



ASPIRE • SUCCEED • LEAD

**BRADFORD GIRLS'
GRAMMAR SCHOOL**

Co-educational up to 11, Girls only 11-18



City of
BRADFORD
METROPOLITAN DISTRICT COUNCIL

The Local Offer or Summary of Provision for children and young people with special educational needs or disabilities (SEND)

Bradford Girls' Grammar School is fully inclusive. The school aims to ensure all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum, (Regardless of gender, ethnicity, religion, sexual identity, physical ability or educational needs).

Children may have special educational needs that require additional support when progress has slowed or stopped. We implement a graduated approach based on the guidance from Bradford Metropolitan District Council's Children's Services for SEND. This is based on an Assess-Plan-Do-Review 4 step structure. When assessing the full range of SEND is considered in order to identify the most appropriate methods of supporting the child (see Matrix of Need below). It may not list every skill, resource and technique we employ in order to achieve this as these are continuously developed and used to modify our provision to meet the changing requirements for the individual pupils.

If a child has an Education, Health and Care Plan, then we provide the support which is outlined in the plan. During the whole process we will keep you informed and share and explain the next steps, including how you can support your child.

The graduated approach at Bradford Girls Grammar School runs alongside the Bradford Matrix of Need 2019, please see below for further information.

1. Cognition and Learning

A: Learning

CoP Stage	Identification and Assessment	Curriculum Access, Teaching and Learning Strategies	Funding, Placement and Suggested Support Levels
Quality First Teaching	<p>Functioning/Attainment:</p> <p>Bradford EY School Age or Post 16 progress grid indicates CYP is just below Age Related Expectations</p>	<p>Differentiation needed in some subject areas.</p> <p>The class/subject teacher is accountable for the progress of the CYP within the mainstream class, predominantly working on modified curriculum tasks. Within private, voluntary, independent and child-minder settings (PVICs), the manager is accountable for the progress of the child within the setting, predominantly working on differentiated activities</p> <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress.</p> <p>Quality First Teaching with a specific consideration for children with learning needs:</p> <ul style="list-style-type: none"> • Increased differentiation of activities and materials by presentation, outcome, timing, scaffolding and additional resources • Differentiated questioning and targeted simplified level/pace/amount of teacher talk • Alternative forms of recording routinely used • Use of visual, auditory and kinaesthetic approaches. • Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently. • Small steps approaches • Resources and displays that support independence. • Routine feedback to pupils • Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage 	<p>Setting:</p> <ul style="list-style-type: none"> • Mainstream placement • Universal Offer • Occasional additional individual or small group support (1:6) for specific identified parts of curriculum <p>LA:</p> <ul style="list-style-type: none"> • Hub support from Teaching Support Teams and/or EPS, • BMDC central training and support offer • Traded service from EPT
SEND Support	<p>Mild difficulties with learning as identified on Bradford SEN Progress Grid.</p>	<p>Considerable differentiation and / or modification needed in most subject areas</p> <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile</p> <p>As above plus Wave 2 Need Specific Interventions:</p> <ul style="list-style-type: none"> • On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills • Flexibility of groupings allows for buddy support / good role models / focused teaching. • Further modification of level, pace, amount of teacher talk to address pupils' identified need. • Advice from external agencies is implemented in the classroom • There may be need for very structured and multi-sensory approaches to learning. • Pre and post tutoring/teaching is used to enable the pupil to engage with learning in the classroom. 	<p>Setting:</p> <ul style="list-style-type: none"> • Mainstream placement • Universal Offer • Notional SEN funding / Early Years Inclusion Funding (EYIF) to deliver specified provision • Regular targeted small group support (1:6) for specific identified parts of curriculum <p>LA:</p> <ul style="list-style-type: none"> • Hub support from Teaching Support Teams and/or EPS

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

		<ul style="list-style-type: none"> • create opportunities for peer to peer interaction • monitor the progress of the CYP using highly structured methods • Provide opportunities for YP to develop independent living skills through access to targeted interventions • To provide opportunities for the YP to engage in community activity <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p> <p>Planned reviews including the parent and CYP should take place</p>	<ul style="list-style-type: none"> ○ Regular small group / 1:1 interventions linked to targets in EHCP / MSP • Access to appropriate resources; • Appropriate staff training <p>LA:</p> <ul style="list-style-type: none"> • EP monitoring support at the end of Key Stage; • Teaching Support Team statutory offer; • BMDC central training and support offer • Traded service from EPT
<p>EHCP +</p>	<p>Functioning/Attainment:</p> <p>Profound and multiple learning difficulties as identified on Bradford SEN Progress Grid</p> <p>In the early years, children are likely to make extremely limited progress in early years tracking tools</p> <p>Post 16 Students are likely to be working at Pre-Entry level functional Skills and have profound difficulties with adaptive behaviour and social skills</p>	<p>Developmental curriculum. At secondary level access to a curriculum for life skills.</p> <p>As above through a highly individualised curriculum approach and planned opportunities to access specific individual programmes of support.</p>	<p>Setting:</p> <ul style="list-style-type: none"> • Likely SLD/PMLD / Specialist Placement • Universal Offer • Notional SEN funding to deliver specified provision • Top Up funding from High Needs block to provide • Regular targeted small group support (1:2) for large parts of curriculum • Regular small group / 1:1 interventions linked to targets in EHCP / MSP • Staff training and resources <p>LA:</p> <ul style="list-style-type: none"> • EP monitoring support at the end of Key Stage; • Teaching Support Team statutory offer; • BMDC central training and support offer • Traded service from EPT

