

**Secondary**

**Special Educational Needs Support**  
**in Oxfordshire schools and settings**

**August 2015**



Version 2 August 2015

# Contents

*Note: In the electronic version of this document, hold down 'Ctrl' and 'left click' to move directly to that section of the guidance document.*

	<b>Page</b>
<b>A1 Introduction for parents and carers</b>	3
<b>A2 Introduction for schools</b>	5
<b>B Funding and expectations of schools</b>	7
<b>C1 What to do if you think a child or young person has a SEN</b>	12
C2 Learners who may need additional support: Y7, Y8 & Y9	14
C3 Learners who may need additional support: Y10 & Y11	16

*Sections D, E and F are detailed in the guidance produced to support Primary Schools.*

<b>G1 Identifying and supporting needs: Years 7, 8 &amp; 9</b>	19
G2 KS3 descriptors and action: C&I	21
G3 KS3 descriptors and action: C&L Learning	26
G4 KS3 descriptors and action: C&L Specific Learning Difficulties	31
G5 KS3 descriptors and action: SEMH	37
G6 KS3 descriptors and action: HI	41
G7 KS3 descriptors and action: VI	46
G8 KS3 descriptors and action: PD	50
<b>H1 Identifying and supporting needs: Y10 &amp; 11</b>	55
H2 KS4 descriptors and action: C&I	57
H3 KS4 descriptors and action: C&L Learning	62
H4 KS4 descriptors and action: C&L Specific Learning Difficulties	66
H5 KS4 descriptors and action: SEMH	72
H6 KS4 descriptors and action: HI	76
H7 KS4 descriptors and action: VI	81
H8 KS4 descriptors and action: PD	85
<b>I1 Appendix1: Holding a review meeting</b>	90
<b>I2 Appendix2: Glossary</b>	92

## **A1: Introduction for parents and carers**

### **Special Educational Needs**

The Special Educational Needs and Disability Code of Practice (2015) places great importance on involving parents and young people in decision-making about their individual support and by taking part in developing policy and practice where they live (Sections 1.3 -1.12).

Around 19,000 children and young people in Oxfordshire have identified Special Educational Needs (SEN) and most of these are supported in their local mainstream school or foundation years setting. The majority of children and young people will have their needs met through additional help that is put in place by their setting or school, sometimes with advice from specialist services. Some children and young people who have high or complex needs may need an Education Health and Care Plan (EHCP).

The SEND Code of Practice (2015) sets out how parents and young people should be involved in identifying, understanding and taking decisions about special educational needs (see SEND Code of Practice Section 6.48). Parents like to know how their child's school or setting will make decisions about any extra support and what form that support should take. They are also concerned whether their child will be given as much support as they need, and how they can help.

### **The purpose of this handbook**

This handbook is written for schools and settings to help them to identify a child or young person's special educational needs, what level of support they are expected to offer and how to arrange and monitor the support given. It also sets out expectations of what they must offer for the funding they receive. It is intended to help all schools and settings have the same approach wherever they are in Oxfordshire. It is also an assurance to parents that their child will be given as much support as another child with a similar need in a school or setting elsewhere. Many parents find it helpful to understand what a school is basing decisions on. It can sometimes be reassuring and also helps you ask informed questions about your child's support and progress.

If a school has concerns that a child or young person is finding certain aspects of learning hard or that they are not making the same progress as other children, they can use the checklists in this handbook to help them to bring together all of the information needed to get a more detailed picture of the child's needs. The checklists can also help parents to think about things that they have noticed outside of the setting or school.

The checklists cover the four broad categories of SEN:

- Communication and interaction needs (C&I)
- Cognition and learning needs (C&L)
- Social, emotional and mental health needs (SEMH)
- Sensory and/or physical needs (S&P)

They are divided into different ages to help identify what a child or young person with that particular need might find difficult.

### **How you will be involved**

As part of this information gathering the school will ask for your knowledge and views, and those of your child. You can ask to see the evidence that the school is using to decide about whether your child needs SEN support. This might be from teacher assessments, for example. If there are other professionals working with your family this is a helpful point to share that information. The school or setting will then work with you to agree the additional support that will be put in place to help your child to make better progress and what everyone will do to make that happen. You will also agree how and when you will keep track of how things are going and when you will meet together next to review progress.

If your child is receiving support you should meet with school or setting staff at least three times a year to look at your child's progress, set new goals and discuss the activities and support that will help your child achieve them. Sometimes the school or setting will want to ask for additional specialist advice. In this case they will discuss this with you. They will also record and share with you what is discussed or agreed with specialists.

This handbook provides templates that schools and settings in Oxfordshire can use as a basis for discussion with you and to record the information that is gathered. They can be used as a record over time, helping you and the school or setting to see the support that has been put in place. This can also be helpful if support is needed from outside the school or setting, perhaps from a specialist teacher, for additional funding, or to provide evidence if the child needs an assessment of their needs that might lead to an Education, Health and Care Plan (EHCP).

### **Getting advice**

Parents and young people can get help and advice from SENDIASS (Special Educational Needs and Disability Information Advice and Support Service). You can find contact details and lots of other information about SEN on Oxfordshire's Local Offer website: <https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer> .

Parents have been involved in developing this handbook.

## **A2: Introduction for schools**

### **Special Educational Needs**

The Special Educational Needs (SEN) Code of Practice (2015) sets out guidance and expectations in relation to identifying, assessing and providing for children and young people with special educational needs. A child or young person has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person is considered to have 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'.*

(Code of Practice 2015, para xiv)

Special educational provision goes beyond normal differentiated and personalised teaching and learning approaches, it is individual provision that is additional to or different from that made for other children of the same age. The most effective means of closing the gap is through high quality, carefully differentiated and inclusive teaching.

### **Responsibilities of schools**

All education providers are responsible for doing their best to ensure that special educational needs are met. This means:

- identifying needs early
- ensuring that the views of parents, children and young people inform assessment planning and decision making; the SEND Code of Practice places great importance on involving parents, children and young people in decisions.
- knowing precisely where children and young people with SEN are in their learning and development, and planning for their next small steps
- having high aspirations and setting stretching targets for learners with SEN
- putting in place effective, evidence based interventions individually tailored to needs
- tracking progress towards these goals regularly, and reviewing the appropriateness of provision and ensuring that it impacts on progress.

### **Supporting schools to identify and meet needs**

The majority of children and young people with SEN will have their needs met in a mainstream setting and will not need an Education, Health and Care Plan. This handbook provides guidance on identifying and supporting these children and young people in line with the Code of Practice (2015). Specifically it:

- sets out in broad terms a description of the special educational provision that should be provided from a school or setting's own budget
- supports providers to consistently identify children and young people with SEN and assess their needs
- gives guidance on providing for children and young people with SEN including planning and adaptations to teaching and the learning environment, including access to specialist advice and ancillary aids and assistive technology
- sets out expectations in relation to assessing and reviewing progress towards outcomes and how parents, children and young people are involved in this

- gives advice on enabling children and young people with SEN to access opportunities beyond the immediate learning environment.

### How to use this guidance to support identification, assessment and provision

#### First

Use the guidance and template in Section C to bring together discussions and evidence



#### Next

Use the detailed checklists and advice in Sections D-H (Foundation Years – Key Stage 4) to identify and provide for specific needs



Use the supporting information in the appendices as helpful. Refer to **Oxfordshire's Local Offer website** for more details about services and for the most up to date contact information

#### Some suggestions from SENCOs about using this document:

- Print off copies of the relevant year group pages for each teacher to have as a reference
- Print off using different coloured paper for each year group and/or area of need
- Highlight the wording in the headers of sections C and D to H in different colours on an electronic copy so teachers can quickly recognise 'their' year group.

## B: Additional SEN Support, Funding and Expectations

Schools and academies are expected to deliver high quality provision that is good value for money. This section describes these expectations in detail. Learners with SEN may require support at universal, targeted and/or specialist levels; the level and combinations of provision may change over time.

At the **universal** level funding is provided on a per-learner basis for all those attending the educating institution. This is also known as element 1 funding. Good quality universal provision will reduce the need for deployment of more expensive resources.

At the **targeted** level mainstream providers (schools and academies) are expected to contribute the first £6,000 of the additional educational support provision for learners with SEN from their notional SEN budget. This is also known as element 2 funding.

At the **specialist** or **personalised** level top-up funding above £10,000 (elements 1 and 2) is provided on a per-learner basis by the commissioner placing the pupil.

Each school's budget statement includes a notional budget for SEN. The notional budget is calculated by a funding formula that reflects the incidence of SEN measured in various ways, including deprivation and prior attainment. A notional budget should not limit the amount schools spend on SEN. Additional SEN provision should be costed by the school in relation to identified interventions and expected outcomes for each child or young person, avoiding the use of a currency of teaching assistant hours.

For primary schools, top-ups for individual pupils requiring additional support in excess of £10,000 (element 1 and 2), will be paid by the local authority.

For secondary schools, the budget for support above £10,000 is delegated to schools using a formula approach, this means that schools do not need to apply for top-ups.

For primary and secondary pupils from other local authorities, schools and academies should liaise directly with the respective local authority for any top-up funding above £10,000.

Schools and academies are expected to fund the provision of most specialist equipment and fittings e.g. ICT, specialist furniture, carpets, curtains, signage and other smaller items of work. They are also expected to pay the first £250 for each item of specialist equipment required by pupils with a special educational need/disability. Any additional local authority contributions will be subject to agreement by the SEN case officer, taking into account advice from relevant health practitioners.

## Element 1: The Universal Offer: funding provided for all learners

□ **Good quality teaching** is provided for all learners, and learners with the most difficulties are taught by skilled teachers. Additional interventions are not a substitute for weak or ineffective practice.

Inclusive **good quality teaching** involves:

- Establishing that lack of progress is not due to poor teaching. Observe class teaching and evaluate whether there are adjustments that could be made to support learning before proceeding with individual assessment.
- Maximising progress for learners who have additional needs. As for all learners, this requires a clear picture of individual learning strengths, weaknesses and independence. The starting point should always be assessment – formative, summative and standardised. In addition to using data, use a variety of other means to build up a picture including observation, learner self-assessment, parental comments, analysis of scripts, book scrutiny and teacher feedback.
- Giving learners ‘hard work they can do’. Use data gathered to plan carefully to meet the needs of each individual; however, this should not be about working harder to give every child a different activity or work sheet. Instead, focus on a skill based learning objective for all, differentiated support, additional resources available and very clear success criteria.
- Ensuring that all pupils have access to a range of teaching and learning styles.
- Ensuring that learners are not overly dependent on adults. Research shows that learners need to develop independence in order to learn effectively. If a learner is constantly working beyond their current skill level they may well be at risk of ‘learned helplessness’. Learners need to move from dependence on an adult, through modelled, shared and guided group activities to a point where they are sufficiently skilled and confident to work independently on their own. The teacher needs to plan carefully for learners to move through these steps into independence in all areas of the curriculum.
- Teachers regularly teaching every group in the classroom in order to be absolutely sure that they know the small next step each learner needs to take in their learning.
- Teachers managing misconceptions well by ensuring there are regular and meaningful mini-plenaries that allow learners to evaluate their work so far and identify areas for improvement or where they need more support to move to independence.
- Using multi-sensory resources for all learners across all key stages to ensure that no stigma is attached to their use. Use resources creatively to maintain engagement.



- **Staff are well trained.** All teaching staff have Inclusion Development Programme Foundation Level knowledge and are confident in making their teaching accessible to learners with SEN.
- **The curriculum and range of accreditation** offered meets the needs of all learners.
- The school has an **Equality Scheme** that is updated annually and an **Accessibility plan**, linked to the local authority Accessibility plan, that is reviewed every 3 years. These include information about the admission of disabled children, the steps taken to prevent less favourable treatment, the facilities provided to enable access and how access will be improved over time. These ensure current and future pupils with SEND have full access to the life of the school to enable good progress in their learning.
- The **teaching and learning policy** is understood by all staff. It reflects equalities legislation and accessibility requirements and actively promotes overcoming barriers to learning for all children taking into account individual differences. It promotes understanding and acceptance in the peer group.
- The **school development plan** is informed by an analysis of qualitative and quantitative data and contains strategies to improve the outcomes of all current and future pupils.
- **Smooth transitions** are planned and enabled into, within and beyond school.
- All learners are **assessed on entry** to the school and EYFS profile date is used to plan learning outcomes.
- The **progress of all learners is tracked** against national benchmarks. Where insufficient progress is noted the quality of teaching is reviewed. Full use is made of available national data, eg *Transition matrices* as part of RAISEonline, *Progression Materials 2010-11*. Effective use is made of data so that changes in learners' patterns of attainment, attendance or behaviour are noticed and can be acted upon.
- The school provides a **report to parents** on their child's progress at least annually.
- The school provides a warm, safe and empathetic ethos where children have the confidence to share their concerns with staff, and know that they will be addressed, in order to support their **emotional well-being**.
- The school inspires **parental confidence** by establishing a reciprocal relationship with them as partners in their children's learning, making best use of parents or carers' knowledge of their child's development.
- The **learning environment** of the school is supportive to all learners and enables teachers to respond to predicted and un-predicted need, eg time out space, use of technology.
- There are **care plans** for learners with health and personal care needs.
- **Governors monitor the impact** of the whole school response and the impact on learners with SEN.
- The governing body **annually update information and publish a report** about the school's policy for learners with SEN and what provision is available in accordance with the SEN (Information) Regulations 2014 (Code of Practice para 6.79). This includes detailed information about the school's arrangements for identifying, assessing and making provision for learners with SEN, an annual review of the Equalities Scheme, and the school's Accessibility plan.

- The school has a **SENCo** who is a qualified teacher and who has relevant experience or a recognised SEN qualification.
- Governors ensure that arrangements are in place to support learners with medical conditions.
- The quality of teaching for learners with SEN and their progress is a core part of the school's **performance management arrangements**.
- The school records and analyses information about **bullying** and uses this to plan further actions.
- The school has an effective **behaviour policy** that is consistently applied, and an **effective pastoral system** so that at least one member of staff knows every learner well and can spot where bad or unusual behaviour may have a root cause that needs addressing.
- The school ensures joined up planning to achieve good outcomes for learners in specific circumstances, eg those who are looked after, have social care needs or are children of service personnel, and who may also have a special educational need.

## **Element 2: The Targeted Offer: The first £6,000 of any additional educational support provision (the notional SEN budget).**

- Additional **assessment and analysis informs** the reason for inadequate progress, and the choice of intervention and grouping.
- Staff have an **awareness level of training** in relation to the special educational needs of all children with whom they come into contact.
- Staff working directly with a learner with SEN have an **enhanced level of expertise** enabling them to adapt teaching and learning appropriately to secure improved outcomes.
- Some staff have undertaken **specialist training** in SEN, eg using the Advanced Needs training materials, in order to understand the range of assessments available, the most effective strategies to support learning and provide individual and group tuition where indicated.
- Support is **planned and reviewed** by the class teacher or subject teacher as appropriate and in collaboration with parents and the learner at least three times a year.
- As part of **provision management** a **provision map** has a range of small group interventions available for learners with SEN. Interventions are time limited, pre-formulated and are carefully matched to learners' needs so that they can be used by trained staff with minimal adaptation. They may include training learners to be **competent and independent** in use of curriculum aids e.g. appropriate computer software.
- The **provision of SEN support is recorded** on the school's information system.

- The effectiveness of **interventions are evaluated** by the teacher and monitored by the senior leadership team in order to determine the impact on academic and personal development progress.
- The senior leadership team applies a **greater level of scrutiny** of the progress made by learners with SEN by using tracking data and feedback from intervention programmes to evaluate outcomes and cost effectiveness.
- Advice from **specialist services** (eg Speech and Language Therapy, Educational Psychology, Special School outreach) is implemented and monitored.

### **Element 3: The Specialist or Personalised Offer: Top-up funding above £10,000 (universal and targeted) provided on a per-learner basis by the commissioner placing the pupil.**

- Learners have **personalised interventions** specifically formulated to take account of unique individual needs and person centred outcomes.
- The school **gathers and records detailed information** about the learner, his/her aspirations and needs, and details of provision and outcomes in an individualised profile document.
- **Advice from specialist services (education, social care and health)** for individual pupils is implemented by the school, and is monitored and reviewed.
- The school works closely **with parents and the learner** to agree and review interventions and support, and to regularly monitor progress.
- A **Common Assessment Framework (CAF) and team around the child support** may be in place. The **lead professional** may be a member of the school/academy staff.
- The learner may have a **care plan** which is monitored, and possibly supported, by specialist staff.
- Where learners require a **co-ordinated assessment and plan** (EHC Plan) individualised strategies and provision will be identified. **Statements** of SEN also fulfil this function.

## **C1: What to do if you think a child or young person has a Special Educational Need (SEN)**

### **Overall approach**

Many children with complex needs have these identified very early. For other children difficulties may only become evident as they grow and develop, and as they learn and interact in new and different environments. Some children and young people have special educational needs that result from an illness or accident. The approach to identifying a special educational need should be part of a school or setting's overall approach to monitoring the development and progress of all learners.

### **Less than expected progress**

A good understanding of a learner's starting points and regular checks on progress are the basis for identifying when a learner is making less than expected progress given their age and individual circumstances.

Less than expected progress is progress which:

- is significantly slower 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.

(Code of Practice, 2015 Section 6.17)

### **What to do when a learner is making less than expected progress**

For many learners who are not making expected progress the precise area of need is not clear at the outset. Some will have needs that span more than one area. Usually evidence is gathered over time, although in some circumstances a child may appear in school with little history or may suddenly develop a need as a result of an accident or injury. In the first instance it is always helpful to bring together all of the available evidence, including information from parents and the learner him/herself, to make a detailed individual assessment of need. The following pages 'Children/young people who may need additional support' will help you to do that:

- **Firstly complete the relevant age/stage specific initial identification pages in this section (C),**
- **Next look at the suggested detailed descriptors for each area of need in the relevant section from D (Foundation years) to H (KS4).**

Remember the checklists are guidance and not criteria for SEN support.

### **Categories of special educational need**

The four broad areas of need and the subdivisions of need used in this guidance are:

- Communication and interaction needs (C&I)
- Cognition and learning needs (C&L)

- Learning needs (LD)
- Specific Learning Difficulties (SpLD) (KS1 onwards)
  
- Social, emotional and mental health needs (SEMH)
  
- Sensory and/or physical needs (S&P)
  - Hearing Impairment (HI)
  - Visual Impairment (VI)
  - Physical difficulties (PD)

### **Specific circumstances**

Progress can be affected by a number of factors inside and outside of the setting or school including family crises, bereavement and bullying. Some of these will not necessarily lead to a learner having SEN but may cause significant short term needs.

**Behavioural difficulties** do not necessarily mean that a child or young person has a SEN, but consistent disruptive or withdrawn behaviours can indicate underlying and unmet needs and so it's important to look across the range of indicators to check where difficulties originate.

If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of the **Common Assessment Framework** (CAF) may be appropriate.

The **identification and assessment of the SEN of children or young people whose first language is not English**: Schools will need to look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from a SEN or both.

**Children who are Looked After** by the local authority will already have a Care Plan that includes a Personal Education Plan (PEP) and a Health Plan. It may be through making assessments for these plans that an SEN is identified. Any planning for SEN needs to dovetail with and add to existing planning and involve other professionals and foster carers who are working with the child.

**Children of Service personnel** face particular challenges. The mobility of service personnel means that their children may face more transitions than most learners, sometimes at short notice. There may also be anxiety and related emotional difficulties resulting from the deployment of family members to operational areas. Settings and schools need to ensure that the service related lifestyle of these children doesn't lead to any delay in identifying or providing for any SEN, and that any records kept are transferred as quickly as possible if the child moves. The Children's Education Advisory Service (CEAS) within the Ministry of Defence can provide advice and guidance.

## C2: Young people who may need additional support Years 7, 8 & 9

Name of young person .....

First check	<i>Date</i>	<i>What's the evidence?</i>
How have the individual needs of the young person been addressed within the inclusive curriculum?		
What teaching and learning strategies (including ICT) have been used?		
What observations of the young person's responses to learning opportunities have been recorded?		
What information has been gathered about the young person's responses to experiences and opportunities outside of the classroom?		
<p><b>Gather and review the evidence using</b></p> <ul style="list-style-type: none"> <li>• Evidence from observations of the young person engaged in different activities</li> <li>• Evidence from any tracking and assessments</li> <li>• Information about the young person in and out of school from parents or carers</li> <li>• Records of the young person's achievements</li> <li>• Information about school attendance</li> <li>• Discussion with young person about his/her learning</li> <li>• Information from any other agencies involved with the learner or family, where appropriate, eg CAF</li> </ul>		

**Consider whether the young person has particular support needs\***

<i>Additional support needs may be indicated if the young person:</i>	<i>Tick/date</i>	<i>Now look at the detailed descriptors for:</i>
Has a known difficulty or impairment that may impact on his/her learning		As appropriate to the identified difficulty/impairment
Has a standardised score of less than 80 in standardised tests of cognitive ability or attainment		C&L needs C&I needs Sensory needs
Has difficulty in dealing with abstract ideas and generalising from experience		C&L needs C&I needs
Attainment in literacy significantly interferes with his/her ability to function across the curriculum as a whole		C&L needs C&I needs Sensory needs
Has difficulty in understanding complex or abstract language		C&L needs C&I needs Sensory needs
Has an uneven learning profile and a learning style that does not follow the usual developmental patterns		C&I needs
Has difficulty in retaining new learning		C&L needs
Finds it challenging to participate in whole class/group or unstructured activities		C&I needs SEMH needs Sensory needs
Shows significant or sustained unhappiness, stress or disaffection which may lead to periods of absence		SEMH needs C&L needs C&I needs
Emotional, social and/or behavioural development impacts on own learning and that of others		SEMH needs C&L needs C&I needs
Has significant difficulty in making and maintaining relationships		C&I needs SEMH needs Sensory needs
Self-organisation skills impact on own and others' learning		C&L needs C&I needs
Has marked difficulty with tasks requiring the use of fine or gross motor skills		Physical needs Sensory needs C&L needs
Finds it difficult to follow or copy work on whiteboard		Sensory needs C&L needs
Has difficulty concentrating and/or is easily distracted		C&L needs C&I needs SEMH needs Sensory needs
Is tired after sustained concentration		Sensory needs C&L needs Physical needs

\*see intro to this section for abbreviations

### C3: Young people who may need additional support Years 10 & 11

Name of young person .....

