meeting targets is recognised consider: were the targets set achievable, not too ambitious and clear enough? Were the rewards attractive to the pupil? How effective have the practical strategies been? • Evidence of increasing awareness of emotions and which activities cause stress • Evidence of increased access to the curriculum

School Action Plus Cognition and Learning Yrs 7, 8, 9	Examples of Appropriate Provision	Progress Indicators
<ul style="list-style-type: none"> • At least two cycles of SMART targets, provision made, and evidence of change to targets, methods, materials or grouping but no change in the targeted skills • Evidence SENCo has carried out further assessments of pupil's strengths and weaknesses; all available information has been collated over a period of time and programme monitored • Reading Y7-<7.00 Y8-<7.03 Y9-<7.06 • Spelling Y7-<6.06 Y8-<7.00 Y9-<7.03 • Maths Y7-<6.06 Y8-<7.00 Y9-<7.03 • May have general difficulties across the curriculum or have specific areas of weakness • May have organisational difficulties or experience difficulties sequencing through time e.g. thinks its break when it's the bell for next lesson, brings wrong books to school or tries to carry all books around • May be easily lead and 'used' by other pupils in jokes or 'pranks' 	<p>In addition to the provision at School Action</p> <ul style="list-style-type: none"> • Contact between SENCO and home to support appropriate strategies • SEN staff support for targeted subjects and activities in class/small groups/individual • ESS direct involvement about appropriate targets and approaches Alternative access to the curriculum e.g. use of taped texts; IT software- 'Pages'; reading 'buddy partner'; adult support • Appropriate involvement of Education Psychology Service • Access to alternative methods of representation for recording e.g. diagram completion, Mind Mapping, Dictaphone • Familiarisation most appropriate routes around buildings • Practical strategies to aid equipment and organisation e.g. equipment list for each day used at home to pack bag • Connexions 14+ 	<ul style="list-style-type: none"> • Meeting SMART targets on IEPs i.e. Increased progress using 'criterion referenced' and standardised assessment e.g. having correct equipment for design and PE • Evidence of increased social inclusion • Evidence of increased access to the curriculum • Able to select correct mathematical method to solve a problem • Evidence of increased accuracy in targeted reading and writing skills in context • Able to say what does not understand • Gap between skill levels of pupil in area difficulty, skills of peers does not widen and may begin to close • If a change is not measured the target and strategies should be revisited. There should be changes in targets or grouping or methods/materials. If there have been two reviews when no, or negligible, progress towards meeting targets is recognised consider: were the targets set achievable, not too ambitious and clear enough? Was the pupil given opportunities to take responsibility for their own learning?

School Action Plus BESD Yrs 7, 8, 9	Examples of Appropriate Provision	Progress Indicators
<p>There have been at least two cycles of IEPs with SMART targets set, provision made, a record kept of behaviours with alternative provision and adjustments, but no change in the target behaviour or social skill. This should have included the active seeking of parental involvement on at least three separate occasions.</p> <ul style="list-style-type: none"> • Due to behaviour, emotional or social difficulties not accessing curriculum sufficiently at appropriate level to meet academic targets set within each curriculum area • Consistently, daily unable to conform to all school rules with all members of staff • Inappropriate behaviours seen in favourite subject and with all members of staff • Verbally and physically aggressive • Out of lessons, walking out or being removed, daily isolates self across all situations, staff and peers e.g. won't speak or take part in any activity • On task for less than 50% of the average time on task of their peers across the curriculum • Repeated, conscious physical damage to, or theft from, school or peer property with weekly evidence brought to the attention of staff • Deteriorating attendance record 	<ul style="list-style-type: none"> • Small group and individual programmes, e.g., anger management, • School calls multi-agency meeting and invite; parent/carer, pupil. A possible outcome is a PSP being developed. An action plan drawn up with agreement of pupil, family and school. A range of interventions from different sources may be included. • Youth and Community Services • Members of relevant LEA services. • Referred to BST /EPS/EWS • School counsellor • Mentoring LSA/Head of Year/other adult depending upon school organisation • Connexions 14+ 	<ul style="list-style-type: none"> • PSP/IEP monitoring and multi-agency review shows measured change in targeted behaviours in line with SMART targets set. This may involve the use of comparative observation data • If a change is not measured the target and strategies should be revisited. If there have been two reviews when no, or negligible, progress towards meeting the target is recognised consider: was the target set achievable, not too ambitious and clear enough for the pupil's level of understanding? Were the positive consequences (rewards) and the negative consequences (sanctions) perceived as such? How effective was the adult intervention? Were the staff targets met? Was the pupil given opportunities to take responsibility for their own behaviour through language of choice? • Was parent/carer actively involved? • If a change is measured reinforcement should be maintained for that behaviour/social skill and another behaviour/social skill may be targeted if appropriate • Accessing curriculum at appropriate level, progress is measured