



## The Local Offer for children and young people with Special Educational Needs or Disabilities (SEND)

We are a fully inclusive school. We aim to ensure all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum, (Regardless of gender, ethnicity, religion, sexual identity, physical ability or educational needs).

Children may have special educational needs that require additional support when progress has slowed or stopped. We implement a graduated approach based on the [guidance from Bradford Metropolitan District Council's Children's Services for SEN](#). This is based on an Assess-Plan-Do-Review cycle.

You can find details of Bradford's Local Offer here: <https://localoffer.bradford.gov.uk>

**If a child has an Education, Health and Care Plan, then we provide the support detailed in their individual plan.**

Our offer at Quality First Teaching, School Support and School Support + for each area of SEND is described below. This covers provision in the 4 areas of need:

1. Cognition and Learning
2. Communication and Interaction
3. Social, Emotional and Mental Health
4. Sensory and/or Physical Needs

Our Special Educational Needs Coordinator is Vicky Atkinson, who is accredited with the national award for Special Educational Needs. The named Governor is Emily Harris.

## 1. Cognition and Learning (Learning)

CoP Stage	Identification and Assessment	Curriculum Access, Teaching and Learning Strategies	Funding, Placement and Suggested Support Levels
<b>Quality First Teaching</b>	<p><b>Functioning/Attainment:</b></p> <p>Bradford EY or School Age progress grid indicates the child is just below Age Related Expectations</p>	<p>Differentiation needed in some subject areas.</p> <p>The class/subject teacher is accountable for the progress of the child within the mainstream class, predominantly working on modified curriculum tasks.</p> <p>A monitoring system should be in place to assess the child's need, identify outcomes, implement support and monitor and evaluate progress.</p> <p>Quality First Teaching with a specific consideration for children with learning needs:</p> <ul style="list-style-type: none"> <li>• Increased differentiation of activities and materials by presentation, outcome, timing, scaffolding and additional resources</li> <li>• Differentiated questioning and targeted simplified level/pace/amount of teacher talk</li> <li>• Alternative forms of recording routinely used</li> <li>• Use of visual, auditory and kinaesthetic approaches.</li> <li>• Awareness that a child may need more time to complete tasks and that equality of access may mean that they need to do some things differently.</li> <li>• Small steps approaches</li> <li>• Resources and displays that support independence.</li> <li>• Routine feedback to pupils</li> <li>• Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage</li> </ul>	<p><b>Setting:</b></p> <ul style="list-style-type: none"> <li>• Mainstream placement</li> <li>• Universal Offer</li> <li>• Occasional additional individual or small group support (1:6) for specific identified parts of curriculum</li> </ul> <p><b>LA:</b></p> <ul style="list-style-type: none"> <li>• Hub support from Teaching Support Teams and/or EPS,</li> <li>• BMDC central training and support offer</li> <li>• Traded service from EPT</li> </ul>
<b>SEND Support</b>	<p>Mild difficulties with learning as identified on Bradford SEN Progress Grid.</p>	<p>Considerable differentiation and / or modification needed in most subject areas An Individual Support Plan (ISP) should be in place to assess the child's need, identify outcomes, implement support and monitor and evaluate progress</p> <p>Teachers may use B Squared Progression Steps to plan for and assess children's progress.</p> <p>As above plus Wave 2 Need Specific Interventions:</p> <ul style="list-style-type: none"> <li>• On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills</li> <li>• Flexibility of groupings allows for buddy support / good role models / focused teaching.</li> <li>• Further modification of level, pace, amount of teacher talk to address pupils' identified need.</li> <li>• Advice from external agencies is implemented in the classroom</li> <li>• There may be need for very structured and multi-sensory approaches to learning.</li> </ul>	<p><b>Setting:</b></p> <ul style="list-style-type: none"> <li>• Mainstream placement</li> <li>• Universal Offer</li> <li>• Notional SEN funding / Early Years Inclusion Funding (EYIF) to deliver specified provision</li> <li>• Regular targeted small group support eg (1:6) for specific identified parts of curriculum</li> </ul> <p><b>LA:</b></p> <ul style="list-style-type: none"> <li>• Hub support from Teaching Support Teams and/or EPS</li> </ul>

		<ul style="list-style-type: none"> <li>• Pre and post tutoring/teaching is used to enable the pupil to engage with learning in the classroom.</li> <li>• Enhanced opportunities to use technological aids</li> <li>• Use of visual reminders, timers, resources and rewards to develop independence</li> <li>• The teacher takes take responsibility for supporting others to devise, deliver and evaluate a personalised programme that accelerates learning.</li> <li>• Pupils are taught strategies and provided with resources to assist with the development of independent learning.</li> <li>• Alternative ways of recording include electronic devices</li> </ul>	<ul style="list-style-type: none"> <li>• BMDC central training and support offer</li> <li>• Traded service from EPT</li> </ul>
<p style="text-align: center;"><b>SEND Support Plus</b></p>	<p><b>Functioning/Attainment:</b></p> <p>Moderate difficulties with learning as identified on Bradford SEN Progress Grid</p>	<p><b>My Support Plan (or equivalent) in place to demonstrate best endeavours to meet SEND</b></p> <p><b>Considerable</b> differentiation and / or modification needed in all subject areas.</p> <p>Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>An Individual Support Plan (ISP) should be in place to assess the child's need, identify outcomes, implement support and monitor and evaluate progress. Planned reviews including the parent and child should take place.</p> <p>Teachers may use B Squared Progression Steps to plan for and assess children's progress.</p> <p>As above plus Wave 3 (individualised, need specific) interventions.</p> <p>Additional adults support the child individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> <li>• work on modified curriculum tasks;</li> <li>• access regular individual support</li> <li>• encourage independence</li> <li>• create frequent opportunities for peer to peer interaction</li> <li>• monitor the progress of the child using structured methods</li> </ul>	<p><b>Setting:</b></p> <ul style="list-style-type: none"> <li>• Mainstream placement</li> <li>• Universal Offer</li> <li>• Notional SEN funding / Early Years Inclusion Funding (EYIF) to deliver specified provision</li> <li>• Regular targeted small group support eg (1:4) for large parts of curriculum</li> <li>• Regular small group / 1:1 interventions linked to identified targets</li> </ul> <p><b>LA:</b></p> <ul style="list-style-type: none"> <li>• Hub support from Teaching Support Teams and/or EPS,</li> <li>• Involvement from an Access and Inclusion Officer via an EA1 (PVI settings only)</li> <li>• including the Pre-5 Service</li> <li>• BMDC central training and support offer</li> <li>• Traded service from EPT</li> </ul>
<p style="text-align: center;"><b>EHCP</b></p>	<p><b>Functioning/Attainment:</b></p> <p>Severe learning difficulties as identified on Bradford SEN Progress Grid</p>	<p><b>Considerable</b> differentiation and / or modification needed in all subject areas.</p> <p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Teachers may use B Squared Progression Steps to plan for and assess children's progress.</p> <p>Additional adults support the child individually, under the direction of the teacher to:</p>	<p><b>Setting:</b></p> <ul style="list-style-type: none"> <li>• Mainstream placement or possible Specialist Placement if in combination with additional needs</li> <li>• Universal Offer</li> <li>• Notional SEN funding to deliver specified provision</li> <li>• Top Up funding from High</li> </ul>

		<ul style="list-style-type: none"> <li>• work on significantly modified curriculum tasks;</li> <li>• access daily individual support</li> <li>• encourage independence</li> <li>• create opportunities for peer to peer interaction</li> <li>• monitor the progress of the child using highly structured methods</li> </ul> <p>A monitoring system should be in place to assess Child's need, identify outcomes, implement support and monitor and evaluate progress.</p> <p>Planned reviews including the parent and child should take place</p>	<p>Needs block to provide:</p> <ul style="list-style-type: none"> <li>○ Regular targeted small group support (1:3) for large parts of curriculum</li> <li>○ Regular small group / 1:1 interventions linked to targets in EHCP / MSP</li> </ul> <ul style="list-style-type: none"> <li>• Access to appropriate resources;</li> <li>• Appropriate staff training</li> </ul> <p>LA:</p> <ul style="list-style-type: none"> <li>• EP monitoring support at the end of Key Stage;</li> <li>• Teaching Support Team statutory offer;</li> <li>• BMDC central training and support offer</li> <li>• Traded service from EPT</li> </ul>
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## 1. Cognition and Learning (Specific Learning Difficulties)

CoP Stage	Identification and Assessment	Curriculum Access, Teaching and Learning Strategies	Funding, Placement and Suggested Support Levels
<b>Quality First Teaching</b>	<p><b>Functioning/Attainment:</b></p> <p>Children are likely to be working just below Ager Related Expectations despite access to appropriate educational opportunities.</p>	<p>The class is accountable for the progress of the child within the mainstream class, predominantly working on modified curriculum tasks.</p> <p>A monitoring system should be in place to assess the child's need, identify outcomes, implement support and monitor and evaluate progress</p> <p>Quality First Teaching with a specific consideration for children with learning needs:</p> <ul style="list-style-type: none"> <li>• Increased differentiation of activities and materials by presentation, outcome, timing, scaffolding and additional resources</li> <li>• Differentiated questioning and targeted simplified level/pace/amount of teacher talk</li> <li>• Alternative forms of recording routinely used</li> <li>• Use of visual, auditory and kinaesthetic approaches.</li> <li>• Awareness that a child may need more time to complete tasks and that equality of access may mean that they need to do some things differently.</li> <li>• Small steps approaches</li> <li>• Resources and displays that support independence.</li> <li>• Routine feedback to pupils</li> <li>• Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage</li> </ul>	<ul style="list-style-type: none"> <li>• Mainstream placement</li> <li>• Universal Offer</li> <li>• Occasional additional individual or small group support (1:6) for specific identified parts of curriculum</li> </ul> <p><b>LA:</b></p> <ul style="list-style-type: none"> <li>• Hub support from Teaching Support Teams and/or EPS</li> <li>• BMDC central training and support offer</li> <li>• Traded service from EPT</li> </ul>
<b>SEND Support</b>	<p><b>Functioning/Attainment:</b></p> <p>Children are likely to be working persistently within Pre-Key stage levels for literacy and/or numeracy despite access to appropriate educational opportunities</p>	<p>Curriculum differentiation and / or modification needed.</p> <p>Targeted evidence based interventions to support the development of literacy and/or numeracy skills. May have special exam arrangements.</p> <p>An Individual Support Plan (ISP) should be in place to assess child's need, identify outcomes, implement support and monitor and evaluate progress.</p> <p>Teachers may use B Squared Progression Steps to plan for and assess children's progress.</p> <p>As above plus Wave 2 Need Specific Interventions:</p> <ul style="list-style-type: none"> <li>• Mainstream class with regular targeted small group support</li> <li>• On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills</li> <li>• Flexibility of groupings allows for focused teaching.</li> <li>• Advice from external agencies is implemented in the classroom</li> <li>• There may be need for very structured and multi-sensory approaches to learning.</li> <li>• Pre and post tutoring is used to enable the pupil to engage with learning in the classroom.</li> </ul>	<p><b>Setting:</b></p> <ul style="list-style-type: none"> <li>• Mainstream placement</li> <li>• Universal Offer</li> <li>• Notional SEN funding / Early Years Inclusion Funding (EYIF) to deliver specified provision</li> <li>• Regular targeted small group support (1:6) for specific identified parts of curriculum</li> </ul> <p><b>LA:</b></p> <ul style="list-style-type: none"> <li>• Hub support from Teaching Support Teams and/or EPS</li> <li>• BMDC central training and support offer</li> <li>• Traded service from EPT</li> </ul>