First check	<i>Date</i>	<i>What's the evidence?</i>
How have the individual needs of the young person been addressed within the inclusive curriculum?		
What teaching and learning strategies (including ICT) have been used?		
What observations of the young person's responses to learning opportunities have been recorded?		
What information has been gathered about the young person's responses to experiences and opportunities outside of the classroom?		
<p><b>Gather and review the evidence using</b></p> <ul style="list-style-type: none"> <li>• Evidence from observations of the young person engaged in different activities</li> <li>• Evidence from any tracking and assessments</li> <li>• Information about the young person in and out of school from parents or carers</li> <li>• Records of the young person's achievements</li> <li>• Information about school attendance</li> <li>• Discussion with young person about his/her learning</li> <li>• Information from any other agencies involved with the young person or family, where appropriate, eg CAF</li> </ul>		



**Consider whether the young person has particular support needs\***

<i>Additional support needs may be indicated if the young person:</i>	<i>Tick/ date</i>	<i>Now look at the detailed descriptors for:</i>
Has a known difficulty or impairment that may impact on his/her learning		As appropriate to the identified difficulty/impairment
Has a standardised score of less than 80 in standardised tests of cognitive ability or attainment		C&L needs C&I needs Sensory needs
Has difficulty in dealing with abstract ideas and generalising from experience		C&L needs C&I needs
Attainment in literacy significantly interferes with his/her ability to function across the curriculum as a whole		C&L needs C&I needs Sensory needs
Has difficulty in retaining new learning		C&L needs
Has difficulty in understanding complex or abstract language		C&L needs C&I needs Sensory needs
Has an uneven learning profile and a learning style that does not follow the usual developmental patterns		C&I needs
Finds it challenging to participate in whole class/group or unstructured activities		C&I needs SEMH needs Sensory needs
Shows significant or sustained unhappiness, stress or disaffection which may lead to periods of absence		SEMH needs C&L needs C&I needs
Emotional, social and/or behavioural development impacts on own learning and that of others		SEMH needs C&L needs C&I needs
Has significant difficulty in making and maintaining relationships		C&I needs SEMH needs Sensory needs
Self-organisation skills impact on own and others' learning		C&L needs C&I needs
Has marked difficulty with tasks requiring the use of fine or gross motor skills		Physical needs Sensory needs C&L needs
Finds it difficult to follow or copy work on whiteboard		Sensory needs C&L needs
Has difficulty concentrating and/or is easily distracted		C&L needs C&I needs SEMH needs Sensory needs
Is tired after sustained concentration at school and/or at home		Sensory needs C&L needs Physical needs

\*see intro to this section for abbreviations

**Sections D, E & F are included within guidance produced specifically to support Primary Schools**

This page is intentionally blank.

## G1: Identifying and supporting needs Years 7, 8 & 9

**'What to do if you think a child or young person has an additional SEN support need'** is the starting point for action. Once the potential range of needs has been identified use the more detailed descriptors for each area of difficulty and the assess-plan-do advice contained in this section to help to unpick needs and put in place appropriate support.

The descriptors are in checklist format; the assess-plan-do section also has a tickbox which can be used, if and where helpful, to support thinking and record keeping.

### Assessing

- Gather further evidence if needed, involving parents and the young person.
- Always involve a specialist where a young person continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of young people of a similar age despite high quality SEN support. The young person's parents **must** be involved in any decision to involve specialists and their views taken into account
- Review the initial assessment regularly to ensure that support continues to be matched to need.
- In some cases, outside professionals from health or social care may be involved with the young person and they will have information that may helpfully inform assessments. They may already be working with the school/setting, if not parents need to agree that they can be contacted. If it is thought that housing, family or other domestic circumstances may be contributing to the young person's needs, perhaps by impacting on his/her behaviour, a multi-agency approach supported by the use of the Common Assessment Framework (CAF) may be appropriate.
- Contact details for all of the specialist agencies listed in this section, and more information about universal, targeted and specialist or personalised services, can be accessed through the Local Offer website (<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>).

### Planning

- Use the planning list in the Assessment and Planning section to help with thinking.
- Agree, in consultation with the parent and the young person, the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, and a clear date for review.
- All teachers and support staff who work with the young person will need to be made aware of their needs, the support provided and any teaching strategies or approaches that are required. Identify and address any staff development needs.
- The descriptor lists can be a helpful source of targets. It may be necessary to track back to an earlier age/stage.

- As well as planning for the young person's immediate needs it's important to think ahead about transitions, especially between key stages, and learning pathways at key stage 4 and post 16.
- Also plan how to help parents to support their child's learning at home and expectations in relation to homework.

### **Doing**

- Use the strategies and resources list to help.
- The class or subject teacher needs to retain day to day responsibility for planning and working with the young person especially where the interventions involve group or one-to-one teaching delivered by a teaching assistant or specialist teacher.

### **Reviewing**

- Review the effectiveness of the support and the impact on the young person's progress in line with the agreed date and use this to inform further analysis of his/her needs and support requirements.
- Involve the young person and parents in reviewing both the impact of support and plans to change it. Discuss the activities and support that will help to achieve goals set and identify the responsibilities of the parent, young person and the school in this.
- Review meetings with parents should be held at least three times a year and lead by someone with a good knowledge of the young person. 'Holding a review meeting' (see Appendix1) gives pointers on how to ensure that this is a helpful and productive process for all.

### **Keeping records**

- Accurately record provision for learners with SEN. This supports the assess – plan – do – review process and provides evidence of the work that has been done and the progress made.
- Schools determine their own approach to record keeping, but as part of any school inspection Ofsted will expect to see evidence of the interventions and support that are in place and whether they lead to accelerated or sustained progress.
- Oxfordshire has developed record keeping templates to capture person centred planning, pupil outcomes, assessments, planning and reviewing. This information will be required for children and young people who require additional SEN top-ups or who may require co-ordinated assessment and an Education, Health and Care Plan (more information about EHC plans can be found on the Local Offer website <https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>).

## **G2: Communication and Interaction needs (C&I) Years 7, 8 & 9**

This section describes young people who have greater needs than most of their peers for support with communication and interaction (C&I). Young people with communication and interaction needs may have difficulty in expressing themselves, in understanding language, and with interacting with others and the world around them.

Some learners with C&I difficulties will have had their needs identified at an early age. For others, needs may become apparent much later. Changes to the way school is organised at KS3, increasing complexities of social interactions between peers, the onset of puberty and increasing expectations for interactive and independent learning can all be factors that may expose underlying C&I difficulties. Young people need help to acquire language skills in order to develop their thinking as well as their ability to communicate and to be able to function independently at secondary school.

Young people with speech, language and communication needs (SLCN) cover the whole ability range. They find it more difficult to communicate with others. They may have difficulties with fluency, forming sounds, words or sentences (expressive language) that impact upon their ability to produce spoken or written language, or they may have difficulty in understanding spoken language that they hear or read (receptive language). They may have difficulty understanding, using and/or remembering words that they want to use. It may be a combination of these needs.

Learners with an autistic spectrum condition (ASC) have difficulty in making sense of the world in the same way as their peers. They may have difficulties with social communication, social interaction and imagination and with flexibility of thought. In addition, they may be easily distracted or upset by certain sensory stimuli, have problems with change to familiar routines or with co-ordination and fine motor skills.

Related conditions that sometimes accompany C&I needs or an ASC diagnosis, such as Tourette's syndrome, anxiety or ADD may emerge or be compounded during teenage years. Making reasonable adjustments for the difficulties arising out of C&I needs requires schools to be flexible and provide an individualised response, based on a sound assessment of the individual needs of each young person.

This section contains:

- **Detailed descriptors to help identify learners with C&I difficulties.**
- **Guidance on supporting young people with C&I needs.**

Needs in other areas can lead to and compound communication and interaction needs. Look across descriptors for all relevant areas of need to make sure that support is tailored appropriately. Learners with auditory and visual perception and processing difficulties may also benefit from the suggested planning, strategies and resources suggested under Hearing, Visual Impairment and Cognition and Learning sections of this guidance.

<b>Years 7,8,9</b> <b>Communication and interaction</b>	Name
--	------

		<b><i>The young person needs support for some of the following:</i></b>	Date & year gp	Date & year gp	
		<b>The young person needs support for some of the following:</b>		Listening and	listening actively in a small group or the whole class
sustaining concentration in a small group or the whole class					
listening to information while carrying out a task					
working independently on a task.					
Speaking and expressive language	articulating words clearly				
	recalling known words in conversation				
	retelling or describing a sequence of events				
	using language to express thoughts and ideas clearly				
	using complex sentences including words like therefore, yet				
	making needs and wants known appropriately				
Understanding and processing	communicating effectively in a range of social situations in and out of school.				
	following instructions and spoken information				
	organising spoken and written language into consistently coherent sentences and paragraphs				
	comprehending text that he/she is able to read				
	remembering vocabulary				
	understanding timetables and sequences				
	understanding abstract terms or concepts, eg time, space				
Interaction and social communication	understanding sarcasm, idioms and jokes.				
	interacting appropriately with others, understanding the accepted rules of social interaction				
	joining in with group and whole class activities				
	to alter what they say depending upon who they are talking to				
	understanding the social rules relating to group work				
	understanding that communication is a shared process				
	interpreting non literal language				
	establishing and maintaining appropriate friendships				
	'reading' the physical clues of non-verbal language, eg facial expressions, gestures				
	knowing what to do at unstructured times of day				
Other	managing changes in routine.				
	managing stresses, anxieties and frustrations				
	establishing a positive self-image				
	managing sensory responses (these may be hypo or hyper)				
	being organised for learning				
	getting to where they need to be next				
managing homework and exam revision.					

<b>Assessment and planning</b>	<b>Date</b>
<b>Further assessment may be required to identify more specifically the areas where the young person needs support.</b>	
<ul style="list-style-type: none"> <li>Careful observation is the best way of unpicking difficulties.</li> </ul>	
<ul style="list-style-type: none"> <li>The BPVS can be useful for finding out about a learner's understanding of vocabulary.</li> </ul>	
<ul style="list-style-type: none"> <li>For young people with marked difficulties in social communication, thought and sensory processing, build on the initial evidence gathered to assemble a detailed profile of the young person's strengths, interests, challenges and sources of stress. Include parents and the young person in this process. This profile will help to ensure that the optimum learning environment is achieved.</li> </ul>	
<b>For further advice with assessment and planning contact:</b>	
<ul style="list-style-type: none"> <li>SENSS Communication and Interaction Service.</li> </ul>	
<ul style="list-style-type: none"> <li>The Integrated Therapies team (Physiotherapy, Occupational therapy, Speech and language therapy) for a speech and language referral.</li> </ul>	
<ul style="list-style-type: none"> <li>PCAMHS consultation helpline.</li> </ul>	
<ul style="list-style-type: none"> <li>The SENSS SENICTAAC team.</li> </ul>	
<ul style="list-style-type: none"> <li>The Educational Psychology Service.</li> </ul>	
<b>Planning for a young person with a C&amp;I need will include:</b>	
<ul style="list-style-type: none"> <li>'Thinking ahead' about the planned learning each week and how the young person with a C&amp;I need will be supported to access it.</li> </ul>	
<ul style="list-style-type: none"> <li>Any adaptations needed to the physical environment to help with access to learning, eg labelling of resources.</li> </ul>	
<ul style="list-style-type: none"> <li>Any specialist equipment or resources, including ICT, that may be needed for curriculum access, eg tablets, netbooks, ear defenders</li> </ul>	
<ul style="list-style-type: none"> <li>The adult support that may be required for accessing the curriculum and how this can be tailored to be age appropriate, to maximise independence and not to interfere with opportunities to learn collaboratively with peers.</li> </ul>	
<ul style="list-style-type: none"> <li>Considering a 'key worker' approach to providing support rather than a subject specific TA approach.</li> </ul>	
<ul style="list-style-type: none"> <li>Individual or small group work to pre-learn, reinforce or work on specific targets.</li> </ul>	
<ul style="list-style-type: none"> <li>Where the young person will sit for particular activities.</li> </ul>	
<ul style="list-style-type: none"> <li>Considering reasonable expectations in relation to the specific needs of the young person, eg the time that may be taken to complete a task, to move around the school and/or for breaks to regulate anxiety or sensory overload.</li> </ul>	
<ul style="list-style-type: none"> <li>Any support that is needed at break times to help the young person to be part of a small group and/or to follow his/her own interests; encourage the young person to use these to create his/her own social opportunities, eg a Minecraft club.</li> </ul>	
<ul style="list-style-type: none"> <li>Risk assessments relating to any health and safety issues.</li> </ul>	
<ul style="list-style-type: none"> <li>Considering what support the young person may need to access tests</li> </ul>	

and assessments and to prepare and revise for these.	
<ul style="list-style-type: none"> <li>• Planning for learning pathways at KS4.</li> </ul>	
<b>Doing: strategies and resources</b>	
<b>The physical environment</b>	
<ul style="list-style-type: none"> <li>• Modify the environment to help with any sensory issues; eg acoustic boards and ear defenders, avoid glare and harsh lighting, provide a quiet area for the young person to withdraw to or create a mobile workstation.</li> </ul>	
<ul style="list-style-type: none"> <li>• Adjust expectations to allow young people to move around the school at quieter times rather than busy lesson change over times if this helps them to arrive calm and ready to engage.</li> </ul>	
<ul style="list-style-type: none"> <li>• Encourage the young person to sit where they can best see and hear the adult in whole class and group activities. Consider a place near to the door if they are likely to need to take time out.</li> </ul>	
<ul style="list-style-type: none"> <li>• Ensure the learning environment is well organised and consistently used, eg resources kept in the same place.</li> </ul>	
<b>Teaching and learning</b>	
<ul style="list-style-type: none"> <li>• Establish and maintain routines, backed up by a colour coded personal timetable. Use visual supports such as photographs of teachers or rooms to help navigate the site.</li> </ul>	
<ul style="list-style-type: none"> <li>• Keep expectations clear and consistent.</li> </ul>	
<ul style="list-style-type: none"> <li>• Display class rules with picture prompts and be consistent and transparent about how these are applied.</li> </ul>	
<ul style="list-style-type: none"> <li>• Help the young person to engage in a predictable sequence of activities and organise their work, eg by using task sheets, a tray system (with specialist support).</li> </ul>	
<ul style="list-style-type: none"> <li>• Break bigger tasks into a series of small tasks; write tasks on a mini-whiteboard for the learner to tick off when complete.</li> </ul>	
<ul style="list-style-type: none"> <li>• Where producing written work is slow or difficult consider alternatives: mind mapping, using a netbook, Dragon voice activated software, verbal feedback.</li> </ul>	
<ul style="list-style-type: none"> <li>• Use timers to tell the young person how long to stay on a task.</li> </ul>	
<ul style="list-style-type: none"> <li>• Use individual and small group activities to prepare the young person for the learning that will take place in a later whole class activity and to reinforce concepts and vocabulary.</li> </ul>	
<ul style="list-style-type: none"> <li>• Use individual, pair and small group activities for language and social skills development, eg the Friendship Formula, Talkabout (Alex Kelly), SEAL.</li> </ul>	
<ul style="list-style-type: none"> <li>• Modify the language that adults use; address the student by name, reduce, slow down, give take up time, use non-literal language with care.</li> </ul>	
<ul style="list-style-type: none"> <li>• Involve good peer role models, eg for language modelling.</li> </ul>	
<ul style="list-style-type: none"> <li>• Use the young person's areas of special interest to provide motivational learning opportunities.</li> </ul>	
<ul style="list-style-type: none"> <li>• Make reasonable adjustments re homework; can it be done in school as a quiet lunchtime activity? Ensure that it is written in planner.</li> </ul>	



<ul style="list-style-type: none"> <li>• Make reasonable adjustments by applying the school behaviour policy flexibly, for example recognising that resisting eye contact does not reflect insubordination</li> </ul>	
<b>Beyond the classroom</b>	
<ul style="list-style-type: none"> <li>• All staff should be aware of the implications of the young person's communication and interaction needs and how to respond appropriately. Use a pupil profile (see above) to ensure subject teachers are informed. AET Level 1 training via SENSS is helpful for raising awareness across the school.</li> </ul>	
<ul style="list-style-type: none"> <li>• Consider flexibility around school uniform where this presents a sensory challenge</li> </ul>	
<ul style="list-style-type: none"> <li>• Support may be needed for the young person to access out of school activities including clubs, sports and trips. Information sharing, with consent of parents where appropriate can help the young person to participate successfully.</li> </ul>	
<ul style="list-style-type: none"> <li>• Advice, support and information for parents and carers are available from a range services and organisations. See Oxfordshire's Local Offer website (<a href="https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer">https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer</a>).</li> </ul>	
<ul style="list-style-type: none"> <li>• SENDIASS Oxfordshire offers advice and support to parents, and can help parents, carers and professionals to work together to support the inclusion and achievement of children and young people with SEN.</li> </ul>	
<ul style="list-style-type: none"> <li>• The Inclusion Development Programme (<a href="http://www.idponline.org.uk">www.idponline.org.uk</a>) has advice and resources for supporting children with speech language and communication and also autistic spectrum conditions.</li> </ul>	
<ul style="list-style-type: none"> <li>• Information about out of school activities including short breaks is also available from the Family Information Service Directory (FISD) via the Oxfordshire County Council Local Offer website.</li> </ul>	
<ul style="list-style-type: none"> <li>• Early Intervention Hubs offer early intervention and specialist services to vulnerable young people and families. Each hub operates a consultation/advice line for professionals to seek advice and support.</li> </ul>	
<ul style="list-style-type: none"> <li>• Advanced skills training materials for mainstream teachers of learners with autistic spectrum disorders and also learners with speech, language and communication needs can be found at <a href="http://www.advanced-training.org.uk/">http://www.advanced-training.org.uk/</a></li> </ul>	

## **G3: Cognition and Learning (C&L)**

### **Learning needs (LD)**

#### **Years 7, 8 & 9**

This section describes young people who have greater needs than most of their peers for support with learning. Young people with learning difficulties will learn at a slower pace than other young people and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts. They may also have associated difficulties such as a speech and language delay.

Some young people with learning difficulties, particularly those with severe or profound and multiple difficulties, will have had their needs identified at an early age. For others learning needs may become apparent when the young person does not make adequate progress even with an appropriately differentiated curriculum.

This section contains:

- Detailed descriptors to help identify young people with learning difficulties.
- Guidance on supporting young people with learning needs.

Needs in other areas can lead to learning needs, for example an unmet hearing need may impact on the young person's ability to learn at the same rate as his/her peers. Conversely unmet learning needs can may impact on social development and emotional wellbeing. Look across descriptors for all relevant areas of need to make sure that support is tailored appropriately.

<b>Years 7,8,9 Learning needs</b>	Name
---------------------------------------	------

The young person needs support for some of the following:	<b><i>The young person needs support for some of the following:</i></b>	Date/ age	Date/ age
	<b>Speaking and listening</b>		
	exploring and communicating ideas		
	understanding instructions		
	talking in a range of contexts		
	being able to contribute to an age appropriate discussion		
	being able to summarise the main points of a discussion.		
	<b>Reading</b>		
	comprehending age appropriate texts even when read to		
	using a range of strategies to decode and establish meaning		
	using alphabetical order to access dictionaries and indexes.		
	<b>Writing/spelling</b>		
	writing with an awareness of audience		
	writing in a logical sequence		
	writing legibly		
	knowing when to use upper and lower case letters		
	organising key ideas into paragraphs.		
	<b>Mathematics</b>		
	reading, writing, ordering and comparing numbers up to 1000		
	counting forwards and backwards in 2's and 10's		
	expressing amounts of money in two ways, eg 59p and £0.59		
	making estimates using familiar units of measurement and checking results		
	following or giving instructions relating to movement or position		
	using mathematical terms to describe common 2D and 3D shapes		
	using 4 points of the compass to show direction.		
	<b>Cognitive skills</b>		
	problem solving		
predicting			
recognising patterns and connections.			
<b>Organisation</b>			
arriving punctually at lessons			
arriving prepared for learning.			
<b>Other indicators</b>			
evidence of immature or inappropriate social interaction			
difficulty in adapting to change			
low level of resilience in challenging circumstances			
poor school attendance record that may affect learning			
self-help skills.			

