



**LA SCUOLA ITALIANA A LONDRA**

**CODE OF PRACTICE FOR  
SPECIAL EDUCATIONAL NEEDS AND  
LEARNING DIFFICULTIES AND  
DISABILITIES**

**Last Reviewed December 2016**

**N.B.** *All members of the school staff are responsible for the effective implementation of this code of practice, but the above has/have overall responsibility.*

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## Definition of Special Educational Needs and Disability

The following definitions are taken from the *2014 SEND Code of Practice*<sup>1</sup>.

**A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her**, namely provision different from or additional to that normally available to pupils of the same age.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

According to the *Equality Act 2010*<sup>2</sup> Disabled children and young people are those with, “a physical or mental impairment which has a long-term<sup>1</sup> and substantial<sup>2</sup> adverse effect on their ability to carry out normal day-to-day activities.” This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

As a school, we have high expectations of our children and staff. We are proud of our mixed community, as we believe that it enriches our school. We believe that every child should be treated as an individual, whatever their gender, race, faith, ability, nationality or age.

## Principles

- **Each** child to achieve their academic potential and enjoy learning through a focus on inclusive practice and removing barriers to learning<sup>3</sup>, namely:
  - An embedded culture of high expectations and carefully tracked and accurately evidenced progress towards stretching targets<sup>4</sup>.
  - High quality teaching which is differentiated and personalised should be available for **all** children.
  - Doing what is necessary to enable children to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or special educational provision for a child with SEN.
  - Promoting positive outcomes in the wider areas of personal and social development<sup>5</sup>.
  - Seeking to ensure the earliest possible identification and most effective support of children with SEN<sup>6</sup>.
- **Each** child's needs, whether social, educational or health related, to be supported so that they may feel happy, confident and valued.
- **A child does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home**<sup>7</sup>.
- Working together as an effective team in our pursuit of an accessible and transparent person-centered “forward looking”, outcomes-driven and “specific provision” based approach.
- To consistently consider the insights, views, wishes and feelings of the child and their parents<sup>8</sup> via a ‘tell us once’ approach to sharing information:

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<sup>1</sup> ‘long-term’ is defined as ‘a year or more’.

<sup>2</sup> ‘substantial’ is defined as ‘more than minor or trivial’.

- Parents/carers will be informed if their child receives special educational provision and regularly updated on the progress and developments with the intended outcomes of this provision<sup>9</sup>.
- We will work in partnership with parents/carers in order to facilitate the development of their child and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.
- It is important that the child, and their parents/carers, participate as fully as possible in decisions and be provided with the information and support necessary to enable participation in those decisions.
  - Children have a right to be involved in making decisions and exercising choices.
  - Parents/carers have statutory rights to contribute to the decision making process about their child's education.
- Collaborating and co-operating with education, health and social care services to provide support<sup>10</sup>.
- The school will not directly or indirectly discriminate against, harass or victimise disabled children<sup>11</sup>:
  - The school will have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children<sup>12</sup>.
- The school will make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children are not at a substantial disadvantage compared with their peers<sup>13</sup>.
  - This duty is anticipatory – it requires thought to be given in advance to what disabled children might require and what adjustments might need to be made to prevent that disadvantage<sup>14</sup>.
  - The school will publish accessibility plans setting out how it plans to increase access for disabled children to the curriculum, the physical environment and to information<sup>15</sup>.
- The school will also publish information about the arrangements for identifying, assessing and making provision for pupils with additional needs and SEN<sup>16</sup>, including:
  - the admission of disabled children
  - the steps taken to prevent disabled children being treated less favourably than others
  - the facilities provided to assist access of disabled children, and its accessibility plans
- The school will regularly monitor, evaluate, review and look to enhance the quality, breadth and impact of its additional educational provision<sup>17</sup>:
  - Provide development opportunities and support for our staff.

## Principles in Practice

Special educational provision is that which is additional to or different from what is provided to all. This is special educational provision under Section 21 of the *Children and Families Act 2014*<sup>18</sup>.

Under the *2014 SEN Code of Practice*<sup>19</sup>:

- Children with complex SEN will be given an Education, Health & Care (EHC) plan and the support outlined in these plans will be provided in collaboration with the local Authority (LA).
- **It is the school's responsibility to provide for all other children with additional needs.**

All children at SIAL have an entitlement to classroom based support and access to the whole range of school activities as set out in the *2014 SEN Code of Practice*<sup>20</sup>.

## Four broad areas of need – an overview<sup>21</sup>

In practice individual children often have needs that cut across all these areas and their needs may change over time (see *appendices for additional information*).

### 1. *Communication and interaction*

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others.

This may be because they have difficulty:

- saying what they want to
- understanding what is being said to them
- they do not understand or use social rules of communication

**N.B.** Children with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

### 2. *Cognition and learning*

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Learning difficulties cover a wide range of needs, including:

- Moderate learning difficulties (MLD).
- Severe learning difficulties (SLD). *Where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.*
- Profound and multiple learning difficulties (PMLD). *Where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.*
- Specific learning difficulties (SpLD), which affect one or more specific aspects of learning. *This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.*

### 3. *Social, emotional and mental health difficulties*

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways.

These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### 4. *Sensory and/or physical needs*

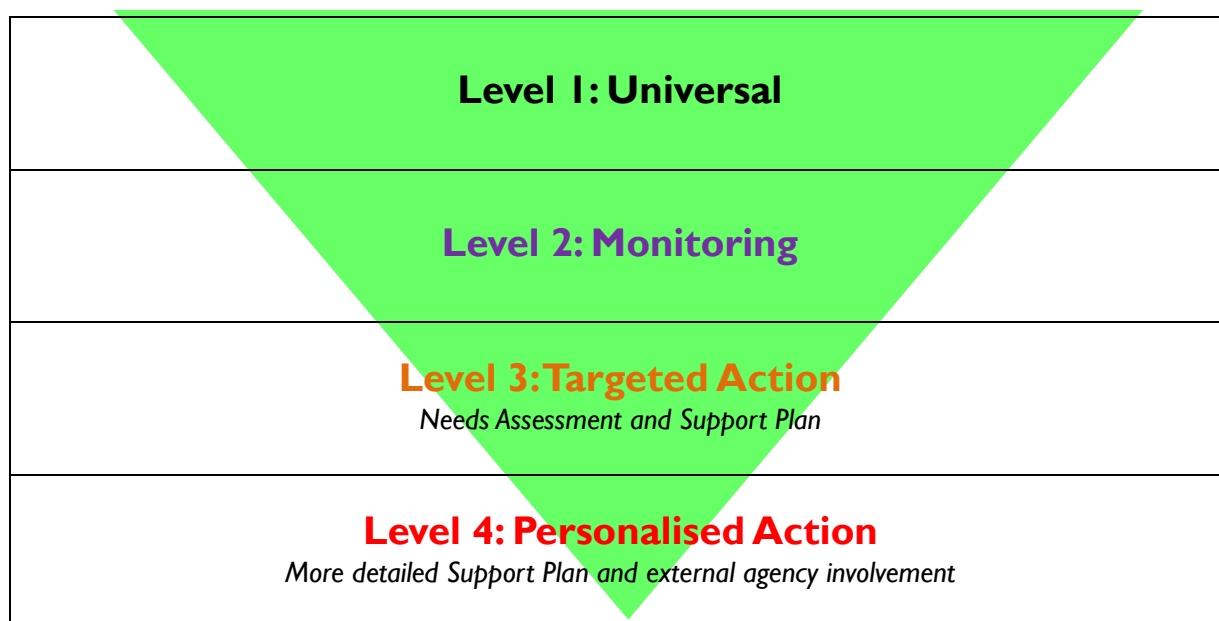
Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.

These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.

Children with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Levels of Response: Communication, Action and Support

*The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and, where necessary, specialist equipment or software<sup>22</sup>.*



This cycle of action should be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each level parents and carers should be engaged with the relevant members of staff, contributing their insights to assessment and planning.

This graduated approach will be led and co-ordinated by the Learning Support Coordinator and supporting teachers.

**Level 1: Universal (Learning Support Register code: n/a.)**

These are school-based approaches designed for the benefit of all children. *High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. Special educational provision is underpinned by high quality teaching and is compromised by anything less<sup>23</sup>.*

- The school’s ongoing **assessment** practices (see *relevant codes of Practice*) will enable the regular and effective **identification** and **review** of all children who may require additional learning support, as well as the **action** the school next needs to take; i.e. whether they need to be Monitored, receive Targeted or Personalised Action, be referred for an EHC Plan or to adapt their EHC plan.
- Baseline assessments, assessment information from previous settings, schools and key stages and comparisons with national data are especially important here<sup>24</sup>.

## Level 2: Monitoring (M.)

Children who are viewed to be at substantial risk of not making expected progress, but are currently making expected progress through Wave 1 (Universal) responses and are reported to have no immediate foreseeable difficulties, are placed in the 'Monitoring' category.

## Level 3: Targeted Action (T.)

*This level aims to support those children who are not making expected progress but with a mix of Level 1 (Universal) and targeted/incidental support are expected to narrow the gap. A **Needs Assessment** (see relevant appendix) will be conducted and, where appropriate, a **Support Plan** (see relevant appendix) created and actioned, including **agreed desired outcomes** (see relevant appendix), strategies and additional school-based approaches for small groups of children.*

*The key practices associated with Level 3 and beyond action, and Support and EHC plans in particular, need to adhere to the following cycle with increasing frequency and detail where necessary<sup>25</sup>. Communicating, consulting and working effectively with the key contributors involved will be central to the effectiveness of this cycle, i.e.:*

- Learning Support Co-ordinator
- Class Teacher(s) and Key Stage Co-ordinators
- Parents/Carers (*their views, concerns and suggestions*). *The school encourages parents/carers to contribute their knowledge and understanding of the child and to raise any concerns they may have about their child's needs and the provision which is being made for them.*
- The child (*their views, concerns and suggestions*)

The school will **MEET** with the parents/carers of children receiving this level of support a **minimum of three times a year** (*ideally during the termly parent and carer consultations, with additional time naturally being allocated*). These meetings will enable:

- ✓ The clarification of the assessment context – to share concerns and agree aspirations.
- ✓ The setting of clear and agreed outcomes.
- ✓ The identification of the best support available to help achieve them.
- ✓ The confirmation of the responsibilities of the parents/carers, child and the school.
- ✓ The agreement of an appropriate review date.

These meetings will include a **REVIEW** of the child's consequent progress towards the agreed outcomes, including changes in level of need, **in line with the agreed review date**, i.e.:

- Review and evaluate the effectiveness of the support interventions in achieving the agreed outcomes and their impact on the child's progress. *Accurate and up-to-date evidence is essential here.*
  - The impact should be clear to all consulted.
- With the agreement of those to be consulted, SEN support plans, agreed outcomes and support interventions should be adapted, replaced or enhanced depending upon the level of improvement made:
  - *Enhanced*. This includes the possibility, **with parent/carer agreement**, of more specialist assessment being required from specialist teachers or from health and/or social services or other agencies beyond the school (*please see relevant appendix*).
- The school will co-operate with the local authority so as to best inform the annual review of the EHC plans for the relevant children in its care<sup>26</sup>.

A concise and accessible **RECORD** of the evidence referred to and the outcomes, action and support agreed through the discussion should be kept and shared with all of the appropriate school staff.

- This record should be given to the child's parents/carers.
- The school's management information system should be updated as appropriate.

#### **Level 4: Personalised Action (P)**

*This level aims to support those children who are not making expected progress despite receiving targeted/incidental support, but through more detailed targeted support informed by the expert evaluations and advice of external agencies are expected to narrow the gap between their academic performance and their peers **within approximately six further academic terms.***

Here the detail and frequency of the actions within the Support Plan will be increased, including additional school-based and external agency approaches for individual children.

#### **Level 5: Referred for an Education, Health & Care (EHC) Plan (P. – with a note “Referred for an EHC plan.”)**

*This level aims to support children at Level 4 (Personalised Action) who, through agreement of parent/carers, the senior leadership team and external agencies (including specialists), are referred for an Education, Health & Care (EHC) Assessment with a view to acquiring an EHC plan (see relevant appendices). During what can be a lengthy application process the Level 4 classification and measure continues to apply.*

**An Education, Health & Care (EHC) Plan (EHC plan)** outlines the statutory action to be implemented by the school and external agencies (see relevant appendices).