		<ul style="list-style-type: none"> <li>Enhanced opportunities to use technological aids and rewards to develop independence</li> <li>The teacher takes take responsibility for supporting others to devise, deliver and evaluate a personalised programme that targets the development of literacy and/or numeracy.</li> <li>Multisensory approaches are used, where appropriate</li> <li>Pupils are taught strategies and provided with resources to assist with the development of independent learning.</li> <li>Alternative ways of recording include electronic devices</li> <li>Consideration is given to individualised and differentiated homework tasks</li> <li>Staff working with the child (teaching assistant and teaching staff) will require training to support their understanding of the child's needs and the planning of individualised programmes of support</li> </ul>	
<p style="text-align: center;"><b>SEND Support Plus</b></p>	<p><b>Functioning/Attainment:</b></p> <p>Children are likely to be working persistently within Pre-Key stage levels for literacy and/or numeracy despite access to appropriate interventions</p>	<p><b>My Support Plan (or equivalent) in place to demonstrate best endeavours to meet SEND</b></p> <p>Curriculum differentiation and / or modification needed. Adult support and subject withdrawal for daily targeted interventions to support the development of literacy and or numeracy. May require special exam arrangements.</p> <p>Access to appropriate resources and specific interventions. Planned time for small group and individual working with adult support. Staff training will be necessary.</p> <p>An Individual Support Plan (ISP) should be in place to assess the child's need, identify outcomes, implement support and monitor and evaluate progress. Planned reviews including the parent and child should take place.</p> <p>Teachers may use B Squared Progression Steps to plan for and assess children's progress.</p> <p>As above plus Wave 3 (individualised, need specific) interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the child individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> <li>work on modified curriculum tasks;</li> <li>access regular individual support to access targeted and specific programmes of intervention, including multi-sensory approaches</li> <li>encourage independence</li> <li>Consideration is given to individualised and differentiated homework tasks</li> <li>Staff working with the child (teaching assistant and teaching staff) will require training to support their understanding of the child's needs and the planning of individualised programmes of support</li> <li>monitor the progress of the child using structured methods</li> </ul>	<p><b>Setting:</b></p> <ul style="list-style-type: none"> <li>Mainstream placement</li> <li>Universal Offer</li> <li>Notional SEN funding / Early Years Inclusion Funding (EYIF) to deliver specified provision</li> <li>Regular targeted small group support (1:4) for large parts of curriculum</li> <li>Regular small group / 1:1 interventions linked to identified targets</li> </ul> <p><b>LA:</b></p> <ul style="list-style-type: none"> <li>Hub support from Teaching Support Teams and/or EPS</li> <li>BMDC central training and support offer</li> <li>Traded service from EPT</li> </ul>

<b>EHCP</b>	<p><b>Functioning/Attainment:</b></p> <p>Children are likely to be working persistently within Pre-Key stage levels for literacy and/or numeracy despite access to intensive, regular evidence based interventions</p>	<p>Curriculum differentiation and / or modification needed. Adult support and subject withdrawal for daily targeted interventions to support the development of literacy and or numeracy. Will have special exam arrangements</p> <p>Use of appropriate resources and access to specific interventions. Planned time for small group and individual working with adult support. Staff training will be necessary</p> <p>An Individual Support Plan (ISP) should be in place to assess the child's need, identify outcomes, implement support and monitor and evaluate progress. Planned reviews including the parent and child should take place.</p> <p>Teachers may use B Squared Progression Steps to plan for and assess children's progress.</p> <p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the child individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> <li>• work on significantly modified curriculum tasks;</li> <li>• access daily individual targeted and structured programmes to extend literacy and/or numeracy skills</li> <li>• encourage independence where possible in learning situations by encouraging the learner to use strategies to address areas of difficulty</li> <li>• monitor the progress of the child using highly structured methods</li> <li>• Consideration is given to individualised and differentiated homework tasks</li> <li>• The child is supported in most academic lessons by an amanuensis</li> <li>• Staff working with the child (teaching assistant and teaching staff) will require training to support their understanding of the child's needs and the planning of individualised programmes of support</li> </ul>	<p><b>Setting:</b></p> <ul style="list-style-type: none"> <li>• Mainstream placement or possible Specialist Placement if in combination with additional needs</li> <li>• Universal Offer</li> <li>• Notional SEN funding to deliver specified provision</li> <li>• Top Up funding from High Needs block to provide: <ul style="list-style-type: none"> <li>○ Regular targeted small group support (1:3) for large parts of curriculum</li> <li>○ Regular small group / 1:1 interventions linked to targets in EHCP / MSP</li> </ul> </li> <li>• Access to appropriate resources;</li> <li>• Appropriate staff training</li> </ul> <p>LA:</p> <ul style="list-style-type: none"> <li>• EP monitoring support at the end of Key Stage;</li> <li>• Teaching Support Team statutory offer;</li> <li>• BMDC central training and support offer</li> <li>• Traded service from EPT</li> </ul>
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## 2. Communication and Interaction (Speech and Language)

CoP Stage	Identification and Assessment	Curriculum Access, Teaching and Learning Strategies	Funding, Placement and Suggested Support Levels
<b>Quality First Teaching</b>	Bradford EY or School Age progress grid indicates the child is just below Age Related Expectations for language and communication	<p>Differentiation needed in some subject areas. Emphasis should be placed on developing social and communication skills.</p> <p>The class teacher is accountable for the progress of the child within the mainstream class, predominantly working on modified curriculum tasks.</p> <p>A monitoring system should be in place to assess the child's need, identify outcomes, implement support and monitor and evaluate progress.</p> <p>Quality First Teaching meets the needs of all pupils and includes:</p> <ul style="list-style-type: none"> <li>• Flexible grouping arrangements.</li> <li>• Increased differentiation of activities and materials by presentation, outcome, timing, scaffolding and additional resources</li> <li>• Differentiated questioning and targeted simplified level/pace/amount of teacher talk</li> <li>• Alternative forms of recording routinely used</li> <li>• Use of visual, auditory and kinaesthetic approaches.</li> <li>• Small steps approaches</li> <li>• Resources and displays that support independence.</li> <li>• Routine feedback to pupil</li> <li>• Advice from Speech and Language Therapy is included in the planning</li> <li>• Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage.</li> </ul>	<ul style="list-style-type: none"> <li>• Mainstream placement</li> <li>• Universal Offer</li> <li>• Occasional additional individual or small group support (1:6) for specific identified parts of curriculum</li> </ul> <p><b>LA:</b></p> <ul style="list-style-type: none"> <li>• Hub support from Teaching Support Teams and/or EPS</li> <li>• BMDC central training and support offer</li> <li>• Traded service from EPT</li> </ul>
<b>SEND Support</b>	<p><b>Functioning/Attainment:</b></p> <p>Bradford EY or School Age progress grid / other assessment indicates the child has mild difficulty with receptive and/or expressive language.</p>	<p>The curriculum should be differentiated and place a high emphasis on speech and language development. The pupil may benefit from a predictable environment and routine within a highly structured curriculum. A monitoring system should be in place to assess the child's need, identify outcomes, implement support and monitor and evaluate progress.</p> <p>As above plus Wave 2 Need Specific Interventions:</p> <ul style="list-style-type: none"> <li>• On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills</li> <li>• Flexibility of groupings allows for buddy support / good role models / focused teaching.</li> <li>• Further modification of level, pace, amount of teacher talk to address pupils' identified need.</li> <li>• Advice from external agencies is implemented in the classroom</li> <li>• There may be need for very structured and multi-sensory approaches to learning.</li> <li>• Pre and post tutoring is used to enable the pupil to engage with learning in the classroom.</li> <li>• Enhanced opportunities to use technological aids</li> <li>• The teacher takes take responsibility for supporting others to devise, deliver and evaluate</li> </ul>	<p><b>Setting:</b></p> <ul style="list-style-type: none"> <li>• Mainstream placement</li> <li>• Universal Offer</li> <li>• Notional SEN funding / Early Years Inclusion Funding (EYIF) to deliver specified provision</li> <li>• Regular targeted small group support (1:6) for specific identified parts of curriculum</li> </ul> <p><b>LA:</b></p> <ul style="list-style-type: none"> <li>• Hub support from Teaching Support Teams and/or EPS</li> <li>• BMDC central training and support offer</li> <li>• Traded service from EPT</li> </ul>