<b>Assessment and planning</b>	<b>Date</b>
<ul style="list-style-type: none"> <li>• Use formative as well as summative assessment to unpick difficulties in detail.</li> </ul>	
<b>Useful assessment materials include:</b>	
<ul style="list-style-type: none"> <li>• Oxfordshire Literacy Assessment Pack.</li> </ul>	
<ul style="list-style-type: none"> <li>• Sandwell maths assessment.</li> </ul>	
<b>For further advice with assessment and planning contact:</b>	
<ul style="list-style-type: none"> <li>• Oxfordshire School Inclusion Team (OXSiT).</li> </ul>	
<ul style="list-style-type: none"> <li>• The Educational Psychology Service.</li> </ul>	
<ul style="list-style-type: none"> <li>• SENSS Down Syndrome and Complex Needs Service.</li> </ul>	
<ul style="list-style-type: none"> <li>• Some local Special Schools provide advice.</li> </ul>	
<b>Planning for a young person with a learning need will include:</b>	
<ul style="list-style-type: none"> <li>• 'Thinking ahead' about the planned learning each week and how the young person with a learning need will be supported to access it.</li> </ul>	
<ul style="list-style-type: none"> <li>• Any adaptations needed to the physical environment to help with access to learning, eg labelling of resources.</li> </ul>	
<ul style="list-style-type: none"> <li>• Opportunities to use/availability of ICT to support learning.</li> </ul>	
<ul style="list-style-type: none"> <li>• The adult support that may be required for accessing the curriculum.</li> </ul>	
<ul style="list-style-type: none"> <li>• Individual or small group work to pre-learn, reinforce or work on specific targets.</li> </ul>	
<ul style="list-style-type: none"> <li>• Planning for KS4 courses and accreditation</li> </ul>	
<b>Doing: strategies and resources</b>	
<b>The physical environment</b>	
<ul style="list-style-type: none"> <li>• Help the young person to sit where he/she can focus on the adult in whole class and group activities.</li> </ul>	
<ul style="list-style-type: none"> <li>• Ensure the learning environment is well organised and consistently used, eg homework handed in at the same place, resources labelled clearly.</li> </ul>	
<ul style="list-style-type: none"> <li>• Use models, images and multi-sensory resources to promote understanding, eg word mats, Numicon, Dienes blocks.</li> </ul>	
<ul style="list-style-type: none"> <li>• Have writing supports available where the young person is working: word banks, personal dictionaries, key word lists</li> </ul>	
<b>Teaching and learning</b>	
<ul style="list-style-type: none"> <li>• Establish and maintain routines backed up by visual cues, eg a visual timetable, class rules displayed with picture prompts.</li> </ul>	
<ul style="list-style-type: none"> <li>• Use individual and small group activities to prepare the young person for the learning that will take place in a later whole class activity and to reinforce concepts already covered.</li> </ul>	
<ul style="list-style-type: none"> <li>• Use ICT to support personalised learning and reinforcement of whole class learning, eg speech to text software, lesson plans on VLE</li> </ul>	
<ul style="list-style-type: none"> <li>• Use individual, pair and small group activities to teach specific skills.</li> </ul>	
<ul style="list-style-type: none"> <li>• Involve good peer role models, eg for language modelling.</li> </ul>	
<ul style="list-style-type: none"> <li>• Scaffold tasks, eg writing frames to scaffold written tasks, line trackers to help follow lines of print.</li> </ul>	
<ul style="list-style-type: none"> <li>• Provide handouts in advance of the lesson for young people who will</li> </ul>	

struggle with recording information.	
<ul style="list-style-type: none"> <li>• Teach the use of concept or mind mapping as an alternative to traditional note taking.</li> </ul>	
<ul style="list-style-type: none"> <li>• ‘What works for children with literacy difficulties?’ (Greg Brooks 2013) lists effective evidence based intervention schemes; this is available on the Interventions for Literacy website (<a href="http://www.interventionsforliteracy.org">www.interventionsforliteracy.org</a>).</li> </ul> <p>Interventions/approaches that have been used successfully in Oxfordshire include:</p> <ul style="list-style-type: none"> <li>○ FFT Wave 3 Reading Programme (reading recovery, 1-1, 30mins daily)</li> <li>○ Boosting Reading Potential (group, 15 mins 3x week)</li> <li>○ Hi Five (reading and writing, group, 4 times a week)</li> <li>○ Write Away Together (improving writing, 1-1 or group 2-3 times per week)</li> <li>○ Accelerate/Accelewrite (reading/spelling, individual or group, 4 times a week)</li> <li>○ Reading and Thinking, Looking and Thinking (comprehension, group, at least twice a week)</li> <li>○ Sound Linkage (phonological awareness, 1-1, daily)</li> <li>○ Read Write Inc: Freshstart (reading, group, 3 times a week)</li> <li>○ Write from the Start (handwriting, 1-1, 2-3 times a week).</li> <li>○ Precision teaching (multi-sensory teaching and monitoring, 1-1 at least once daily)</li> <li>○ SEAL (language, social &amp; emotional development, group at least once a week)</li> <li>○ GAP maths Wave 3 Maths Programme (small group at least 3 times a week)</li> <li>○ Rapid Maths (maths intervention, group, at least 3 times a week)</li> <li>○ Success @ Arithmetic (small group, 3 times a week)</li> <li>○ 1st Class @ Number 2 (intervention from KS2 that may still be useful)</li> </ul> <p>The most effective interventions are specifically targeted and delivered systematically in regular short sessions.</p>	
<b>Beyond the classroom</b>	
<ul style="list-style-type: none"> <li>• All staff should be aware of the implications of the young person’s learning needs and how to respond appropriately.</li> </ul>	
<ul style="list-style-type: none"> <li>• Support may be needed for the young person to access out of school activities including clubs, sports and trips. Information sharing, with consent of parents where appropriate can help the young person to participate successfully.</li> </ul>	
<ul style="list-style-type: none"> <li>• Advice, support and information for parents and carers are available from a range services and organisations. See Oxfordshire’s Local Offer website (<a href="https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer">https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer</a>).</li> </ul>	
<ul style="list-style-type: none"> <li>• SENDIASS Oxfordshire offers advice and support to parents, and can help parents, carers and professionals to work together to support the inclusion and achievement of children and young people with SEN.</li> </ul>	

<ul style="list-style-type: none"> <li>• Information about out of school activities including short breaks is also available from the Family Information Service Directory (FISD) via the Oxfordshire County Council Local Offer website.</li> </ul>	
<ul style="list-style-type: none"> <li>• Early Intervention Hubs offer early intervention and specialist services to vulnerable young people and families. Each hub operates a consultation/advice line for professionals to seek advice and support.</li> </ul>	
<ul style="list-style-type: none"> <li>• Early Support information resources, available from the NCB website, provide useful and detailed information for professionals and parents.</li> </ul>	
<ul style="list-style-type: none"> <li>• Advanced skills training materials for mainstream teachers of learners with moderate learning difficulties can be found at <a href="http://www.advanced-training.org.uk/">http://www.advanced-training.org.uk/</a></li> </ul>	

## **G4: Cognition and Learning (C&L) Specific Learning Difficulties (SpLD) Years 7, 8 & 9**

The term 'specific learning difficulty' describes a collection of difficulties related to the way that information is learned and processed. Specific learning difficulties may impact on literacy, maths, and activities that involve fine and gross motor skills.

**Specific Literacy difficulties including Dyslexia** hinder the acquisition of language and literacy skills on a spectrum ranging from mild to severe. The characteristic features are difficulties with:

- identifying and manipulating the sounds in words (phonological awareness)
- retaining an ordered sequence of verbal material (verbal memory)
- processing familiar verbal information such as letters and digits (verbal processing speed)
- visual memory, tracking and processing.

**Specific Maths difficulties including Dyscalculia** affect the ability to acquire arithmetical skills. Dyscalculic learners may have difficulty understanding simple number concepts, lack an intuitive grasp of number, and have problems learning number facts and procedures. Even if they produce a correct answer or use a correct method, they may do so mechanically and without confidence.

**Specific difficulties with writing or Dysgraphia** may present as difficulties with spelling, handwriting and putting thoughts down on paper.

**Developmental co-ordination disorder (DCD)** or dyspraxia affects gross and fine motor skills. DCD is characterised by difficulty in planning smooth, co-ordinated movements. This leads to clumsiness and lack of co-ordination. It can lead to problems with language, perception and thought.

Young people of all intellectual abilities can have specific learning difficulties.

This section contains descriptors for identifying specific learning difficulties and guidance on provision. Use these after considering the learning needs descriptors. Many young people have co-occurring difficulties; check across the whole range of specific learning difficulty descriptors to in order to build a comprehensive picture of needs.

<b>Years 7,8,9 SpLD</b>	Name
-----------------------------	------

The young person needs support for some of the following:	<b><i>The young person needs support for some of the following:</i></b>	Date & year gp	Date & year gp
	<b>Word level skills</b>		
	recognising and remembering words on sight		
	using and remembering spellings on the Y3/4 word list		
	finding an appropriate word to use		
	segmenting and/or blending phonemes and/or syllables		
	learning and remembering new vocabulary, eg subject related terminology.		
	<b>Language and literacy</b>		
	exploring and communicating ideas		
	following instructions		
	talking in a range of contexts		
	being able to summarise the main points of a discussion		
	using a range of strategies to decode and establish meaning		
	using alphabetical order to access dictionaries and indexes		
	writing in a logical sequence		
	writing legibly		
	knowing when to use upper and lower case letters		
	organising key ideas into paragraphs		
	retaining learned information.		
	<b>Writing</b>		
	using a pencil comfortably and effectively		
	forming letters consistently and using the same case		
	writing on lines with spaces between words		
	writing all of the words in a sentence		
	tackling writing tasks confidently		
	writing for a sustained period.		
	<b>Number</b>		
	understanding conservation of number		
	to choose and use all four number operations in calculations		
	ordering numbers		
identifying the relative values of two numbers			
keeping track of time			
telling the time on a 12 hour clock			
recording calculations accurately			
sequencing number patterns			
being confident to tackle number activities.			



<b>Co-ordination</b>		
to discriminate right and left		
using scissors and tools effectively		
making the best use of space on a page		
running, jumping, throwing and catching efficiently		
being confident to join in physical activities.		
<b>Associated needs: behaviour and emotional factors</b>		
building self confidence		
staying on task, engaging in reading and writing activities		
managing anxiety and/or frustration		
withdrawn behaviour/clowning/ fatigue (delete as appropriate)		
being organised for learning		
interacting appropriately with others.		
<b>Associated needs: study skills</b>		
taking notes		
planning, sequencing and organising thoughts and ideas		
presenting written work appropriately		
arriving punctually at lessons		
arriving prepared for learning.		

<b>Assessment and planning</b>	<b>Date</b>
<ul style="list-style-type: none"> <li>As needs may occur in a range of areas it is important to build an in depth picture of the young person's strengths and difficulties so that support can be tailored appropriately. Use formative as well as summative assessment to unpick difficulties in detail.</li> </ul>	
<b>Useful assessment materials include:</b>	
<ul style="list-style-type: none"> <li>Oxfordshire Literacy Assessment Pack (including standardised reading and spelling assessments)</li> </ul>	
<ul style="list-style-type: none"> <li>Sandwell maths assessment.</li> </ul>	
<ul style="list-style-type: none"> <li>Move to Learn checklist.</li> </ul>	
<b>For further advice with assessment and planning contact:</b>	
<ul style="list-style-type: none"> <li>Oxfordshire School Inclusion Team (OXSiT).</li> </ul>	
<ul style="list-style-type: none"> <li>The Educational Psychology Service.</li> </ul>	
<ul style="list-style-type: none"> <li>Dyslexia Assessment and Intervention Service (DAIS, contact OXSiT for details).</li> </ul>	
<ul style="list-style-type: none"> <li>The Integrated Therapies team (Physiotherapy, Occupational therapy, Speech and language therapy).</li> </ul>	
<b>Planning for a young person with a specific learning need will include:</b>	
<ul style="list-style-type: none"> <li>'Thinking ahead' about the planned learning each week and how the young person with a learning need will be supported to access it.</li> </ul>	
<ul style="list-style-type: none"> <li>Any adaptations needed to the physical environment to help with access to learning and moving around safely.</li> </ul>	
<ul style="list-style-type: none"> <li>Any multi-sensory resources and ICT required to support learning.</li> </ul>	
<ul style="list-style-type: none"> <li>Access to suitable individual or small group interventions.</li> </ul>	
<ul style="list-style-type: none"> <li>Where the young person will sit for particular activities.</li> </ul>	
<ul style="list-style-type: none"> <li>The adult and peer support that may be required for accessing the curriculum.</li> </ul>	
<ul style="list-style-type: none"> <li>Considering reasonable expectations in relation to the specific needs of the young person, eg the time that may be taken to complete a task.</li> </ul>	
<ul style="list-style-type: none"> <li>Risk assessments relating to any health and safety issues.</li> </ul>	
<ul style="list-style-type: none"> <li>Planning for KS4 courses and accreditation</li> </ul>	
<b>Doing: strategies and resources</b>	
<b>The physical environment</b>	
<ul style="list-style-type: none"> <li>Sit the young person where he/she can focus on the adult in whole class and group activities.</li> </ul>	
<ul style="list-style-type: none"> <li>Ensure the learning environment is well organised and consistently used, eg pictorial labels on storage, scissors kept in the same place.</li> </ul>	
<ul style="list-style-type: none"> <li>Help safe passage around the learning environment by minimising clutter.</li> </ul>	
<ul style="list-style-type: none"> <li>Use models, images and multi-sensory resources to promote understanding, eg word mats, Numicon, Dienes blocks.</li> </ul>	
<ul style="list-style-type: none"> <li>Have writing supports available where the young person is working: word banks, personal dictionaries, key word lists</li> </ul>	
<b>Teaching and learning</b>	
<ul style="list-style-type: none"> <li>Use a range of auditory, visual and kinaesthetic approaches to learning and</li> </ul>	

revisit the same learning in different ways.	
<ul style="list-style-type: none"> <li>• Give support for remembering and organising – keep routines the same, use pictorial cues, visual timetables, provide individualised key word lists.</li> </ul>	
<ul style="list-style-type: none"> <li>• Use ICT to support personalised learning and reinforcement of whole class learning, eg speech to text software, predictive software, photograph of lesson work on board, board material on memory stick, lesson plans on VLE</li> </ul>	
<ul style="list-style-type: none"> <li>• Use individual and small group activities to prepare the young person for the learning that will take place in a later whole class activity and to teach particular skills.</li> </ul>	
<ul style="list-style-type: none"> <li>• Scaffold tasks, eg writing frames to scaffold written tasks, line trackers or book marks to help follow lines of print</li> </ul>	
<ul style="list-style-type: none"> <li>• Teach study skills including the use of mind or concept mapping</li> </ul>	
<ul style="list-style-type: none"> <li>• Focus on process in writing tasks and the learning that is taking place rather than 'final' or 'good' versions</li> </ul>	
<ul style="list-style-type: none"> <li>• Use methods such as simultaneous oral spelling (see glossary) for learning spelling patterns, and mnemonics or picture cards for irregular spellings</li> </ul>	
<ul style="list-style-type: none"> <li>• Avoid extended copying from the board, try using a different coloured dot at the start of each point or sentence where repeated reference to information on the board is required.</li> </ul>	
<ul style="list-style-type: none"> <li>• Use paper with squares to help with columns and rows, and paper with raised lines to help with writing on the line.</li> </ul>	
<ul style="list-style-type: none"> <li>• Break bigger tasks into a series of small steps; write tasks on a mini white board for the learner to tick off when complete.</li> </ul>	
<ul style="list-style-type: none"> <li>• Provide handouts in advance of the lesson for young people who will struggle with recording.</li> </ul>	
<p>'What works for children with literacy difficulties?' (Greg Brooks 2013) lists effective evidence based intervention schemes; this is available on the Interventions for Literacy website (<a href="http://www.interventionsforliteracy.org">www.interventionsforliteracy.org</a>).</p> <p>Interventions/approaches that have been used successfully in Oxfordshire include:</p> <ul style="list-style-type: none"> <li>○ FFT Wave 3 Reading Programme (reading recovery, 1-1, 30mins daily)</li> <li>○ Write Away Together (improving writing, 1-1 or group 2-3 times per week)</li> <li>○ Hi Five (reading and writing, group, 4 times a week)</li> <li>○ Accelerate/Accelwrite (reading/spelling, individual or group, 4 times a week)</li> <li>○ Reading and Thinking, Looking and Thinking (comprehension, group, at least twice a week)</li> <li>○ Sound Linkage (phonological awareness, 1-1, daily)</li> <li>○ Write from the Start (handwriting, 1-1, 2-3 times a week)</li> <li>○ Spell checkers (especially speaking ones).</li> <li>○ Clicker 6 software (writing including sequencing)</li> <li>○ Talking stories/texts (help young person access texts alongside peers)</li> <li>○ Precision teaching (multi-sensory teaching and monitoring, 1-1 at least</li> </ul>	

<p>once daily)</p> <ul style="list-style-type: none"> <li>○ SEAL (language, social &amp; emotional development, group at least once a week)</li> <li>○ GAP maths Wave 3 Maths Programme (small group at least 3 times a week)</li> <li>○ Rapid Maths (maths intervention, group, at least 3 times a week)</li> <li>○ Success @ Arithmetic (small group, 3 times a week)</li> <li>○ 1st Class @ Number 2</li> </ul> <p>The most effective interventions are specifically targeted and delivered systematically in regular short sessions.</p>	
<ul style="list-style-type: none"> <li>• Reduce the quantity of tasks to allow for slower processing skills and fatigue.</li> </ul>	
<ul style="list-style-type: none"> <li>• Support executive skills, eg colour coding timetables</li> </ul>	
<b>Beyond the classroom</b>	
<ul style="list-style-type: none"> <li>• All staff should be aware of the implications of the young person's specific learning needs and how to respond appropriately.</li> </ul>	
<ul style="list-style-type: none"> <li>• Support may be needed for the young person to access out of school activities including clubs, sports and trips. Information sharing, with consent of parents where appropriate, can help the young person to participate successfully.</li> </ul>	
<ul style="list-style-type: none"> <li>• Advice, support and information for parents and carers are available from a range services and organisations. See Oxfordshire's Local Offer website (<a href="https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer">https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer</a>).</li> </ul>	
<ul style="list-style-type: none"> <li>• SENDIASS Oxfordshire offers advice and support to parents, and can help parents, carers and professionals to work together to support the inclusion and achievement of children and young people with SEN.</li> </ul>	
<ul style="list-style-type: none"> <li>• Information about out of school activities including short breaks is also available from the Family Information Service Directory (FISD) via the Oxfordshire County Council Local Offer website.</li> </ul>	
<ul style="list-style-type: none"> <li>• Early Intervention Hubs offer early intervention and specialist services to vulnerable young people and families. Each hub operates a consultation/advice line for professionals to seek advice and support.</li> </ul>	
<ul style="list-style-type: none"> <li>• Early Support information resources, available from the NCB website, provide useful and detailed information for professionals and parents.</li> </ul>	
<ul style="list-style-type: none"> <li>• The Inclusion Development Programme (<a href="http://www.idponline.org.uk">www.idponline.org.uk</a>) has useful information and advice about dyslexia.</li> </ul>	
<ul style="list-style-type: none"> <li>• Advanced skills training materials for mainstream teachers of learners with dyslexia or specific learning difficulties can be found at <a href="http://www.advanced-training.org.uk/">http://www.advanced-training.org.uk/</a></li> </ul>	

## **G5: Social Emotional and Mental health needs (SEMH) Years 7, 8 & 9**

This section describes young people who have greater needs than most of their peers for support with their social and emotional development and wellbeing. It contains:

- **Descriptors to help identify young people with a social, emotional and mental health difficulty.**
- **Guidance on supporting young people with social, emotional and mental health needs.**

Young people who have difficulties with emotional and social development may find it hard to make and maintain appropriate and healthy relationships. Sometimes these difficulties may present in withdrawn behaviour and sometimes in challenging or disruptive behaviour. These behaviours may reflect mental health problems such as anxiety or depression, and other medically unexplained conditions like eating disorders. Some young people will have recognised disorders, like attention deficit disorder (ADD), attachment disorder and autism that impact upon their mental health and social and emotional wellbeing.

Young people can develop social, emotional and mental health needs for many reasons. Sometimes these are related to other learning needs, either as part of a condition or disorder, or as a response to an unmet need, for example, a young person who has difficulty with communicating thoughts and ideas may find inappropriate ways to express him/herself. Sometimes they are a response to factors outside of the learning environment. In the first instance it may be the young person's behaviour that raises concern, perhaps behaviour that is anxious, very active, controlling, aggressive or excessively shy or withdrawn.

When young people display behaviour that is of continuing concern it is essential to try to address any underlying social or emotional need or a mental health problem and not just the presenting behaviour. Close observation will help to show when and where the behaviours are triggered; discussion with parents may help to explore what the young person may be communicating through this behaviour.

Assessment, planning and provision for a young person with social, emotional and mental health needs should be located within a whole school approach that includes an actively supported whole school behaviour policy, consistent use of positive strategies with training for all staff on these, and training where appropriate for positive handling.