1. Cognition and Learning
B: Specific Learning Difficulties

CoP Stage	Identification and Assessment	Curriculum Access, Teaching and Learning Strategies	Funding, Placement and Suggested Support Levels
Quality First Teaching	<p>Functioning/Attainment:</p> <p>School age children are likely to be working just below Ager Related Expectations / working towards low GCSE grades despite access to appropriate educational opportunities.</p> <p>Post 16 students will have attained low GCSE grades and/or Functional skills level 1 despite access appropriate educational opportunities.</p>	<p>The class/subject teacher is accountable for the progress of the CYP within the mainstream class, predominantly working on modified curriculum tasks.</p> <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress</p> <p>Quality First Teaching with a specific consideration for children with learning needs:</p> <ul style="list-style-type: none"> • Increased differentiation of activities and materials by presentation, outcome, timing, scaffolding and additional resources • Differentiated questioning and targeted simplified level/pace/amount of teacher talk • Alternative forms of recording routinely used • Use of visual, auditory and kinaesthetic approaches. • Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently. • Small steps approaches • Resources and displays that support independence. • Routine feedback to pupils • Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage 	<ul style="list-style-type: none"> • Mainstream placement • Universal Offer • Occasional additional individual or small group support (1:6) for specific identified parts of curriculum <p>LA:</p> <ul style="list-style-type: none"> • Hub support from Teaching Support Teams and/or EPS • BMDC central training and support offer • Traded service from EPT
SEND Support	<p>Functioning/Attainment:</p> <p>School age children are likely to be working persistently within Pre Key stage levels for literacy and/or numeracy despite access to appropriate educational opportunities</p> <p>Post-16 students are likely to be working persistently within Entry level/ Level 1 functional skills despite appropriate educational opportunities</p>	<p>Curriculum differentiation and / or modification needed.</p> <p>Targeted evidence based interventions to support the development of literacy and/or numeracy skills. May have special exam arrangements</p> <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p> <p>As above plus Wave 2 Need Specific Interventions:</p> <ul style="list-style-type: none"> • Mainstream class with regular targeted small group support • On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills • Flexibility of groupings allows for focused teaching. • Advice from external agencies is implemented in the classroom • There may be need for very structured and multi-sensory approaches to learning. • Pre and post tutoring is used to enable the pupil to engage with learning in the classroom. • Enhanced opportunities to use technological aids • and rewards to develop independence 	<p>Setting:</p> <ul style="list-style-type: none"> • Mainstream placement • Universal Offer • Notional SEN funding / Early Years Inclusion Funding (EYIF) to deliver specified provision • Regular targeted small group support (1:6) for specific identified parts of curriculum <p>LA:</p> <ul style="list-style-type: none"> • Hub support from Teaching Support Teams and/or EPS • BMDC central training and support offer • Traded service from EPT