		<p>a personalised programme that accelerates learning. Pupils are taught strategies and provided with resources to assist with the development of independent learning.</p> <ul style="list-style-type: none"> <li>• Mainstream class but advice from the Speech and Language Therapy Service is included in the planning and support is delivered through access to small group support on a regular basis</li> </ul>	
<p align="center"><b>SEND Support Plus</b></p>	<p><b>Functioning/Attainment:</b></p> <p>Bradford EY or School Age progress grid / other assessment indicates the child has moderate difficulty with receptive and/or expressive language.</p>	<p><b>My Support Plan (or equivalent) in place to demonstrate best endeavours to meet SEND</b></p> <p>The curriculum should be significantly modified and place high emphasis on speech and language with specialist advice. Access to appropriate resources and guidance and support to develop specific interventions.</p> <p>A monitoring system should be in place to assess the child's need, identify outcomes, implement support and monitor and evaluate progress. Planned reviews including the parent and child should take place</p> <p>As above plus Wave 3 (individualised, need specific) interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the child individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> <li>• work on modified curriculum tasks;</li> <li>• access regular individual support</li> <li>• encourage independence</li> <li>• create frequent opportunities for peer to peer interaction</li> <li>• monitor the progress of the child using structured methods</li> <li>• the pupil access small group support, as advised, to work on targets as advised by Speech and Language Therapy</li> </ul>	<p><b>Setting:</b></p> <ul style="list-style-type: none"> <li>• Mainstream placement</li> <li>• Universal Offer</li> <li>• Notional SEN funding / Early Years Inclusion Funding (EYIF) to deliver specified provision</li> <li>• Regular targeted small group support (1:4) for large parts of curriculum</li> <li>• Regular small group / 1:1 interventions linked to identified targets</li> </ul> <p><b>LA:</b></p> <ul style="list-style-type: none"> <li>• Hub support from Teaching Support Teams and/or EPS</li> <li>• Involvement from an Access and Inclusion Officer via an EA1 (PVI settings only)</li> <li>• BMDC central training and support offer</li> <li>• Traded service from EPT</li> </ul>
<p align="center"><b>EHCP</b></p>	<p><b>Functioning/Attainment:</b></p> <p>Bradford EY or School Age/ other assessment indicates the child has severe difficulty with receptive and/or expressive language.</p>	<p>The curriculum should be significantly modified to provide a specialist curriculum, which places high emphasis on speech and language development in adapted or specialist teaching settings with access to speech and language therapy.</p> <p>A monitoring system should be in place to assess the child's need, identify outcomes, implement support and monitor and evaluate progress. Planned reviews including the parent and the child should take place</p> <p>Access to appropriate resources and specific interventions. Alternative Communication systems may be considered.</p> <p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the child individually, under the direction of the teacher to:</p>	<p><b>Setting:</b></p> <ul style="list-style-type: none"> <li>• Mainstream placement or possible Specialist Placement if in combination with additional needs</li> <li>• Universal Offer</li> <li>• Notional SEN funding to deliver specified provision</li> <li>• Top Up funding from High Needs block to provide: <ul style="list-style-type: none"> <li>○ Regular targeted small group support (1:3) for large parts of curriculum</li> <li>○ Regular small group / 1:1 interventions linked to targets in EHCP / MSP</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>• work on significantly modified curriculum tasks;</li> <li>• access daily individual support</li> <li>• encourage independence</li> <li>• create opportunities for peer to peer interaction</li> <li>• monitor the progress of the child using highly structured methods</li> <li>• The pupils accesses daily small group and individual interventions to work on programmes as advised by the Speech and Language Therapy Service</li> </ul>	<ul style="list-style-type: none"> <li>• Access to appropriate resources;</li> <li>• Appropriate staff training</li> </ul> <p>LA:</p> <ul style="list-style-type: none"> <li>• EP monitoring support at the end of Key Stage;</li> <li>• Teaching Support Team statutory offer;</li> <li>• BMDC central training and support offer</li> <li>• Traded service from EPT</li> </ul>
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## 2. Communication and Interaction (Social Communication including those with a diagnosis of ASC)

CoP Stage	Identification and Assessment	Curriculum Access, Teaching and Learning Strategies	Funding, Placement and Suggested Support Levels
<b>Quality First Teaching</b>	<p>Child may have some signs of social communication and interaction differences, difficulties in social imagination, inflexibility of thought and sensory differences that impact on school life</p>	<p>Differentiation needed in some subject areas. Emphasis should be placed on developing social and communication skills.</p> <p>The class teacher is accountable for the progress of the child within the mainstream class, predominantly working on modified curriculum tasks.</p> <p>A monitoring system should be in place to assess the child's need, identify outcomes, implement support and monitor and evaluate progress</p> <p>Quality First Teaching meets the needs of all pupils and includes: Flexible grouping arrangements.</p> <ul style="list-style-type: none"> <li>• Increased differentiation of activities and materials by presentation, outcome, timing, scaffolding and additional resources</li> <li>• Differentiated questioning and targeted simplified level/pace/amount of teacher talk</li> <li>• Alternative forms of recording routinely used</li> <li>• Use of visual, auditory and kinaesthetic approaches.</li> <li>• Small steps approaches</li> <li>• Resources and displays that support independence.</li> <li>• Routine feedback to pupil</li> <li>• Advice from Speech and Language Therapy is included in the planning</li> <li>• Consideration is given to supporting the pupil to access social situations</li> <li>• Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage</li> </ul>	<ul style="list-style-type: none"> <li>• Mainstream placement</li> <li>• Universal Offer</li> <li>• Occasional additional individual or small group support (1:6) for specific identified parts of curriculum</li> </ul> <p><b>LA:</b></p> <ul style="list-style-type: none"> <li>• Hub support from Teaching Support Teams and/or EPS</li> <li>• BMDC central training and support offer</li> <li>• Traded service from EPT</li> </ul>
<b>SEND Support</b>	<p>Child will have some social communication and interaction differences, plus difficulties in social imagination, inflexibility of thought and sensory differences that impact on school life</p>	<p>The curriculum should be differentiated and place a high emphasis on speech language and social interaction development. The pupil may benefit from a predictable environment and routine within a highly structured curriculum.</p> <p>A monitoring system should be in place to assess the child's need, identify outcomes, implement support and monitor and evaluate progress.</p> <p>As above plus Wave 2 Need Specific Interventions:</p> <ul style="list-style-type: none"> <li>• On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills</li> <li>• Flexibility of groupings allows for buddy support / good role models / focused teaching.</li> <li>• Further modification of level, pace, amount of teacher talk to address pupils' identified need.</li> <li>• Advice from external agencies is implemented in the classroom</li> <li>• There may be need for very structured and multi-sensory approaches to learning.</li> <li>• Pre and post tutoring is used to enable the pupil to engage with learning in the</li> </ul>	<p><b>Setting:</b></p> <ul style="list-style-type: none"> <li>• Mainstream placement</li> <li>• Universal Offer</li> <li>• Notional SEN funding / Early Years Inclusion Funding (EYIF) to deliver specified provision</li> <li>• Regular targeted small group support (1:6) for specific identified parts of curriculum</li> </ul> <p><b>LA:</b></p> <ul style="list-style-type: none"> <li>• Hub support from Teaching Support Teams and/or EPS</li> <li>• BMDC central training and support offer</li> </ul>

		<p>classroom.</p> <ul style="list-style-type: none"> <li>Enhanced opportunities to use technological aids</li> <li>Use of visual reminders, timers, resources and rewards to develop independence</li> <li>The teacher takes take responsibility for supporting others to devise, deliver and evaluate a personalised programme that accelerates learning.</li> <li>Pupils are taught strategies and provided with resources to assist with the development of independent learning.</li> <li>Alternative ways of recording include electronic devices</li> </ul>	<ul style="list-style-type: none"> <li>Traded service from EPT</li> </ul>
<p><b>SEND Support Plus</b></p>	<p>Child will have some social communication and interaction differences, plus difficulties in social imagination, inflexibility of thought and sensory differences that will significantly affect their access to the National Curriculum, including the social emotional curriculum and all aspects of school life. This is especially true in new and unfamiliar contexts.</p>	<p><b>My Support Plan (or equivalent) in place to demonstrate best endeavours to meet SEND</b></p> <p>The curriculum should be significantly modified and place high emphasis on social communication and social skills development, with specialist advice. Provision to meet sensory needs, as appropriate and advised.</p> <p>A monitoring system should be in place to assess the child's need, identify outcomes, implement support and monitor and evaluate progress. Planned reviews including the parent and child should take place</p> <p>As above plus Wave 3 (individualised need specific) interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the child individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> <li>work on modified curriculum tasks;</li> <li>access regular individual support</li> <li>encourage independence</li> <li>create frequent opportunities for peer to peer interaction</li> <li>monitor the progress of the child using structured methods</li> <li>the pupil access small group support, as advised, to work on targets as advised by Speech and Language Therapy</li> <li>access to regular group support to develop social skills</li> <li>Enhanced use of visual reminders, timers, resources and rewards to develop independence</li> </ul>	<p><b>Setting:</b></p> <ul style="list-style-type: none"> <li>Mainstream placement</li> <li>Universal Offer</li> <li>Notional SEN funding / Early Years Inclusion Funding (EYIF) to deliver specified provision</li> <li>Regular targeted small group support (1:4) for large parts of curriculum</li> <li>Regular small group / 1:1 interventions linked to identified targets</li> </ul> <p><b>LA:</b></p> <ul style="list-style-type: none"> <li>Hub support from Teaching Support Teams and/or EPS</li> <li>Involvement from an Access and Inclusion Officer via an EA1 (PVI settings only)</li> <li>BMDC central training and support offer</li> <li>Traded service from EPT</li> </ul>
<p><b>EHCP</b></p>	<p>Child will have some social communication and interaction differences, plus difficulties in social imagination, inflexibility of thought and sensory differences that will severely affect their access to the National Curriculum, including the social emotional curriculum and</p>	<p>A significantly modified specialist curriculum, which places high emphasis on social communication, social skills development and sensory needs, in an adapted teaching setting. Alternative Communication systems may be considered.</p> <p>A monitoring system should be in place to assess the child's need, identify outcomes, implement support and monitor and evaluate progress. Planned reviews including the parent and CYP should take place</p> <p>Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p>	<p><b>Setting:</b></p> <ul style="list-style-type: none"> <li>Mainstream placement or possible Specialist Placement if in combination with additional needs</li> <li>Universal Offer</li> <li>Notional SEN funding to deliver specified provision</li> <li>Top Up funding from High Needs block to provide: <ul style="list-style-type: none"> <li>Regular targeted small group support (1:3) for large parts of curriculum</li> </ul> </li> </ul>

	<p>all aspects of school life. This is especially true in new and unfamiliar contexts but will also affect access at times of high stress in some known and familiar contexts and with familiar support/people available.</p>	<p>Additional adults support the child individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> <li>• work on significantly modified curriculum tasks;</li> <li>• access daily individual support</li> <li>• encourage independence</li> <li>• create opportunities for peer to peer interaction</li> <li>• monitor the progress of the child using highly structured methods</li> <li>• The pupils accesses daily small group and individual interventions to work on programmes as advised by the Speech and Language Therapy Service</li> <li>• Access to daily group and individual support to extend social skills</li> </ul>	<ul style="list-style-type: none"> <li>○ Regular small group / 1:1 interventions linked to targets in EHCP / MSP</li> <li>• Access to appropriate resources;</li> <li>• Appropriate staff training</li> </ul> <p>LA:</p> <ul style="list-style-type: none"> <li>• EP monitoring support at the end of Key Stage;</li> <li>• Teaching Support Team statutory offer;</li> <li>• BMDC central training and support offer</li> <li>• Traded service from EPT</li> </ul>
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### 3: Social, Emotional and Mental Health Needs