#### **Supplementary Practices**

There are a number of core practices and processes that are or may be undertaken in order to identify, respond to and review additional and special educational needs within the school. These include (presented in alphabetical order for ease of reference):

##### Internal

- **Access Arrangements.** *Additional support for children sitting exams/controlled assessments.*
- **Assessment.** *Formative and summative assessments are ongoing and are finalised at the end of each term. These provide key confirmation of and evidence for concerns raised with regards to progress made as well as identifying current strengths and areas for development to target. They include, for EYFS, the reference to the observations of parents/carers and the use of the non-statutory Early Years Outcomes and Exemplification materials guidance as assessment tools when paying particular attention to progress in the Prime Learning Areas<sup>27</sup> (see relevant codes of practice for additional detail).*
- **Development Dialogues.** *This process looks to best review, support, enrich and accelerate the development of the children on the Learning Support Register and the professional practices of the teachers that work with them through a series of targeted observations, reflections and discussions of planning, teaching, assessment and class work (see relevant code of practice for additional detail).*
- **In-class Support.** *Strategies and additional staffing put in place to ensure the inclusion and achievement of a child or group of children in the mainstream classroom.*
- **Individual Educational Plan (IEP).** *A document to plan and record actions being undertaken to meet the additional needs of a child.*



- **Internal Report.** A report completed by teachers / support staff to inform an Annual Review.
- **Intervention.** Small group or individual programmes of study for children with identified additional needs.
- **Learning Support Register.** A document holding information on all children identified as having additional needs. This is largely informed by the school's ongoing assessment practices (see relevant codes of Practice for additional detail).
- **Monitoring Form.** A snapshot report completed by a child's class teacher(s) then collated by Learning Support to build up a full picture of a child's support needs (see relevant appendix).
- **Provision Maps.** An efficient way of showing all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum. The use of provision maps can help Learning Support Co-ordinators to maintain an overview of the programmes and interventions used with different groups of children and provide a basis for monitoring the levels of intervention.

#### Internal and External

- **Annual Review.** A legally-binding yearly review of needs and support arrangements for a child with an EHC plan. This involves written reports and a meeting between all relevant parties.
- **Health Care Plan.** An element of a Care Plan maintained by a local authority in respect of a looked after child, which sets out the medical needs of the child. If a looked after child has an EHC plan, the regular reviews of the EHC plan should, where possible, coincide with reviews of the Health Care Plan.
- **Liaison.** Any work undertaken that involves communication and collaboration with parents/carers, colleagues and external agencies to ensure the inclusion and achievement of a child or group of children with additional needs.
- **Personal Educational Plan (PEP).** An element of a Care Plan maintained by a local authority in respect of a looked after child, which sets out the education needs of the child. If a looked after child has an EHC plan, the regular reviews of the EHC plan should, where possible, coincide with reviews of the Personal Education Plan.
- **Standardised Test.** A test of intelligence or skill area measured against established norms/averages for that age group. A standardised test will typically lead to a 'standardised score', 'age equivalent score' and a 'percentile rank' which can inform psychological/diagnostic reports.
- **Statutory Assessment.** Assessment of a child's needs undertaken by the school, educational psychologist and Local Authority to determine whether an EHC plan is required.

#### **Gifted and Talented Children**

Gifted and Talented (G&T) children are those who have one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop these abilities).

At SIAL the term '**Gifted**' refers to those children who are capable of **excelling in academic subjects** such as English or History.

**'Talented'** refers to those pupils who may **excel in areas requiring visio-spatial skills or practical abilities**, such as in Music, Physical Education, Drama and/or Art.

Some gifted and talented pupils may be intellectually able but also appear on the Learning Support register for behavioural, literacy or physical difficulties.

### Identification

Gifted and Talented children will be identified through the following means:

- Quantitative data, including available test data and results of in-class/teacher assessments
- Qualitative information, including staff assessment and nomination, child, peer and parent/carer nomination and scrutiny of children's work
- Rate of progress including value-added data and reference to prior attainment/achievement

### General Characteristics of Gifted, Talented and More Able Children

The following characteristics can also be helpful indicators here. **Given their age**, these children may:

- be a good reader
- be very articulate or verbally fluent
- give quick verbal responses (which can appear cheeky)
- have a wide general knowledge
- learn quickly
- be interested in topics which one might associate with an older child
- communicate well with adults – often better than with their peer group
- have a range of interests, some of which are almost obsessions
- show unusual and original responses to problem-solving activities
- prefer verbal to written activities
- be logical
- be self-taught in their own interest areas
- have an ability to work things out in their head very quickly
- have a good memory that they can access easily
- be artistic
- be musical
- excel at sport
- have strong views and opinions
- have a lively and original imagination and/or sense of humour
- be very sensitive and aware
- focus on their own interests rather than on what is being taught
- be socially adept
- appear arrogant or socially inept
- be easily bored by what they perceive as routine tasks
- show a strong sense of leadership
- not necessarily be well-behaved or well-liked by others

The process of identification starts at the beginning of each school year and is reviewed, where necessary, at the weekly department meetings and, at the latest, during the termly monitoring and analysis of the achievement levels of each child.

Here, in conjunction with the information received from previous academic years, children are highlighted as showing exceptional prowess in one or more learning areas.

## Classroom Provision

At SIAL our approach aims to be as inclusive as possible provided we are best-supporting the learning needs of the children in our care. Our main form of support comes, therefore, through the quality and effectiveness of our daily classroom provision.

Through the planning of differentiated activities and associated assessment criteria both children with SEND and those considered G&T will be consistently supported and challenged in accordance with their current levels of knowledge and skill.

For G&T children this provision often aims to move towards ever-increasing independence of thought and process (i.e. research projects, 'teaching' small groups etc.) and these children's exploration of the higher end of the thinking skills within Bloom's Taxonomy.

*Bloom's Taxonomy – with Action Verbs requiring Cognitive Outcomes*

<b>Basic Thinking</b>			<b>Critical Thinking</b>		<b>Evaluation</b>
					Judge
			<b>Synthesis</b>		Appraise
			Design	Estimate	
			<b>Analysis</b>	Plan	Evaluate
			Compare	Compose	Revise
			<b>Application</b>	Distinguish	Score
			Use	Differentiate	Select
<b>Comprehension</b>			Employ	Diagram	Rate
Express			Interpret	Analyse	Choose
<b>Knowledge</b>	Restate	Dramatise	Categorise	Collect	Measure
Define	Identify	Sketch	Appraise	Construct	Compare
Repeat	Explain	Practice	Experiment	Create	Value
Name	Recognise	Illustrate	Test	Setup	Assess
Recall	Discuss	Operate	Contrast	Organise	
List	Describe	Demonstrate	Inspect	Prepare	
Relate	Tell	Apply	Debate	Manage	
Record	Locate	Schedule	Inventory	Predict	
Underline	Report	Show	Question		
Outline	Review	Translate	Examine		
Delineate	Summarise	Interpret	Criticise		
Specify		Solve	Relate		
State		Sketch	Solve		
Label			Calculate		
Match			Critique		
			Classify		

## Roles and Responsibilities

### Who is responsible for coordinating the day-to-day provision?

- Head teacher
- The Senior Leadership Team (SLT)
- Extended Leadership Team (ELT)
- Teachers

### What is the role of the Head teacher, Senior Leadership Team and Board of Governors?

Responsibilities	Skills and actions
Co-ordinating provision for children with SEN/LDD	<ul style="list-style-type: none"> <li>• Organisational</li> <li>• Knowledge of SEN/LDDs</li> <li>• Managing staff</li> <li>• Time management</li> <li>• Ensuring that children with SEN/LDDs receive a high quality education</li> <li>• Supporting children with medical conditions:               <ul style="list-style-type: none"> <li>○ Coordinating the implementation of individual healthcare plans</li> </ul> </li> <li>• Being aware of the provision in the Local Offer<sup>28</sup></li> <li>• Working with the school governors to ensure that the school meets its responsibilities under the Equality Act (2010)<sup>29</sup> with regard to reasonable adjustments and access arrangements:               <ul style="list-style-type: none"> <li>○ Arrangements for the admission of disabled children</li> <li>○ The steps being taken to prevent disabled children from being treated less favourably than others</li> <li>○ The facilities provided to enable access to the school for disabled children</li> <li>○ The accessibility plan showing how the school plans to improve access progressively over time</li> </ul> </li> </ul>
The day-to-day running of the school's SEN/LDD code of practice	<ul style="list-style-type: none"> <li>• Organisational</li> <li>• Planning (including deploying the delegated budget and resources<sup>30</sup>)</li> <li>• Providing professional guidance</li> <li>• Providing a strong model of the principles upon which this code of practice is built</li> </ul>
Liaising with and advising fellow teachers	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Advice</li> <li>• Support</li> <li>• Respect of colleagues</li> <li>• Knowledge of SEN/LDDs</li> <li>• Ensuring all staff understand their responsibilities to children with SEN/LDDs, including the importance of these children being included in social groups and developing friendships<sup>31</sup></li> <li>• Monitoring the attainment and progress of all children and especially those on the Learning Support Register</li> <li>• Identifying any patterns in the identification of SEN, both within the school and in comparison with national data, and using these to reflect on and reinforce the quality of teaching<sup>32</sup></li> </ul>

	<ul style="list-style-type: none"> <li>• Supporting and enhancing the effectiveness of cross-phase transitions</li> </ul>
Maintaining the school's SEN/LDD register and overseeing the records on all children with SEN/LDD	<ul style="list-style-type: none"> <li>• Ability to design, manage, review and develop administrative systems</li> <li>• Organisational</li> </ul>
Liaising with parents/carers of children with SEN/LDD	<ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Empathy</li> <li>• Supportive</li> <li>• Provide regular contact (acknowledging their insights, ensuring they are actively involved in decision-making etc. <sup>33</sup>)</li> </ul>
Liaising with children with SEN/LDD	<ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Empathy</li> <li>• Supportive</li> <li>• Provide regular contact (acknowledging their insights, ensuring they are actively involved in decision-making etc. <sup>34</sup>)</li> </ul>
Contributing to the professional development of staff	<ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Skills</li> <li>• Expertise</li> <li>• Leading Internal Professional Development (<i>including reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable children and their knowledge of the additional needs most frequently encountered</i>).</li> <li>• Sourcing External Professional Development opportunities</li> </ul>
Liaising with external agencies including the local authority's Area SENCO <sup>35</sup> , other schools, educational psychologists, social services, health and voluntary services ( <i>inc. those who are already working with children joining the school</i> <sup>36</sup> ).	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Willingness to collaborate</li> <li>• Understanding of others' roles and responsibilities</li> <li>• Experience</li> <li>• Knowledge</li> </ul>
Preparing an annual SEN report.	<ul style="list-style-type: none"> <li>• Organisational</li> <li>• Analyse, reflect and review</li> <li>• Planning</li> </ul>

The governing body determines, with the Head teacher, the school's general code of practice and approach to provision for children with SEN/LDD and establishes appropriate staffing and funding arrangements. They take a particular interest in, and closely monitor, the school's work on behalf of children with SEN/LDD. There is a member of the governing body with specific oversight of the school's arrangements for SEN and disability<sup>37</sup>.

## SEN information report

The governing body will publish information on the school websites about the implementation of this Code of Practice. This information:

- Will be updated annually and any changes to the information occurring during the year should be updated as soon as possible.
- Will include this Code of Practice and named contacts within the school for situations where parents/carers have concerns.
- Will include information on where the local authority's Local Offer is published.
- Will also include:
  - the kinds of SEN that are provided for
  - the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured
  - evaluating the effectiveness of the provision made for children with SEN

The Head teacher has responsibility for the day-to-day management of the provision for children with SEN/LDD. The senior leadership team and teachers should be fully aware of the school's procedures for identifying, assessing and making provision for children with SEN/LDD. They should also be involved in the development of the school's SEN/LDD code of practice.

The Head teacher and Senior Leadership team will regularly review how well equipped we are to provide support across the four broad areas of SEN, including how the expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.

### What is the Role of the Learning Support Coordinator?

The role of Learning Support Coordinator is covered by the Head teacher. The necessary tasks/responsibilities and skills are carried out in cooperation with the remaining members of the senior leadership team and the teaching staff.

### What is the role of the Extended Leadership Team (i.e. Key Stage Co-ordinators)?

The main role for the Key Stage Co-ordinators is to act as a two-way bridge between the responsibilities and actions of the Governors and the senior leadership team *and* the teachers within their key stage.

### What is the role of the class teacher<sup>38</sup>?

- ✓ **Be Alert.** All those who work with children should be alert to emerging difficulties and respond as early as possible.
- ✓ Teachers are responsible and accountable for the progress and development of the children in their class on a daily basis, including where they access support from teaching assistants or specialist staff.
- ✓ Read this code of practice, understand it, ensure that your practice is in line with it and be proactive in implementing it, while continually seeking to further improve the quality of your professional practice.
- ✓ Listen to and seek to understand any concerns raised by a child as to their development.
- ✓ Listen to and seek to understand any concerns raised by parents and carers as to their child's development.