		<ul style="list-style-type: none"> • The teacher takes take responsibility for supporting others to devise, deliver and evaluate a personalised programme that targets the development of literacy and/or numeracy. • Multisensory approaches are used, where appropriate • Pupils are taught strategies and provided with resources to assist with the development of independent learning. • Alternative ways of recording include electronic devices • Consideration is given to individualised and differentiated homework tasks • Staff working with the CYP (support assistant and teaching staff) will require training to support their understanding of the child's needs and the planning of individualised programmes of support 	
<p style="text-align: center;">SEND Support +</p>	<p>Functioning/Attainment: School age children are likely to be working persistently within Pre Key stage levels for literacy and/or numeracy despite access to appropriate interventions</p> <p>Post-16 students are likely to be, working persistently towards the higher end of Entry Level Functional skills/ equivalent despite access to appropriate interventions</p>	<p>My Support Plan (or equivalent) in place to demonstrate best endeavours to meet SEND</p> <p>Curriculum differentiation and / or modification needed. Adult support and subject withdrawal for daily targeted interventions to support the development of literacy and or numeracy. May require special exam arrangements</p> <p>Access to appropriate resources and specific interventions. Planned time for small group and individual working with adult support. Staff training will be necessary</p> <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile. Planned reviews including the parent and CYP should take place</p> <p>As above plus Wave 3 (individualised, need specific) interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • work on modified curriculum tasks; • access regular individual support to access targeted and specific programmes of intervention, including multi-sensory approaches • encourage independence • Consideration is given to individualised and differentiated homework tasks • The CYP is supported in some lessons by an amanuensis • Staff working with the CYP (support assistant and teaching staff) will require training to support their understanding of the CYP's needs and the planning of individualised programmes of support • monitor the progress of the CYP using structured methods 	<p>Setting:</p> <ul style="list-style-type: none"> • Mainstream placement • Universal Offer • Notional SEN funding / Early Years Inclusion Funding (EYIF) to deliver specified provision • Regular targeted small group support (1:4) for large parts of curriculum • Regular small group / 1:1 interventions linked to identified targets <p>LA:</p> <ul style="list-style-type: none"> • Hub support from Teaching Support Teams and/or EPS • BMDC central training and support offer • Traded service from EPT

EHCP	<p>Functioning/Attainment:</p> <p>School age children are likely to be working persistently within Pre Key stage levels for literacy and/or numeracy despite access to intensive, regular evidence based interventions</p> <p>Post-16 students are likely to be, working persistently towards the higher end of Entry Level Functional skills/ equivalent despite access to intensive, regular evidence based interventions</p>	<p>Curriculum differentiation and / or modification needed. Adult support and subject withdrawal for daily targeted interventions to support the development of literacy and or numeracy. Will have special exam arrangements</p> <p>Use of appropriate resources and access to specific interventions. Planned time for small group and individual working with adult support. Staff training will be necessary</p> <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile. Planned reviews including the parent and CYP should take place</p> <p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • work on significantly modified curriculum tasks; • access daily individual targeted and structured programmes to extend literacy and/or numeracy skills • encourage independence where possible in learning situations by encouraging the learner to use strategies to address areas of difficulty • monitor the progress of the CYP using highly structured methods • Consideration is given to individualised and differentiated homework tasks • The CYP is supported in most academic lessons by an amanuensis • Staff working with the CYP (support assistant and teaching staff) will require training to support their understanding of the CYP's needs and the planning of individualised programmes of support 	<p>Setting:</p> <ul style="list-style-type: none"> • Mainstream placement or possible Specialist Placement if in combination with additional needs • Universal Offer • Notional SEN funding to deliver specified provision • Top Up funding from High Needs block to provide: <ul style="list-style-type: none"> ○ Regular targeted small group support (1:3) for large parts of curriculum ○ Regular small group / 1:1 interventions linked to targets in EHCP / MSP • Access to appropriate resources; • Appropriate staff training <p>LA:</p> <ul style="list-style-type: none"> • EP monitoring support at the end of Key Stage; • Teaching Support Team statutory offer; • BMDC central training and support offer • Traded service from EPT
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2. Communication and Interaction

A: Speech and Language

CoP Stage	Identification and Assessment	Curriculum Access, Teaching and Learning Strategies	Funding, Placement and Suggested Support Levels
Quality First Teaching	Bradford EY School Age or Post 16 progress grid indicates CYP is just below Age Related Expectations for language and communication	<p>Differentiation needed in some subject areas. Emphasis should be placed on developing social and communication skills.</p> <p>The class/subject teacher is accountable for the progress of the CYP within the mainstream class, predominantly working on modified curriculum tasks. Within private, voluntary, independent and child-minder settings (PVICs), the manager is accountable for the progress of the child within the setting, predominantly working on differentiated activities.</p> <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress.</p> <p>Quality First Teaching meets the needs of all pupils and includes:</p> <ul style="list-style-type: none"> • Flexible grouping arrangements. • Increased differentiation of activities and materials by presentation, outcome, timing, scaffolding and additional resources • Differentiated questioning and targeted simplified level/pace/amount of teacher talk • Alternative forms of recording routinely used • Use of visual, auditory and kinaesthetic approaches. • Small steps approaches • Resources and displays that support independence. • Routine feedback to pupil • Advice from Speech and Language Therapy is included in the planning • Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage. 	<ul style="list-style-type: none"> • Mainstream placement • Universal Offer • Occasional additional individual or small group support (1:6) for specific identified parts of curriculum <p>LA:</p> <ul style="list-style-type: none"> • Hub support from Teaching Support Teams and/or EPS • BMDC central training and support offer • Traded service from EPT
SEND Support	<p>Functioning/Attainment:</p> <p>Bradford EY, School Age or Post 16 progress grid / other assessment indicates CYP has mild difficulty with receptive and/or expressive language.</p>	<p>The curriculum should be differentiated and place a high emphasis on speech and language development. The pupil may benefit from a predictable environment and routine within a highly structured curriculum. A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p> <p>As above plus Wave 2 Need Specific Interventions:</p> <ul style="list-style-type: none"> • On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills • Flexibility of groupings allows for buddy support / good role models / focused teaching. • Further modification of level, pace, amount of teacher talk to address pupils' identified need. • Advice from external agencies is implemented in the classroom • There may be need for very structured and multi-sensory approaches to learning. 	<p>Setting:</p> <ul style="list-style-type: none"> • Mainstream placement • Universal Offer • Notional SEN funding / Early Years Inclusion Funding (EYIF) to deliver specified provision • Regular targeted small group support (1:6) for specific identified parts of curriculum <p>LA:</p> <ul style="list-style-type: none"> • Hub support from Teaching Support Teams and/or EPS