CoP Stage	Identification and Assessment	Curriculum Access, Teaching and Learning Strategies	Funding, Placement and Suggested Support Levels
<b>Quality First Teaching</b>	<p>Children will have been identified as presenting with some low level features of social, emotional mental health difficulties.</p> <p>Records kept could include observations and assessments of context, structured and unstructured times, frequency, triggers, ABCs, STAR analysis, which are analysed in order to ensure the early identification of emerging difficulties</p>	<p>Quality First Teaching with a specific consideration for children with social and emotional or mental health needs. All children should be educated in a socially and emotionally differentiated learning environment and taught the social and emotional skills, which underpin good behaviour and learning.</p> <p>A monitoring system should be in place to assess the child's need, identify outcomes, implement support and monitor and evaluate progress.</p> <p>The key areas are:</p> <ul style="list-style-type: none"> <li>• An appropriate whole school ethos which includes a focus on the promotion of good mental health and well being</li> <li>• A positive behaviour policy which is socially and emotionally differentiated to meet the needs of all pupils and reviewed with staff at least annually</li> <li>• A classroom and playground environment which focuses on positive relationships and the development of social skills</li> <li>• The provision of planned opportunities for pupils to learn social and emotional skills and build resilience</li> <li>• Systems in place to ensure effective behaviour management strategies including effective consequences both positive and negative (rewards and sanctions)</li> <li>• Effective links between pastoral support, personal and social education, SEN and the curriculum</li> <li>• Differentiation of teaching and learning both academically and socially and emotionally</li> <li>• The planned teaching of personal social and emotional skills (eg a curriculum such as SEAL)</li> <li>• Planned teaching of social communication skills</li> <li>• Transparent system of class/school rewards and sanctions. Rules and expectations consistent across staff.</li> <li>• Personalised reward systems covering targeted lessons / activities</li> <li>• Use of different teaching styles</li> <li>• Clear routines e.g. for transitions</li> <li>• Careful consideration of group dynamics that enables adjustments to classroom organisation, seating and group dynamics</li> <li>• Nurturing classroom approaches</li> <li>• Offering the child opportunities to take on responsibilities e.g. class monitors, school council reps</li> <li>• Information about child's needs/difficulties is shared with relevant staff</li> <li>• Sharing of advice on successful strategies and set targets e.g. use of visual supports, developing organisational skills.</li> <li>• Classroom Teaching Assistance (TA) is targeted towards support for access for specific tasks/settings, based on ISP targets</li> <li>• Opportunities for small group work based on identified need</li> </ul>	<ul style="list-style-type: none"> <li>• Mainstream placement</li> <li>• Universal Offer</li> <li>• Occasional additional individual or small group support (1:6) for specific identified parts of curriculum</li> </ul> <p><b>LA:</b></p> <ul style="list-style-type: none"> <li>• Hub support from Teaching Support Teams and/or EPS</li> <li>• BMDC central training and support offer</li> <li>• Traded service from EPT</li> </ul>

<p style="text-align: center;"><b>SEND Support</b></p>	<p>Difficulties previously identified continue/worsen and there has been no significant measured change in the target behaviour/social skill despite quality first teaching and interventions being in place for a minimum of two terms.</p> <p>More detailed and targeted observation ie interval sampling, ABC's, STAR analysis, use and analysis of assessment tools (Boxall, SDQ) and interventions related to assessments</p>	<p>Setting life should be modified and/or differentiated with a strong emphasis on developing social and emotional regulation. The pupil may benefit from a predictable environment and routine within a structured curriculum with positive reinforcement.</p> <p>As above plus Wave 2 Need Specific Interventions:</p> <p>Additional adults, such as learning mentors, support the child individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> <li>• Identified frequent support to teach social and emotional skills and address behavioural targets on individualised plans.</li> <li>• Use of key-working approaches to ensure the child has a trusted adult to offer support during vulnerable times.</li> <li>• Personalised reward systems known to all staff in school who have contact with the child, implemented consistently across the curriculum.</li> <li>• Time-limited intervention programmes with staff who have knowledge and skills to address specific needs, may include withdrawal.</li> <li>• Enable some planned time in smaller groups in order to develop social skills and emotional regulation.</li> <li>• Provide access to appropriate support to aid the development of relationships (Buddies, Mentors)</li> </ul>	<p><b>Setting:</b></p> <ul style="list-style-type: none"> <li>• Mainstream placement</li> <li>• Universal Offer</li> <li>• Notional SEN funding / Early Years Inclusion Funding (EYIF) to deliver specified provision</li> <li>• Regular targeted small group support (1:6) for specific identified parts of curriculum</li> </ul> <p><b>LA:</b></p> <ul style="list-style-type: none"> <li>• Hub support from Teaching Support Teams and/or EPS</li> <li>• BMDC central training and support offer</li> <li>• Traded service from EPT / High Incidence SEMH Teaching team</li> </ul>
<p style="text-align: center;"><b>SEND Support Plus</b></p>	<p>Difficulties identified at SEND Support continue/worsen and there has been no significant measured change in the target behaviour/social skill despite quality first teaching and additional to and different from interventions being in place for a minimum of two terms.</p> <p>Detailed and targeted observation plus more systematic application of assessment tools to gain detailed evidence over time to support a planned approach, from which action plans are developed and regularly reviewed</p>	<p><b>My Support Plan (or equivalent) in place to demonstrate best endeavours to meet SEND</b></p> <p>Setting life should be significantly modified and differentiated with a priority emphasis on developing social skills and emotional regulation.</p> <p>As above plus Wave 3 (individualised) interventions. A high level of adult support to ensure a predictable environment and routine within a structured curriculum with positive reinforcement. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement.</p> <p>Additional identified adults support the child individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> <li>• Support the child across the curriculum in an inclusive mainstream setting.</li> <li>• Teach social and emotional skills daily to address behavioural targets on individualized plan (e.g. My Support Plan).</li> <li>• Use key-working approaches to ensure the child has a trusted adult to offer support/withdrawal during vulnerable times.</li> <li>• Personalise reward systems known to all staff in school who have contact with the child so that they can be implemented consistently across the curriculum.</li> <li>• Plan and deliver time-limited and evaluated intervention programmes with familiar staff who have knowledge, skills and experience to address the child's specific needs, may include withdrawal.</li> <li>• Have planned, frequent time in smaller groups and individually in order to develop social skills and emotional regulation.</li> <li>• Provide opportunities for the child to develop self-monitoring skills at the end of each session</li> <li>• Enable regular access to appropriate support to aid the development of relationships (Buddies, Mentors)</li> </ul>	<p><b>Setting:</b></p> <ul style="list-style-type: none"> <li>• Mainstream placement</li> <li>• Universal Offer</li> <li>• Notional SEN funding / Early Years Inclusion Funding (EYIF) to deliver specified provision</li> <li>• Regular targeted small group support (1:4) for large parts of curriculum</li> <li>• Regular small group / 1:1 interventions linked to identified targets</li> <li>• Appropriate staff training</li> </ul> <p><b>LA:</b></p> <ul style="list-style-type: none"> <li>• Hub support from Teaching Support Teams and/or EPS</li> <li>• Involvement from an Access and Inclusion Officer via an EA1 (PVI settings only)</li> <li>• BMDC central training and support offer</li> <li>• Traded service from EPT / High Incidence SEMH Teaching team</li> </ul>

<b>EHCP</b>	<p>Pupil continues to present with severe and persistent levels of social, emotional, mental health difficulties, which are now more complex and long term.</p> <p>On-going assessment, which is multi-agency and involves parents/carers and a range of specialist professionals, such as CAMHS, EP, YOT, therapeutic provisions</p>	<p>Access to appropriate specialist support with a high level of adult intervention. Planned programmes of intervention involving multi-agency approaches where appropriate. Consideration given to an environment that ensures the safety of the individual and others. Appropriately trained support for physical intervention/restraint.</p> <p>Where appropriate, planned programmes of intensive therapeutic intervention involving multi agency approaches. Consideration given to an environment that ensures the safe emotional well-being and development of the individual. Regular access to appropriately trained support.</p> <p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <ul style="list-style-type: none"> <li>• Identified specialist skilled individual support across the curriculum.</li> <li>• Continuous teaching of social and emotional skills to address behavioural targets on My Support Plan.</li> <li>• Intensive use of key-working approaches to ensure the child has a trusted adult to offer support/withdrawal during vulnerable times.</li> <li>• Personalised reward systems known to all staff in school who have contact with the child, implemented consistently across the curriculum.</li> <li>• Time-limited intervention programmes with familiar staff who have knowledge, skills and experience to address the child's specific needs, may include withdrawal.</li> <li>• Access to resourced provision on or off school site</li> </ul>	<p><b>Setting:</b></p> <ul style="list-style-type: none"> <li>• Mainstream placement or possible Specialist Placement if in combination with additional needs</li> <li>• Universal Offer</li> <li>• Notional SEN funding to deliver specified provision</li> <li>• Top Up funding from High Needs block to provide: <ul style="list-style-type: none"> <li>○ Regular targeted small group support (1:3) for large parts of curriculum</li> <li>○ Regular small group / 1:1 interventions linked to targets in EHCP / MSP</li> </ul> </li> <li>• Access to appropriate resources;</li> <li>• Appropriate staff training</li> </ul> <p>LA:</p> <ul style="list-style-type: none"> <li>• EP monitoring support at the end of Key Stage;</li> <li>• Teaching Support Team statutory offer;</li> <li>• BMDC central training and support offer</li> <li>• Traded service from EPT / High Incidence SEMH Teaching team</li> </ul>
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## 4 Sensory and/or Physical Needs (Visual Impairment)

The professional judgement of a QTVI should be applied as necessary to decide on the classification of the visual impairment. For example a child may have a mild reduction in visual acuity but be functioning within a different visual category due to an additional ophthalmic condition eg an oculomotor disorder such as nystagmus, visual field reduction, cerebral visual impairment, and/or additional learning difficulties.