- ✓ Be alert to events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement.
  - Please communicate your concerns here to Key Stage Co-ordinators to ensure that the school makes appropriate provision for the child's short-term needs in order to prevent problems escalating.
- ✓ Through your ongoing assessments seek to identify children making less or more than expected progress given their age and individual circumstances, i.e. Progress that:
  - Is significantly slower or quicker than that of peers starting from the same baseline
  - Fails to match or better the child's previous rate of progress
  - Fails to close the attainment gap between the child and their peers
  - Widens the attainment gap

*Beyond Level 2 action – Targeted, Personalised and the implementation of an EHC plan*

- ✓ Work with the Learning Support Co-ordinator so as to best:
  - Inform needs assessments.
  - Implement the agreed Support Plan and associated interventions.
  - **Record** and **share** key developments and accurate evidence, including the views of the child, their parents/carers and the teaching assistants who work with the child:
    - EYFS teachers need to record the relevant learning support arrangements in place as part of their ongoing assessment of each child as required under the EYFS framework<sup>39</sup>.
  - Assess the impact of the support in light of the child's progress.
  - Enrich consequent support plans and actions, including referrals for and the implementation of EHC plans<sup>40</sup> etc..

*EAL and IAL*

Identifying and assessing SEN for children learning an additional language (i.e. English and/or Italian is not their first language) requires particular care:

- ✓ Please look carefully at all aspects of a child's performance in different areas of learning and development to establish whether lack of progress is due to limitations in their command of the additional language or if it arises from SEN or a disability.

**Difficulties related solely to limitations in an additional language are not SEN.**

*Behaviour*

- ✓ Please also pay close attention to each child's progress in areas other than attainment, including where they need to make additional progress with wider development or social needs in order to make a successful transition to adult life. *Although persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN.*

**Slow progress and low attainment do not necessarily mean that a child has SEN.**  
However they may be an indication of a range of learning difficulties or disabilities.

**Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.** Some learning difficulties and disabilities occur

across the range of cognitive ability and left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

#### What role is played by parents/carers of children with SEND?

Parents/carers are involved in all stages of the SEND process. Their views are listened to and respected. Appropriate support and guidance will be offered if it is necessary to refer the child to any external specialists or agencies (see *relevant appendix*).

#### What are the admission arrangements for children with SEND?

In the event that a child who has an EHC plan can be accommodated by the school, the Learning Support Co-ordinator will work very closely with the child's class teacher(s) to ensure that a successful outcome is possible for all concerned. The Learning Support Co-ordinator will be willing to undertake further specialist training (*as appropriate*) to gain a greater practical understanding of the relevant child's needs and learning requirements.

The school currently does not allow easy access for children/parents/carers and staff who experience mobility problems. Lavatories for young children and adults are on the first floor, but wheelchair access is not available. The school does not have a lift and there is no naturally occurring site to locate one. Special arrangements have been considered should a wheelchair user attend classes in KS1-2 and SSI (*please see School Accessibility Plan*).

#### In what kind of provisions for SEND does the school specialise?

At SIAL no child will be treated less favourably than any other child for a reason that relates to his or her disability. While the school will attempt to make any 'reasonable' adjustment to elements of the curriculum in order to allow SEND pupils to maximise their learning opportunities, we recognise that at present the school building prevents full access to mobility disabled children.

Children can expect reasonable adjustments to be made depending on:

- Academic standards
- Current resources available in the school
- Additional costs that access may incur
- Practicality of the adjustments recommended by specialist bodies
- Practicality of undertaking such adjustments
- Health and safety issues
- The interests of the existing children in the school

Learning Support Provision for Children includes:

- 1:1 learning support
- Small group intervention
- Learning Support Assistant in class
- Teaching assistant supporting a differentiated curriculum, i.e. working with individuals and small groups of children in class or outside the classroom when appropriate

In addition to:

- Personalised learning
- Motor movement clubs
- Maths. clubs
- Handwriting and presentation clubs
- Homework support



- Laptop/keyboarding Instruction

Support for Parents and Carers:

- Curriculum-based Events
- Workshops
- Assessment – termly reports and formal consultations
- Informal consultation and advice

Support for Teachers:

- Continuing Professional Development, including ‘In service’ training
- In-class support
- Planning and Curriculum support
- Consultation and advice

#### What facilities / equipment exist for children with SEND?

Children can have access to a range of learning support aids including: ‘wedge’ supports for writing, specialist pens, pencils and grips and materials to develop fine and gross motor skills. The school, wherever possible, will look to employ the facilities and equipment that will best serve the development of each of the children in its care.

#### What ‘in-service’ training is available for staff working with children with SEND?

All school staff will be kept up to date with current developments in the field of SEN in light of the SEND Code of Practice (2014). Development of comprehensive ‘in-service’ training is ongoing and reflects the changing needs of the children, staff, school, educational codes of practice and current trends in education.

Use should also be made of a wide range of external teaching/lecture/workshop programmes to facilitate the continuing professional development of all staff.

The following areas will continue to be key focuses for future ‘In-service’ training:

- Planning, Teaching and Assessment — differentiation and delivery
- A ‘whole school’ review of this SEND code of practice and its consequent actions
- The specific needs of children, including practical strategies for the classroom

#### How do children with SEND engage in the activities of the school along with their contemporaries?

Every effort is made to integrate children with SEND into the whole of school life. Where appropriate printed materials may be enlarged for visually impaired children and larger print books may be accessed from local libraries etc.. Braille books and a Braille machine may be used in the classroom by a specialist Learning support assistant if required.

The physical organisation of the classroom can in some instances be manipulated to provide greater ease of access for children with mobility difficulties. A thorough Health and Safety review will be undertaken to ensure the safety of children as they move around the school and its external environment. If a child is hearing or visually impaired, the staff will ensure that the child is placed in the most effective place within the classroom to promote optimal learning opportunities.

Children who experience difficulties recording information from the board or printed materials will be supported by classroom assistants wherever possible. Teachers will also provide printed versions of materials to support children with recording difficulties.

### What arrangements are in place concerning complaints from parents/carers of children with SEND?

Complaints from parents/carers should be addressed in the first instance to the Head and in accordance with the school's current code of practice regarding the registering of a complaint.

### What links exist for the transition of children with SEND between schools?

Before a child joins the school, as much information as possible is obtained from their previous schools/nurseries. Often parents/carers will submit an Educational Psychologist or Specialist report along with their application where applicable.

In the event that SEND details are not disclosed on the school admissions form, it may be necessary for the prospective child to re-visit the school when a Special Educational Needs report and additional details are available.

The relevant members of staff will meet the parents/carers and child (where appropriate) to ensure that the appropriate level of action is initiated as soon as possible, including needs assessments, support plans, review dates etc..

Key assessment information is shared and discussed with the relevant teachers as the children work their way through the school year after year; this will naturally include past, present and future learning support provision.

In the event that a SEND child is transferring to a new school, the Head liaises (when appropriate) with the new school's Learning Support Co-ordinator and forwards any details required in relation to the provision that the child has received at SIAL.

### Review and Evaluation of this Code of Practice

The regular monitoring of achievement data will include relevant information on children with SEND (including EAL and/or IAL) and this will enable the School to monitor and evaluate progress with individual and wider targets. This evaluation process will serve as the basis for best planning programmes of action and targeting time, support and resources.

The school's SEND Code of Practice is to be reviewed on a yearly basis by the Head teacher, Senior Leadership Team and the Board of Governors.

## Differentiation – types, explanations and examples

TYPE	EXPLA-NATION	EXAMPLES
Size	Adapt the number of items that the learner is expected to learn or complete	<b>Lower Ability:</b> reduce the number of pieces of vocabulary a learner must learn at any one time
		<b>Higher Ability:</b> reduce the number of words a child has to complete a task i.e. explain the meaning of..... in only 150 words (so that they must be selective)
Time	Adapt the time allotted and allowed for learning, task completion or testing	<b>Lower Ability:</b> <ul style="list-style-type: none"> <li>• Give more time i.e. 25% extra</li> <li>• Individualise a timeline for completing a task</li> <li>• Pace learning differently (increase or decrease) for some learners</li> </ul>
		<b>Higher Ability:</b> <ul style="list-style-type: none"> <li>• Spend less time on core activities and more time on challenging extension tasks</li> <li>• Restrict time to add challenge</li> <li>• Give project work and a set deadline</li> </ul>
Level of support	Alter the amount of personal assistance with a specific learner	<b>Lower Ability:</b> Assign peer buddies, teaching assistants, peer tutors or cross age tutors
		<b>Higher Ability:</b> <ul style="list-style-type: none"> <li>• Set children together for specific tasks where they are expected to perform at a higher level</li> <li>• Role – set a common class work task, but give individuals different roles i.e. chairperson</li> <li>• A higher ability child could provide support for other children who may need support for writing etc.</li> <li>• Adult support to explain how they can excel in the task or lesson</li> </ul>
Input	Adapt the way instruction is delivered to the learner	<b>Lower Ability:</b> <ul style="list-style-type: none"> <li>• Use different visual aids – flow charts, mind maps, lists, tree diagrams etc. – to show information</li> <li>• Model using another child’s work</li> <li>• Use concrete examples</li> <li>• Provide ‘hands-on’ activities</li> <li>• Place children in cooperative groups</li> </ul>
		<b>Higher Ability:</b> <ul style="list-style-type: none"> <li>• Set a common task, but give the child less detailed instructions or ask them to plan their own task</li> <li>• Set an independent task or challenge, such as a further investigation in Maths. or Science, or a different class reader from a selected list, and invite the child to decide how they would like to demonstrate their learning to you and the rest of the class after an agreed length of time</li> <li>• Ask the child to plan the ‘starter’, based on prior learning, for the next lesson</li> <li>• Ask the child to plan the ‘plenary’ – present their findings to the class at the end of lesson</li> <li>• Allow the child to do the planning to allow for original thinking</li> </ul>

<b>Difficulty</b>	Adapt the skill level, problem type, or the rule(s) in terms of how the learner may approach the work	<p><b>Lower Ability:</b></p> <ul style="list-style-type: none"> <li>Simplify task instructions</li> <li>Change rules to accommodate the child's needs</li> </ul>
		<p><b>Higher Ability:</b></p> <ul style="list-style-type: none"> <li>Set a higher target</li> <li>Provide a 'matrix' of different level activities for children to choose from ranging from easy to challenging</li> <li>Use 'must, should, could' and plan activities accordingly</li> <li>Use higher-level questioning and directing questions at particular children rather than waiting for 'hands-up'.</li> <li>Provide full-length versions of abridged tests you are using with the rest of class</li> <li>Provide wider reading or research around a topic</li> <li>Give children an example of 3 poems rather than 1 and ask them to compare and contrast</li> <li>Set homework that involves in-depth research on more open-ended and complex aspects of the topic, i.e. send home 3 poems vs. 1 of the same poet, send home articles etc.</li> </ul>
<b>Output</b>	Adapt how the student can respond to instruction	<p><b>Lower Ability:</b></p> <ul style="list-style-type: none"> <li>Instead of answering questions in writing, allow a verbal or orally-recorded response</li> <li>Use a communication book for some children</li> <li>Allow children to show knowledge using hands-on materials</li> <li>Allow exams or comprehensions to be in multiple choice format to show knowledge and understanding</li> <li>Dictate written work</li> </ul>
		<p><b>Higher Ability:</b></p> <ul style="list-style-type: none"> <li>Recording using a wide variety of technology</li> <li>Give the answer, the children set the question – a form of differentiation by outcome — useful at the end of a given task</li> </ul>
<b>Participation</b>	Adapt the extent to which a learner is actively involved in the task	<p><b>Lower Ability:</b></p> <ul style="list-style-type: none"> <li>In geography, let the child hold the globe, while others point out locations</li> <li>Pair and share partnerships</li> <li>At the start of the year, using Gardner's multiple intelligence's, steer children to seek answers from one another based on their learning styles i.e. ask a child who is 'logical' for spelling advice etc.</li> </ul>
		<p><b>Higher Ability:</b></p> <ul style="list-style-type: none"> <li>'No hands up' lessons – children must think (give them time to think) and discuss with a partner – teacher randomly asks children</li> <li>Children act as 'chairperson' who takes responsibility for maintaining momentum and focus during group work – great for comprehensions</li> <li>Ask children to 'model' their thinking by explaining their answer/solution to a neighbour or to teach a key learning point</li> </ul>
<b>Alternate</b>	Adapt the goals or outcome expectations while using the same materials	<p><b>Lower Ability:</b> In geography for example, expect a child to be able to locate just the countries while others are expected to locate the capital cities as well</p>
		<p><b>Higher Ability:</b> Use just one stimulus to generate deeper thinking and speculation</p>