<b>Years 7,8,9</b> <b>Social, Emotional &amp; Mental health</b>	Name
--	------

The young person may:	<b><i>A young person with a social, mental or emotional health need may:</i></b>	Date & year gp	Date & year gp
	frequently display inappropriate behaviour as a coping strategy		
	display inappropriate behaviour that is a result of learning, communication and interaction or sensory needs		
	appear to significantly reject and/or be rejected by peers		
	have regression in his/her learning		
	frequently display immature emotional responses		
	display behaviour that is dangerous or damaging to him/herself, to others and to property.		
The young person needs support for most of the following:	<b><i>The young person needs support for most of the following:</i></b>		
	managing frequent inappropriate behaviours that occur in more than one setting		
	managing particular behaviours that occur in only one setting		
	managing frequent behaviours that impact on the learning of others		
	listening to and follow instructions		
	settling and starting a task		
	sustaining concentration		
	completing tasks successfully		
	to 'join in' in a group		
	controlling emotional and subsequent behavioural responses		
	building and sustaining positive relationships with peers and/or adults		
	having the emotional resilience to find solutions		
	to be able to recognise and understand his/her own feelings and behaviours		
	to be able to verbalise the reasons for his/her own feelings and behaviours		
	managing unpredictable extremes of mood		
	managing incongruent or disproportionate responses		
	managing unpredictable responses to praise and/or criticism.		
	<b>Other factors:</b>		
	school attendance record		
	whether there are other agencies involved with the family		
whether there are things happening out of school that may impact on the young person's social, emotional and mental health, eg bereavement			

<b>Assessment and planning</b>	<b>Date</b>
<b>Further assessment may be required to identify more specifically the areas where the young person needs support. Useful assessments include:</b>	
• Antecedent Behaviour Consequences checklist.	
• QCA behaviour checklist.	
• Frequency tally charts.	
• Timed observations of the young person in 2 or more different contexts.	
• Home-school diaries.	
• SDQ (Strengths and Difficulties Questionnaire) see glossary for more info	
<b>For further advice with assessment and planning contact:</b>	
• PCAMHS consultation helpline.	
• Service for Behaviour Support.	
• Educational Psychology Service.	
• Early Intervention Hubs offer early intervention and specialist services to vulnerable young people and families. Each hub operates a consultation/advice line for professionals to seek advice and support.	
• 'Mental health and behaviour in schools' (DFE 2015) outlines what a school can do to identify and support young people who may have an unmet mental health need. The risk and resilience section helps schools to consider the factors that put young people at risk.	
<b>• Planning for a young person with a social emotional or mental health (SEMH) need will include:</b>	
• 'Thinking ahead' about the planned learning each week and how the young person with an SEMH need will be supported to access it.	
• Developing an individual plan, which may be called an Individual Behaviour Plan or a Pastoral Support Plan, that is tailored to support the young person's specific needs.	
• The adult support that may be required for maintaining progress with learning and for emotional and social development.	
• Individual or small group work to pre-learn, reinforce or work on specific targets.	
• Where the young person will sit for particular activities.	
• Any support that is needed at lunchtimes and playtimes to help the young person to join in, perhaps as part of a small group or with a buddy.	
• Risk assessments relating to any health and safety issues.	
• Planning for learning pathways and accreditation including vocational opportunities where appropriate at KS4.	
<b>Doing: strategies and resources</b>	
<b>• The physical environment</b>	
• Use quiet areas to give the young person calm and calm down time.	
• Make it easy for a young person to work within the classroom environment without fuss or frustration; accessible resources, consistent place to hand in homework.	
• Help the young person to sit where he/she can focus on the adult and on the task in hand.	
• Arrange a place where the young person can work for part of the day in a different	

environment when needed (eg a reciprocal arrangement with another class).	
<b>Teaching and learning</b>	
<ul style="list-style-type: none"> <li>• Use lead in time to prepare the young person for changes of routine.</li> </ul>	
<ul style="list-style-type: none"> <li>• Use small group and whole class PSHE activities to develop self-esteem and confidence.</li> </ul>	
<ul style="list-style-type: none"> <li>• Be clear about expectations and use specific strategies consistently.</li> </ul>	
<ul style="list-style-type: none"> <li>• Build in opportunities for the young person to develop emotional literacy so that he/she can verbally communicate and understand the feelings that they and others have.</li> </ul>	
<ul style="list-style-type: none"> <li>• Ensure all adults use positive, enabling language.</li> </ul>	
<ul style="list-style-type: none"> <li>• Reinforce appropriate behaviours through praise, celebration and reward systems.</li> </ul>	
<ul style="list-style-type: none"> <li>• Consider using restorative practices.</li> </ul>	
<ul style="list-style-type: none"> <li>• Use buddies and peer mentors for support and modelling.</li> </ul>	
<ul style="list-style-type: none"> <li>• SEAL (Social and Emotional Aspects of Learning) has resources that are still useful; archived at: <a href="http://webarchive.nationalarchives.gov.uk/20110809101133/http://nsonline.org.uk/inclusion/behaviourattendanceandseal/seal">http://webarchive.nationalarchives.gov.uk/20110809101133/http://nsonline.org.uk/inclusion/behaviourattendanceandseal/seal</a></li> </ul>	
<b>Beyond the classroom</b>	
<ul style="list-style-type: none"> <li>• All staff should be aware of the implications of the young person's needs and how to respond appropriately.</li> </ul>	
<ul style="list-style-type: none"> <li>• Support may be needed for the young person to access out of school activities including clubs, sports and trips. Information sharing, with consent of parents where appropriate can help the young person to participate successfully.</li> </ul>	
<ul style="list-style-type: none"> <li>• Advice, support and information for parents and carers are available from a range services and organisations. See Oxfordshire's Local Offer website (<a href="https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer">https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer</a>).</li> </ul>	
<ul style="list-style-type: none"> <li>• SENDIASS Oxfordshire offers advice and support to parents, and can help parents, carers and professionals to work together to support the inclusion and achievement of children and young people with SEN.</li> </ul>	
<ul style="list-style-type: none"> <li>• Information about out of school activities including short breaks is also available from the Family Information Service Directory (FISD) via the Oxfordshire County Council Local Offer website.</li> </ul>	
<ul style="list-style-type: none"> <li>• The Inclusion Development Programme has useful support and resources: <a href="http://www.idponline.org.uk">www.idponline.org.uk</a></li> </ul>	
<ul style="list-style-type: none"> <li>• Early Support information resources, available from the NCB website, provide useful and detailed information for professionals and parents.</li> </ul>	
<ul style="list-style-type: none"> <li>• Advanced skills training materials for mainstream teachers of learners with behavioural, emotional or social difficulties can be found at <a href="http://www.advanced-training.org.uk/">http://www.advanced-training.org.uk/</a></li> </ul>	



## **G6: Sensory needs (S&P)**

### **Hearing needs (HI)**

#### **Years 7, 8 & 9**

Many young people with hearing difficulties will have their needs identified early and will be supported by the SENSS Hearing Impairment (HI) team. Young people may have a temporary hearing loss that fluctuates or is permanent, affecting one or both ears. Some young people benefit from the use of a hearing aid(s) or other amplification devices.

It is also possible for some young people to acquire a hearing loss during their time at school. This could be caused through illness or accident or might be because they have a progressive condition or a condition that has a late onset. The most common cause of temporary and fluctuating hearing loss in young people is commonly known as 'Glue Ear'. The SENSS (HI) team can provide hand outs and information about 'Glue Ear'.

Some young people with a hearing loss will require on-going specialist teaching support to access the curriculum alongside their peers. Others may require a routine monitoring visit to check the function and management of any equipment, to observe the young person in the classroom and feedback on the young person's learning and to ensure that the setting is empowered to take responsibility for all aspects of the young person's inclusion.

Sometimes a child can meet many of the descriptors for a hearing need but when clinically assessed the child's hearing is normal. It could be that the child has a fluctuating hearing loss and at the time of assessment it is within normal limits. If this is the case repeated assessment will usually determine the type and level of hearing loss. If there is no underlying physical hearing loss it may be that the child has auditory processing difficulties. If a child has auditory processing difficulties the descriptors and guidance for supporting children with communication and interaction (C&I) needs should be used. The SENSS (C&I) team works closely with the SENSS (HI) team who can support equipment needs where appropriate.

A medical confirmation of a hearing loss does not necessarily mean a young person has Special Educational Needs. However early intervention with specialist advice from the SENSS (HI) Team can ensure that the impact of the hearing loss on the young person's progress is minimised.

This section contains:

- **Some of the characteristics that may be observed in young people with a hearing impairment.**
- **Detailed descriptors to help identify young people with hearing impairment by the things they need support with.**
- **Guidance on supporting young people with a hearing need.**

<b>Years 7,8,9 Hearing needs</b>	Name
--------------------------------------	------

A young person with a hearing need may:	<b><i>A young person with a hearing loss may:</i></b>	Date & year gp	Date & year gp
	find difficulty in expressing him/herself clearly		
	appear loud, raising his/her voice in conversation		
	use gesture more than peers		
	experience difficulty when activities involve listening and following instructions eg appears to ignore, confuses the direction of sound, mishears		
	often ask for clarification or repetition particularly in noisy environments or where the speaker cannot be seen		
	use unusual or immature language structures and have unexpected gaps in vocabulary		
	find it difficult to sustain concentration and become tired easily		
	have communication difficulties at home, eg TV/computer turned up loud, non-responsive to the voice at normal levels.		
The young person needs support for some of the following:	<b><i>The young person needs support for some of the following:</i></b>		
	engaging in activities that involve listening to and following instructions		
	articulating words clearly		
	making him/herself understood by others (this may lead to frustration, restricted communication or withdrawn behaviour)		
	developing language skills (receptive, expressive and pragmatic)		
	developing aspects of learning related to verbal skills, for example to expand and close gaps in vocabulary		
	developing age appropriate language structures		
	developing literacy related skills		
	being confident in tackling activities independently		
	initiating conversations with teachers or peers		
	interacting with others; turn taking, joining in with a conversation, listening		
	following whole class introductions and discussions		
	sustaining concentration in a small group or the whole class		
	managing anxiety and/or frustration		
establishing and maintaining appropriate peer relationships to build self-esteem.			

<b>Assessment and planning</b>	<b>Date</b>
<p>If a young person appears to have a hearing difficulty that has not been previously identified advice should be sought from the SENSS Hearing Impairment (HI) Team. The SENSS (HI) Team will not usually become involved with a young person unless a paediatric audiologist has first made an assessment. This is because there can be many reasons why a young person may not appear to hear well and a formal hearing assessment is needed to ensure that the guidance offered to a setting is appropriate. If a young person has not been seen by the community paediatric audiology team or the audiology department at the Children's Hospital, the first step is a GP referral to community paediatric audiology, based at the Children's Hospital. Parents should be asked to discuss this with their child's GP.</p> <p>A referral to the SENSS (HI) Team for a young person with a known hearing loss is usually made by a health service paediatric audiologist, for example, a member of the paediatric audiology team at the Children's Hospital. Parental permission to share information is obtained before the referral is made. A referral from health to the SENSS (HI) Team will be made on confirmation that the young person has:</p> <ul style="list-style-type: none"> <li>• a permanent hearing loss</li> <li>• an ongoing temporary hearing loss that is likely to impact on his/her education.</li> </ul> <p>The SENSS (HI) Team will undertake specialist assessment leading to a more specifically focused personal learning programme and give advice on measurement of pupil progress as well as degree of hearing loss, social development and linguistic level. This will include use of age appropriate SENSS (HI) assessment toolkit, including equipment and functional access assessments.</p>	
<ul style="list-style-type: none"> <li>• It may also be appropriate to involve the Educational Psychology Service.</li> </ul>	
<ul style="list-style-type: none"> <li>• It may also be appropriate to involve the Speech and Language Therapy Service (Integrated Therapies team).</li> </ul>	
<b>Planning for a young person with a hearing need will include:</b>	
<ul style="list-style-type: none"> <li>• Joint planning across all subjects with a teacher of the deaf from SENSS.</li> </ul>	
<ul style="list-style-type: none"> <li>• 'Thinking ahead' about the planned learning each week and how the young person with the hearing need will be supported to access it.</li> </ul>	
<ul style="list-style-type: none"> <li>• How background noise will be managed.</li> </ul>	
<ul style="list-style-type: none"> <li>• Any specialist adaptations to the learning environment that may be needed.</li> </ul>	
<ul style="list-style-type: none"> <li>• Any specialist equipment or resources, including Radio Systems, Sound Field Systems ICT, that may be needed for curriculum access.</li> </ul>	

• The training and support needed for use and maintenance of equipment.	
• Risk assessments relating to any health and safety issues.	
• Access to individual or small group tuition for Personal Learning Plan targets.	
• The adult support that may be required for accessing learning.	
• The implementation of classroom strategies to ensure appropriate access to the language of the classroom.	
• Where the young person will sit for particular activities.	
• Considering reasonable expectations in relation to the specific needs of the young person, e.g. the time that may be taken to complete a task.	
• Ensuring there is a family focused, Team Around the Child and keyworking approach across the involved agencies.	
• Considering what support the young person may need to access tests and assessments.	
• Planning for learning pathways and accreditation at KS4.	
<b>Doing: strategies and resources</b>	
<b>The physical environment</b>	
• Access to a quiet withdrawal area should be available.	
• Walls, ceilings and floors may need acoustic modifications.	
• Access will be needed to appropriate audiological equipment, eg hearing aid test box, Sound Field System, a Radio System.	
• Support (usually by a TA) will be needed for management of all audiological equipment including a daily checking routine.	
• Ensure good lighting.	
• Discuss with the young person where they can best see and hear the adult in whole class and group activities, as advised by the specialist support teacher.	
• Ensure that the young person is aware of the safety requirements in practical subjects like DT and science.	
<b>Teaching and learning</b>	
• Use a range of auditory, visual and kinaesthetic approaches to learning.	
• Use ICT to support personalised learning and reinforcement of whole class learning.	
• Use precise and clear instructions and reinforce these with visual cues and clues, eg by using the interactive whiteboard, a visual timetable.	
• Provide opportunities for clarification, repetition and rephrasing of language within meaningful contexts.	
• Use small group or one-to-one withdrawal activities to prepare the young person for the learning that will take place in a later whole class activity, for parallel teaching and for consolidation work.	
• Use individual or small group teaching within the classroom to support PLP targets.	
• Involve good peer role models, eg for language modelling.	
• Use an intervention like 'Think Right Feel Good' to support emotional	

wellbeing.	
<ul style="list-style-type: none"> <li>• Manage the pace of learning to allow additional time for completion of tasks and for auditory fatigue.</li> </ul>	
<ul style="list-style-type: none"> <li>• Be prepared for inconsistencies in hearing relating to hearing level and differences in the accessibility of the learning environment.</li> </ul>	
<b>Beyond the classroom</b>	
<ul style="list-style-type: none"> <li>• All staff should be aware of the implications of the young person's hearing needs and how to respond appropriately.</li> </ul>	
<ul style="list-style-type: none"> <li>• Support may be needed for the young person to access out of school activities including trips. The SENSS (HI) Team have information and guidance available. In addition equipment can be loaned outside school through a Loan agreement. Information sharing, with consent of parents where appropriate can help the young person to participate successfully.</li> </ul>	
<ul style="list-style-type: none"> <li>• Advice, support and information for parents and carers are available from a range services and organisations. See Oxfordshire's Local Offer website (<a href="https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer">https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer</a>).</li> </ul>	
<ul style="list-style-type: none"> <li>• SENDIASS Oxfordshire offers advice and support to parents, and can help parents, carers and professionals to work together to support the inclusion and achievement of children and young people with SEN.</li> </ul>	
<ul style="list-style-type: none"> <li>• Information about out of school/setting activities including short breaks is also available from the Family Information Service Directory (FISD) via the Oxfordshire County Council Local Offer website.</li> </ul>	
<ul style="list-style-type: none"> <li>• There are a number of organisations that produce information and guidance including the NDCS (National Deaf Children's Society). The local group, the ODCS (Oxfordshire Deaf Children's Society) offers support to young people and families.</li> </ul>	
<ul style="list-style-type: none"> <li>• Early Intervention Hubs offer early intervention and specialist services to vulnerable young people and families. Each hub operates a consultation/advice line for professionals to seek advice and support.</li> </ul>	
<ul style="list-style-type: none"> <li>• Early Support information resources, available from the NCB website, provide useful and detailed information for professionals and parents.</li> </ul>	

## **G7: Sensory and Physical needs (S&P)**

### **Visual needs (VI)**

#### **Years 7, 8, & 9**

This section describes young people who have greater needs than most of their peers for support with their vision. Visual difficulties range from mild through to severe. Many young people have their vision corrected by spectacles; a young person is only considered to have a special educational need if additional educational provision is required to access learning.

#### **This section contains:**

- **Some of the characteristics that may be observed in young people with a visual need.**
- **Detailed descriptors to help identify young people with visual needs.**
- **Guidance on supporting young people with visual needs.**

Needs in other areas can lead to and compound visual needs, for example visual needs that are not addressed can impact on a young person's social and emotional development. Look across descriptors for all relevant areas of need to make sure that support is tailored appropriately.

<b>Years 7,8,9 Visual needs</b>	Name
-------------------------------------	------

A young person with a visual need may:	<b><i>A young person with a visual need may:</i></b>	Date & year gp	Date & year gp
	tilt his or her head and/or use his/her body in a different way to other young people to maximise vision		
	have a very close working distance		
	touch, rub or cover eyes		
	appear sensitive to light or glare		
	have eye pain, headache, dizziness or nausea, especially after periods of looking closely at something		
	have an inward movement towards the nose when looking at very near objects		
	find it difficult to track the movement of something across the field of vision, eg a ball rolling from left to right		
	find scanning difficult, eg visually searching for a detail in a text		
	bump into things as they move around		
	find it difficult to find his/her friends in a busy environment.		
	The young person/young person needs support for some of the following:	<b><i>The young person needs support for some of the following:</i></b>	
moving safely around the school			
following work on the Smart/white board			
following whole class introductions and discussions			
following demonstrations			
writing legibly and at length			
reading texts, maps, diagrams, graphs and complex pictures accurately and at an appropriate pace			
being confident in tackling new activities			
joining in physical activities and social situations			
activities that require co-ordination and/or gross motor skills, eg catching a ball			
sitting in a comfortable working position for different activities			
to safely access activities that are potentially hazardous, eg design and technology			
carrying out practical tasks independently			
managing anxiety and/or frustration			
establishing and maintaining appropriate friendships.			

<b>Assessment and planning</b>	<b>Date</b>
<p>If a young person appears to have a visual difficulty that has not been previously identified parents should be referred to an optician or the young person's GP.</p> <p>The optician or GP will be able to make a referral to an eye hospital if necessary. Diagnosis of a difficulty by the eye hospital will trigger the involvement of the SENSS Visual Impairment team who will work alongside the school to support the young person's access to learning.</p>	
<b>Planning for a young person with a visual need will include:</b>	
<ul style="list-style-type: none"> <li>• How the young person will be supported to move around the classroom and school.</li> </ul>	
<ul style="list-style-type: none"> <li>• The support that is needed at break times to help the young person to manage as independently as possible and to join in with peers.</li> </ul>	
<ul style="list-style-type: none"> <li>• Any adaptations needed to the physical environment to allow the young person safe passage and support access to learning.</li> </ul>	
<ul style="list-style-type: none"> <li>• Risk assessments relating to any health and safety issues.</li> </ul>	
<ul style="list-style-type: none"> <li>• Any support needed for personal care; eating and drinking, dressing.</li> </ul>	
<ul style="list-style-type: none"> <li>• Adaptations needed to written and picture resources.</li> </ul>	
<ul style="list-style-type: none"> <li>• Any specialist equipment or resources, including ICT, that may be needed to support learning.</li> </ul>	
<ul style="list-style-type: none"> <li>• The adult support that may be required for accessing learning opportunities.</li> </ul>	
<ul style="list-style-type: none"> <li>• Where and how the young person will sit for particular activities.</li> </ul>	
<ul style="list-style-type: none"> <li>• 'Thinking ahead' about the planned learning each week and how the young person with the visual need will be supported to access it.</li> </ul>	
<ul style="list-style-type: none"> <li>• Considering reasonable expectations in relation to the specific needs of the young person, eg to remain in a particular position for a length of time, the time that may be taken to complete a task.</li> </ul>	
<ul style="list-style-type: none"> <li>• Any special requirements in relation to tests or assessments.</li> </ul>	
<ul style="list-style-type: none"> <li>• Planning for learning pathways and accreditation at KS4.</li> </ul>	
<b>Doing: strategies and resources</b>	
<b>The physical environment</b>	
<ul style="list-style-type: none"> <li>• Make adaptations to make movement easy and safe, eg decluttering, using different textures and colours to aid navigation.</li> </ul>	
<ul style="list-style-type: none"> <li>• Use contrasting surfaces to make things more visible, eg a dark background on a notice board.</li> </ul>	
<ul style="list-style-type: none"> <li>• Use low vision aids and specialist technology if prescribed.</li> </ul>	
<ul style="list-style-type: none"> <li>• Avoid shadows, glare and reflected light.</li> </ul>	
<ul style="list-style-type: none"> <li>• Ensure that the smart/whiteboard is good quality and that you use a contrasting pen and well-spaced, clear writing (personal copies may also be required).</li> </ul>	
<ul style="list-style-type: none"> <li>• Sit the young person where they can best see and hear the adult in whole class and group activities, as advised by the specialist support teacher.</li> </ul>	



<b>Teaching and learning</b>	
<ul style="list-style-type: none"> <li>• Make sure that clear verbal instructions, descriptions and explanations accompany each learning activity.</li> </ul>	
<ul style="list-style-type: none"> <li>• Ensure that written and pictorial materials have an appropriate print size, ample spacing between lines and words, are clearly labelled, have an uncluttered layout and use contrasting colours.</li> </ul>	
<ul style="list-style-type: none"> <li>• Provide a range of sensory experiences to support learning.</li> </ul>	
<ul style="list-style-type: none"> <li>• Manage the pace of learning to allow additional time for completion of tasks and for visual fatigue.</li> </ul>	
<ul style="list-style-type: none"> <li>• Use individual and small group activities to prepare the young person for the learning that will take place in a later whole class activity and to support elements of learning that are highly visual, eg work on patterns in maths.</li> </ul>	
<ul style="list-style-type: none"> <li>• Homework may be a problem for a young person who is visually fatigued; make reasonable adjustments.</li> </ul>	
<ul style="list-style-type: none"> <li>• The young person may need modified and enlarged exam and test papers with additional time to complete them.</li> </ul>	
<b>Beyond the classroom</b>	
<ul style="list-style-type: none"> <li>• All staff should be aware of the implications of the young person's visual needs and how to respond appropriately.</li> </ul>	
<ul style="list-style-type: none"> <li>• Support may be needed for the young person to access out of school/setting activities including trips. Information sharing, with consent of parents where appropriate can help the young person to participate successfully.</li> </ul>	
<ul style="list-style-type: none"> <li>• Advice, support and information for parents and carers are available from a range services and organisations. See Oxfordshire's Local Offer website (<a href="https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer">https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer</a>).</li> </ul>	
<ul style="list-style-type: none"> <li>• SENDIASS Oxfordshire offers advice and support to parents, and can help parents, carers and professionals to work together to support the inclusion and achievement of children and young people with SEN.</li> </ul>	
<ul style="list-style-type: none"> <li>• Information about out of school/setting activities including short breaks is also available from the Family Information Service Directory (FISD) via the Oxfordshire County Council Local Offer website.</li> </ul>	
<ul style="list-style-type: none"> <li>• The RNIB has a comprehensive website with useful information for parents and teachers.</li> </ul>	
<ul style="list-style-type: none"> <li>• Early Intervention Hubs offer early intervention and specialist services to vulnerable young people and families. Each hub operates a consultation/advice line for professionals to seek advice and support.</li> </ul>	
<ul style="list-style-type: none"> <li>• Early Support information resources, available from the NCB website, provide useful and detailed information for professionals and parents.</li> </ul>	

## **G8: Sensory and Physical (S&P) Physical needs (PD) Years 7, 8 & 9**

This section describes young people who have greater needs than most of their peers for support with their physical needs.