CoP Stage	Identification and Assessment	Curriculum Access, Teaching and Learning Strategies	Funding, Placement and Support Levels
<b>Quality First Teaching</b>	<p>Visual loss is classified as <b>mild</b> with acuities better than 6/12 Snellen / Kay or LogMAR 0.3</p> <p>Access to standard print sizes, age appropriate</p>	<p>Attention will need to be paid to visually presented information, to glasses wear, seating position in classroom and clear presentation of visual learning materials. Attention may need to be given to learning environment and reasonable adjustments made.</p> <p>The school must ensure that all staff are aware that the pupil may be experiencing visually related learning difficulties, and provide support to enable teachers to plan appropriately</p> <p>A monitoring system should be in place to assess the child's need, identify outcomes, implement support and monitor and evaluate progress.</p> <p>Full inclusion within the Mainstream class.</p> <p>Wave 1 (Quality First Teaching) with a specific consideration for children with visual impairment needs. The class/subject teacher is accountable for the progress of the child within the mainstream class.</p> <p>Wave 1 (Quality First Teaching) meets the needs of all pupils and includes:</p> <ul style="list-style-type: none"> <li>• Flexible grouping arrangements.</li> <li>• Guided reading and writing groups are led by the teacher</li> <li>• Some differentiation of activities and materials by presentation, outcome, timing, scaffolding and additional resources</li> <li>• Differentiated questioning and targeted simplified level/pace/amount of teacher talk</li> <li>• Use of visual, auditory and kinaesthetic approaches.</li> <li>• Awareness that a child may need more time to complete tasks and that equality of access may mean that they need to do some things differently.</li> <li>• Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage</li> <li>• Attention is paid to access arrangements for statutory tests, and exams, according to normal ways of working</li> </ul>	<ul style="list-style-type: none"> <li>• Mainstream placement</li> <li>• Universal Offer</li> <li>• Occasional additional individual or small group support (1:6) for specific identified parts of curriculum</li> </ul> <p><b>LA:</b></p> <ul style="list-style-type: none"> <li>• Hub support from Teaching Support Teams and/or EPS</li> <li>• BMDC central training and support offer</li> <li>• Traded service from EPT</li> </ul>
	<p>Visual loss is classified as <b>mild</b> with acuities in the range 6/12 to 6/18 Snellen / Kay or LogMAR 0.3 – 0.48</p> <p>Access to standard print sizes, age appropriate; some children may require larger</p>	<p>As above, plus:</p> <p>Requires modification of everyday printed materials in order to access the curriculum with some reformatting and perhaps some enlarged materials</p> <p>Needs help in some aspects of mobility, orientation and independence skills. Staff in the school will need appropriate training</p> <p>An Individual Support Plan (ISP) should be in place to assess the child's need, identify outcomes,</p>	<p><b>Setting:</b></p> <ul style="list-style-type: none"> <li>• Mainstream placement</li> <li>• Universal Offer</li> <li>• Notional SEN funding / Early Years Inclusion Funding (EYIF) to deliver specified provision</li> <li>• Regular targeted small group</li> </ul>

<p style="text-align: center;"><b>SEND Support</b></p>	<p>print for sustained periods of reading</p>	<p>implement support and monitor and evaluate progress.</p> <p>Full inclusion within mainstream class. The class teacher is accountable for the progress of the child within the mainstream class.</p> <p>Teaching methods which facilitate access to the curriculum, social / emotional development and class participation.</p> <p>Setting staff make basic adaptations to curriculum delivery and materials to facilitate access for a visually impaired pupil. eg.oral descriptions of visual materials.</p> <p>ICT is used to increase access to the curriculum, where appropriate</p> <p>As above plus Wave 2 (need specific) interventions: with a specific consideration for children with visual impairment needs.</p> <ul style="list-style-type: none"> <li>• Mainstream class with regular targeted small group support</li> <li>• On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills</li> <li>• Flexibility of groupings allows for buddy support / good role models / focused teaching.</li> <li>• Further modification of level, pace, amount of teacher talk to address pupils' identified need.</li> <li>• Advice from external agencies is implemented in the classroom</li> <li>• There may be need for very structured and multi-sensory approaches to learning.</li> <li>• Pre and post teaching is used to enable the pupil to engage with learning in the classroom.</li> <li>• Enhanced opportunities to use technological aids</li> <li>• Use of visual reminders, timers, resources and rewards to develop independence</li> <li>• The teacher takes responsibility for supporting others to devise, deliver and evaluate a personalised programme that accelerates learning.</li> <li>• Multisensory approaches are used, where appropriate</li> <li>• Pupils are taught strategies and provided with resources to assist with the development of independent learning.</li> <li>• Alternative ways of recording include electronic devices</li> <li>• Attention is paid to access arrangements for statutory tests, and exams, according to normal ways of working</li> </ul>	<p>support (1:6) for specific identified parts of curriculum</p> <p><b>LA:</b></p> <ul style="list-style-type: none"> <li>• Hub support from Teaching Support Teams and/or EPS</li> <li>• BMDC central training and support offer</li> <li>• Traded service from EPT</li> </ul>
<p style="text-align: center;"><b>SEND Support Plus</b></p>	<p>Vision loss is classified as <b>moderate</b> with acuities in the range 6/18 to 6/36 Snellen / Kay or LogMAR 0.5 – 0.78</p> <p>Near vision will typically be assessed to be N18 print size, or above</p>	<p><b>My Support Plan (or equivalent) in place to demonstrate best endeavours to meet SEND</b></p> <p>May need assistive technology to access everyday learning tasks and or large print learning resources to enable full access to curriculum.</p> <p>Differentiation may be necessary taking into account pace of learning and visual presentation of learning materials.</p>	<p><b>Setting:</b></p> <ul style="list-style-type: none"> <li>• Mainstream placement</li> <li>• Universal Offer</li> <li>• Notional SEN funding / Early Years Inclusion Funding (EYIF) to deliver specified provision</li> <li>• Regular targeted small group</li> </ul>

	<p>Settings and student peers will need awareness raising training.</p> <p>Will require assessment and advice from Habilitation Specialist for mobility and orientation skills and independence training</p> <p>Environmental audit necessary to assess accessibility of school environment.</p> <p>An Individual Support Plan (ISP) should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress. Planned reviews including the parent and CYP, and VI Support Service should take place.</p> <p>Teaching methods facilitate access to the curriculum, social / emotional development and class participation.</p> <p>Setting staff make adaptations to curriculum delivery to facilitate access for a visually impaired pupil. eg.oral descriptions of visual materials.</p> <p>Setting staff provide some modification / differentiation of learning materials to facilitate access. eg. attention to speed of lesson delivery and speed of working of VI pupil.</p> <p>Wave 1 and 2 plus Wave 3 interventions, with a specific consideration for children with visual impairment needs. The class teacher is accountable for the progress of the child within the mainstream class.</p> <p>Teaching approaches place emphasis on independent learning.</p> <ul style="list-style-type: none"> <li>• Mainstream class with regular targeted small group support as appropriate</li> <li>• On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills</li> <li>• Flexibility of groupings allows for buddy support / good role models / focused teaching.</li> <li>• Further modification of level, pace, amount of teacher talk to address pupils' identified need.</li> <li>• Advice from external agencies is implemented in the classroom</li> <li>• Use of visual reminders, timers, resources and rewards to develop independence</li> <li>• Pupils are taught strategies and provided with resources to assist with the development of independent learning.</li> <li>• Alternative ways of recording include electronic devices and ICT is used to increase access to the curriculum, where appropriate</li> <li>• Attention is paid to access arrangements for statutory tests, and exams, according to normal ways of working</li> </ul> <p>The teacher takes responsibility for additional adults to devise, deliver and evaluate personalised programmes to</p> <ul style="list-style-type: none"> <li>• Accelerate learning</li> <li>• work on modified curriculum tasks;</li> <li>• access regular individual support</li> <li>• encourage independence</li> <li>• create frequent opportunities for peer to peer interaction</li> </ul>	<p>support (1:4) for large parts of curriculum</p> <ul style="list-style-type: none"> <li>• Regular small group / 1:1 interventions linked to identified targets</li> <li>• High level of adult support for learning, health and safety and risk management</li> <li>• Regular targeted small group support (1:4) for large parts of curriculum</li> <li>• Appropriate staff training</li> </ul> <p><b>LA:</b></p> <ul style="list-style-type: none"> <li>• Hub support from Teaching Support Teams and/or EPS, including the Pre-5 Service</li> <li>• BMDC central training and support offer</li> <li>• Low Incidence Team Offer</li> <li>• Traded service from EPT</li> </ul>
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		<ul style="list-style-type: none"> <li>monitor the progress of the CYP using structured methods</li> </ul> <p>(Within PVICs the SENco advises and supports practitioners to devise, deliver and evaluate a personalised programme that accelerates learning)</p>	
EHCP	<p>Vision loss is classified as <b>severe</b> with acuities with the range 6/36 Snellen/Kay or LogMAR 0.8, or greater</p> <p>Near vision: likely to have difficulty with any print smaller than 24 point. Print sizes may be a in a range from 24 – 36, and will require significant differentiation and modification.</p>	<ul style="list-style-type: none"> <li>Pupils likely to be registered partially sighted or blind but still learning by sighted means.</li> <li>This pupil would be unable to work from a white board in the classroom without human/technical support.</li> <li>Requires differentiation and modification to everyday printed materials in order to access the curriculum</li> <li>Requires formal instruction in the development of mobility and orientation skills and independence training. Teaching of long cane skills may be required.</li> <li>Staff in the school will need appropriate training.</li> </ul> <p>Planned reviews including the parent and child, and VI Support team should take place</p> <p>Working in a mainstream class, with individual and group work, as appropriate, to meet curriculum access and safety needs, for individual skills teaching, and to facilitate inclusion and access.</p> <p>Teaching approaches consider student needs on an individualised basis in planning and delivery of curriculum. Regular consultation with Vision Support Teacher about delivery of curriculum to ensure student can fully access all curriculum areas.</p> <p>A monitoring system should be in place to assess the child's need, identify outcomes, implement support and monitor and evaluate progress, in consultation with Vision Support Service.</p> <p>Teaching methods facilitate access to the curriculum, social / emotional development and class participation.</p> <p>Setting staff make substantial adaptations to curriculum delivery and materials to facilitate access for a severely visually impaired pupil.</p> <p>ICT is used to increase access to the curriculum, where appropriate.</p> <p>Attention is paid to access arrangements for statutory tests, and exams, according to normal ways of working</p> <p>Additional adults support the child individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> <li>work on significantly modified / differentiated curriculum and learning tasks, including the speed of lesson delivery and speed of working</li> <li>access daily individual support</li> <li>encourage independence</li> <li>create opportunities for peer to peer interaction</li> <li>monitor the progress of the child using highly structured methods</li> </ul>	<p><b>Setting:</b></p> <ul style="list-style-type: none"> <li>Mainstream placement or possible Specialist Placement if in combination with additional needs</li> <li>Universal Offer</li> <li>Notional SEN funding to deliver specified provision</li> <li>Top Up funding from High Needs block to provide: <ul style="list-style-type: none"> <li>Regular targeted small group support (1:3) for large parts of curriculum</li> <li>Regular small group / 1:1 interventions linked to targets in EHCP</li> </ul> </li> <li>Access to appropriate resources;</li> <li>Appropriate staff training</li> <li>May need constant level of adult specialist support for learning, health and safety and risk management.</li> </ul> <p>LA:</p> <ul style="list-style-type: none"> <li>EP monitoring support at the end of Key Stage;</li> <li>Teaching Support Team statutory offer;</li> <li>BMDC central training and support offer</li> <li>Low Incidence Team Offer</li> <li>Traded service from EPT</li> </ul>

#### 4. Sensory and/or Physical (Hearing Impairment)

The professional judgement of a QToD should be applied to decide on the implications of a hearing impairment/Deafness. For example a YP may have a moderate to severe hearing loss but be functioning within a different hearing category due to individual communication and access needs and/or additional learning difficulties.