Substitute Curriculum	Provide different instruction and materials to meet a child's individual goal	<p><b>Lower Ability:</b></p> <ul style="list-style-type: none"> <li>• The use of a laptop if this facilitates accelerated development for the child</li> <li>• If child has a level of understanding that is below their chronological age, then provide comprehensions from a different year group. Assess based on that material, not the same as the rest of class</li> </ul>
		<p><b>Higher Ability:</b></p> <ul style="list-style-type: none"> <li>• Set work and projects from higher year groups depending on the child's strengths (can be a great motivator)</li> </ul>

## Helpful Internet Resources

### General Resources

- Strategic leadership: <http://www.ncsl.org.uk>
- Creative Generation: <http://www.creativegeneration.org.uk>
- Leadership, human motivation & research programmes: <http://www.transforminglearning.co.uk/>
- Schools site with discussion forum & information: <http://www.schoolsnet.com/>
- 21st Century learning initiative: <http://www.21learn.org/>
- Aquila magazine (8-13 year olds): <http://www.aquila.co.uk/>
- BBC Schools Online: <http://www.bbc.co.uk/education/schools/>
- Multiverse: exploring diversity and achievement in the UK educational context: <http://www.multiverse.ac.uk>
- Schools' Resources: <http://intele4.essex.ac.uk/Internet%20Resources/UK/subject.htm>
- Teaching Ideas for Primary Teachers: <http://www.teachingideas.co.uk/>
- Gifted & Talented Books On-line: <http://www.giftededpress.com>
- Humans Not Robots - support and resources for SEN / SpLD: <http://www.humansnotrobots.co.uk/p/resources-hub.html>

### Guidance

- Dept. for Education and Skills: <http://www.standards.dfes.gov.uk/excellence/policies/GiftedAndTalented/>
- QCA Guidance on G&T: <http://www.nc.uk.net/gt/>

### Gifted and Talented - Resources and information

- Centre for Children of High Intelligence: <http://www.chi-charity.org.uk>
- Creative Generation: <http://www.creativegeneration.org.uk>
- European Council for High Ability: <http://www.echa.ws>
- G&TWISE Support for Gifted and Talented Education: <http://www2.teachernet.gov.uk/gat/>
- London Gifted and Talented: <http://www.londongt.org>
- NACE - National Association for Able Children in Education: <http://www.nace.co.uk>
- The National Academy for Gifted and Talented Youth (NAGTY): <http://www.nagty.ac.uk/>
- NAGC - National Association for Gifted Children: <http://www.nagcbrtain.org.uk/>
- National Research Centre on the Gifted and Talented: <http://www.gifted.uconn.edu/nrcgt.html>
- New Horizons: <http://www.newhorizons.org/>
- NRICH - Mathematics Enrichment - NRICH online Maths Club: <http://www.nrich.maths.org.uk/>
- Ohio Association for Gifted Children: <http://www.oagc.com/>
- Queensland Association for Gifted and Talented: <http://www.qagtc.org.au/>
- Research Centre for Able Pupils: <http://www.brookes.ac.uk/schools/education/rescon/randc.html>
- SCRE Website: <http://www.scre.ac.uk/>
- Specialist Schools Trust: <http://www.specialistschools.org.uk/>
- Teachernet: <http://www.teachernet.gov.uk/>
- Tomorrow's Achievers: Courses & Masterclasses (not quality assured by ReCAP): <http://www.masterclasses.co.uk/>

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- World Council for Gifted and Talented Children: <http://www.worldgifted.ca/>
  - World Class arena - information about World Class: <http://www.worldclassarena.org/>
  - Talented and Gifted Educational Resources: <http://www.uis.edu/~schroede/school/taglink.htm>
  - Impressive G&T and enrichment practice: <http://www.barkingabbeyschool.co.uk/gandt/index.html>

#### English and Drama

- Library of English teaching resources: <http://www.teachit.co.uk>
- English Teaching in the UK: [http://ourworld.compuserve.com/homepages/HARRY\\_DODDS](http://ourworld.compuserve.com/homepages/HARRY_DODDS)
- The Greatest Films: <http://www.filmsite.org/home.html>
- The S.P.E.L.L. Fantasy Theme Park: <http://www.nuff.ox.ac.uk/users/martin/SPELL/Spell.htm>
- Creative Drama: <http://www.creativedrama.com>

#### Maths

- NRICH – Mathematics Enrichment - NRICH online Maths Club: <http://nrich.maths.org/>
- Pass Maths (Plus magazine): <http://www.pass.maths.org>

#### Science and Computing

- Science Museum: <http://www.nmsi.ac.uk/Welcome.html>
- Particle Physics and Astronomy Research Council (PPARC): <http://www.pparc.ac.uk/ed/school.asp>
- Association for Science Education: <http://www.ase.org.uk/>
- The Natural History Museum: <http://www.nhm.ac.uk>
- Bradford Robotic Telescope: <http://www.telescope.org/>
- Exploratorium , California: <http://www.exploratorium.edu>
- Hampshire County Council - IT and the Able Pupil in Primary Schools: <http://www.hants.gov.uk/education/ngfl/subject/primary/ablepup>

#### Modern Foreign Languages

- Linguanet: <http://www.linguanet.org.uk/websites/frenwww.htm>
- French Embassy: <http://www.francealacarte.org.uk>
- German Resources: <http://dspace.dial.pipex.com/town/square/fk26/subjects/german/gerlnk1.htm>
- German links: <http://www.swan.ac.uk/german/links.htm>
- Learn German & Spanish: <http://www.assk.com/>

#### History and Geography

- Julius Caesar: <http://juliuscaesar.future.easyspace.com>
- Mary Rose: <http://www.maryrose.org>
- Telegraph Virtual School: <http://www.spartacus.schoolnet.co.uk>
- Colour Tour of Egypt: <http://www.memphis.edu/egypt/egypt.html>
- Collection of online history lessons: <http://www.spartacus.schoolnet.co.uk/historylessons.htm>
- Exploring the Environment - teachers pages: <http://www.cotf.edu/ete/teacher/teacher.html>
- National Maritime Museum: <http://www.nmm.ac.uk/education/index.html>

#### Art, Design and Technology

- The National Gallery: <http://www.nationalgallery.org.uk>
- National Society for Education in Art & Design: <http://www.nsead.org>
- The Amazing Picture Machine: <http://www.ncrtec.org/picture.htm>
- National Association of Advisers & Inspectors in Design & Technology: <http://www.naaidt.org.uk>
- Technology Enhancement Programme: <http://www.tep.org.uk>
- The Design and Technology Association: <http://www.data.org.uk>

#### Music

- Teaching Ideas – Music: <http://www.teachingideas.co.uk/music/contents.htm>
- Music resources: <http://intele4.essex.ac.uk/Internet%20Resources/UK/subject.htm>

## Glossary<sup>41</sup>

- **Additional Needs:** the main term used within the school for needs presented by children that cannot be met by Universal / Level One approaches.
- **Compulsory school age (UK):** a child is of compulsory school age from the beginning of the term following their 5th birthday until the last Friday of June in the year in which they become 16, provided that their 16th birthday falls before the start of the next school year.
- **Personal Education Plan:** An element of a Care Plan maintained by a local authority in respect of a looked after child, which sets out the education needs of the child. If a looked after child has an EHC plan, the regular reviews of the EHC plan should, where possible, coincide with reviews of the Personal Education Plan.
- **Special Educational Needs (SEN):** a sub-section of Additional Needs referring primarily to the needs presented by children who have an Education, Care & Health (EHC) Plan. Often abbreviated as SEN.
- **Special Educational Needs Co-ordinator (SENCO):** A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision. In a small school, the head teacher or deputy may take on this role. In larger schools there may be a team of SENCOs. Other early years settings in group provision arrangements are expected to identify an individual to perform the role of SENCO and childminders are encouraged to do so, possibly sharing the role between them where they are registered with an agency.
- **Special educational provision:** Special educational provision is provision that is different from or additional to that normally available to pupils or children of the same age and which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.

## Areas of Additional Need

The following terms can be used to break down Additional Needs into identifiable skills / areas for development to which responses can then be directed.

- **Concentration:** staying on task, ignoring distractions, focusing on the teacher, remembering instructions etc..
- **Organisational Skills:** physical organisation of self and equipment, planning ahead with work, thinking about consequences before actions etc..
- **Speech and Language:** understanding their first spoken language, acquiring new vocabulary, ability to express themselves clearly in sentences etc..
- **Reading:** ability to read a paragraph or more with ease and fluency.
- **Spelling:** ability to consistently spell common words and make a good attempt at unfamiliar words.
- **Extended Writing:** ability to write a correctly punctuated paragraph or more with ease and fluency.
- **Handwriting:** ability to write legibly, with ease and at a pace equivalent to their peers.
- **English as an Additional Language (EAL):** understanding English as a second language, acquiring new vocabulary etc..
- **Italian as an Additional Language (IAL):** understanding Italian as a second language, acquiring new vocabulary etc..
- **Numeracy/Maths:** demonstrating a basic grasp of number, algebra, data, shape / space and measure etc..
- **Physical/Hearing/Visual:** ability to access all activities despite physical, hearing or visual difficulty etc..
- **Social:** forming and maintaining positive relationships, conforming to social norms etc..
- **Emotional:** showing awareness of their own feelings and those of others, managing feelings, confidence etc..
- **Homework/projects:** ability to study independently, to produce work to deadlines etc..
- **Tests/Exams:** ability to prepare for and sit a test / an exam without close adult support.

*Adapted from a document created by Grant, M. (2011) [www.HumansNotRobots.co.uk](http://www.HumansNotRobots.co.uk)*



## Tests and Examinations – Instructions for Readers, Scribes, Prompters and Supervised Rest Breaks

**\*\*A reader will not be allowed in papers or sections of papers testing reading\*\***

### Readers:

- **must** read accurately
- **must only** read the instructions of the question paper(s) and questions and must not explain or clarify
- **must only** repeat the instructions of the question paper or questions when specifically requested to do so by the candidate
- **must** abide by the regulations since failure to do so could lead to the disqualification of the candidate
- **must not** advise the candidate regarding which questions to do, when to move on or the order in which questions should be answered
- **may** read back, when requested, what has been written in the answer
- **must not** decode symbols and unit abbreviations (e.g.  $2^2$  should not be read as two squared but the function simply pointed to by the reader since part of the assessment is recognising what the second 2 means. Similarly, if the symbol  $>$  is printed, it should not be read as 'greater than' but simply pointed to by the reader)
- **may** read numbers printed in figures as words (e.g. 252 would be read as two hundred and fifty two but the number should also be pointed to on the question paper). An exception would be when the question is asking for a number to be written in words (e.g. Write the number 3675 in words)
- **may** enable a visually impaired candidate to identify diagrams, graphs and tables but must not give factual information or offer any suggestions, other than that information which would be available on the paper for sighted candidates
- **may** give the spelling of a word which appears on the paper but otherwise spellings must not be given

### A Memory Aid for Readers:

- *I am here to read for you in your examination*
- *You must make clear what you want to be read*
- *I can only read the instructions and the questions*
- *I can repeat instructions, but only if you ask me*
- *I can spell words if you ask me, but only words on the question paper*
- *I can read back your answer, but only if you ask me*

## **Scribes:**

- **must write or type** accurately, and at a reasonable speed, what the candidate has said, (except in an examination requiring word processing where a scribe will not be permitted)
- **must** draw or add to maps, diagrams and graphs strictly in accordance with the candidate's instructions, unless the candidate is taking a design paper, in which case a scribe will only be permitted to assist with the written parts of the paper
- **must** abide by the regulations since failure to do so could lead to the disqualification of the candidate
- **must** write or word process a correction on a typescript or Braille sheet if requested to do so by the candidate
- **must** immediately refer any problems in communication during the examination to the invigilator
- **must not** give factual help to the candidate or indicate when the answer is complete
- **must not** advise the candidate on which questions to do, when to move on to the next question or on the order in which questions should be answered
- **may**, at the candidate's request, read back what has been recorded

## **A Memory Aid for Scribes:**

- *I am here to write/type for you in your examination*
- *I must write/type exactly what you say*
- *I can draw maps, graphs and diagrams, but I can only draw exactly what you tell me*
- *I can't draw for you in a Design examination*
- *If we have problems communicating, I must tell the invigilator*
- *I can't give you any help with the answers*
- *I can't suggest when an answer is finished*
- *I can't tell you which questions to choose*
- *I can't tell you when to move onto the next question*
- *I can't tell you which questions to do first*
- *I can read back what I have written/typed, but only if you ask me*
- *I can change what I have written/typed, but only if you ask me*
- *If you are allowed rest breaks, I can't write/type in those breaks*

**Prompters:**

- **must** abide by the regulations since failure to do so could lead to the disqualification of the candidate
- **must not** advise the candidate regarding which questions to do or in which order the questions should be answered
- **must not** give factual help or offer any suggestions or communicate in any way other than those listed below
- **may** use the following prompts either vocally or written on a flash card: “focus on the question”, “move onto the next question”, “there are X minutes left”
- **may** tap on the desk in order to remind the candidate that he or she must pay attention to the question
- **may** use the candidate’s name as an appropriate prompt during the examination

**Supervised Rest Breaks**

- The timing of the examination should be stopped and re-started when the candidate is ready to continue.
- If the candidate needs to leave the examination room, an invigilator must accompany the candidate.
- The timing of these breaks depends on the nature of the candidate’s condition.