Some young people with physical difficulties will have had their needs identified at an early age and may already have received support. For others needs may occur as the result of a progressive physical condition or an accident or injury.

Many young people with physical needs require minor adaptations to the learning environment that would be considered as reasonable adjustments under the Equality Act 2010. For some this is the only support that is needed, they do not need additional SEN support. Where young people have a diagnosed progressive physical condition, eg Duchenne muscular dystrophy, it is important to plan and prepare for later needs.

### **This section contains:**

- **Detailed descriptors to help identify young people with physical difficulties.**
- **Guidance on supporting young people with physical needs.**

Unmet physical needs may impact on the young person's ability to learn at the same rate as his/her peers. The young person may also have linked social and emotional needs. Look across descriptors for all relevant areas of need to make sure that support is tailored appropriately.

<b>Years 7,8,9 Physical needs</b>	Name
---------------------------------------	------

		<b><i>A young person with a physical need may:</i></b>	Date & year gp	Date & year gp
		move awkwardly or require aids to walk or use a wheelchair		
		try to avoid or have difficulty with some practical activities		
		become tired easily		
		have a medical diagnosis of a physical condition which may or may not be progressive.		
<b>The young person needs support for some of the following:</b>	<b><i>The young person needs support for some of the following:</i></b>			
	<b>Mobility</b>	moving safely around the school		
		carrying their bags between classes		
		moving around on uneven ground		
		managing stairs		
		accessing physical activities		
		developing a sense of danger		
		carrying out controlled movements, eg in PE.		
	<b>Independence</b>	managing eating and drinking safely, eg to eat without choking		
		managing eating and drinking efficiently, eg to prevent spills when drinking, to open packages		
		dressing, eg clothes on the right way, doing up buttons when using the toilet.		
	<b>Accessing learning</b>	attending and listening in a small group or the whole class		
		following age appropriate instructions		
		recalling information, eg remembering instructions, a sequence of events		
		organising ideas and thoughts and expressing them coherently		
		articulating clearly and in a timely way		
		being organised for learning, eg accessing books and equipment		
		activities involving fine motor skills, eg handwriting, using scissors, using a keyboard, using a ruler		
		activities that involve crossing the midline, eg passing an object from one side of the body to the other		
		stabilising the body to participate in learning activities, eg science, computing, design and technology.		
		being confident to join in with group/whole class activities		
	<b>Social &amp; emotion</b>	managing anxiety and/or frustration		
to build self esteem				
establishing and maintaining appropriate friendships.				

<b>Assessment and planning</b>	<b>Date</b>
<b>For specialist advice with assessment and planning contact:</b>	
• The SENSS Physical Disability team.	
• The Integrated Therapies team (Physiotherapy, Occupational therapy, Speech and language therapy).	
• The SEN ICT & Augmentative and Alternative Communication team.	
• School health nurse for advice about managing a young person's medical needs.	
<b>Planning for a young person with a physical need will include:</b>	
• How the young person will be supported to move around the classroom and school.	
• The support that is needed at lunchtimes and breaktimes to help the young person to manage as independently as possible and to join in with peers.	
• Risk assessments relating to any health and safety issues.	
• Any adaptations needed to the physical environment to allow the young person safe passage and support access to learning.	
• The support and privacy needed for personal care; eating and drinking, dressing, going to the toilet.	
• The space required to deliver any physiotherapy programme	
• Any specialist equipment or resources, eg supportive seating, ICT, that may be needed for curriculum access.	
• Any adult support that may be required for accessing the curriculum.	
• The training that will be required for staff to deliver specific programmes or use specific equipment.	
• 'Thinking ahead' about the planned learning each week and how the young person with the physical need will be supported to access it.	
• Seeking advice from the Physiotherapy team about inclusive PE and differentiated physical activities.	
• Considering reasonable expectations in relation to the specific needs of the young person, eg to remain in a particular position for a length of time, the time that may be taken to eat lunch, tiredness from wheelchair use.	
• Any special requirements in relation to tests and assessments.	
• Planning for learning and accreditation pathways at KS4.	
<b>Doing: strategies and resources</b>	
<b>Mobility</b>	
• Programmes to maintain and develop fine and gross motor capabilities devised in collaboration with therapists, may be delivered by a teaching assistant and/or practised throughout the school day.	
• Differentiated activities in PE and possibly some one to one support to participate in activities safely and appropriately for their physical development (advice can be sought from the physiotherapist).	
• May have to carry out individual programme, eg on exercise equipment	

during PE sessions.	
<ul style="list-style-type: none"> <li>• Involve the young person in alternative ways, eg by refereeing in PE.</li> </ul>	
<b>Independence</b>	
<ul style="list-style-type: none"> <li>• Give support to manage personal care activities unobtrusively, eg toileting and dressing, and aimed at building independence.</li> </ul>	
<ul style="list-style-type: none"> <li>• Give support to manage self-care activities unobtrusively, eg eating and drinking, and aimed at building independence.</li> </ul>	
<ul style="list-style-type: none"> <li>• Remove clutter and obstacles in the learning environment.</li> </ul>	
<b>Accessing learning</b>	
<ul style="list-style-type: none"> <li>• Give the young person extra time when needed eg to speak, to complete activities.</li> </ul>	
<ul style="list-style-type: none"> <li>• Reduce quantity or reframe tasks to allow for slower processing and recording.</li> </ul>	
<ul style="list-style-type: none"> <li>• Give support to establish a hand preference, in conjunction with specialist staff.</li> </ul>	
<ul style="list-style-type: none"> <li>• Seat the young person where they are stable and body symmetrical, and can see and hear the adult without unnecessary discomfort.</li> </ul>	
<ul style="list-style-type: none"> <li>• Use visual prompts to support memory and independence: visual timetables, labels on storage.</li> </ul>	
<ul style="list-style-type: none"> <li>• Use buddies and work partners for co-production of written language activities.</li> </ul>	
<ul style="list-style-type: none"> <li>• Provide suitable ICT equipment, eg a personal laptop and timetable a daily keyboard skills session to develop the quickest typing speed in a way that is appropriate to the individual young person (unlikely to be touch typing). Consider 2 type or Tux type or similar programmes.</li> </ul>	
<ul style="list-style-type: none"> <li>• Make homework demands physically manageable; reduce quantity, provide a structured task.</li> </ul>	
<b>Beyond the classroom</b>	
<ul style="list-style-type: none"> <li>• All staff should be aware of the implications of the young person's physical needs and how to respond appropriately.</li> </ul>	
<ul style="list-style-type: none"> <li>• Arrange for the young person to have additional time for eating if needed, eg put at the head of the lunch queue, leave the classroom a few minutes early to get to the dining space.</li> </ul>	
<ul style="list-style-type: none"> <li>• Check what the young person is having for lunch and support high calorie easily eaten choices where chewing is a problem.</li> </ul>	
<ul style="list-style-type: none"> <li>• Support may be needed for the young person to access out of school activities including clubs, sports and trips, for example, they may need a wheelchair to travel distances. Information sharing, with consent of parents where appropriate can help the young person to participate successfully.</li> </ul>	
<ul style="list-style-type: none"> <li>• Advice, support and information for parents and carers are available from a range services and organisations. See Oxfordshire's Local Offer website (<a href="https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer">https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer</a>).</li> </ul>	

<ul style="list-style-type: none"> <li>• SENDIASS Oxfordshire offers advice and support to parents, and can help parents, carers and professionals to work together to support the inclusion and achievement of children and young people with SEN.</li> </ul>	
<ul style="list-style-type: none"> <li>• Information about out of school activities including short breaks is also available from the Family Information Service Directory (FISD) via the Oxfordshire County Council Local Offer website.</li> </ul>	
<ul style="list-style-type: none"> <li>• Early Intervention Hubs offer early intervention and specialist services to vulnerable young people and families. Each hub operates a consultation/advice line for professionals to seek advice and support.</li> </ul>	
<ul style="list-style-type: none"> <li>• Early Support information resources, available from the NCB website, provide useful and detailed information for professionals and parents.</li> </ul>	

## H1: Identifying and supporting needs Years 10 & 11

'What to do if you think a child or young person has an additional SEN support need' is the starting point for action. Once the potential range of needs has been identified use the more detailed descriptors for each area of difficulty and the assess-plan-do advice contained in this section to help to unpick needs and put in place appropriate support.

The descriptors are in checklist format; the assess-plan-do section also has a tickbox which can be used, if and where helpful, to support thinking and record keeping.

### Assessing

- Gather further evidence if needed, involving parents and the young person.
- Always involve a specialist where a young person continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of young people of a similar age despite high quality SEN support. The young person's parents **must** be involved in any decision to involve specialists and their views taken into account.
- Review the initial assessment regularly to ensure that support continues to be matched to need.
- In some cases, outside professionals from health or social care may be involved with the young person and they will have information that may helpfully inform assessments. They may already be working with the school/setting, if not parents need to agree that they can be contacted. If it is thought that housing, family or other domestic circumstances may be contributing to the young person's needs, perhaps by impacting on his/her behaviour, a multi-agency approach supported by the use of the Common Assessment Framework (CAF) may be appropriate.
- Contact details for all of the specialist agencies listed in this section, and more information about universal, targeted and specialist or personalised services, can be accessed through the Local Offer website (<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>).

### Planning

- Use the planning list in the Assessment and Planning section to help with thinking.
- Agree, in consultation with the parent and the young person, the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, and a clear date for review.
- All teachers and support staff who work with the young person will need to be made aware of their needs, the support provided and any teaching strategies or approaches that are required. Identify and address any staff development needs.
- The descriptor lists can be a helpful source of targets. It may be necessary to track back to an earlier age/stage.

- As well as planning for the young person's immediate needs it's important to think ahead about transitions, especially between key stages, and learning pathways post 16.
- Also plan how to help parents to support their child's learning at home and expectations in relation to homework.

### **Doing**

- Use the strategies and resources list to help.
- The class or subject teacher needs to retain day to day responsibility for planning and working with the young person especially where the interventions involve group or one-to-one teaching delivered by a teaching assistant or specialist teacher.

### **Reviewing**

- Review the effectiveness of the support and the impact on the young person's progress in line with the agreed date and use this to inform further analysis of his/her needs and support requirements.
- Involve the young person and parents in reviewing both the impact of support and plans to change it. Discuss the activities and support that will help to achieve goals set and identify the responsibilities of the parent, young person and the school in this.
- Review meetings with parents should be held at least three times a year and lead by someone with a good knowledge of the young person. 'Holding a review meeting' (see Appendix 1) gives pointers on how to ensure that this is a helpful and productive process for all.

### **Keeping records**

- Accurately record provision for learners with SEN. This supports the assess – plan – do – review process and provides evidence of the work that has been done and the progress made.
- Schools determine their own approach to record keeping, but as part of any school inspection Ofsted will expect to see evidence of the interventions and support that are in place and whether they lead to accelerated or sustained progress.
- Oxfordshire has developed record keeping templates to capture person centred planning, pupil outcomes, assessments, planning and reviewing. This information will be required for children and young people who require additional SEN top-ups or who may require co-ordinated assessment and an Education, Health and Care Plan (more information about EHC plans can be found on the Local Offer website <https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>)



## **H2: Communication and Interaction needs (C&I) Years 10 & 11**

This section describes young people who have greater needs than most of their peers for support with communication and interaction (C&I). Young people with communication and interaction needs may have difficulty in expressing themselves, in understanding language, and with interacting with others and the world around them.

Some young people with C&I difficulties will have had their needs identified at an early age and may already have received support. For others needs may become apparent much later. Young people need help to acquire language skills in order to develop their thinking as well as their ability to communicate and to be able to function independently at KS4.

Young people with speech, language and communication needs (SLCN) cover the whole ability range. They find it more difficult to communicate with others. They may have difficulties with fluency, forming sounds, words or sentences (expressive language) that impacts upon their ability to produce spoken or written language, or they may have difficulty in understanding spoken language that they hear or read (receptive language). They may have difficulty understanding, using and/or remembering words that they want to use. It may be a combination of these needs.

Young people with an autistic spectrum condition (ASC) have difficulty in making sense of the world in the same way as their peers. They may have difficulties with social communication, social interaction and imagination. They may have difficulty with flexibility of thought. In addition, they may be easily distracted or upset by certain sensory stimuli, have problems with change to familiar routines or have difficulties with co-ordination and fine motor skills.

Related conditions that sometimes accompany C&I needs or an ASC diagnosis, such as Tourette's syndrome, anxiety or ADD may emerge or be compounded during teenage. Making reasonable adjustments for the difficulties arising out of C&I needs requires schools to be flexible and provide an individualised response, based on a sound assessment of the individual needs of each young person.

### **This section contains:**

- **Detailed descriptors to help identify young people with C&I difficulties**
- **Guidance on supporting young people with C&I needs**

Needs in other areas can lead to and compound communication and interaction needs. Look across descriptors for all relevant areas of need to make sure that support is tailored appropriately. Children with auditory and visual perception and processing difficulties may also benefit from the suggested planning, strategies and resources suggested under Hearing, Visual Impairment and Cognition and Learning sections of this guidance.

<b>Years 10 &amp; 11</b> <b>Communication and interaction</b>	Name
--	------

<b>The young person needs support for some of the following:</b>	<b><i>The young person needs support for some of the following:</i></b>		Date & year gp	Date & year gp
	Listening & attention	listening actively in a small group or the whole class		
		sustaining concentration in a small group or the whole class		
		listening to information while carrying out a task		
		working independently on a task		
	Speaking and expressive language	articulating words clearly		
		recalling known words in conversation		
		retelling or describing a sequence of events		
		using language to express thoughts and ideas clearly		
		using complex sentences including words like therefore, meanwhile, yet		
		making needs and wants known appropriately		
		communicating effectively in a range of social situations in and out of school		
	Understanding and processing	following instructions and spoken information		
		organising spoken and written language into consistently coherent sentences and paragraphs		
		comprehending text that he/she is able to read		
		remembering vocabulary		
		understanding timetables and sequences		
		understanding abstract terms or concepts, eg time, space		
		understanding sarcasm, idioms and jokes		
	Interaction and social communication	interacting appropriately with others, understanding the accepted rules of social interaction		
		to join in with group and whole class activities		
		altering what they say depending upon who they are talking to		
		understanding the social rules relating to group work		
		understanding that communication is a shared process		
		interpreting non literal language		
		establishing and maintaining age appropriate friendships		
		'reading' the physical clues of non-verbal language, eg facial expressions, gestures		
		knowing what to do at unstructured times of day		
		managing changes in routine		
	Other	managing stresses, anxieties and frustrations		
		establishing a positive self-image		
		managing sensory responses (these may be hypo/hyper)		
being organised for learning				
getting to where they need to be next				
	managing homework and exam revision.			

<b>Assessment and planning</b>	<b>Date</b>
<b>Further assessment may be required to identify more specifically the areas where the young person needs support.</b>	
<ul style="list-style-type: none"> <li>Careful observation is the best way of unpicking difficulties.</li> </ul>	
<ul style="list-style-type: none"> <li>The BPVS can be useful for finding out about a learner's understanding of vocabulary.</li> </ul>	
<ul style="list-style-type: none"> <li>For young people with marked difficulties in social communication, thought and sensory processing, build on the initial evidence gathered to assemble a detailed profile of the young person's strengths, interests, challenges and sources of stress. Include parents and the young person in this process. This profile will help to ensure that the optimum learning environment.</li> </ul>	
<b>For further advice with assessment and planning contact:</b>	
<ul style="list-style-type: none"> <li>SENSS Communication and Interaction Service.</li> </ul>	
<ul style="list-style-type: none"> <li>The Integrated Therapies team (Physiotherapy, Occupational therapy, Speech and language therapy) for a speech and language referral.</li> </ul>	
<ul style="list-style-type: none"> <li>PCAMHS consultation helpline.</li> </ul>	
<ul style="list-style-type: none"> <li>The SENSS SENICTAAC team.</li> </ul>	
<ul style="list-style-type: none"> <li>The Educational Psychology Service</li> </ul>	
<b>Planning for a young person with a C&amp;I need will include:</b>	
<ul style="list-style-type: none"> <li>'Thinking ahead' about the planned learning each week and how the young person with a C&amp;I need will be supported to access it.</li> </ul>	
<ul style="list-style-type: none"> <li>Any adaptations needed to the physical environment to help with access to learning, eg labelling of resources.</li> </ul>	
<ul style="list-style-type: none"> <li>Any specialist equipment or resources, including ICT, that may be needed for curriculum access.</li> </ul>	
<ul style="list-style-type: none"> <li>The adult support that may be required for accessing the curriculum.</li> </ul>	
<ul style="list-style-type: none"> <li>Individual or small group work to pre-learn, reinforce or work on specific targets.</li> </ul>	
<ul style="list-style-type: none"> <li>Where the young person will sit for particular activities.</li> </ul>	
<ul style="list-style-type: none"> <li>Considering reasonable expectations in relation to the specific needs of the young person, eg the time that may be taken to complete a task.</li> </ul>	
<ul style="list-style-type: none"> <li>Any support that is needed at break times to help the young person to be part of a small group and/or to follow his/her own interests.</li> </ul>	
<ul style="list-style-type: none"> <li>Risk assessments relating to any health and safety issues.</li> </ul>	
<ul style="list-style-type: none"> <li>Considering what support the young person may need to access examinations and to prepare and revise for these.</li> </ul>	
<ul style="list-style-type: none"> <li>Planning for learning pathways post 16.</li> </ul>	
<b>Doing: strategies and resources</b>	
<b>The physical environment</b>	
<ul style="list-style-type: none"> <li>Modify the environment to help with any sensory issues; eg acoustic boards and ear defenders, avoid glare and harsh lighting, provide a quiet area for the young person to withdraw to and clear opportunities/strategies for withdrawal when the young person needs this.</li> </ul>	
<ul style="list-style-type: none"> <li>Encourage the young person to sit where they can best see and hear the</li> </ul>	

adult in whole class and group activities.	
<ul style="list-style-type: none"> <li>• Ensure the learning environment is well organised and consistently used, eg materials kept in the same place.</li> </ul>	
<b>Teaching and learning</b>	
<ul style="list-style-type: none"> <li>• Ensure that there is a rich and balanced curriculum available at KS4 to accommodate different learning styles and strengths including appropriate functional skills and vocational courses such as Cope, BTEC and ASDAN</li> </ul>	
<ul style="list-style-type: none"> <li>• Establish and maintain routines, backed up by a colour coded personal timetable.</li> </ul>	
<ul style="list-style-type: none"> <li>• Keep expectations clear and consistent.</li> </ul>	
<ul style="list-style-type: none"> <li>• Display class rules with picture prompts and be consistent and transparent about how these are applied.</li> </ul>	
<ul style="list-style-type: none"> <li>• Help the young person to engage in a predictable sequence of activities and organise their work, eg by using task sheets, a tray system (with specialist support).</li> </ul>	
<ul style="list-style-type: none"> <li>• Break bigger tasks into a series of small tasks; write tasks on a mini-whiteboard for the learner to tick off when complete.</li> </ul>	
<ul style="list-style-type: none"> <li>• Use timers to tell the young person how long to stay on a task.</li> </ul>	
<ul style="list-style-type: none"> <li>• Use individual and small group activities to prepare the young person for the learning that will take place in a later whole class activity and to reinforce concepts.</li> </ul>	
<ul style="list-style-type: none"> <li>• Use individual, pair and small group activities for language and social skills development, eg the Friendship Formula, Talkabout (Alex Kelly), SEAL.</li> </ul>	
<ul style="list-style-type: none"> <li>• Modify the language that adults use; reduce, slow down, give take up time, use non-literal language with care. Recognise the difficulties that young people with C&amp;I needs may have with inference and explicitly teach them to recognise and analyse this.</li> </ul>	
<ul style="list-style-type: none"> <li>• Use ICT to support personalised learning and reinforcement of whole class learning, eg speech to text and text to speech software</li> </ul>	
<ul style="list-style-type: none"> <li>• Involve good peer role models, eg for language modelling and social interaction such as Circle of friends.</li> </ul>	
<ul style="list-style-type: none"> <li>• Use the young person's areas of special interest to provide motivational learning opportunities.</li> </ul>	
<ul style="list-style-type: none"> <li>• Make reasonable adjustments re homework; can it be done in school as a quiet lunchtime activity? Ensure that it is written in planner.</li> </ul>	
<ul style="list-style-type: none"> <li>• Organise exam concessions as needed in consultation with the young person.</li> </ul>	
<b>Beyond the classroom</b>	
<ul style="list-style-type: none"> <li>• All staff should be aware of the implications of the young person's communication and interaction needs and how to respond appropriately. Use a pupil profile (see above) to ensure subject teachers are informed. AET Level 1 training via SENSS is helpful for raising awareness across the school.</li> </ul>	
<ul style="list-style-type: none"> <li>• Support may be needed for the young person to access out of school activities including clubs, sports and trips. Information sharing, with the consent</li> </ul>	

of parents, can help the young person to participate successfully.	
<ul style="list-style-type: none"> <li>• Advice, support and information for parents and carers are available from a range services and organisations. See Oxfordshire's Local Offer website (<a href="https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer">https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer</a>).</li> </ul>	
<ul style="list-style-type: none"> <li>• SENDIASS Oxfordshire offers advice and support to parents, and can help parents, carers and professionals to work together to support the inclusion and achievement of children and young people with SEN.</li> </ul>	
<ul style="list-style-type: none"> <li>• The Inclusion Development Programme (<a href="http://www.idponline.org.uk">www.idponline.org.uk</a>) has advice and resources for supporting children with speech language and communication and also autistic spectrum conditions.</li> </ul>	
<ul style="list-style-type: none"> <li>• Information about out of school activities including short breaks is also available from the Family Information Service Directory (FISD) via the Oxfordshire County Council Local Offer website.</li> </ul>	
<ul style="list-style-type: none"> <li>• Early Intervention Hubs offer early intervention and specialist services to vulnerable young people and families. Each hub operates a consultation/advice line for professionals to seek advice and support.</li> </ul>	
<ul style="list-style-type: none"> <li>• Advanced skills training materials for mainstream teachers of learners with autism spectrum disorders and learners with speech, language and communication difficulties can be found at <a href="http://www.advanced-training.org.uk/">http://www.advanced-training.org.uk/</a></li> </ul>	

## **H3: Cognition and Learning (C&L)**

### **Learning needs (LD)**

#### **Years 10 & 11**

This section describes young people who have greater needs than most of their peers for support with learning. Young people with learning difficulties will learn at a slower pace than other young people and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts. They may also have associated difficulties such as a speech and language delay.