CoP Stage	Identification and Assessment	Curriculum Access, Teaching and Learning Strategies	Funding, Placement and Suggested Support Levels
<b>Quality First Teaching</b>	<p>Hearing Loss:</p> <ul style="list-style-type: none"> <li>• Aided/unaided conductive temporary or</li> <li>• Chronic conductive aiding not appropriate or</li> <li>• Unilateral/bilateral minimal average &lt;21dBHL or</li> <li>• Mild – aiding not appropriate</li> </ul>	<p>Hearing friendly strategies should be evident in the school. Accessibility planning should involve consideration of acoustic and sound properties in school. Some adult support for learning health and safety and risk management.</p> <p>A monitoring system should be in place to assess the child's need, identify outcomes, implement support and monitor and evaluate progress.</p> <ul style="list-style-type: none"> <li>• Mainstream class</li> <li>• Full inclusion within National Curriculum</li> <li>• Main provision by class/subject teacher</li> <li>• Must have attention to seating, lighting and acoustics in the classroom</li> <li>• Part of school and class assessments</li> <li>• Normal curriculum plans include individual/group targets</li> </ul> <p><b>Quality First Teaching</b> includes:</p> <ul style="list-style-type: none"> <li>• Manage the acoustic and visual environment in class so that background noise is kept to a minimum and there are not too many visual distractions</li> <li>• Plan for short listening periods interspersed with individual/small group activities</li> <li>• Position pupil appropriately for different activities – in consultation with the pupil</li> <li>• Ensure that your face is in clear view so that the pupil can lip-read – make use of facial expression/body language to support what you say and as much as possible stand still when speaking</li> <li>• Get the pupil's attention – make eye contact – before speaking</li> <li>• Outline the content of the lesson at the beginning using visual cues/key words</li> <li>• Present lesson content in as visual a way as possible: use pictures, key words on the board, demonstration</li> <li>• Ensure that the deaf pupil has access to what the other pupils say e.g. repeat/rephrase the answers pupils give or ask them to speak at the front</li> <li>• Check that a task has been understood before the child begins e.g. 'tell me/show me what you have to do'</li> <li>• Recap main points at the end and provide an opportunity for the child to show that they have understood</li> <li>• Get feedback from the pupil regularly to monitor their access to lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Mainstream placement</li> <li>• Universal Offer</li> <li>• Occasional additional individual or small group support (1:6) for specific identified parts of curriculum</li> </ul> <p><b>LA:</b></p> <ul style="list-style-type: none"> <li>• BMDC central training and support offer</li> <li>• Written advice given to family by hospital audiologist. This advice on effects of hearing loss and classroom management has been produced jointly by the Audiology Team and Support Team for Deaf Children (STDC)</li> <li>• Traded service from EPT</li> </ul>

<p style="text-align: center;"><b>SEND Support</b></p>	<p>Hearing loss:</p> <ul style="list-style-type: none"> <li>mild with unaided threshold 21-40 dBHL or</li> <li>unilateral with at least a moderate loss in affected ear</li> </ul> <p>It is expected that a child with this level of hearing loss will score in the National Sensory Impairment Partnership (NatSIP) Eligibility Criteria range of 6-20</p>	<p>Hearing friendly strategies should be evident in the school. Accessibility planning should involve consideration of acoustic and sound properties in school.</p> <p>A monitoring system should be in place to assess the child's need, identify outcomes, implement support and monitor and evaluate progress.</p> <p>Some adult support for learning health and safety and risk management.</p> <p><b>Quality First Teaching</b> as above plus:</p> <ul style="list-style-type: none"> <li>Opportunities for 1:1 and small group work</li> <li>Teaching methods which facilitate access to the curriculum, social/emotional development and class participation</li> <li>Advice from Low Incidence Team is implemented in the classroom</li> <li>Regular checking of auditory equipment: may have hearing aids and possibly a radio aid</li> </ul>	<p><b>Setting:</b></p> <ul style="list-style-type: none"> <li>Mainstream placement</li> <li>Universal Offer</li> <li>Notional SEN funding / Early Years Inclusion Funding (EYIF) to deliver specified provision</li> <li>Regular targeted small group support (1:6) for specific identified parts of curriculum</li> </ul> <p><b>LA:</b></p> <ul style="list-style-type: none"> <li>Hub support from Teaching Support Teams and/or EPS</li> <li>BMDC central training and support offer</li> <li>Traded service from EPT</li> </ul>
<p style="text-align: center;"><b>SEND Support Plus</b></p>	<p>Hearing Loss:</p> <p>Bilateral moderate (unaided threshold 41-70 dBHL) or severe (71-95dBHL) permanent hearing loss</p> <p>It is expected that a child with this level of hearing loss will score in the NatSIP Eligibility Criteria range of 21-30</p>	<p><b>My Support Plan (or equivalent) in place to demonstrate best endeavours to meet SEND</b></p> <p>Hearing friendly strategies should be evident in the school. Accessibility planning should involve consideration of acoustic and sound properties in school.</p> <p>The use of aids/technology gives access to speech and equipment will need to be checked.</p> <p>A monitoring system should be in place to assess the child's need, identify outcomes, implement support and monitor and evaluate progress.</p> <p>Planned reviews including the parent and child should take place</p> <p>Some adult support for learning health and safety and risk management.</p> <p><b>Quality First Teaching</b> strategies above plus:</p> <ul style="list-style-type: none"> <li>Very likely to require modification to the presentation of assessments</li> <li>Curriculum planning must reflect levels of achievement and include individually focused ISP</li> <li>Regular opportunities for 1:1 and small group work for: <ul style="list-style-type: none"> <li>explanation, clarification and reinforcement of lesson content and language</li> <li>specific interventions for speaking, listening and teaching of phonics</li> <li>teaching strategies to assist the development of independent learning</li> </ul> </li> <li>Teaching methods which facilitate access to the curriculum, social/emotional development and class participation</li> <li>Regular checking of auditory equipment: will have hearing aids and likely to have a radio aid</li> <li>Differentiation by presentation and/or outcome</li> <li>Pupils are taught strategies and provided with resources to assist with the development of independent learning</li> <li>Advice from Low Incidence Team is implemented in the classroom</li> </ul>	<p><b>Setting:</b></p> <ul style="list-style-type: none"> <li>Mainstream Setting placement</li> <li>Universal Offer</li> <li>Notional SEN funding / Early Years Inclusion Funding (EYIF) to deliver specified provision</li> <li>Regular targeted small group support (1:4) for large parts of curriculum</li> <li>Regular small group / 1:1 interventions linked to identified targets</li> <li>Adults aware of implications of hearing loss for learning, health and safety and risk management</li> <li>Appropriate staff training</li> </ul> <p><b>LA:</b></p> <ul style="list-style-type: none"> <li>Hub support from Teaching Support Teams and/or EPS</li> <li>BMDC central training and support offer</li> <li>Traded service from EPT</li> </ul>

<b>EHCP</b>	<p>Hearing loss:</p> <p>Bilateral severe (unaided threshold 71-95 dBHL) or profound (&gt;95dBHL)</p> <p>It is expected that a child with this level of hearing loss will score in the NatSIP Eligibility Criteria range of of 31-50</p>	<p>Hearing friendly strategies should be evident in the school. Accessibility planning should involve consideration of acoustic and sound properties in school.</p> <p>Some adult support for learning health and safety and risk management.</p> <p>Access to speech dependent on hearing aids or cochlear implant and radio aid in school. Highly likely to develop spoken language as preference and for curriculum delivery</p> <p>Considerable differentiation and / or modification needed in all subject areas.</p> <p>A monitoring system should be in place to assess the child's need, identify outcomes, implement support and monitor and evaluate progress.</p> <p>Planned reviews including the parent and CYP should take place</p> <p><b>Quality First Teaching</b> strategies as above plus</p> <ul style="list-style-type: none"> <li>• Ongoing opportunities for 1:1 support focused on specific ISP targets</li> <li>• Frequent opportunities for small group work based on identified need</li> <li>• Additional adults with appropriate training under the direction of the teacher and ToD to: <ul style="list-style-type: none"> <li>○ Pre-teach new language</li> <li>○ explain, clarify and reinforce lesson content</li> <li>○ deliver modified curriculum tasks</li> <li>○ support language development</li> <li>○ create opportunities for peer to peer interaction</li> <li>○ encourage independence</li> </ul> </li> <li>• Advice from the Low Incidence Team is implemented in the classroom</li> </ul>	<p><b>Setting:</b></p> <ul style="list-style-type: none"> <li>• Mainstream placement or possible Specialist Placement if in combination with additional needs</li> <li>• Universal Offer</li> <li>• Notional SEN funding to deliver specified provision</li> <li>• Top Up funding from High Needs block to provide: <ul style="list-style-type: none"> <li>○ Regular targeted small group support (1:3) for large parts of curriculum</li> <li>○ Regular small group / 1:1 interventions linked to targets in EHCP</li> </ul> </li> <li>• Access to appropriate resources;</li> <li>• Appropriate staff training</li> <li>• Adults aware of implications of hearing loss for learning, health and safety and risk management.</li> </ul> <p><b>LA:</b></p> <ul style="list-style-type: none"> <li>• EP monitoring support at the end of Key Stage;</li> <li>• Teaching Support Team statutory offer;</li> <li>• BMDC central training and support offer</li> <li>• Low Incidence Team Offer</li> <li>• Traded service from EPT</li> </ul>
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#### 4. Sensory and/or Physical Needs (Multi Sensory Impairment)