Log of Rest Breaks:

Stop Time	Restart Time	Invigilator Initials	Stop Time	Restart Time	Invigilator Initials

## Learning Support Parent / Carer Survey

This quick survey has been designed to help the school plan further improvements to Learning Support over the coming year.

We would appreciate it if you could take a few minutes out of your day to complete it. All responses are recorded anonymously.

### 1. First tell us what year your child is in.

Nursery  Reception  Y1  Y2  Y3  Y4  Y5  Y6

### 2. Now tell us briefly what difficulties your child experiences (i.e. literacy, behaviour etc.)

### 3. Which of the following does your child experience difficulty with at school?

	Always	Often	Sometimes	Never
a) Following instructions				
b) Keeping up with the pace of lessons				
c) Completing homework				
d) Remembering key information				
e) Reading				
f) Spelling				
g) Handwriting				
h) Computer skills				
i) Assessed work (exams, assignments)				
j) Socialising (making friends)				
k) Managing feelings (anger, worry etc.)				
l) Other:				

*Please turn over...*

**4. If you have any further comments about your child's strengths and difficulties, please note them here.**

**5. How much information do you receive from school about your child's difficulties?**

- a) Detailed information – including ways to support him / her
- b) Basic information
- c) Little or no information

**6. How much information do you receive from school about your child's progress in overcoming their difficulties?**

- a) Regular updates throughout the year
- b) Yearly through reports and/or Annual Review meetings
- c) Little or no information

**7. How happy are you with the support provided by the school for your child's difficulties?**

- a) Very happy, no concerns
- b) Generally satisfied, but with a few concerns
- c) Unhappy, many concerns

**8. Is there anything we are doing particularly well or anything you think needs to improve straight away?**

*Thank you for your time.* Based on work created by M. Grant, 2010 [www.HumansNotRobots.co.uk](http://www.HumansNotRobots.co.uk)

# SEND Monitoring Form

Date returned by:

<b>Year Group</b>	
<b>Teacher</b>	

*Please write the names of the relevant children in the relevant cells.*

<b>Additional Needs</b>		<b>Requires occasional support</b>	<b>Requires continuous support</b>
<b>Concentration:</b> Staying on task, ignoring distractions, focusing on the teacher, remembering instructions etc..			
<b>Organisational Skills:</b> Physical organisation of self and equipment, planning ahead with work, thinking about consequences before actions etc..			
<b>Speech and Language:</b> Understanding their <u>first</u> spoken language, acquiring new vocabulary, ability to express themselves clearly in sentences etc..			
<b>English / Literacy</b>	<b>Reading:</b> Ability to read a paragraph or more with ease and fluency.		
	<b>Spelling:</b> Ability to consistently spell common words and make a good attempt at unfamiliar words.		
	<b>Extended Writing:</b> Ability to write a correctly punctuated paragraph or more with ease and fluency.		
	<b>Handwriting:</b> Ability to write legibly, with ease and at a pace equivalent to their peers.		
<b>English as an Additional Language:</b> Understanding English as a <u>second</u> language, acquiring new vocabulary etc..			
<b>Italian / Literacy</b>	<b>Reading:</b> Ability to read a paragraph or more with ease and fluency.		
	<b>Spelling:</b> Ability to consistently spell common words and make a good attempt at unfamiliar words.		
	<b>Extended Writing:</b> Ability to write a correctly punctuated paragraph or more with ease and fluency.		
	<b>Handwriting:</b> Ability to write legibly, with ease and at a pace equivalent to their peers.		
<b>Italian as an Additional Language:</b> Understanding Italian as a <u>second</u> language, acquiring new vocabulary etc..			

<b>Numeracy/Maths:</b> Demonstrating a basic grasp of number, algebra, data, shape / space and measure etc..		
<b>Physical/Hearing/Visual:</b> Ability to access all activities despite physical, hearing or visual difficulty etc..		
<b>Social:</b> Forming and maintaining positive relationships, conforming to social norms etc..		
<b>Emotional:</b> Showing awareness of their own feelings and those of others, managing feelings, confidence etc..		
<b>Homework/Coursework:</b> Ability to study independently, to produce work to deadlines etc..		
<b>Tests/Exams:</b> Ability to prepare for and sit a test / an exam without close adult support.		

**Overall, how well are the children listed here progressing in your lesson/s?** *(please list the names of those children whose progress is a cause for concern, including brief details and current SIAL grades, end of year and end of key stage target grades for the relevant learning areas where possible)*

**Overall, how well do the children listed here socialise?** *(please comment on their degree of involvement in social groups and their current progress with developing friendships)*

## Identifiable Types of Difficulties, Conditions and Disability

With *persistent* additional needs, the following terms, definitions and codes for identifiable types of learning difficulties, conditions and disability are used.

**These labels are to *only* be assigned following assessment by an Educational Psychologist, Specialist Teacher, Medical Professional or other suitably qualified professional.**

Name	Common Definition	Learning Support Register Code
<b>Specific Learning Difficulties</b>	An umbrella term to cover a wide range of identifiable difficulties, usually inherent, that an individual may present with. When these difficulties are clustered together, often more definitive sub-sets are used such as ‘dyslexia’, ‘dyscalculia’, ‘ADHD’ etc..	Specific Learning Difficulty – attach note if sub-set has been identified.
<b>ADHD / Attention Deficit Hyperactivity Disorder</b>	A specific learning difficulty typically presenting as exceptionally low concentration span, poor working memory, limited organisational skills with extreme impulsivity.	Specific Learning Difficulty – <i>with note</i> “Attention Deficit Hyperactivity Disorder”
<b>ADD / Attention Deficit Disorder</b>	A specific learning difficulty typically presenting as exceptionally low concentration span, poor working memory, daydreaming / procrastination and slower thinking through of concepts, questions etc..	Specific Learning Difficulty – <i>with note</i> “Attention Deficit Disorder”
<b>Attachment Disorder</b>	A range of difficulties typically affecting mood, adherence to social norms and social relationships arising from a failure to form normal attachments to primary caregivers during early childhood (0-3 years). Also has causative link to incidences of abuse, neglect, sudden separation from / changes in caregivers during early childhood.	Other Difficulty / Disability – <i>with note</i> “Attachment Disorder”
<b>Autistic Spectrum Disorder</b>	A psychological condition presenting itself in a variety of forms (Autism, Asperger Syndrome, Pervasive Development Disorder – Not Otherwise Specified), typically including specific learning difficulties centred around limited empathy, fixated / literal thinking, limited ability to interpret language, limited ability to engage in a variety of social situations / experiences etc..	Autistic Spectrum Disorder
<b>BESD / Behavioural, Emotional and Social</b>	A range of difficulties typically presenting as exceptional limitations in an ability to recognise and manage emotions linked in with a persistent inability to engage constructively in a variety of social situations / experiences etc..	Behaviour, Emotional and Social Difficulty
<b>Dyslexic Tendencies</b>	A specific learning difficulty typically presenting itself in one or more of the main areas of literacy – namely reading and spelling. Children will have difficulties with working memory and often organisational skills. A commonly used indicator is where there is a clear discrepancy between literacy skills and intelligence / general ability – though children of all ability levels may have dyslexia.	Specific Learning Difficulty – <i>with note</i> “Dyslexic Tendencies”
<b>Dyspraxia</b>	A specific learning difficulty based around the brain’s transmission of signals that control gross and fine motor skills – typically affecting planning of movements and co-ordination. Can also impact on language development.	Specific Learning Difficulty – <i>with note</i> “Dyspraxia”
<b>Dyscalculia</b>	A specific learning difficulty typically presenting itself in one or more of the main areas of Maths. / Numeracy – namely use of symbols, acquiring arithmetical skills, particularly those requiring use of working memory, and spatial understanding. On the surface, these often relate to basic concepts such as: telling the time, calculating	Specific Learning Difficulty – <i>with note</i> “Dyscalculia”



	prices and handling change and measuring and estimating things such as temperature and speed.	
<b>Hearing Impairment</b>	Difficulties based around fully or partially reduced functioning in one or both ear's(s') ability to detect and/or process sounds. Caused by a wide range of biological and environmental factors; loss of hearing typically arises in young people from a genetic / biological condition or injury to part/s of the ear.	Hearing Impairment
<b>Irlen Syndrome</b>	A specific learning difficulty – commonly linked with Dyslexic Tendencies – that affects the way the brain processes visual information. This typically presents itself as an inability to read fluently and with ease, sensitivity to light and sensitivity to colour combinations (varying according to each individual).	Specific Learning Difficulty– with note “Irlen Syndrome”
<b>Moderate Learning Difficulties</b>	Definitions of Moderate Learning Difficulties vary. However, a common understanding is that there must be substantial difficulties (3+ years below standard progress) in two or more of the following areas: literacy, numeracy, speech and language, social skills, memory and/or concentration – typically in conjunction with an exceptionally low score on an individual test of intelligence and notable low self-esteem / independence in learning.	Moderate Learning Difficulty
<b>Oppositional Defiant Disorder</b>	A psychological condition presenting itself as an ongoing pattern of disobedient, hostile, defiant and deliberately subversive behaviour toward authority figures / systems of authority which goes beyond the bounds of normal childhood behaviour. Often linked with ADHD and can develop into other more severe conditions such as Conduct Disorder.	Other Difficulty / Disability – with note “Oppositional Defiant Disorder”
<b>Physical Difficulty</b>	Difficulties based around a full or partially reduced muscular-skeletal functioning in part/s of the body. Caused by a wide range of biological and environmental factors, this type of difficulty typically arises in young people from a genetic / biological condition, a medical condition or a significant injury.	Physical Difficulty
<b>Speech, Language and Communication Needs</b>	A range of specific learning difficulties related to all aspects of communication in children and young people. These can include difficulties with fluency, forming sounds and words, formulating sentences, understanding what others say and using language socially and/or for learning.	Speech Language or Communication Need
<b>Visual Impairment</b>	Difficulties based around fully or partially reduced functioning in one or both eye's(s') ability to detect and/or process images. Caused by a wide range of biological and environmental factors, loss of vision typically arises in young people from a genetic / biological condition or injury to part/s of the eye.	Visual Impairment
<b>The following areas are <u>not</u> classed as a learning difficulty, condition or disability but are a formally identifiable area of need.</b>		
<b>English as an Additional Language (EAL)</b>	Referring to children who were born in Britain for whom English is not the first language used at home <u>and</u> for children not born in Britain, having arrived in the country after the acquisition of their first language.	Other Difficulty / Disability – with note “EAL”
<b>Italian as an Additional Language (IAL)</b>	Referring to children who were born in Italy for whom Italian is not the first language used at home <u>and</u> for children not born in Italy, having arrived in the country after the acquisition of their first language.	Other Difficulty / Disability – with note “IAL”

<p><b>Medical Needs</b></p>	<p>Refers specifically to children with a medical condition that is permanent / ongoing and is likely to interfere with attendance at school and participation in a full mainstream curriculum.</p>	<p>Other Difficulty / Disability – with a note naming medical condition</p>
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Adapted from a document created by Grant, M. (2011) [www.HumansNotRobots.co.uk](http://www.HumansNotRobots.co.uk)

## Needs Assessments

Needs Assessments will be coordinated by the Learning Support Coordinator and informed by the views of the class teacher(s), parents/carers and the child themselves.

They will be reviewed regularly to ensure that:

- Support and intervention are matched to need
- Barriers to learning are identified and overcome
- A clear picture of the interventions put in place and their effect is developed

Needs Assessments should draw on<sup>42</sup>:

- Information from the school's core approach to Assessment – the child's progress, attainment, and behaviour – including:
  - High quality and accurate formative assessment, using effective tools and early assessment materials
  - The teacher's assessment and experience of the child
  - The child's previous progress and attainment
  - Other subject teachers' assessments
  - The individual's development in comparison to their peers and national data
- The views and experience of parents and carers:
  - **The school will take any concerns raised by a parent/carer seriously**
  - These early discussions with parents/carers should be structured in such a way that they develop a good understanding of the child's areas of strength and difficulty, the parents/carers' concerns, the agreed outcomes sought for the child and the next steps to be made
  - These should be recorded and compared to the school's own assessment of and information on how the child is developing
  - A short note of these early discussions should be added to the child's record on the school information system and given to the parents/carers
  - The school will also tell parents/carers and, where appropriate, the child, about the local authority's information, advice and support services (the Local Offer)
- The child's own views.
- Advice from external support services.
- For higher levels of need, the school will help to make arrangements to draw on more specialised assessments from external agencies and professionals.