Some young people with learning difficulties, particularly those with severe or profound and multiple difficulties will have had their needs identified at an early age. For others learning needs may become apparent when the young person does not make adequate progress even with an appropriately differentiated curriculum.

#### **This section contains:**

- **Detailed descriptors to help identify young people with learning difficulties.**
- **Guidance on supporting young people with learning needs.**

Needs in other areas can lead to learning needs, for example an unmet hearing need may impact on the young person's ability to learn at the same rate as his/her peers. Conversely unmet learning needs can may impact on social development and emotional wellbeing. Look across descriptors for all relevant areas of need to make sure that support is tailored appropriately.

<b>Years 10 &amp; 11 Learning needs</b>	Name
---	------

The young person needs support for some of the following:	<b><i>The young person needs support for some of the following:</i></b>	Date & yr gp	Date & yr gp
	<b>Speaking and listening</b>		
	talking in different contexts		
	speaking with an awareness of audience		
	listening with appropriate non-verbal signals		
	listening to establish meaning		
	explaining basic concepts		
	describing ideas in their own and others' work.		
	<b>Reading</b>		
	reading independently to establish meaning		
	identifying key points in a text		
	using alphabetical order to access resources effectively.		
	<b>Writing/spelling</b>		
	writing for different audiences		
	writing in a logical sequence		
	writing legibly		
	using ICT to communicate meaning appropriately		
	writing with an awareness of standard conventions		
	using capital letters, full stops, commas and apostrophes.		
	<b>Mathematics</b>		
	understanding the place value in large whole numbers		
	making estimates using familiar units of measure		
	using simple decimals and fractions to solve everyday problems		
	carrying out simple calculations using the 12 hour clock		
	following or giving instructions related to position		
	choosing appropriate number operations to solve a 2 step problem		
	using language/properties accurately to describe 2D/3D shapes		
	finding areas by counting squares and volume by counting cubes.		
	<b>Cognitive skills</b>		
	problem solving		
predicting			
recognising patterns and connections.			
<b>Organisation</b>			
arriving punctually at school or other venues			
arriving prepared for learning.			
<b>Other indicators</b>			
evidence of immature or inappropriate social interaction			
difficulty in adapting to change			
low level of resilience in challenging circumstances			
poor school or college attendance record that may affect learning			
self-help skills.			

<b>Assessment and planning</b>	<b>Date</b>
<ul style="list-style-type: none"> <li>• Use formative as well as summative assessment to unpick difficulties in detail.</li> </ul>	
<b>Useful assessment materials include:</b>	
<ul style="list-style-type: none"> <li>• Oxfordshire Literacy Assessment Pack.</li> </ul>	
<ul style="list-style-type: none"> <li>• Sandwell maths assessment.</li> </ul>	
<b>For further advice with assessment and planning contact:</b>	
<ul style="list-style-type: none"> <li>• Oxfordshire School Inclusion Team (OXSiT).</li> </ul>	
<ul style="list-style-type: none"> <li>• The Educational Psychology Service.</li> </ul>	
<ul style="list-style-type: none"> <li>• SENSS Down Syndrome and Complex Needs Service.</li> </ul>	
<ul style="list-style-type: none"> <li>• Some local Special Schools provide advice.</li> </ul>	
<b>Planning for a young person with a learning need will include:</b>	
<ul style="list-style-type: none"> <li>• 'Thinking ahead' about the planned learning each week and how the young person with a learning need will be supported to access it.</li> </ul>	
<ul style="list-style-type: none"> <li>• Any adaptations needed to the physical environment to help with access to learning, eg labelling of resources.</li> </ul>	
<ul style="list-style-type: none"> <li>• Opportunities to use/availability of ICT to support learning.</li> </ul>	
<ul style="list-style-type: none"> <li>• The adult support that may be required for accessing the curriculum.</li> </ul>	
<ul style="list-style-type: none"> <li>• Individual or small group work to pre-learn, reinforce or work on specific targets.</li> </ul>	
<ul style="list-style-type: none"> <li>• Considering what support the young person may need to access tests and assessments including exam concessions.</li> </ul>	
<ul style="list-style-type: none"> <li>• Planning for learning pathways and accreditation post 16 and a well prepared transfer into this.</li> </ul>	
<b>Doing: strategies and resources</b>	
<b>The physical environment</b>	
<ul style="list-style-type: none"> <li>• Help the young person to sit where he/she can focus on the adult in whole class and group activities.</li> </ul>	
<ul style="list-style-type: none"> <li>• Ensure the learning environment is well organised and consistently used, eg homework handed in at the same place, resources labelled clearly.</li> </ul>	
<ul style="list-style-type: none"> <li>• Use models, images and multi-sensory resources to promote understanding, eg word mats, Numicon, Dienes blocks.</li> </ul>	
<ul style="list-style-type: none"> <li>• Have writing supports available where the young person is working: word banks, personal dictionaries, key word lists</li> </ul>	
<b>Teaching and learning</b>	
<ul style="list-style-type: none"> <li>• Establish and maintain routines backed up by visual cues, eg a visual timetable, class rules displayed with picture prompts.</li> </ul>	
<ul style="list-style-type: none"> <li>• Use individual and small group activities to prepare the young person for the learning that will take place in a later whole class activity and to reinforce concepts already covered.</li> </ul>	
<ul style="list-style-type: none"> <li>• Use ICT to support personalised learning and reinforcement of whole class learning, eg speech to text and text to speech software</li> </ul>	
<ul style="list-style-type: none"> <li>• Use individual, pair and small group activities to teach specific skills.</li> </ul>	



<ul style="list-style-type: none"> <li>• Involve good peer role models, eg for language modelling.</li> </ul>	
<ul style="list-style-type: none"> <li>• Scaffold tasks, eg writing frames to scaffold written tasks, line trackers to help follow lines of print.</li> </ul>	
<ul style="list-style-type: none"> <li>• Provide hand outs in advance of the lesson for young people who will struggle with recording.</li> </ul>	
<ul style="list-style-type: none"> <li>• Teach study skills including the use of mind or concept mapping</li> </ul>	
<ul style="list-style-type: none"> <li>• Avoid extended copying from the board, try using a different coloured dot at the start of each point or sentence where repeated reference to information on the board is required.</li> </ul>	
<ul style="list-style-type: none"> <li>• For some young people the KS3 interventions will still be appropriate, for others their needs will be met by alternative pathways and additional functional skills.</li> </ul>	
<b>Beyond the classroom</b>	
<ul style="list-style-type: none"> <li>• All staff should be aware of the implications of the young person's learning needs and how to respond appropriately.</li> </ul>	
<ul style="list-style-type: none"> <li>• Support may be needed for the young person to access out of school activities including clubs, sports and trips. Information sharing, with consent of parents where appropriate can help the young person to participate successfully.</li> </ul>	
<ul style="list-style-type: none"> <li>• Advice, support and information for parents and carers are available from a range services and organisations. See Oxfordshire's Local Offer website (<a href="https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer">https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer</a>).</li> </ul>	
<ul style="list-style-type: none"> <li>• SENDIASS Oxfordshire offers advice and support to parents, and can help parents, carers and professionals to work together to support the inclusion and achievement of children and young people with SEN.</li> </ul>	
<ul style="list-style-type: none"> <li>• Information about out of school activities including short breaks is also available from the Family Information Service Directory (FISD) via the Oxfordshire County Council Local Offer website.</li> </ul>	
<ul style="list-style-type: none"> <li>• Early Intervention Hubs offer early intervention and specialist services to vulnerable young people and families. Each hub operates a consultation/advice line for professionals to seek advice and support.</li> </ul>	
<ul style="list-style-type: none"> <li>• Advanced skills training materials for mainstream teachers of learners with moderate learning difficulties can be found at <a href="http://www.advanced-training.org.uk/">http://www.advanced-training.org.uk/</a></li> </ul>	

## **H4: Cognition and Learning (C&L) Specific Learning Difficulties (SpLD) Years 10 & 11**

The term 'specific learning difficulty' describes a collection of difficulties related to the way that information is learned and processed. Specific learning difficulties may impact on literacy, maths, and activities that involve fine and gross motor skills.

**Specific Literacy difficulties including Dyslexia** hinder the acquisition of language and literacy skills on a spectrum ranging from mild to severe. The characteristic features are difficulties with:

- identifying and manipulating the sounds in words (phonological awareness)
- retaining an ordered sequence of verbal material (verbal memory)
- processing familiar verbal information such as letters and digits (verbal processing speed)
- visual memory, tracking and processing.

**Specific Maths difficulties including Dyscalculia** affect the ability to acquire arithmetical skills. Dyscalculic learners may have difficulty understanding simple number concepts, lack an intuitive grasp of number, and have problems learning number facts and procedures. Even if they produce a correct answer or use a correct method, they may do so mechanically and without confidence.

**Specific difficulties with writing or Dysgraphia** may present as difficulties with spelling, handwriting and putting thoughts down on paper.

**Developmental co-ordination disorder (DCD) or dyspraxia** affects gross and fine motor skills. DCD is characterised by difficulty in planning smooth, co-ordinated movements. This leads to clumsiness and lack of co-ordination. It can lead to problems with language, perception and thought.

Young people of all intellectual abilities can have specific learning difficulties.

**This section contains descriptors for identifying specific learning difficulties and guidance on provision.**

Use these after considering the learning needs descriptors. Many young people have co-occurring difficulties; check across the whole range of specific learning difficulty descriptors to in order to build a comprehensive picture of needs.

<b>Years 10 &amp; 11 SpLD</b>	Name
-----------------------------------	------

The young person needs support for some of the following:	<b><i>The young person needs support for some of the following:</i></b>	Date & year gp	Date & year gp
	<b>Word level skills</b>		
	recognising and remembering words on sight		
	using and remembering spellings on the Y5/6 word list		
	finding an appropriate word to use		
	segmenting and/or blending phonemes and/or syllables		
	learning and remembering new vocabulary, eg subject related terminology.		
	<b>Language and literacy</b>		
	explaining basic concepts		
	exploring and communicating ideas		
	following instructions		
	talking in a range of contexts		
	being able to summarise the main points of a discussion		
	using a range of strategies to decode and establish meaning		
	using alphabetical order to access resources effectively		
	identifying key points in a text		
	writing in a logical sequence		
	writing legibly		
	knowing when to use upper and lower case letters, full stops, commas and apostrophes		
	organising key ideas into paragraphs		
	retaining learned information.		
	<b>Writing</b>		
	forming letters consistently and using the same case		
	writing on lines with spaces between words		
	writing all of the words in a sentence		
	tackling writing tasks confidently		
	writing for a sustained period.		
	<b>Number</b>		
	understanding conservation of number		
	choosing and using all four number operations in calculations		
ordering numbers			
identifying the relative values of two numbers			
keeping track of time			
telling the time on a 12 hour clock			
recording calculations accurately			
sequencing number patterns			
being confident to tackle number activities.			

<b>Co-ordination</b>		
discriminating right and left		
using scissors and tools effectively		
making the best use of space on a page		
to run, jump, throw and catch efficiently		
being confident to join in physical activities.		
<b>Associated needs: behaviour and emotional factors</b>		
building self confidence		
staying on task, engaging in reading and writing activities		
managing anxiety and/or frustration		
withdrawn behaviour/clowning/ fatigue (delete as appropriate)		
to be organised for learning		
to interact appropriately with others.		
<b>Associated needs: study skills</b>		
to taking notes		
to plan, sequence and organise thoughts and ideas		
presenting written work appropriately		
arriving punctually at lessons		
arriving prepared for learning.		

<b>Assessment and planning</b>	<b>Date</b>
<ul style="list-style-type: none"> <li>As needs may occur in a range of areas it is important to build an in depth picture of the young person's strengths and difficulties so that support can be tailored appropriately. Use formative as well as summative assessment to unpick difficulties in detail.</li> </ul>	
<b>Useful assessment materials include:</b>	
<ul style="list-style-type: none"> <li>Oxfordshire Literacy Assessment Pack (including standardised reading and spelling assessments).</li> </ul>	
<ul style="list-style-type: none"> <li>Sandwell maths assessment.</li> </ul>	
<ul style="list-style-type: none"> <li>Move to Learn checklist.</li> </ul>	
<b>For further advice with assessment and planning contact:</b>	
<ul style="list-style-type: none"> <li>Oxfordshire School Inclusion Team (OXSiT).</li> </ul>	
<ul style="list-style-type: none"> <li>The Educational Psychology Service.</li> </ul>	
<ul style="list-style-type: none"> <li>Dyslexia Assessment and Intervention Service (DAIS, contact OXSiT for details).</li> </ul>	
<ul style="list-style-type: none"> <li>The Integrated Therapies team (Physiotherapy, Occupational therapy, Speech and language therapy).</li> </ul>	
<b>Planning for a young person with a specific learning need will include:</b>	
<ul style="list-style-type: none"> <li>'Thinking ahead' about the planned learning each week and how the young person with a learning need will be supported to access it.</li> </ul>	
<ul style="list-style-type: none"> <li>Any adaptations needed to the physical environment to help with access to learning and moving around safely.</li> </ul>	
<ul style="list-style-type: none"> <li>Any multi-sensory resources and ICT required to support learning.</li> </ul>	
<ul style="list-style-type: none"> <li>Access to suitable individual or small group interventions.</li> </ul>	
<ul style="list-style-type: none"> <li>Where the young person will sit for particular activities.</li> </ul>	
<ul style="list-style-type: none"> <li>The adult and peer support required for accessing the curriculum.</li> </ul>	
<ul style="list-style-type: none"> <li>Considering reasonable expectations in relation to the specific needs of the young person, eg the time that may be taken to complete a task.</li> </ul>	
<ul style="list-style-type: none"> <li>Risk assessments relating to any health and safety issues.</li> </ul>	
<ul style="list-style-type: none"> <li>Additional support requirements for national tests and assessments including exam concessions</li> </ul>	
<ul style="list-style-type: none"> <li>Planning for post 16 learning pathways and accreditation.</li> </ul>	
<b>Doing: strategies and resources</b>	
<b>The physical environment</b>	
<ul style="list-style-type: none"> <li>Sit the young person where he/she can focus on the adult in whole class and group activities.</li> </ul>	
<ul style="list-style-type: none"> <li>Ensure the learning environment is well organised and consistently used, eg pictorial labels on storage, scissors kept in the same place.</li> </ul>	
<ul style="list-style-type: none"> <li>Help safe passage around the learning environment by minimising clutter.</li> </ul>	
<ul style="list-style-type: none"> <li>Use models, images and multi-sensory resources to promote understanding, eg word mats, Numicon, Dienes blocks.</li> </ul>	
<ul style="list-style-type: none"> <li>Have writing supports available where the young person is working: word banks, personal dictionaries, key word lists</li> </ul>	

<b>Teaching and learning</b>	
• Use a range of auditory, visual and kinaesthetic approaches to learning and revisit the same learning in different ways.	
• Give support for remembering and organising – keep routines the same, use pictorial cues, visual timetables, provide individualised key word lists.	
• Use ICT to support personalised learning and reinforcement of whole class learning, eg speech to text software, predictive software, photograph of lesson work on whiteboard, whiteboard material on memory stick.	
• Use individual and small group activities to prepare the young person for the learning that will take place in a later whole class activity and to teach particular skills.	
• Scaffold tasks, eg writing frames to scaffold written tasks, line trackers or book marks to help follow lines of print	
• Use paper with squares to help with columns and rows, and paper with raised lines to help with writing on the line.	
• Break bigger tasks into a series of small steps; write tasks on a mini white board for the learner to tick off when complete.	
• Provide handouts in advance of the lesson for young people who will struggle with recording.	
• Use methods such as simultaneous oral spelling (see glossary) for learning spelling patterns, and mnemonics or picture cards for irregular spellings	
• Avoid extended copying from the board, try using a different coloured dot at the start of each point or sentence where repeated reference to information on the board is required.	
• Useful resources: <ul style="list-style-type: none"> <li>○ Accelerate/Accelewrite (reading/spelling, individual or group)</li> <li>○ Clicker 6 software (writing including sequencing)</li> <li>○ Talking stories/texts (help young person access texts alongside peers)</li> <li>○ Spell checkers (especially speaking ones)</li> <li>○ Mind maps/concept maps.</li> </ul>	
• Reduce the quantity of tasks to allow for slower processing skills/fatigue.	
• Support executive skills, eg colour coding timetables	
<b>Beyond the classroom</b>	
• All staff should be aware of the implications of the young person's specific learning needs and how to respond appropriately.	
• Support may be needed for the young person to access out of school activities including clubs, sports and trips. Information sharing, with consent of parents where appropriate, can help the young person to participate successfully.	
• Advice, support and information for parents and carers are available from a range services and organisations. See Oxfordshire's Local Offer website ( <a href="https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer">https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer</a> ).	
• SENDIASS Oxfordshire offers advice and support to parents, and can help parents, carers and professionals to work together to support the inclusion and achievement of children and young people with SEN.	

<ul style="list-style-type: none"> <li>• Information about out of school activities including short breaks is also available from the Family Information Service Directory (FISD) via the Oxfordshire County Council Local Offer website.</li> </ul>	
<ul style="list-style-type: none"> <li>• Early Intervention Hubs offer early intervention and specialist services to vulnerable young people and families. Each hub operates a consultation/advice line for professionals to seek advice and support.</li> </ul>	
<ul style="list-style-type: none"> <li>• Early Support information resources, available from the NCB website, provide useful and detailed information for professionals and parents.</li> </ul>	
<ul style="list-style-type: none"> <li>• The Inclusion Development Programme (<a href="http://www.idponline.org.uk">www.idponline.org.uk</a>) has useful information and advice about dyslexia.</li> </ul>	
<ul style="list-style-type: none"> <li>• Advanced skills training materials for mainstream teachers of learners with dyslexia or specific learning difficulties can be found at <a href="http://www.advanced-training.org.uk/">http://www.advanced-training.org.uk/</a></li> </ul>	

## **H5: Social Emotional and Mental Health needs (SEMH) Years 10 & 11**

This section describes young people who have greater needs than most of their peers for support with their social and emotional development and wellbeing. It contains:

- **Descriptors to help identify young people with a social, emotional and mental health difficulty.**
- **Guidance on supporting young people with social, emotional and mental health needs.**

Young people who have difficulties with emotional and social development may find it hard to make and maintain appropriate and healthy relationships. Sometimes these difficulties may present in withdrawn behaviour and sometimes in challenging or disruptive behaviour. These behaviours may reflect mental health issues such as anxiety or depression, and other medically unexplained conditions like eating disorders. Some young people will have recognised disorders, like attention deficit disorder (ADD), attachment disorder and autism that impact upon their mental health and social and emotional wellbeing.

Young people can develop social, emotional and mental health needs for many reasons. Sometimes these are related to other learning needs, either as part of a condition or disorder, or as a response to an unmet need, for example, a child who has difficulty with communicating thoughts and ideas may find inappropriate ways to express him/herself. Sometimes they are a response to factors outside of the learning environment. In the first instance it may be the young person's behaviour that raises concern, perhaps behaviour that is anxious, very active, controlling, aggressive or excessively shy or withdrawn.

When young people display behaviour that is of continuing concern it is essential to try to address any underlying social or emotional need or a mental health problem and not just the presenting behaviour. Close observation will help to show when and where the behaviours are triggered; discussion with parents may help to explore what the young person may be communicating through this behaviour.