	Identification and Assessment	Curriculum Access, Teaching and Learning Strategies	Funding, Placement and Support Levels
<b>Quality First Teaching</b>	<p>Multi-Sensory Impairment (Deafblindness/dual-sensory impairment) involves impairments of both hearing and vision.</p> <p><b>Due to the complexity of need resulting from dual-sensory impairment no student with MSI would be assessed as requiring support limited to QFT.</b></p>		
<b>SEND Support</b>	<p>The combined impact of impairment of both hearing and vision is highly complex as students cannot rely on either vision or hearing to compensate for limited information received from the other sense.</p> <p><b>No student with MSI would be assessed as requiring support limited to SEND Support.</b></p>		
<b>SEND Support Plus</b>	<p><b>Mild loss in both modalities</b></p> <p><b>May have Auditory Processing Disorder/Auditory Neuropathy/Cerebral Visual Impairment</b></p> <p><b>Non progressive condition</b></p>	<p>Mainstream class with attention to seating, lighting, visual environment and acoustics Consideration must be given to visually presented information, task instruction and oral sentence structure Attention should be paid to speech development, the development of oral expression and aspects of orientation, mobility and independence skills, through curriculum differentiation Staff in the school will need appropriate training and awareness of the potential impact of dual-sensory impairment should be evident in the classroom The pace of learning should afford opportunities for clarification and reinforcement to ensure understanding</p> <p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the child individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> <li>• work on modified curriculum tasks;</li> <li>• access regular individual support</li> </ul>	<p><b>School:</b></p> <ul style="list-style-type: none"> <li>• Mainstream School placement</li> <li>• 4K AWPU (Universal Offer)</li> <li>• Up to 6K (Notional SEN Budget) to deliver specified provision</li> <li>• <b>Level</b> of adult support for learning, health and safety and risk management</li> <li>• Regular targeted small group support (1:4) for large parts of curriculum</li> <li>• Regular small group / 1:1 (non-specialist) therapeutic interventions, linked to identified targets</li> </ul>

		<ul style="list-style-type: none"> <li>• encourage independence</li> <li>• create opportunities for peer to peer interaction</li> <li>• monitor the progress of the CYP using structured methods</li> <li>• provide access to specialist delivery of the 'Additional Curriculum'</li> </ul> <p>A monitoring system should be in place to assess the child's need, identify outcomes, implement support and monitor and evaluate progress.</p> <p>Planned reviews including the parent and child should take place</p>	<ul style="list-style-type: none"> <li>• Appropriate staff training</li> </ul> <p><b>LA:</b></p> <ul style="list-style-type: none"> <li>• Hub support from Teaching Support Teams and/or EPS, including the Pre-5 Service</li> <li>• BMDC central training and support offer</li> <li>• QTMSI Offer of initial advice and assessment</li> <li>• Traded service from EPT</li> </ul>
<p style="text-align: center;"><b>EHCP</b></p>	<p><b>Moderate loss in one modality and mild/moderate in the other</b></p> <p><b>May have Auditory Processing Disorder / Auditory Neuropathy / Cerebral Visual Impairment</b></p> <p><b>May have additional complex needs.</b></p>	<p>As appropriate to assessed needs;</p> <ul style="list-style-type: none"> <li>• Approaches to communication that may include use of Sign Supported English (SSE) and /or finger spelling to support oral communication</li> <li>• Significant curriculum differentiation across all subject areas</li> <li>• Adapted equipment to meet specialised MSI needs</li> <li>• Modified and adapted materials to ensure access to learning</li> <li>• Regular access to a visually and acoustically appropriate environment for small group and 1:1 sessions</li> <li>• Enhanced opportunities to use technological aids</li> <li>• Regular checking of low vision and/or hearing aids</li> <li>• Support with the development of mobility, orientation and independence skills</li> <li>• Significant individual support and additional time for clarification and reinforcement of learning to ensure understanding</li> </ul> <p>Staff in the school will need appropriate training and awareness of the potential impact of dual-sensory impairment should be evident in the classroom</p> <p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the child individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> <li>• work on significantly modified curriculum tasks;</li> <li>• access daily individual support</li> <li>• encourage independence</li> <li>• create frequent opportunities for peer to peer interaction</li> <li>• monitor the progress of the child using highly structured methods</li> </ul> <p>A monitoring system should be in place to assess the child's need, identify outcomes, implement support and monitor and evaluate progress.</p> <p>Planned reviews including the parent and child should take place.</p>	<p><b>School:</b></p> <ul style="list-style-type: none"> <li>• Mainstream School placement or possible MSI Specialist Provision/Support</li> <li>• 4K AWPU (Universal Offer)</li> <li>• Up to 6K (Notional SEN Budget) to deliver specified provision</li> <li>• Top Up funding from High Needs block up to £7160 up to provide: <ul style="list-style-type: none"> <li>○ Regular targeted small group support (1:3) for large parts of curriculum</li> <li>○ Regular small group / 1:1 interventions linked to targets in EHCP</li> </ul> </li> <li>• Access to appropriate resources;</li> <li>• Appropriate staff training</li> <li>• <b>High level</b> of adult specialist support for learning, health and safety and risk management</li> </ul> <p><b>LA:</b></p> <ul style="list-style-type: none"> <li>• EP monitoring support at the end of Key Stage</li> <li>• Teaching Support Team statutory offer</li> <li>• BMDC central training and support offer</li> <li>• QTMSI Offer</li> <li>• Traded service from EPT</li> </ul>

#### 4. Sensory and/or Physical (Physical)

CoP Stage	Identification and Assessment	Curriculum Access, Teaching and Learning Strategies	Funding, Placement and Suggested Support Levels
<b>Quality First Teaching</b>	<p><b>Functioning/Attainment:</b></p> <p>Bradford EY or School Age progress grid indicates the child is just below Age Related Expectations for physical development, based on developmental levels</p>	<p>Settings to make 'reasonable adjustments' where necessary (Equality Act 2010). Occasional support may be needed for mobility, gross and/or fine motor difficulties and minor difficulties in spatial orientation self-care, continence, independence. Staff may require advice and training re appropriate equipment and/or specific programme of work.</p> <p>The class/subject teacher is accountable for the progress of the child within the mainstream class, predominantly working on modified curriculum tasks.</p> <p>A monitoring system should be in place to assess the child's need, identify outcomes, implement support and monitor and evaluate progress</p> <p>Quality First Teaching meets the needs of all pupils and includes:</p> <ul style="list-style-type: none"> <li>• Flexible grouping arrangements.</li> <li>• Increased differentiation of activities and materials by design (ie adapted pencils, scissors etc)</li> <li>• Alternative forms of recording routinely used</li> <li>• Use of visual, auditory and kinaesthetic approaches.</li> <li>• Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently.</li> <li>• Small steps approaches</li> <li>• Resources and displays that support independence.</li> <li>• Routine feedback</li> <li>• Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage</li> </ul>	<ul style="list-style-type: none"> <li>• Mainstream placement</li> <li>• Universal Offer</li> <li>• Occasional additional individual or small group support (1:6) for specific identified parts of curriculum</li> </ul> <p><b>LA:</b></p> <ul style="list-style-type: none"> <li>• Hub support from Teaching Support Teams and/or EPS</li> <li>• BMDC central training and support offer</li> <li>• Traded service from EPT</li> <li>•</li> </ul>
<b>SEND Support</b>	<p><b>Functioning/Attainment:</b></p> <p>Bradford EY or School Age progress grid indicates the child has mild physical difficulties related to fine/gross motor, spatial awareness.</p>	<p>Some gross and/or fine motor difficulties with a need for remediation and dedicated adult support identified. Difficulties in spatial orientation requiring specific remedial programmes.</p> <p>A monitoring system should be in place to assess the child's need, identify outcomes, implement support and monitor and evaluate progress.</p> <p>Advice to address safety and access in PE, safety issues during free-flow indoor/outdoor periods and unstructured periods of the day e.g. breaks</p> <p>As above plus Wave 2 Need Specific Interventions:</p> <ul style="list-style-type: none"> <li>• Mainstream class with regular targeted small group support</li> <li>• On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills</li> <li>• Flexibility of groupings allows for buddy support</li> <li>• Advice from external agencies is implemented in the classroom</li> </ul>	<p><b>Setting:</b></p> <ul style="list-style-type: none"> <li>• Mainstream placement</li> <li>• Universal Offer</li> <li>• Notional SEN funding / Early Years Inclusion Funding (EYIF) to deliver specified provision</li> <li>• Regular targeted small group support (1:6) for specific identified parts of curriculum</li> </ul> <p><b>LA:</b></p> <ul style="list-style-type: none"> <li>• Hub support from Teaching Support Teams and/or EPS</li> <li>• BMDC central training and support</li> </ul>