**While informally gathering evidence here we will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required.**

Indeed, for some types of SEN, the way in which a child responds to an intervention can be the most reliable method of developing a more accurate picture of need.

## Formative Assessment – Which Standardised Test? (selected profiles)

**\*\*Please refer to relevant test manuals for information on validity and reliability.\*\***

Test Name	Original Publisher and Country	Key details	Description
British Picture Vocabulary Scale 3 <sup>rd</sup> Ed (BPVS-3)	GL Assessment, UK	<ul style="list-style-type: none"> <li>• Ability</li> <li>• 1-to-1</li> <li>• 3-16 yrs.</li> <li>• 20-30 mins.</li> </ul>	An indicator of IQ through testing of the number of words in receptive vocabulary.
Comprehensive Test of Phonological Processing (CTOPP)	Pro-Ed, USA	<ul style="list-style-type: none"> <li>• Aptitude / Ability</li> <li>• 1-to-1</li> <li>• 5-24 yrs.</li> <li>• 30-60 mins. (depending on number of subtests used)</li> </ul>	A test of phonological awareness, phonological memory and rapid naming. Useful for identifying underlying difficulties behind under-developed literacy.
Detailed Assessment of Speed of Handwriting (DASH)	Pearson, UK	<ul style="list-style-type: none"> <li>• Attainment</li> <li>• 1-to-1 and small groups</li> <li>• 9-16 yrs. 11mths.</li> <li>• 20-30 mins.</li> </ul>	A measure of handwriting speed and legibility with capacity to identify particular areas of learning / school where problems may arise. Useful for access arrangements.
Edinburgh Reading Test 3	Hodder, UK	<ul style="list-style-type: none"> <li>• Attainment</li> <li>• 1-to-1 and whole classes</li> <li>• 10 yrs. to 12yrs. 6 mths.</li> </ul>	A measure of reading skills with a focus on comprehension. Useful for access arrangements.
Edinburgh Reading Test 4	Hodder, UK	<ul style="list-style-type: none"> <li>• Attainment</li> <li>• 1-to-1 and whole classes</li> <li>• 11yrs. 7mths. to 16+ yrs.</li> <li>• 60 mins.</li> </ul>	A measure of reading skills with a focus on comprehension. Useful for access arrangements.
Graded Word Spelling Test 3 <sup>rd</sup> Ed (Vernon)	Hodder, UK	<ul style="list-style-type: none"> <li>• Attainment</li> <li>• 1-to-1 and whole classes</li> <li>• 5-18+yrs.</li> <li>• 30-60mins. (depending on word selection)</li> </ul>	A basic measure of spelling skills. Allows for a snapshot spelling age and standardised score. Useful for access arrangements.

Myself as a Learner Scale 2 <sup>nd</sup> Ed (MALS)	Imaginative Minds, UK	<ul style="list-style-type: none"> <li>• Social Competence</li> <li>• 1-to-1 and small groups</li> <li>• 11 – 14 yrs. ideally</li> <li>• 10-20 mins.</li> </ul>	An indicator of self-esteem as a learner with capacity for identifying specific aspects of low self-esteem.
Naglieri Nonverbal Ability Test 2 <sup>nd</sup> Ed (NNAT2)	Pearson, USA	<ul style="list-style-type: none"> <li>• Ability</li> <li>• 1-to-1</li> <li>• 5-17 yrs.</li> <li>• 20-30 mins.</li> </ul>	An indicator of IQ through testing of a number of visual problem solving skills.
Salford Sentence Reading Test (Revised)	Hodder, UK	<ul style="list-style-type: none"> <li>• Attainment</li> <li>• 1-to-1</li> <li>• 5-10+ yrs.</li> <li>• 10 mins.</li> </ul>	A basic measure of reading skills focusing on word decoding. Allows for a snapshot reading age – but does not provide standardised scores.
Test of Word Reading Efficiency – 2 <sup>nd</sup> Ed (TOWRE-2)	Pearson, USA	<ul style="list-style-type: none"> <li>• Attainment</li> <li>• 1-to-1</li> <li>• 6-24 yrs. 11 mths.</li> <li>• 15-20 mins.</li> </ul>	A measure of speed and accuracy of sight word recognition and phonemic decoding in children and adults.
Wide Range Achievement Test 4 <sup>th</sup> Ed (WRAT-4)	Psychological Assessment Resources, USA	<ul style="list-style-type: none"> <li>• Attainment</li> <li>• 1-to-1</li> <li>• 5-94 yrs.</li> <li>• 20- 120 mins. (depending on number of subtests used)</li> </ul>	A measure of basic reading, spelling and numeracy skills. Reading includes decoding and comprehension. Useful for access arrangements.

M. Grant, Sept 2012 [www.HumansNotRobots.co.uk](http://www.HumansNotRobots.co.uk)

## Formative Assessment Sessions – Observation Note Sheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

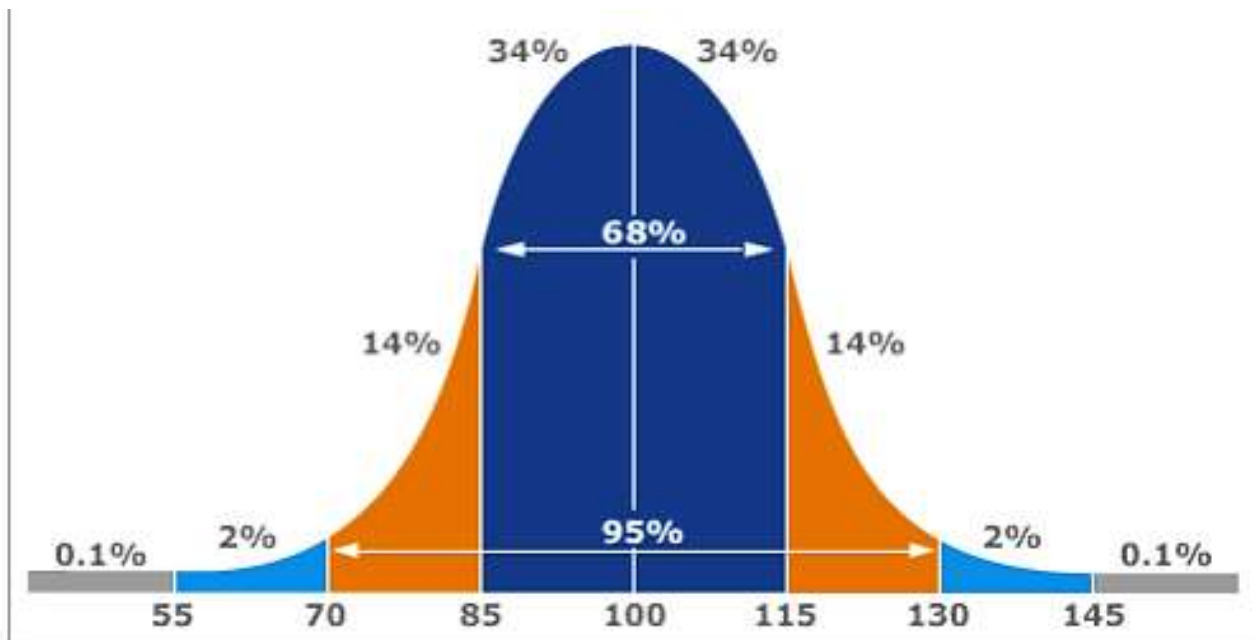
### **Mood Indicators:**

*When reviewing, consider any existing diagnoses or reasonably suspected existence of conditions (i.e. Autism, Dyslexia, ADHD) likely to be a factor.*

arrived on-time			arrived late
child already familiar with test administrator			child unfamiliar with test administrator
open arms and alert posture			arms folded / tired or withdrawn posture
makes eye contact			makes no or little eye contact
positive facial expressions			'flat' or negative facial expressions
positive tone of voice			withdrawn or hostile tone of voice
readily compliant with all instructions			requires reminders and cajoling
<i>(specify which)</i> comments task was easy / completes task at careful speed			<i>(specify which)</i> expresses frustration during task/s / hesitant and slow
<i>(specify which)</i> makes friendly conversation between / at end of task			<i>(specify which)</i> refuses to complete task/s or gives up



## Quick Guide to Standardised Test Scoring



Test Score

Official Judgements and Language for Access Arrangements	Common Judgements and Language for Reporting and Explaining	
	Score and Terminology	% of Pop.
85+ → "Average" or "Above Average"	130+ → "very superior"	2.2%
	120 to 129 → "superior"	6.7%
	110 to 119 → "high average"	16.1%
70 to 84 → "Below Average" – qualifies for normal range of access arrangements such as extra time.	90 to 109 → "average"	50%
	80 to 89 → "low average"	16.1%
	70 to 79 → "borderline"	6.7%
69 or less → "Well Below Average" or "Substantially Below Average" – qualifies for additional access arrangements such as a reader and/or scribe.	69 or less → "extremely low"	2.2%
	*85 to 115 → "within average range"	

## Standard Score (SS)

Educational and psychological total test results are re-expressed in **Standard Scores**, where the mean (i.e. 'average') is set to be 100. In general, the examiner determines the total correct responses (with or without a correction for guessing) to obtain a "**raw score**." The raw score is then converted to the Standard Score using charts and tables that are provided with each test.

## Percentile Rank

**Percentile Rank** (or Percentile Score) shows how the student scored when compared to other students who are the same age. If a student has an IQ of 85, he or she scored at the 16<sup>th</sup> percentile, which means that 84% of the students tested scored higher than that student. Like Standard Scores, Percentile Scores can be compared from one test to other tests, if each of the tests are Norm-Referenced.

On most standardised tests, a score of 100 is at the 50<sup>th</sup> percentile. Most tests are standardised with a mean score of 100 and a standard deviation of 15. What that means is that the following IQ scores will be roughly equivalent to the following percentiles:

<b>Score</b>	65	70	75	80	85	90	95	100	105	110	115	120	125	130	135
<b>Percentile</b>	01	02	05	09	16	25	37	50	63	75	84	91	95	98	99

An IQ of 120 therefore implies that the student is performing at a higher level than about 91% of the population, while 130 puts a person ahead of 98% of the population. A student with an IQ of 80 is performing at a higher level than only 9% of the population and at a lower level than 91% of the population.

## Age Equivalent Score

The Standard Scores can also be statistically converted to show the typical age of the norm group that obtained a similar score. Age Equivalent Scores enable comparison of the student's scores with those of others who were tested on the same test. Age Equivalent Scores have limitations due to diversity of ability / performance within the age range.

## What does 'average' and 'within average range' mean?

One half of all students tested on a given test will obtain a total test score between the 25<sup>th</sup> percentile and the 75<sup>th</sup> percentile. This is considered the "**average**" percentile range.

On IQ tests, the "**average**" is a full scale Standard Score between 90-109 or 85-115. **Two thirds** or 68% of all students tested obtain Standard Scores between 85-115 on an IQ test and can be described as '**within average range**'.

On the Bell Curve, these scores fall between: **one standard deviation above the mean of 100 (i.e. 115) and one standard deviation below the mean of 100 (i.e. 85).**

Matt Grant, 2011 | [www.HumansNotRobots.co.uk](http://www.HumansNotRobots.co.uk)



## Support Plans

When producing a Support Plan<sup>43</sup>:

Where it is decided that a child does have SEN:

- The child's parents/carers **must** be formally informed.
- The decision should be recorded in the school records.

Where it is decided to provide SEN support:

- The child's parents/carers **must** be formally informed that special educational provision is being made.
- The school will take action to remove barriers to learning and put effective special educational provision in place to help the child achieve the identified outcomes.
- The relevant class teacher(s) and the Learning Support Coordinator will agree, in consultation with the parent/carer and the child:
  - The outcomes they are seeking (*please see 'Agreeing desired outcomes' appendix*).
  - The adjustments, interventions and support to be put in place:
    - The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness and provided by teachers with the relevant skills and knowledge.
  - The expected impact on progress, development and/or behaviour.
  - A clear date for review (however support is provided, a clear date for reviewing progress should be agreed and the parents/carers, child and teaching staff should each be clear about how they will help to reach the expected outcomes).

Within the SEN support cycle earlier decisions and actions will be revisited, refined and revised so as enable a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes.

Successive cycles, in order to match interventions to the SEN of the child, will draw on:

- More detailed approaches.
- More frequent review.
- More specialist expertise.