Assessment, planning and provision for a young person with social, emotional and mental health needs should be located within a whole school approach that includes an actively supported whole school behaviour policy, consistent use of positive strategies with training for all staff on these, and training where appropriate for positive handling.



<b>Years 10 &amp; 11 Social, Emotional and Mental Health</b>	Name
--	------

The young person may:	<b><i>A young person with a social, emotional or mental health need may:</i></b>	Date & year gp	Date & year gp
	frequently display inappropriate behaviour as a coping strategy		
	display inappropriate behaviour that is a result of learning, communication and interaction or sensory needs		
	appear to significantly reject and/or be rejected by peers		
	have regression in his/her learning		
	frequently display immature emotional responses		
	display behaviour that is dangerous or damaging to him/herself, to others and to property.		
The young person needs support for most of the following:	<b><i>The young person needs support for most of the following:</i></b>		
	managing frequent inappropriate behaviours that occur in more than one setting		
	managing particular behaviours that occur in only one setting		
	managing frequent behaviours that impact on the learning of others		
	listening to and follow instructions		
	settling and start a task		
	sustaining concentration		
	completing tasks successfully		
	to 'join in' in a group		
	controlling emotional and subsequent behavioural responses		
	building and sustaining positive relationships with peers and/or adults		
	having the emotional resilience to find solutions		
	being able to recognise and understand his/her own feelings and behaviours		
	being able to verbalise the reasons for his/her own feelings and behaviours		
	managing unpredictable extremes of mood		
	managing incongruent or disproportionate responses		
	managing unpredictable responses to praise and/or criticism.		
	<b>Other factors:</b>		
school attendance record			
whether there are other agencies involved with the family			
whether there things happening out of school that may impact on the young person's social, mental and emotional health, eg bereavement.			

<b>Assessment and planning</b>	<b>Date</b>
<b>Further assessment may be required to identify more specifically the areas where the young person needs support. Useful assessments include:</b>	
<ul style="list-style-type: none"> <li>• Antecedent Behaviour Consequences checklist.</li> </ul>	
<ul style="list-style-type: none"> <li>• QCA behaviour checklist.</li> </ul>	
<ul style="list-style-type: none"> <li>• Frequency tally charts.</li> </ul>	
<ul style="list-style-type: none"> <li>• Timed observations of the young person in 2 or more different contexts.</li> </ul>	
<ul style="list-style-type: none"> <li>• Home-school diaries.</li> </ul>	
<ul style="list-style-type: none"> <li>• SDQ (Strengths and Difficulties Questionnaire) see glossary for more info</li> </ul>	
<b>For further advice with assessment and planning contact:</b>	
<ul style="list-style-type: none"> <li>• PCAMHS consultation helpline.</li> </ul>	
<ul style="list-style-type: none"> <li>• Service for Behaviour Support.</li> </ul>	
<ul style="list-style-type: none"> <li>• The Educational Psychology Service.</li> </ul>	
<ul style="list-style-type: none"> <li>• Early Intervention Hubs offer early intervention and specialist services to vulnerable young people and families. Each hub operates a consultation/advice line for professionals to seek advice and support.</li> </ul>	
<p>‘Mental health and behaviour in schools’ (DFE 2015) outlines what a school can do to identify and support young people who may have an unmet mental health need. The risk and resilience section helps schools to consider the factors that put young people at risk.</p>	
<b>• Planning for a young person with a social mental or emotional health (SEMH) need will include:</b>	
<ul style="list-style-type: none"> <li>• ‘Thinking ahead’ about the planned learning each week and how the young person with an SEMH need will be supported to access it.</li> </ul>	
<ul style="list-style-type: none"> <li>• Developing an individual plan, which may be called an Individual Behaviour Plan or a Pastoral Support Plan, that is tailored to support the young person’s specific needs.</li> </ul>	
<ul style="list-style-type: none"> <li>• The adult support that may be required for maintaining progress with learning and for emotional and social development.</li> </ul>	
<ul style="list-style-type: none"> <li>• Individual or small group work to pre-learn, reinforce or work on specific targets.</li> </ul>	
<ul style="list-style-type: none"> <li>• Where the young person will sit for particular activities.</li> </ul>	
<ul style="list-style-type: none"> <li>• Any support that is needed at lunchtimes and playtimes to help the young person to join in, perhaps as part of a small group or with a buddy.</li> </ul>	
<ul style="list-style-type: none"> <li>• Risk assessments relating to any health and safety issues.</li> </ul>	
<ul style="list-style-type: none"> <li>• Planning for learning pathways and accreditation including vocational opportunities where appropriate post 16.</li> </ul>	
<b>Doing: strategies and resources</b>	
<b>• The physical environment</b>	
<ul style="list-style-type: none"> <li>• Use quiet areas to give the young person calm and calm down time.</li> </ul>	
<ul style="list-style-type: none"> <li>• Make it easy for a young person to work without fuss or frustration; accessible resources, consistent place to hand in homework.</li> </ul>	
<ul style="list-style-type: none"> <li>• Help the young person to sit where he/she can focus on the adult and on the</li> </ul>	

task in hand.	
<ul style="list-style-type: none"> <li>• Arrange a place that the young person can work for part of the day in a different environment when needed (eg. reciprocal arrangement with another class).</li> </ul>	
<b>Teaching and learning</b>	
<ul style="list-style-type: none"> <li>• Use lead in time to prepare the young person for changes of routine.</li> </ul>	
<ul style="list-style-type: none"> <li>• Use group/whole class PSHE activities to develop self-esteem and confidence.</li> </ul>	
<ul style="list-style-type: none"> <li>• Be clear about expectations and use specific strategies consistently.</li> </ul>	
<ul style="list-style-type: none"> <li>• Build in opportunities for the young person to develop emotional literacy so that he/she can verbally communicate and understand the feelings that they and others have.</li> </ul>	
<ul style="list-style-type: none"> <li>• Ensure all adults use positive, enabling language.</li> </ul>	
<ul style="list-style-type: none"> <li>• Reinforce appropriate behaviours through praise, celebration, reward systems.</li> </ul>	
<ul style="list-style-type: none"> <li>• Consider using restorative practices.</li> </ul>	
<ul style="list-style-type: none"> <li>• Use buddies and peer mentors for support and modelling.</li> </ul>	
<ul style="list-style-type: none"> <li>• SEAL (Social and Emotional Aspects of Learning) has resources that are still useful; archived at: <a href="http://webarchive.nationalarchives.gov.uk/20110809101133/http://nsonline.org.uk/inclusion/behaviourattendanceandseal/seal">http://webarchive.nationalarchives.gov.uk/20110809101133/http://nsonline.org.uk/inclusion/behaviourattendanceandseal/seal</a></li> </ul>	
<b>Beyond the classroom</b>	
<ul style="list-style-type: none"> <li>• All staff should be aware of the implications of the young person's needs and how to respond appropriately.</li> </ul>	
<ul style="list-style-type: none"> <li>• Support may be needed for the young person to access out of school activities including clubs, sports and trips. Information sharing, with consent of parents where appropriate can help the young person to participate successfully.</li> </ul>	
<ul style="list-style-type: none"> <li>• Advice, support and information for parents and carers are available from a range services and organisations. See Oxfordshire's Local Offer website (<a href="https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer">https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer</a>).</li> </ul>	
<ul style="list-style-type: none"> <li>• SENDIASS Oxfordshire offers advice and support to parents, and can help parents, carers and professionals to work together to support the inclusion and achievement of children and young people with SEN.</li> </ul>	
<ul style="list-style-type: none"> <li>• Information about out of school activities including short breaks is also available from the Family Information Service Directory (FISD) via the Oxfordshire County Council Local Offer website.</li> </ul>	
<ul style="list-style-type: none"> <li>• The Inclusion Development Programme has useful support and resources: <a href="http://www.idponline.org.uk">www.idponline.org.uk</a></li> </ul>	
<ul style="list-style-type: none"> <li>• Early Support information resources, available from the NCB website, provide useful and detailed information for professionals and parents.</li> </ul>	
<ul style="list-style-type: none"> <li>• Advanced skills training materials for mainstream teachers of learners with behavioural, emotional or social difficulties can be found at <a href="http://www.advanced-training.org.uk/">http://www.advanced-training.org.uk/</a></li> </ul>	

## **H6: Sensory and Physical (S&P) Hearing needs (HI) Years 10 & 11**

Many young people with hearing difficulties will have their needs identified early and will be supported by the SENSS Hearing Impairment (HI) team. Young people may have a temporary hearing loss that may be fluctuating or permanent, affecting one or both ears. Some young people benefit from hearing aid(s) or other amplification devices.

It is also possible for some young people to acquire a hearing loss during their time at school. This could be caused through illness or accident or might be because they have a progressive condition or a condition that has a late onset. The most common cause of temporary and fluctuating hearing loss in young people is commonly known as 'Glue Ear'. The SENSS (HI) team has hand outs and information about 'Glue Ear' and its management that can be provided on request.

Some young people with a hearing loss will require on-going specialist teaching support to access the curriculum alongside their peers. Others may require a routine visit to check the function and management of any equipment, to observe the young person in the classroom and feedback on his/her learning and to ensure that the setting is empowered to take responsibility for all aspects of the young person's inclusion.

Sometimes a child can meet many of the descriptors for a hearing need but when clinically assessed the child's hearing is normal. It could be that the child has a fluctuating hearing loss and at the time of assessment it is within normal limits. If this is the case repeated assessment will usually determine the type and level of hearing loss. If there is no underlying physical hearing loss it may be that the child has auditory processing difficulties. If a child has auditory processing difficulties the descriptors and guidance for supporting children with communication and interaction (C&I) needs should be used. The SENSS (C&I) team works closely with the SENSS (HI) team who can support equipment needs where appropriate.

A medical confirmation of a hearing loss does not necessarily mean a young person has Special Educational Needs. However early intervention with specialist advice from the SENSS (HI) Team can ensure that the impact of the hearing loss on the young person's progress is minimised.

### **This section contains:**

- **Some of the characteristics that may be observed in young people with hearing impairment.**
- **Detailed descriptors to help identify young people with hearing impairment by the things they need support with.**
- **Guidance on supporting young people with a hearing need.**

<b>Years 10 &amp; 11 Hearing needs</b>	Name
--	------

	<b><i>A young person with a hearing loss may:</i></b>	Date & year gp	Date & year gp
A young person with a hearing need may:	find difficulty in expressing him/herself clearly		
	appear loud, raising his/her voice in conversation		
	use gesture more than peers		
	experience difficulty when activities involve listening and following instructions eg appears to ignore, confuses the direction of sound, mishears		
	often ask for clarification or repetition particularly in noisy environments or where the speaker cannot be seen		
	use unusual or immature language structures and have unexpected gaps in vocabulary		
	find it difficult to sustain concentration and become tired easily		
	have communication difficulties at home, eg TV/computer turned up loud, non-responsive to the voice at normal levels.		
	The young person needs support for some of the following:	<b><i>The young person needs support for some of the following:</i></b>	
engaging in activities that involve listening to and following instructions			
articulating words clearly			
making him/herself understood by others (this may lead to frustration, restricted communication or withdrawn behaviour)			
developing language skills (receptive, expressive and pragmatic)			
developing aspects of learning related to verbal skills, for example to expand and close gaps in vocabulary			
developing age appropriate language structures			
developing literacy related skills			
being confident in tackling activities independently			
initiating conversations with teachers or peers			
interacting with others; turn taking, joining in with a conversation, listening			
following whole class introductions and discussions			
sustaining concentration in a small group or the whole class			
managing anxiety and/or frustration			
establishing and maintain appropriate peer relationships to build self-esteem.			

<b>Assessment and planning</b>	<b>Date</b>
<p>If a young person appears to have a hearing difficulty that has not been previously identified advice should be sought from the SENSS Hearing Impairment (HI) Team. The SENSS (HI) Team will not usually become involved with a young person unless a paediatric audiologist has first made an assessment. This is because there can be many reasons why a young person may not appear to hear well and a formal hearing assessment is needed to ensure that the guidance offered to a setting is appropriate. If a young person has not been seen by the community paediatric audiology team or the audiology department at the Children's Hospital, the first step is a GP referral to community paediatric audiology, based at the Children's Hospital. Parents should be asked to discuss this with their child's GP.</p> <p>A referral to the SENSS (HI) Team for a young person with a known hearing loss is usually made by a health service paediatric audiologist, for example, a member of the paediatric audiology team at the Children's Hospital. Parental permission to share information is obtained before the referral is made. A referral from health to the SENSS (HI) Team will be made on confirmation that the young person has:</p> <ul style="list-style-type: none"> <li>• a permanent hearing loss</li> <li>• an ongoing temporary hearing loss that is likely to impact on his/her education.</li> </ul> <p>The SENSS (HI) Team will undertake specialist assessment leading to a more specifically focused personal learning programme and give advice on measurement of pupil progress as well as degree of hearing loss, social development and linguistic level. This will include use of age appropriate SENSS (HI) assessment toolkit, including equipment and functional access assessments.</p>	
<ul style="list-style-type: none"> <li>• It may also be appropriate to involve the Educational Psychology Service.</li> </ul>	
<ul style="list-style-type: none"> <li>• It may also be appropriate to involve the Speech and Language Therapy Service (Integrated Therapies team).</li> </ul>	
<b>Planning for a young person with a hearing need will include:</b>	
<ul style="list-style-type: none"> <li>• Joint planning across all subjects with a teacher of the deaf from SENSS.</li> </ul>	
<ul style="list-style-type: none"> <li>• 'Thinking ahead' about the planned learning each week and how the young person with the hearing need will be supported to access it.</li> </ul>	
<ul style="list-style-type: none"> <li>• Any specialist adaptations to the learning environment that may be needed.</li> </ul>	
<ul style="list-style-type: none"> <li>• Any specialist equipment or resources, including Radio Systems, Sound Field Systems, ICT, that may be needed for curriculum access.</li> </ul>	
<ul style="list-style-type: none"> <li>• The training and support needed for use and maintenance of equipment.</li> </ul>	
<ul style="list-style-type: none"> <li>• Risk assessments relating to any health and safety issues.</li> </ul>	
<ul style="list-style-type: none"> <li>• Access to individual or small group tuition for Personal Learning Plan targets.</li> </ul>	

• The adult support that may be required for accessing learning.	
• The implementation of classroom strategies to ensure appropriate access to the language of the classroom.	
• Where the young person will sit for particular activities.	
• Considering reasonable expectations in relation to the specific needs of the young person, eg the time that may be taken to complete a task.	
• Ensuring there is a family focused, Team Around the Child and keyworking approach across the involved agencies.	
• Consideration of any special arrangements available for public examinations for a young person with hearing impairment at the end of KS4 (advice available from SENSS HI team).	
• Planning for learning pathways and accreditation post 16.	
<b>Doing: strategies and resources</b>	
<b>The physical environment</b>	
• Access to a quiet withdrawal area should be available.	
• Walls, ceilings and floors may need acoustic modifications.	
• Access will be needed to appropriate audiological equipment e.g. hearing aid test box, Sound Field System, a Radio System.	
• Support (usually by a TA) will be needed for management of all audiological equipment including a daily checking routine.	
• Ensure good lighting.	
• Discuss with the young person where they can best see and hear the adult in whole class and group activities, as advised by the specialist support teacher.	
• Ensure that the young person is aware of the safety requirements in practical subjects like DT and science.	
<b>Teaching and learning</b>	
• Use a range of auditory, visual and kinaesthetic approaches to learning.	
• Use ICT to support personalised learning and reinforcement of whole class learning.	
• Use precise and clear instructions and reinforce these with visual cues and clues, e.g. by using the interactive whiteboard, a visual timetable.	
• Provide opportunities for clarification, repetition and rephrasing of language within meaningful contexts.	
• Use small group or one-to-one withdrawal activities to prepare the young person for the learning that will take place in a later whole class activity, for parallel teaching and for consolidation work.	
• Use individual or small group teaching within the classroom to support PLP targets.	
• Involve good peer role models, eg for language modelling.	
• Use an intervention like 'Think Right Feel Good' to support emotional wellbeing.	
• Manage the pace of learning to allow additional time for completion of tasks and for auditory fatigue.	

<ul style="list-style-type: none"> <li>• Be prepared for inconsistencies in hearing relating to hearing level and differences in the accessibility of the learning environment.</li> </ul>	
<b>Beyond the classroom</b>	
<ul style="list-style-type: none"> <li>• All staff should be aware of the implications of the young person's hearing needs and how to respond appropriately.</li> </ul>	
<ul style="list-style-type: none"> <li>• Support may be needed for the young person to access out of school activities including trips. The SENSS (HI) Team have information and guidance available. In addition equipment can be loaned outside school through a Loan agreement. Information sharing, with consent of parents where appropriate can help the young person to participate successfully.</li> </ul>	
<ul style="list-style-type: none"> <li>• Advice, support and information for parents and carers are available from a range services and organisations. See Oxfordshire's Local Offer website (<a href="https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer">https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer</a>).</li> </ul>	
<ul style="list-style-type: none"> <li>• SENDIASS Oxfordshire offers advice and support to parents, and can help parents, carers and professionals to work together to support the inclusion and achievement of children and young people with SEN.</li> </ul>	
<ul style="list-style-type: none"> <li>• Information about out of school/setting activities including short breaks is also available from the Family Information Service Directory (FISD) via the Oxfordshire County Council Local Offer website.</li> </ul>	
<ul style="list-style-type: none"> <li>• There are a number of organisations that produce information and guidance including the NDCS (National Deaf Children's Society). The local group, the ODCS (Oxfordshire Deaf Children's Society) offers support to young people and families.</li> </ul>	
<ul style="list-style-type: none"> <li>• Early Support information resources, available from the NCB website, provide useful and detailed information for professionals and parents.</li> </ul>	
<ul style="list-style-type: none"> <li>• Early Intervention Hubs offer early intervention and specialist services to vulnerable young people and families. Each hub operates a consultation/advice line for professionals to seek advice and support.</li> </ul>	



## **H7: Sensory and Physical (S&P)**

### **Visual needs (VI)**

#### **Years 10 & 11**

This section describes young people who have greater needs than most of their peers for support with their vision. Visual difficulties range from mild through to severe. Many young people have their vision corrected by spectacles; a young person is only considered to have a special educational need if additional educational provision is required to access learning.

#### **This section contains:**

- **Some of the characteristics that may be observed in young people with a visual need.**
- **Detailed descriptors to help identify young people with visual needs.**
- **Guidance on supporting young people with visual needs.**

Needs in other areas can lead to and compound visual needs, for example visual needs that are not addressed can impact on a young person's social and emotional development. Look across descriptors for all relevant areas of need to make sure that support is tailored appropriately.

<b>Years 10 &amp; 11 Visual needs</b>	Name
---	------

	<b><i>A young person with a visual need may:</i></b>	Date & year gp	Date & year gp
A young person with a visual need may:	tilt his or her head and/or use his/her body in a different way to other young people to maximise vision		
	have a very close working distance		
	touch, rub or cover eyes		
	appear sensitive to light or glare		
	have eye pain, headache, dizziness or nausea, especially after periods of looking closely at something		
	have an inward movement towards the nose when looking at very near objects		
	find it difficult to track the movement of something across the field of vision, eg a ball rolling from left to right		
	find scanning difficult, eg visually searching for a detail in a text		
	bump into things as they move around.		
	Find it difficult to find his/her friends in a busy environment		
The young person/young person needs support for some of the following:	<b><i>The young person needs support for some of the following:</i></b>		
	moving safely around the school		
	following work on the Smart/white board		
	following whole class introductions and discussions		
	following demonstrations		
	writing legibly and at length		
	reading texts, maps, diagrams, graphs and complex pictures accurately and at an appropriate pace		
	being confident in tackling new activities		
	to join in physical activities and social situations		
	activities that require co-ordination and/or gross motor skills, eg catching a ball		
	sitting in a comfortable working position for different activities		
	to safely access activities that are potentially hazardous, eg design and technology		
	carrying out practical tasks independently		
	managing anxiety and/or frustration		
establishing and maintaining appropriate friendships.			