		<ul style="list-style-type: none"> <li>• There may be need for very structured and multi-sensory approaches to learning.</li> <li>• The teacher takes take responsibility for supporting others to devise, deliver and evaluate a personalised programme that accelerates learning.</li> <li>• Pupils are taught strategies and provided with resources to assist with the development of independent learning.</li> <li>• Alternative ways of recording include electronic devices e.g laptop, tablet</li> </ul>	<p>offer</p> <ul style="list-style-type: none"> <li>• Traded service from EPT</li> </ul>
<p style="text-align: center;"><b>SEND Support Plus</b></p>	<p><b>Functioning/Attainment:</b></p> <p>Bradford EY or School Age progress grid indicates the child has moderate physical difficulties May have impaired mobility and/or communication</p>	<p><b>My Support Plan (or equivalent) in place to demonstrate best endeavours to meet SEND</b></p> <p>Significant modification / differentiation of some aspects of the curriculum Close supervision to address safety and access in PE may need alternative PE, safety issues during free-flow indoor/outdoor periods and unstructured periods of the day e.g. break times. Support to address self-care needs and use modified equipment. Appropriately trained support for moving and handling may be required. May require bespoke equipment- mobility and seating / accessible building, A monitoring system should be in place to assess the child's need, identify outcomes, implement support and monitor and evaluate progress, for example an ISP. Planned reviews including the parent and child should take place</p> <p>As above plus Wave 3 (individualised) interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the child individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> <li>• work on modified curriculum tasks;</li> <li>• access regular individual support</li> <li>• encourage independence</li> <li>• create frequent opportunities for peer to peer interaction</li> <li>• monitor the progress of the child using structured methods</li> <li>• access programmes of support as advised by the paediatric therapy teams</li> </ul>	<p><b>Setting:</b></p> <ul style="list-style-type: none"> <li>• Mainstream placement</li> <li>• Universal Offer</li> <li>• Notional SEN funding / Early Years Inclusion Funding (EYIF) to deliver specified provision</li> <li>• <b>Frequent</b> adult support to access learning, health and safety and risk management</li> <li>• Appropriate technology and software to access the curriculum independently/ with minimal support. 1:4 for a child with PD does not enhance access to learning. Small groups are often used for developing independence and self-care skills</li> <li>• Appropriate advice and training re appropriate equipment and specific programmes of work and to adapted IT provision</li> </ul> <p><b>LA:</b></p> <ul style="list-style-type: none"> <li>• Hub support from Teaching Support Teams and/or EPS</li> <li>• BMDC central training and support offer</li> <li>• Low Incidence Team Offer</li> <li>• Traded service from EPT</li> </ul>
<p style="text-align: center;"><b>EHCP</b></p>	<p><b>Functioning/Attainment:</b></p> <p>Bradford EY or School Age progress grid indicates the child has Severe physical difficulties. Likely to have severely impaired mobility and/or communication</p>	<p>Significant modification / differentiation of the majority of the curriculum. Staff may need training in the use of communication aids. May need constant adult support to access the curriculum and may need to use an established communication system in a wide variety of familiar and unfamiliar situations using appropriate access methods. Hygiene room access, hoisting, manual handling training, accessible building Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement. For needs that are purely PD this would only be relevant when teaching independence skills, not for learning.</p>	<p><b>Setting:</b></p> <ul style="list-style-type: none"> <li>• Mainstream placement or possible Specialist Placement if in combination with additional needs</li> <li>• Universal Offer</li> <li>• Notional SEN funding to deliver specified provision</li> <li>• Top Up funding from High Needs block to provide: <ul style="list-style-type: none"> <li>○ Regular targeted small</li> </ul> </li> </ul>

		<p>A monitoring system should be in place to assess the child's need, identify outcomes, implement support and monitor and evaluate progress, for example an ISP.</p> <p>Planned reviews including the parent and child should take place.</p> <p>Additional adults support the child individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> <li>• work on significantly modified curriculum tasks;</li> <li>• access daily individual support</li> <li>• encourage independence</li> <li>• create opportunities for peer to peer interaction</li> <li>• monitor the progress of the child using highly structured methods</li> <li>• Access programmes of support as advised by paediatric therapy services</li> </ul>	<ul style="list-style-type: none"> <li>○ group support (1:3) for large parts of curriculum</li> <li>○ 1:1 support for significant parts of the day to assist mobility and access</li> <li>○ 2:1 support for hoisting/hygiene can be needed</li> <li>○ Regular small group / 1:1 interventions linked to targets in EHCP / MSP</li> </ul> <ul style="list-style-type: none"> <li>• Access to appropriate resources;</li> <li>• Appropriate staff training</li> <li>• <b>May need</b> constant level of adult specialist support for learning, health and safety and risk management.</li> </ul> <p>LA:</p> <ul style="list-style-type: none"> <li>• EP monitoring support at the end of Key Stage;</li> <li>• Teaching Support Team statutory offer;</li> <li>• BMDC central training and support offer</li> <li>• Low Incidence Team Offer</li> <li>• Traded service from EPT</li> </ul>
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#### 4. Sensory and/or Physical Needs (Medical)

CoP Stage	Identification and Assessment	Curriculum Access, Teaching and Learning Strategies	Funding, Placement and Suggested Support Levels
<b>Quality First Teaching</b>	<p>Information from GP / Specialist Practitioner identifies a minor diagnosed medical condition.</p>	<p>Settings has a policy highlighting how they support children with medical conditions in schools following statutory guidance and making 'reasonable adjustments' where necessary. (Equality Act 2010). Modification may be needed in some areas of school life. Medical Care Plan in place</p> <p>The class teacher is accountable for the progress of the child within the mainstream class.</p> <p>A monitoring system should be in place to assess the child's need, identify outcomes, implement support and monitor and evaluate progress.</p> <p>Quality First Teaching meets the needs of all pupils and includes:</p> <ul style="list-style-type: none"> <li>• Flexible grouping arrangements.</li> <li>• Increased differentiation of activities and materials by design</li> <li>• Awareness that a child may need more time to complete tasks and that equality of access may mean that they need to do some things differently.</li> <li>• Cover arrangements and briefing for supply teachers</li> <li>• Risk assessments for school visits, holidays, and other school activities outside of the normal timetable</li> <li>• support to meet the child's resulting needs (e.g. medication, treatments, access to food or drink, environment issues)</li> <li>• Monitoring the child's healthcare plans</li> <li>• Flexible teaching to manage absence (i.e. for treatment appointments)</li> <li>• Resources and displays that support independence.</li> </ul>	<p><b>Setting:</b></p> <ul style="list-style-type: none"> <li>• Mainstream placement</li> <li>• Universal Offer</li> <li>• Occasional additional individual or small group support (1:6) for specific identified parts of curriculum</li> </ul> <p><b>LA:</b></p> <ul style="list-style-type: none"> <li>• Hub support from Teaching Support Teams and/or EPS</li> <li>• BMDC central training and support offer</li> <li>• Traded service from EPT</li> <li>•</li> </ul>
<b>SEND Support</b>	<p>A diagnosed established and controlled medical condition.</p>	<p>Setting life may need to be modified and/or differentiated. Medical Care Plan in place</p> <p>A monitoring system should be in place to assess the child's need, identify outcomes, implement support and monitor and evaluate progress.</p> <p>As above plus Wave 2 Need Specific Interventions:</p> <ul style="list-style-type: none"> <li>• On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills following absence due to medical condition</li> <li>• Flexibility of groupings allows for buddy support</li> <li>• Advice from external agencies is implemented in the classroom</li> </ul> <p>The teacher takes take responsibility for supporting others to devise, deliver and evaluate a personalised programme that accelerates learning.</p> <p>Pupils are taught strategies and provided with resources to assist with the development of independent learning overcoming the effects of medical conditions.</p>	<p><b>Setting:</b></p> <ul style="list-style-type: none"> <li>• Mainstream placement</li> <li>• Universal Offer</li> <li>• Notional SEN funding / Early Years Inclusion Funding (EYIF) to deliver specified provision</li> <li>• Regular targeted small group support (1:6) for specific identified parts of curriculum</li> </ul> <p><b>LA:</b></p> <ul style="list-style-type: none"> <li>• Hub support from Teaching Support Teams and/or EPS</li> <li>• BMDC central training and support offer</li> <li>• Traded service from EPT</li> </ul>

<p style="text-align: center;"><b>SEND Support Plus</b></p>	<p>A diagnosed established medical condition which is not yet fully controlled</p>	<p><b>My Support Plan (or equivalent) in place to demonstrate best endeavours to meet SEND</b></p> <p>Setting life may need to be significantly modified and differentiated. Health Care Plan in place plus specialist equipment. May require some medical/procedures supported by a trained member of staff who have been trained and signed off by medical professionals</p> <p>May need planned time to develop appropriate emotional responses and coping strategies. Regular access to appropriately trained support.</p> <p>A high level of adult support to take a lead role in developing a flexible response from school, including the curriculum.</p> <p>A monitoring system should be in place to assess the child's need, identify outcomes, implement support and monitor and evaluate progress, for example an ISP. Planned reviews including the parent and child should take place</p> <p>As above plus Wave 3 (individualised) interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the child individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> <li>• work on modified curriculum tasks;</li> <li>• access regular individual support</li> <li>• encourage independence</li> <li>• create frequent opportunities for peer to peer interaction</li> <li>• monitor the progress of the child using structured methods</li> <li>• This is only applicable for physical needs</li> </ul> <p>Access to on-going professional advice and support to meet child's medical needs within educational setting following government guidance 'Supporting pupils with medical conditions in mainstream schools'.</p>	<p><b>Setting:</b></p> <ul style="list-style-type: none"> <li>• Mainstream placement</li> <li>• Universal Offer</li> <li>• Notional SEN funding / Early Years Inclusion Funding (EYIF) to deliver specified provision</li> <li>• Frequent adult support for learning, health and safety and risk management</li> <li>• Frequent 1:1 adult support to support procedures in Health Care Plan</li> <li>• Appropriate staff training by appropriate medical professionals</li> </ul> <p><b>LA:</b></p> <ul style="list-style-type: none"> <li>• BMDC central training and support offer</li> <li>• Low Incidence Team Offer</li> <li>• Traded service from EPT</li> </ul>
<p style="text-align: center;"><b>EHCP</b></p>	<p>A constant and severe medical condition, which has effects on day-to-day functioning, requiring specialist intervention.</p>	<p><b>Access to appropriate multi agency specialist support and adapted curriculum.</b> Health Care Plan and Specialist equipment in place. Requires regular medical intervention following Health Care Plan supported by training and advice from medical professionals.</p> <p><b>Consideration given</b> to an environment that ensures the safe emotional well-being and appropriately trained support for the individual</p> <p><b>High level of adult intervention.</b> Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the child individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> <li>• work on significantly modified curriculum tasks;</li> <li>• access daily individual support</li> <li>• encourage independence</li> <li>• create opportunities for peer to peer interaction</li> </ul>	<p><b>Setting:</b></p> <ul style="list-style-type: none"> <li>• Mainstream placement or possible Specialist Placement if in combination with additional needs</li> <li>• Universal Offer</li> <li>• Notional SEN funding to deliver specified provision</li> <li>• Top Up funding from High Needs block to provide: <ul style="list-style-type: none"> <li>○ Regular targeted small group support (1:3) for large parts of curriculum</li> <li>○ Regular small group / 1:1 interventions linked to targets in EHCP / MSP</li> </ul> </li> <li>• Access to appropriate resources;</li> </ul>

		<ul style="list-style-type: none"> <li>• monitor the progress of the child using highly structured methods</li> </ul> <p>A monitoring system should be in place to assess the child's need, identify outcomes, implement support and monitor and evaluate progress, for example an ISP. Planned reviews including the parent and child should take place</p>	<ul style="list-style-type: none"> <li>• Appropriate staff training</li> <li>• May need constant level of trained adult support for health and safety and risk management.</li> </ul> <p>LA:</p> <ul style="list-style-type: none"> <li>• EP monitoring support at the end of Key Stage;</li> <li>• Teaching Support Team statutory offer;</li> <li>• BMDC central training and support offer</li> <li>• Low Incidence Team Offer</li> <li>• Traded service from EPT</li> </ul>
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