All teachers and support staff who work with the child should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

This should also be recorded in the school's information systems (i.e. the Learning Support Register and the child's individual records).

Any related staff development needs should be identified and addressed.

Parents and carers should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental/carer involvement to reinforce or contribute to progress at home.

**In all cases, Support Plans must specify the special educational provision required to meet each of the child's additional or special educational needs.**

**The provision should enable the agreed desired outcomes to be achieved.**

## Agreeing desired outcomes<sup>44</sup>

Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the child and their parents/carers.

This should then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

**An outcome can be defined as the benefit or difference made to an individual as a result of an intervention.**

It should:

- ✓ Be personal and not expressed from a service perspective
- ✓ Be something that those involved have control and influence over
- ✓ Be specific, measurable, achievable, realistic and time bound (SMART), although it does not always have to be formal or accredited
- ✓ Always enable children to move towards the long-term aspirations of making successful transitions between phases of education and to prepare for adult life

When an outcome is focused on education or training it will describe what the expected benefit will be to the individual as a result of the educational or training intervention provided.

Outcomes are not a description of the service being provided. *For example, the provision of three hours of speech and language therapy is not an outcome. In this case, the outcome is what it is intended that the speech and language therapy will help the individual to do that they cannot do now and by when this will be achieved.*

When agreeing outcomes, it is important to consider both what is important to the child – what they themselves want to be able to achieve – and what is important for them as judged by others so as to best serve the child's interests. *In the case of speech and language needs, what is important to the child may be that they want to be able to talk to their friends and join in their games at playtime. What is important for them, as may be judged by others, is that their behaviour improves because they no longer get frustrated at not being understood.*

## Learning Support – In-Class Support – Observation Record

<b>TA:</b>		<b>Date:</b>	
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<b>Teacher:</b>		<b>Learning Area:</b>	
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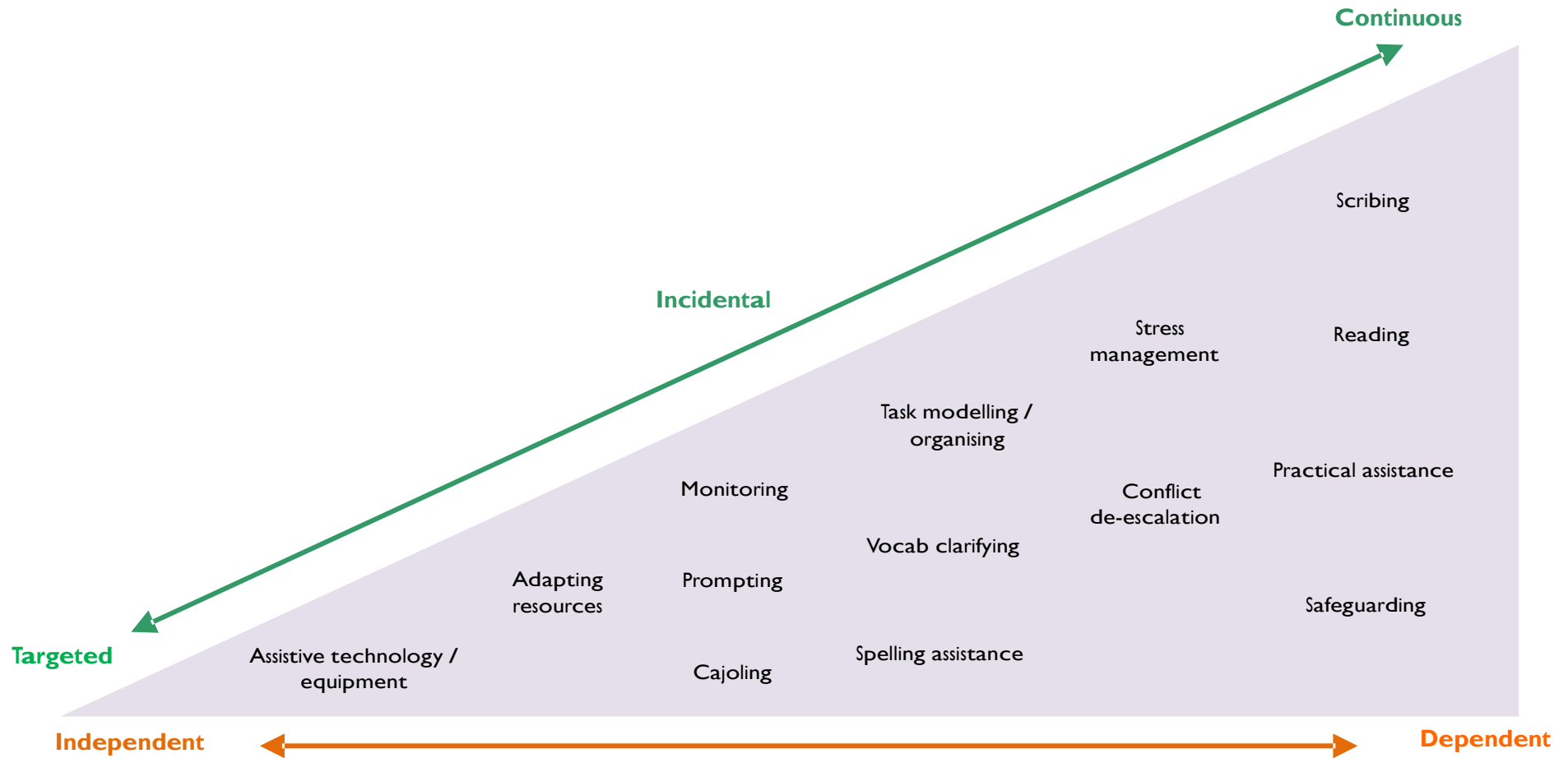
Quality Indicator:	Identifier:	<input checked="" type="checkbox"/> <input type="checkbox"/>	Comments:
1) The TA is <b>professional in their approach</b> – punctual, reliable attendance, uses appropriate language, communicates with the teacher, recognises the teacher’s leading role etc..	a) The TA is present at start of the lesson.		
	b) The TA has spare writing equipment should children require it.		
	c) The TA has brought any other specialist equipment ready for the start of lesson.		
	d) The TA is friendly but business-like in their approach.		
	e) There is evidence of shared planning between the teacher and TA.		
2) The TA <b>understands the additional need/s presented by the child/-ren in the group and responds with effective strategies.</b>	a) The TA is conversant in the individual difficulties amongst the children targeted for support.		
	b) The TA used specific strategies when working with individual children. (see <i>relevant appendix</i> )		
3) The TA is aware of strengths and utilises these to provide <b>opportunities for</b>	a) The TA is conversant in the individual strengths amongst the children requiring support.		

<p><b>independence</b> – as a way of reducing learned helplessness.</p>	<p>b) Children targeted for support have opportunities to work without close support and supervision.</p>		
<p>4) The TA <b>builds constructive relationships</b> within the group and <b>children view their presence positively</b>.</p>	<p>a) TA uses praise and cajoling.</p>		
	<p>b) Children approach the TA for support, so it is not just the TA initiating interactions.</p>		
	<p>c) Children speak positively about the TA's support when questioned (I-I after class if necessary).</p>		
<p>5) The TA does not permanently attach themselves to a child or group of children, instead they adopt a <b>pro-active approach to addressing any individual difficulty</b> as and when they arise.</p>	<p>a) The TA moves around the room monitoring and providing incidental support to the whole group.</p>		
	<p>b) The TA uses questioning to ascertain understanding of the task etc..</p>		
<p>6) The TA <b>supports a positive, calm and orderly classroom environment</b> by encouraging good behaviour and challenging unacceptable behaviour, under the guidance of the teacher.</p>	<p>a) Minor one-off behaviour issues are responded to with advice / reminders.</p>		
	<p>b) Persistent or serious behaviour issues are reported to the teacher.</p>		
	<p>c) The TA supports school codes of practice on uniform, food / drink etc..</p>		
	<p>d) The TA does not interrupt / undermine whole-group teacher input.</p>		

Observer:

Signed:

# Classroom Support Strategies Outline



M. Grant, 2012 [www.HumansNotRobots.co.uk](http://www.HumansNotRobots.co.uk)

## Learning Support – Teacher’s TA Feedback Survey

This quick, one-page survey has been designed to help identify the priorities for the continued development of Teaching Assistants and their roles within the mainstream classroom.

We would appreciate it if you could take a few minutes out of your day to complete it. All responses are recorded anonymously.

<b>TA:</b>		<b>Date:</b>	
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Please rate their performance:

**2** → Always      **1** → Usually      **0** → Notable Concerns

<b>Quality Indicator:</b>	<b>2</b>	<b>1</b>	<b>0</b>
I. The TA is <b>professional in their approach</b> – punctual, reliable attendance, uses appropriate language, communicates with the teacher, recognises the teacher’s leading role etc..			
II. The TA <b>understands the additional need/s presented</b> by the child/-ren in the group and <b>responds with effective strategies</b> .			
III. The TA is aware of the children’s strengths and utilises these to provide <b>opportunities for independence</b> – as a way of reducing learned helplessness.			
IV. The TA <b>builds constructive relationships</b> within the group and <b>children view their presence positively</b> .			
V. The TA does not permanently attach themselves to a child or group of children, instead they adopt a <b>pro-active approach to addressing any individual difficulty</b> as and when they arise.			
VI. The TA <b>supports a positive, calm and orderly classroom environment</b> by encouraging and challenging unacceptable behaviour, under the guidance of the teacher.			

If you have any further observations about the TA’s strengths and areas for development, please note them here.

*Thank you for your time.*

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## Involving specialists<sup>45</sup>

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, the school should consider involving appropriate specialists – including those secured by the school itself or from outside agencies – who may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes.

**The decision to involve specialists should be taken in consultation with the child's parents/carers.**

Such specialist services include, but are not limited to:

- Educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers or support services, including specialist teachers with a mandatory qualification for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability (*those teaching classes of children with sensory impairment must hold an appropriate qualification approved by the UK Secretary of State. Teachers working in an advisory role to support such children should also hold the appropriate qualification.*)
- Therapists – including speech and language therapists, occupational therapists and physiotherapists
- Health visitors
- Portage workers (*Portage is a home visiting educational service for pre-school children with additional support needs and their families*)

Where appropriate the school may involve specialists at any point to advise them on the early identification of SEN and effective support and interventions.

The school will always involve a specialist where a child continues to make little or no progress or where they continue to work at levels substantially below those expected of children of a similar age despite evidence-based SEN support delivered by appropriately trained staff.

The involvement of specialists and what was discussed or agreed should be **recorded** and **shared** with the parents and teaching staff supporting the child in the same way as other SEN support.

A copy of all specialist reports is kept in the child's confidential file.

Where assessment indicates that support from specialist services is required, it is important that children receive it as quickly as possible.

The Local Offer (*see relevant appendix*) should set out clearly what support is available from different services and how it may be accessed.

The Learning Support Co-ordinator and class teacher(s), together with the specialists, and involving the child's parents/carers, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress.

They will agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

# Parent and Carer Guide to Educational Testing

## Interpreting Scores

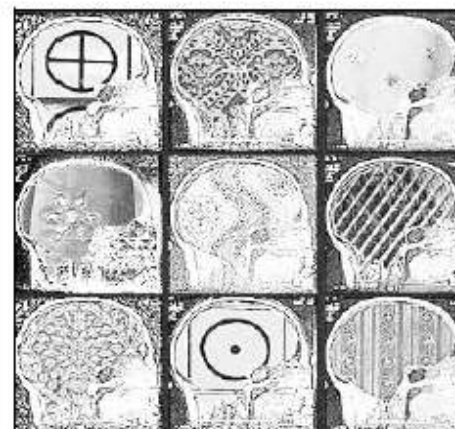
The specialist teacher or educational psychologist who has undertaken the assessments will typically provide a detailed interpretation of the scores achieved by the student. They will tend not to make a formal diagnosis of any condition (such as dyslexia, speech and language difficulties etc.) - rather they will profile strengths and difficulties.

The following provides a very basic guide to how scores are commonly interpreted.