<b>Assessment and planning</b>	<b>Date</b>
<p>If a young person appears to have a visual difficulty that has not been previously identified parents should be referred to an optician or the young person's GP.</p> <p>The optician or GP will be able to make a referral to an eye hospital if necessary. Diagnosis of a difficulty by the eye hospital will trigger the involvement of the SENSS Visual Impairment team who will work alongside the school to support the young person's access to learning.</p>	
<b>Planning for a young person with a visual need will include:</b>	
<ul style="list-style-type: none"> <li>• How the young person will be supported to move around the classroom and school.</li> </ul>	
<ul style="list-style-type: none"> <li>• The support that is needed at break times to help the young person to manage as independently as possible and to join in with peers.</li> </ul>	
<ul style="list-style-type: none"> <li>• Any adaptations needed to the physical environment to allow the young person safe passage and support access to learning.</li> </ul>	
<ul style="list-style-type: none"> <li>• Risk assessments relating to any health and safety issues.</li> </ul>	
<ul style="list-style-type: none"> <li>• Any support needed for personal care; eating and drinking, dressing.</li> </ul>	
<ul style="list-style-type: none"> <li>• Adaptations needed to written and picture resources.</li> </ul>	
<ul style="list-style-type: none"> <li>• Any specialist equipment or resources, including ICT, that may be needed to support learning.</li> </ul>	
<ul style="list-style-type: none"> <li>• The adult support that may be required for accessing learning opportunities.</li> </ul>	
<ul style="list-style-type: none"> <li>• Where and how the young person will sit for particular activities.</li> </ul>	
<ul style="list-style-type: none"> <li>• 'Thinking ahead' about the planned learning each week and how the young person with the visual need will be supported to access it.</li> </ul>	
<ul style="list-style-type: none"> <li>• Considering reasonable expectations in relation to the specific needs of the young person, eg to remain in a particular position for a length of time, the time that may be taken to complete a task.</li> </ul>	
<ul style="list-style-type: none"> <li>• Specific arrangements and modifications that will be needed for the presentation and completion of assessment tasks and public examinations.</li> </ul>	
<ul style="list-style-type: none"> <li>• Planning for learning pathways post 16.</li> </ul>	
<b>Doing: strategies and resources</b>	
<b>The physical environment</b>	
<ul style="list-style-type: none"> <li>• Make adaptations to make movement easy and safe, eg decluttering, using different textures and colours to aid navigation.</li> </ul>	
<ul style="list-style-type: none"> <li>• Use contrasting surfaces to make things more visible, eg a dark background on a notice board.</li> </ul>	
<ul style="list-style-type: none"> <li>• Use low vision aids and specialist technology if prescribed.</li> </ul>	
<ul style="list-style-type: none"> <li>• Avoid shadows, glare and reflected light.</li> </ul>	
<ul style="list-style-type: none"> <li>• Ensure that the smart/whiteboard is good quality and that you use a contrasting pen and well-spaced, clear writing (personal copies may also be required).</li> </ul>	
<ul style="list-style-type: none"> <li>• Sit the young person where they can best see and hear the adult in whole class and group activities, as advised by the specialist support teacher.</li> </ul>	

<b>Teaching and learning</b>	
<ul style="list-style-type: none"> <li>• Make sure that clear verbal instructions, descriptions and explanations accompany each learning activity.</li> </ul>	
<ul style="list-style-type: none"> <li>• Ensure that written and pictorial materials have an appropriate print size, ample spacing between lines and words, are clearly labelled, have an uncluttered layout and use contrasting colours.</li> </ul>	
<ul style="list-style-type: none"> <li>• Provide a range of sensory experiences to support learning.</li> </ul>	
<ul style="list-style-type: none"> <li>• Manage the pace of learning to allow additional time for completion of tasks and for visual fatigue.</li> </ul>	
<ul style="list-style-type: none"> <li>• Use individual and small group activities to prepare the young person for the learning that will take place in a later whole class activity and to support elements of learning that are highly visual, eg work on patterns in maths.</li> </ul>	
<ul style="list-style-type: none"> <li>• Homework may be a problem for a young person who is visually fatigued; make reasonable adjustments.</li> </ul>	
<ul style="list-style-type: none"> <li>• The young person may need modified and enlarged exam and test papers with additional time to complete them.</li> </ul>	
<b>Beyond the classroom</b>	
<ul style="list-style-type: none"> <li>• All staff should be aware of the implications of the young person's visual needs and how to respond appropriately.</li> </ul>	
<ul style="list-style-type: none"> <li>• Support may be needed for the young person to access out of school/setting activities including trips. Information sharing, with consent of parents where appropriate, can help the young person to participate successfully.</li> </ul>	
<ul style="list-style-type: none"> <li>• Advice, support and information for parents and carers are available from a range services and organisations. See Oxfordshire's Local Offer website (<a href="https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer">https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer</a>).</li> </ul>	
<ul style="list-style-type: none"> <li>• SENDIASS Oxfordshire offers advice and support to parents, and can help parents, carers and professionals to work together to support the inclusion and achievement of children and young people with SEN.</li> </ul>	
<ul style="list-style-type: none"> <li>• Information about out of school/setting activities including short breaks is also available from the Family Information Service Directory (FISD) via the Oxfordshire County Council Local Offer website.</li> </ul>	
<ul style="list-style-type: none"> <li>• The RNIB has a comprehensive website with useful information for parents and teachers.</li> </ul>	
<ul style="list-style-type: none"> <li>• Early Intervention Hubs offer early intervention and specialist services to vulnerable young people and families. Each hub operates a consultation/advice line for professionals to seek advice and support.</li> </ul>	
<ul style="list-style-type: none"> <li>• Early Support information resources, available from the NCB website, provide useful and detailed information for professionals and parents.</li> </ul>	

## **H8: Sensory and Physical (S&P) Physical needs (PD) Years 10 & 11**

This section describes young people who have greater needs than most of their peers for support with their physical needs.

Some young people with physical difficulties will have had their needs identified at an early age and may already have received support. For others needs may occur as the result of a progressive physical condition or an accident or injury.

Many young people with physical needs require minor adaptations to the learning environment that would be considered as reasonable adjustments under the Equality Act 2010. For some this is the only support that is needed, they do not need additional SEN support. Where young people have a diagnosed progressive physical condition, eg Duchenne muscular dystrophy, it is important to plan and prepare for later needs.

### **This section contains:**

- **Detailed descriptors to help identify young people with physical difficulties.**
- **Guidance on supporting young people with physical needs.**

Unmet physical needs may impact on the young person's ability to learn at the same rate as his/her peers. The young person may also have linked social and emotional needs. Look across descriptors for all relevant areas of need to make sure that support is tailored appropriately.

<b>Years 10 &amp; 11 Physical needs</b>	Name
---	------

A young person with a physical need	<b><i>A young person with a physical need may:</i></b>		Date & year gp	Date & year gp
		move awkwardly or require aids to walk or use a wheelchair		
		try to avoid or have difficulty with some practical activities		
		become tired easily		
		have a medical diagnosis of a physical condition which may or may not be progressive.		
The young person needs support for some of the following:	<b><i>The young person needs support for some of the following:</i></b>			
	Mobility	moving safely around the school		
		carrying their bags between classes		
		moving around on uneven ground		
		managing stairs		
		accessing physical activities		
		developing a sense of danger		
		carrying out controlled movements, eg in PE		
	Independence	managing eating and drinking safely, eg to eat without choking		
		managing eating and drinking efficiently, eg to prevent spills when drinking, to open packages		
		dressing, eg getting clothes the right way round, doing up buttons		
		when using the toilet		
	Accessing learning	attending and listening in a small group/the whole class		
		following instructions		
		recalling information, eg remembering instructions, a sequence of events		
		organising ideas and thoughts and express them coherently		
		articulating clearly and in a timely way		
		being organised for learning, eg organise books and equipment and where to go for the next lesson		
		activities involving fine motor skills, eg handwriting, using scissors, using a keyboard, using a ruler		
		activities that involve crossing the midline, eg passing an object from one side of the body to the other		
		stabilising the body to participate in learning activities, eg science, computing, design and technology		
		having confidence to join in with group/class activities		
	Social & emotion	managing anxiety and/or frustration		
		build self esteem		
		establishing and maintaining appropriate friendships.		

<b>Assessment and planning</b>	<b>Date</b>
<b>For specialist advice with assessment and planning contact:</b>	
• The SENSS Physical Disability team.	
• The Integrated Therapies team (Physiotherapy, Occupational therapy, Speech and language therapy).	
• The SEN ICT & Augmentative and Alternative Communication team.	
• School health nurse for advice about managing a young person's medical needs.	
<b>Planning for a young person with a physical need will include:</b>	
• How the young person will be supported to move around the classroom and school.	
• The support that is needed at lunchtimes and playtimes to help the young person to manage as independently as possible and to join in with peers.	
• Risk assessments relating to any health and safety issues.	
• Any adaptations needed to the physical environment to allow the young person safe passage and support access to learning.	
• The support and privacy needed for personal care; eating and drinking, dressing, going to the toilet.	
• The space required for any physiotherapy programme.	
• Any specialist equipment or resources, eg supportive seating, including ICT, that may be needed for curriculum access.	
• Any adult support that may be required for accessing the curriculum.	
• The training that will be required for staff to deliver specific programmes or use specific equipment.	
• 'Thinking ahead' about the planned learning each week and how the young person with the physical need will be supported to access it.	
• Seeking advice from the Physiotherapy team about inclusive PE and differentiated physical activities.	
• Considering reasonable expectations in relation to the specific needs of the young person, eg to remain in a particular position for a length of time, the time that may be taken to eat lunch, tiredness from wheelchair use.	
• Any special requirements or exam concessions in relation to national tests and assessments.	
• Planning for post 16 pathways.	
<b>Doing: strategies and resources</b>	
<b>Mobility</b>	
• Programmes to maintain and develop fine and gross motor capabilities devised in collaboration with therapists, may be delivered by a teaching assistant and/or practised throughout the school day.	
• Differentiated activities in PE and possibly some one to one support to participate in activities safely and appropriately for their physical development (advice can be sought from the physiotherapist).	

<ul style="list-style-type: none"> <li>• May have to carry out individual programme, eg on exercise equipment during PE sessions.</li> </ul>	
<ul style="list-style-type: none"> <li>• Involve the young person in alternative ways, eg by refereeing in PE.</li> </ul>	
<b>Independence</b>	
<ul style="list-style-type: none"> <li>• Give support to manage personal care activities unobtrusively, eg toileting and dressing, and aimed at building independence.</li> </ul>	
<ul style="list-style-type: none"> <li>• Give support to manage self-care activities unobtrusively, eg eating and drinking, and aimed at building independence.</li> </ul>	
<ul style="list-style-type: none"> <li>• Remove clutter and obstacles in the learning environment.</li> </ul>	
<b>Accessing learning</b>	
<ul style="list-style-type: none"> <li>• Give the young person extra time when needed eg to speak, to complete activities.</li> </ul>	
<ul style="list-style-type: none"> <li>• Reduce quantity or reframe tasks to allow for slower processing and recording.</li> </ul>	
<ul style="list-style-type: none"> <li>• Give support to establish a hand preference, in conjunction with specialist staff.</li> </ul>	
<ul style="list-style-type: none"> <li>• Seat the young person where they are stable and body symmetrical, and can see and hear the adult without unnecessary discomfort.</li> </ul>	
<ul style="list-style-type: none"> <li>• Use visual prompts to support memory and independence: visual timetables, labels on storage.</li> </ul>	
<ul style="list-style-type: none"> <li>• Use buddies and work partners for co-production of written language activities.</li> </ul>	
<ul style="list-style-type: none"> <li>• Provide suitable ICT equipment, eg a personal laptop and timetable a daily keyboard skills session to develop the quickest typing speed in a way that is appropriate to the individual young person (unlikely to be touch typing). Consider 2 type or Tux type or similar programmes.</li> </ul>	
<ul style="list-style-type: none"> <li>• Make homework demands physically manageable; reduce quantity, provide a structured task.</li> </ul>	
<b>Beyond the classroom</b>	
<ul style="list-style-type: none"> <li>• All staff should be aware of the implications of the young person's physical needs and how to respond appropriately.</li> </ul>	
<ul style="list-style-type: none"> <li>• Arrange for the young person to have additional time for eating if needed, eg put at the head of the lunch queue, leave the classroom a few minutes early to get to the dining space.</li> </ul>	
<ul style="list-style-type: none"> <li>• Check what the young person is having for lunch and support high calorie easily eaten choices where chewing is a problem.</li> </ul>	
<ul style="list-style-type: none"> <li>• Support may be needed for the young person to access out of school activities including clubs, sports and trips, for example, they may need a wheelchair to travel distances. Information sharing, with consent of parents where appropriate, can help the young person to participate successfully.</li> </ul>	
<ul style="list-style-type: none"> <li>• Advice, support and information for parents and carers are available from a range services and organisations. See Oxfordshire's Local Offer website (<a href="https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer">https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer</a>).</li> </ul>	
<ul style="list-style-type: none"> <li>• SENDIASS Oxfordshire offers advice and support to parents, and can help</li> </ul>	



parents, carers and professionals to work together to support the inclusion and achievement of children and young people with SEN.	
<ul style="list-style-type: none"> <li>Information about out of school activities including short breaks is also available from the Family Information Service Directory (FISD) via the <a href="#">Oxfordshire County Council Local Offer website</a>.</li> </ul>	
<ul style="list-style-type: none"> <li>Early Intervention Hubs offer early intervention and specialist services to vulnerable young people and families. Each hub operates a consultation/advice line for professionals to seek advice and support.</li> </ul>	
<ul style="list-style-type: none"> <li>Early Support information resources, available from the NCB website, provide useful and detailed information for professionals and parents.</li> </ul>	

## **I1: Appendix 1**

### **Holding a review meeting**

Schools and settings are required to meet with parents at least three times a year when their child is receiving SEN support and are responsible for setting up these meetings. This section gives guidance to help make this a satisfactory process for all of those involved. It is based on feedback from parents and professionals, and the requirements of the SEND Code of Practice 2015.

#### **Set it up well**

- Choose a time and venue that works for everyone so that attendees are able to focus wholly on the meeting. Aim for a month's notice.
- Conducting these meetings effectively involves a considerable amount of skill. As with the other aspects of good provision for learners with SEN, schools and settings should ensure that staff are supported to manage these conversations as part of professional development.
- Allow sufficient time to meet so the views of parents and children can be explored. This is likely to be at least 20 minutes. It is important not to try and squeeze meetings into the normal parents' evening schedule.
- Choose a setting that is private enough for confidential conversations and where you will be undisturbed.
- Choose a setting where people have space to sit and write comfortably and can sort their documents, and can see and hear each other.
- Agree who will attend, in consultation with parent/carers and the child/young person, at least two weeks before the meeting. Make parents/carers aware that they may bring a supporter if they wish. Parents may find it hard to express their views and wishes; it can be helpful for them to write down the things they want to say in advance of the meeting.
- Include the views of the child/young person by including them in as much of the meeting as is appropriate or by gathering their views beforehand. Ask them how they would like to contribute.
- Send out an agenda and relevant paperwork in sufficient time before the meeting. A week in advance is a good balance between ensuring that information is up to date and giving participants enough time to read and think.
- Ensure that there is a gap between any prior meetings and the review meeting so that all attendees arrive together and feel equally included.

#### **At the meeting**

- The meeting should be led by someone who knows the child well; in a school this would usually be the class teacher or form tutor, supported by the SENCo.
- Welcome all attendees and give everyone an opportunity to introduce themselves, and explain their roles to parents. Check parents understand who everyone is.
- Be clear about the purpose of the meeting. Usually this will be to review progress, set goals, agree the activities and support that will help to achieve outcomes, and the responsibilities of the school, the child/young person and the parent in this. Use the

checklists in this document to help. Don't forget to highlight the things that are going well.

- Make sure that everyone has the opportunity to contribute, and keep discussion focused. Asking people to contribute in turn can help.
- Summarise agreements, aspirations and recommendations during and at the end of the meeting and record them accurately.
- Agree a review date.
- Check back on whether the meeting arrangements worked for everyone and thank everyone for attending.

### **Follow up well**

- Follow up actions promptly and within agreed timescales.
- All appropriate school or setting staff need to know the outcomes of the meeting.
- Update paperwork and ensure that copies are distributed to agreed timescales, eg notes from the meeting, a copy of the relevant section of a provision map.

## I2: Appendix 2

### Glossary

The Local Offer has contact details for many of the services and organisations mentioned in this document and in the glossary below. Access at:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>

Acronym, word or phrase	Definition or information
ADD and ADHD	Attention Deficit (Hyperactivity) Disorder A diagnosis based upon difficulties with attention and impulsiveness.
ASD or ASC	Autistic Spectrum Disorder or Condition Learners with ASD find it difficult to: <ul style="list-style-type: none"> <li>• understand and use non-verbal and verbal communication</li> <li>• understand social behaviour, which affects their ability to interact with children and adults</li> <li>• think and behave flexibly, which may be shown in restricted, obsessional or repetitive activities</li> <li>• moderate their responses to sensory inputs such as noise, visual distractions or tactile experiences.</li> </ul>
Assessment	An ongoing process of finding out a learner's progress, achievements, strengths and needs.
APD	Auditory Processing Disorder A difficulty in the processing of auditory information that may be associated with difficulties in listening, speech understanding, language development and learning.
CAF	Common Assessment Framework The CAF is a standardised framework for conducting an assessment of a child or family's additional needs across a range of areas and deciding how those needs should be met. It aims to help the early identification of additional needs and promote co-ordinated service provision to meet them.
(P) CAMHS	(Primary) Child and Adolescent Mental Health Service.
CoP or SENDCoP	Code of Practice for SEN and disability.
C&I	Communication and Interaction This includes speech language and communication difficulties and Autism Spectrum Conditions.
C&L	Cognition and Learning This describes a wide range of difficulties with thinking and learning. It includes moderate, severe, and profound and multiple difficulties as well as specific difficulties with one of more particular aspects of learning (SpLD).
Differentiation	The way in which teaching and learning opportunities are adapted to meet a range of needs.
Dyscalculia	Learners with dyscalculia have difficulty in acquiring mathematical skills. Learners may have difficulty understanding simple number concepts, lack an intuitive

	grasp of numbers and have problems learning number facts and procedures.
Dyslexia	Learners with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas. Learners may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation, and in remembering sequences of words. They may mis-pronounce common words or reverse letters and sounds in words.
Dyspraxia	Pupils with dyspraxia are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Pupils may have poor balance and coordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc). Their articulation may also be immature and their language late to develop. They may lack awareness of body position and have poor social skills.
EAL	English as an Additional Language.
EHCP	Education Health and Care Plan.
EP(S)	Educational Psychologist/y (Service) Educational Psychologists are trained in psychology, learning and child development. They give specialist support and advice to settings, schools, parents and learners.
Exam concessions	Details of where to get information about exam concessions can be found on the Local Offer website.
EYFS	Early Years Foundation Stage The EYFS provides the statutory framework for learning in the foundation years.
EYSEN team	Early Years Special Educational Needs team includes Early Years SEN Inclusion Teachers (EYSENIT) who work with individual children and their families and support inclusive practice in foundation years settings, and Early Support Assistants who work with young children with SEN and their families.
HI	Hearing Impairment Learners with HI range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range.
GRT	Gypsy Roma Traveller
IPS	Independent Parental Supporter IPS are trained volunteers who give practical support to parents of children with special educational needs.
Key working	A key worker acts as the main link person for a child or young person.
LAC	Looked After Child
Local Offer	The Local Offer brings together in one place information advice and support for parents and young people about SEN and disability. It is also useful for professionals.

	Oxfordshire's Local Offer can be accessed at: <a href="https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer">https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer</a>
Modification	This refers to the amendment or alteration of any part of the National Curriculum in order to give the child access to that area of the curriculum.
MSI	Multi-Sensory Impairment Learners with MSI have a combination of visual and hearing difficulties. They are sometimes referred to as deafblind but may have some residual sight and/or hearing. Many also have additional disabilities but their complex needs mean it may be difficult to ascertain their intellectual abilities. Learners with MSI have much greater difficulty accessing the curriculum and the environment than those with a single sensory impairment. They have difficulties in perception, communication and in the acquisition of information. Incidental learning is limited. The combination can result in high anxiety and multi-sensory deprivation.
National Curriculum	The National Curriculum sets out the statutory entitlement to learning for all children of school age.
Occupational Therapist (OT)	Occupational Therapists are trained to advise on aids and adaptations that will help with daily living and curriculum access.
OXSIT	Oxfordshire School Inclusion Team.
Paediatrician	A doctor with specialist expertise in babies and children. Community paediatricians are often involved with the early identification of additional needs.
Paediatric Audiology	The health team that assess children's hearing.
Parent	A parent is any person with parental responsibility for a child or who cares for him/her as set out in Section 576 of the Education Act 1996.
PD	Physical Difficulties There is a wide range of physical disabilities and learners cover the whole ability range. Some learners are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have an SEN. For others, the impact on their education may be severe. In the same way, a medical diagnosis does not necessarily mean a pupil has an SEN. It depends on the impact the condition has on their educational needs. There are a number of medical conditions associated with physical disability that can impact mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, and muscular dystrophy. Learners with physical disabilities may also have sensory impairments, neurological problems or learning difficulties. Some learners are mobile but have significant fine motor difficulties that require support. Others may need

	augmentative or alternative communication aids.
Phonics Screening Test	An assessment of phonic knowledge, completed by children in Year 1.
Physiotherapist (PT)	Physiotherapists are trained to help with physical disabilities. They advise on and support special exercise programmes and provide specialist equipment.
Provision map	A provision map is a way of showing the range of support available to pupils with SEN within a school. It may be organised by age group or key stage and/or by area of need.
SDQ	Strengths and Difficulties Questionnaire is an evidence based tool to help schools to judge whether a child has a mental health need. It is available free of charge from <a href="http://www.sdqinfo.com/">http://www.sdqinfo.com/</a> .
SEND	Special Educational Need(s) and Disability
SENCo	Special Educational Needs Co-ordinator The member of staff of a setting or school who has responsibility for coordinating SEN provision within that setting school. In a small school the headteacher or deputy may take on this role. In larger schools there may be an SEN coordinating team.
SENDIASS	Special Educational Needs and Disability Information Advice and Support Service (formerly Parent Partnership) SENDIASS provides impartial advice and information to parents whose children have special educational needs. They offer support on all aspects of SEN to help parents play an informed and active role in their child's learning.
SENSS	Special Educational Needs Support Services SENSS includes specialist teams for C&I, HI, VI, PD, MSI, and Down's Syndrome and Complex Needs, and SENICTAAC (Special Educational Needs Information Communication Technology and Augmentative and Alternative Communication)
SLT	Speech and Language Therapist A SLT is trained to assess and treat speech, language, voice and fluency difficulties and disorders. SLTs give advice to settings and schools and work with children and parents.
SEMH	Social Emotional and Mental Health
SNAST	Special Needs Advisory Support Teacher
SpLD	Specific Learning Difficulty Dyscalculia, Dyslexia and Dyspraxia are all Specific Learning Difficulties
Specialist or Advisory Teacher	A teacher with specialist expertise who works across the county giving support and advice to settings and schools.
TA	Teaching Assistant
VI	Visual Impairment Learners have a visual impairment if their sight is not correctable by wearing glasses or contact lenses.