Common Judgements and Language for Reporting and Explaining	Official Judgements and Language for Exam Concessions (otherwise known as Access Arrangements)								
<table border="1"> <thead> <tr> <th>Score and Terminology</th> </tr> </thead> <tbody> <tr> <td>130+ → "very superior"</td> </tr> <tr> <td>120 to 129 → "superior"</td> </tr> <tr> <td>110 to 119 → "high average"</td> </tr> <tr> <td>90 to 109 → "average"</td> </tr> <tr> <td>80 to 89 → "low average"</td> </tr> <tr> <td>70 to 79 → "borderline"</td> </tr> <tr> <td>69 or less → "extremely low"</td> </tr> </tbody> </table>	Score and Terminology	130+ → "very superior"	120 to 129 → "superior"	110 to 119 → "high average"	90 to 109 → "average"	80 to 89 → "low average"	70 to 79 → "borderline"	69 or less → "extremely low"	<p>85+ → "Average" or "Above Average"</p> <p>70 to 84 → "Below Average" – qualifies for normal range of access arrangements such as extra time.</p> <p>69 or less → "Well Below Average" or "Substantially Below Average" – qualifies for additional access arrangements such as a reader and/or scribe.</p>
Score and Terminology									
130+ → "very superior"									
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90 to 109 → "average"									
80 to 89 → "low average"									
70 to 79 → "borderline"									
69 or less → "extremely low"									
*85 to 115 → "within average range"									

**For further information, please contact the School.**

## Detailed Educational Testing



## Parent and Carer Guide

Detailed Educational Testing (also known as Formative Assessment) is carried out when the School feels it is necessary to find out more about a student's strengths and possible difficulties as a learner.

The tests used fall under the umbrella of educational psychology and are administered by an educational psychologist or accredited specialist teacher.

Following testing, a report is issued outlining which tests were used and the scores achieved by the student.

This short guide will help you understand the report.

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## **Types of Assessment:**

There are three main categories of tests when carrying out assessments of this kind. These are described below. It is important to note that tests are carefully selected based on existing knowledge of the child – not all types of assessments will be carried out all of the time.

### **Ability and Aptitude tests**

Ability and aptitude tests give an insight into a child's underlying capabilities as a learner (such as memory, speed in which information is processed, problem solving etc.) – their foundations. They give indication of a child's potential for learning. An example of this type of assessment is the *Naglieri Non-Verbal Ability Test (NNAT)*.

### **Attainment Tests**

Attainment tests are used to find out what knowledge and skills have been acquired so far through learning. They generally focus on literacy and numeracy. An example of this type of assessment is the *Wide Ranging Attainment Test (WRAT-4)*.

### **Social Competence Tests**

Social-competence tests can be used to provide a snapshot into a child's levels of confidence as a learner and their attitude to learning. An example of this type of assessment is the *Self-Image Profiles*.



## **Types of Scores**

On your educational report, you are likely to encounter the following types of scores. The information below will help you understand how they are arrived at.

All scores should be discussed sensitively with a child because of the possible impact they can have on confidence.

### **Raw Scores**

Most tests produce a *Raw Score* – these usually involve simply adding correct and incorrect answers.

### **Standard Scores**

Educational and psychological test results are usually reported in *Standard Scores*.

These highlight where the child's score is in comparison to a sample of the general population, with the mean (i.e. 'exact average') set to 100.

To get a *Standard Score*, the *Raw Score* of each test is converted to the *Standard Score* using charts and tables that are provided with each test.

### **Percentile Ranks**

A *Percentile Rank* (or *Percentile Score*) shows how the child scored when compared to other children who are the same age. If a child is reported to have scored at the 16th percentile, it means that typically 84 out of a sample of 100 children would most likely score higher than that child. These are usually converted from *Standard Scores*.

### **Age Equivalent**

Test results are sometimes converted to an *Age Equivalent* to show the typical age of the group that obtained a similar result. *Age Equivalents* should be read with caution due to the potential range of ability within each age range.

## Requesting an Education, Health and Care (EHC) needs assessment<sup>46</sup>

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of a child, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care needs assessment.

An assessment can be requested by a child's parent/carer or a person acting on behalf of a school.

To inform its decision the local authority (LA) will expect to see evidence of the action taken by the school as part of SEN support. Following a request for assessment or the child having otherwise been brought to its attention, the local authority must determine whether a statutory education, health and care assessment is necessary, make a decision and communicate its decision to the child's parent/carer.

The whole assessment and planning process, from the point an assessment is requested or that a child is brought to the LA's attention until the final EHC plan is issued, **must take no more than 20 weeks**.

## Assessments and Education, Health and Care (EHC) plans<sup>47</sup>

A local authority must conduct an assessment of education, health and care needs and prepare an Education, Health and Care (EHC) plan when it considers that it may be necessary for special educational provision to be made for a child through an EHC plan.

Children and their families should experience well-co-ordinated assessment and planning leading to timely, well-informed decisions.

When making an education, health and care assessment local authorities must consult the child and his or her parent/carer and take into account their views, wishes and feelings and any information provided by them or at their request. Local authorities must also gather advice from relevant professionals. Where young children are attending an early years setting, the local authority must seek advice from the setting in making decisions about undertaking an EHC assessment and preparing an EHC plan, as they would for older children.

Following assessment, if the local authority decides that a statutory EHC plan is not necessary, it must notify the relevant parties and give the reasons for its decision. This notification must take place within 16 weeks of the initial request or of the child having otherwise been brought to the local authority's attention.

If the local authority decides that a statutory EHC plan is necessary:

- The LA must send the **draft EHC plan** (including the appendices containing the advice and information gathered during the assessment) to the child's parents/carers and give them at least 15 days to give their views and make representations on the content.
- Parents/carers have the right to request a particular school/institution to be named in the EHC plan.
- Requesting a personal budget:
  - A personal budget is an amount of money identified by the local authority to deliver all or some of the provision set out in an EHC plan.
  - Parents/carers of children have a right to ask the local authority to prepare a personal budget once the authority has completed the assessment and confirmed that it will prepare an EHC plan.
  - Personal budgets should reflect the holistic nature of an EHC plan and cover the special education, health and care services specified in the plan as appropriate.
  - The provision to be delivered through a personal budget will be set out as part of the provision specified in the EHC plan.
  - The personal budget can include funding from education, health and social care.
- When changes are suggested to the draft plan and agreed by the local authority and the parents/carers, the draft plan should be amended and issued as the **final plan** as quickly as possible.
- **Re-assessments:** the review process will enable changes to be made to an EHC plan so it remains relevant to the needs of and outcomes desired for the child or young person.
- **Disclosure of an EHC plan:** an EHC plan must not be disclosed without the consent of the child's parents/carers except for statutory purposes or in the interests of the child.

## Local Authorities – Local Offer<sup>48</sup>

Local authorities **must** produce a **local offer**, setting out in one place information about the provision they expect to be available for children and young people in their area who have SEN, including those who do not have EHC plans.

The local offer must include provision in the local authority's area. It must also include provision outside the local area that the local authority expects is likely to be used by children and young people with SEN for whom they are responsible.

The 'Special Educational Needs (Local Offer) Regulations' provide a common framework for the local offer and the local offer should be collaborative, accessible, comprehensive and transparent.

A local authority must keep its local offer under review and may from time to time revise it.

*What must be included in the local offer?*

- Support available to all children and young people with SEN from universal services such as schools
- Targeted services for children and young people with SEN who require additional short term support over and above that provided routinely as part of universal service
- Specialist services for children and young people with SEN who require specialised, longer term support
- Mainstream schools and colleges, including academies and free schools, must use their best endeavours to secure the special educational provision called for by a child's or young person's needs
- The local authority must set out in their local offer a description in broad terms of the special educational provision early years providers, schools, and the full range of post-16 providers and other institutions are expected to provide from their own budgets to support children and young people with SEN
- The local authorities arrangements for providing top-up funding for children and young people
- Information about how to request an EHC assessment for an EHC plan

Publishing the local offer:

- Local authorities must make the local offer widely accessible and on a website
- Local authorities must publish the provision it expects to be available **in its area** at the time of publication for children and young people who have special educational needs or a disability and the provision it expects to be available **outside its area** at that time for:
  - children and young people for whom it is responsible
  - children and young people in its area who have a disability
- Local authorities must from time to time publish:
  - Comments about its local offer it has received from or on behalf of:
    - Children and young people with special educational needs
    - The parents of children with special educational needs
    - Children and young people who have a disability
    - The parents of children who have a disability
  - The authority's response to those comments (including details of any action the authority intends to take).

**N.B.** The current online system for providing information regarding the relevant services provided by SIAL's local borough can be found here: <https://www.rbkc.gov.uk/children-and-education/schools/support/special-education-needs-sen/our-local-offer> [last accessed: 27.07.15.]

## Risk Assessments for Practical Activities in Science, Home Technology and Design Technology – Children with Additional Needs

by Grant., M. (2011) [www.HumansNotRobots.co.uk](http://www.HumansNotRobots.co.uk)

	<b>1. Visual Impairment</b>	<b>2a. Hearing Impairment</b>	<b>3. Motor Coordination</b>	<b>4. Attention &amp; Impulsivity</b>	<b>5. Language Needs</b>
<b>Common Risk Areas</b>	1.1) Reading safety signage 1.2) Reading / distinguishing between labels on chemical jars 1.3) Using sharp tools (cooking knives, craft knives, screwdrivers etc.) 1.4) Identifying machinery on / off buttons etc. 1.5) Recognising safety alert lights on machinery / equipment 1.6) Using cutting machinery requiring positioning of materials with hands 1.7) Understanding instructions / safety procedures demonstrated visually 1.8) Using cutting machinery requiring hand-eye coordination 1.9) Movement around the labs / workshops / cooking areas – avoiding trip hazards	2.1) Hearing instructions and safety procedure explained verbally 2.2) Identifying if machinery and equipment is on / off by sounds 2.3) Recognising safety alerts sounds on machinery	3.1) Using sharp tools (cooking knives, craft knives, screwdrivers etc.) 3.2) Using cutting machinery requiring positioning of materials with hands 3.3) Moving safely around equipment and dangerous materials 3.4) Wearing safety clothing and equipment properly (tying chords, putting on gloves etc. – having correctly tied shoe laces) 3.5) Safely carrying materials, tools, equipment across the classroom	*Applies specifically to children formally diagnosed as ADHD and BESD and ASD.  4.1) Remembering instructions and safety procedure(s) 4.2) Remembering to wear safety equipment 4.3) Safe movement around labs / workshops / cooking areas 4.4) Appropriate use of sharp tools (cooking knives, craft knives, screwdrivers etc.) 4.5) Concentrating in a noisy environment 4.6) Concentrating / remaining calm in a hot environment	5.1) Understanding instructions and safety procedure(s) explained verbally 5.2) Reading safety signage 5.3) Reading / distinguishing between labels on chemical jars 5.4) Communicating any concerns and/or raising an alarm with staff
		<b>2b. Noise Sensitivity</b>			
		Some children – particularly those with Hearing Aids and/or those formally identified as ASD / Autistic – may experience pain / discomfort at machinery noise – and in turn become distressed and disorientated.			

	<b>1. Visual Impairment</b>	<b>2a. Hearing Impairment</b>	<b>3. Motor Coordination</b>	<b>4. Attention &amp; Impulsivity</b>	<b>5. Language Needs</b>
<b>Planned Responses</b>	<ul style="list-style-type: none"> <li>✓ Place with supportive peers</li> <li>✓ Assign TA to assist with specific tasks and/or to continuously monitor</li> <li>✓ Enlarged signage / labels.</li> <li>✓ Braille signage / labels where appropriate (on advice of Learning Support Coordinator).</li> </ul>	<ul style="list-style-type: none"> <li>✓ Place with supportive peers</li> <li>✓ Assign TA to assist with specific tasks and/or to continuously monitor</li> <li>✓ Ask child to repeat back instructions</li> <li>✓ Ask child to talk through and model a practical task before moving machinery / use of sharp tools</li> <li>✓ Visual signage / labels</li> <li>✓ Provide with ear protectors</li> <li>✓ Pre-prepare for noises</li> </ul>	<ul style="list-style-type: none"> <li>✓ Place with supportive peers</li> <li>✓ Assign TA to assist with specific tasks and/or to continuously monitor</li> <li>✓ Provide any equipment that can support with stabilising tools / materials</li> <li>✓ Check any safety clothing is correctly worn</li> <li>✓ Use of adapted equipment where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ask child to repeat back instructions</li> <li>✓ Assign TA to assist with specific tasks and/or to continuously monitor</li> <li>✓ Regularly remind / prompt child on next steps</li> <li>✓ Consider providing ear protectors</li> <li>✓ Use of checklists for routines / equipment</li> </ul>	<ul style="list-style-type: none"> <li>✓ Place with supportive peers</li> <li>✓ Assign TA to assist with specific tasks and/or to continuously monitor</li> <li>✓ Ask child to repeat back instructions</li> <li>✓ Regularly remind / prompt child on next steps</li> <li>✓ Visual signage / labels</li> <li>✓ Translated instructions for common foreign languages</li> <li>✓ Use of checklists for routines / equipment</li> </ul>

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- <sup>40</sup> DfE. and DfH. (2015).
- <sup>41</sup> DfE. and DfH. (2015) and adapted from a document created by Grant., M. (2011) [www.HumansNotRobots.co.uk](http://www.HumansNotRobots.co.uk)
- <sup>42</sup> DfE. and DfH. (2015).
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