		<ul style="list-style-type: none"> • Pre and post tutoring is used to enable the pupil to engage with learning in the classroom. • Enhanced opportunities to use technological aids • The teacher takes take responsibility for supporting others to devise, deliver and evaluate a personalised programme that accelerates learning. Pupils are taught strategies and provided with resources to assist with the development of independent learning. • Mainstream class but advice from the Speech and Language Therapy Service is included in the planning and support is delivered through access to small group support on a regular basis 	<ul style="list-style-type: none"> • BMDC central training and support offer • Traded service from EPT
<p style="text-align: center;">SEND Support +</p>	<p>Functioning/Attainment:</p> <p>Bradford EY, School Age or Post 16 progress grid / other assessment indicates CYP has moderate difficulty with receptive and/or expressive language.</p>	<p>My Support Plan (or equivalent) in place to demonstrate best endeavours to meet SEND</p> <p>The curriculum should be significantly modified and place high emphasis on speech and language with specialist advice. Access to appropriate resources and guidance and support to develop specific interventions.</p> <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile. Planned reviews including the parent and CYP should take place</p> <p>As above plus Wave 3 (individualised, need specific) interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • work on modified curriculum tasks; • access regular individual support • encourage independence • create frequent opportunities for peer to peer interaction • monitor the progress of the CYP using structured methods • the pupil access small group support, as advised, to work on targets as advised by Speech and Language Therapy 	<p>Setting:</p> <ul style="list-style-type: none"> • Mainstream placement • Universal Offer • Notional SEN funding / Early Years Inclusion Funding (EYIF) to deliver specified provision • Regular targeted small group support (1:4) for large parts of curriculum • Regular small group / 1:1 interventions linked to identified targets <p>LA:</p> <ul style="list-style-type: none"> • Hub support from Teaching Support Teams and/or EPS • Involvement from an Access and Inclusion Officer via an EA1 (PVI settings only) • BMDC central training and support offer • Traded service from EPT
<p style="text-align: center;">EHCP</p>	<p>Functioning/Attainment:</p> <p>Bradford EY, School Age or Post 16 progress grid / other assessment indicates CYP has severe difficulty with receptive and/or expressive language.</p>	<p>The curriculum should be significantly modified to provide a specialist curriculum which places high emphasis on speech and language development in adapted or specialist teaching settings with access to speech and language therapy.</p> <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile. Planned reviews including the parent and CYP should take place</p> <p>Access to appropriate resources and specific interventions. Alternative Communication systems may be considered.</p>	<p>Setting:</p> <ul style="list-style-type: none"> • Mainstream placement or possible Specialist Placement if in combination with additional needs • Universal Offer • Notional SEN funding to deliver specified provision Top Up funding from High Needs block to provide:

		<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • work on significantly modified curriculum tasks; • access daily individual support • encourage independence • create opportunities for peer to peer interaction • monitor the progress of the CYP using highly structured methods • The pupils access daily small group and individual interventions to work on programmes as advised by the Speech and Language Therapy Service • To provide opportunities for the YP to engage in community activity 	<ul style="list-style-type: none"> ○ Regular targeted small group support (1:3) for large parts of curriculum ○ Regular small group / 1:1 interventions linked to targets in EHCP / MSP <ul style="list-style-type: none"> • Access to appropriate resources; • Appropriate staff training <p>LA:</p> <ul style="list-style-type: none"> • EP monitoring support at the end of Key Stage; • Teaching Support Team statutory offer; • BMDC central training and support offer • Traded service from EPT
<p>EHCP +</p>	<p>Functioning/Attainment:</p> <p>Bradford EY, School Age or Post 16 progress grid / other assessment indicates CYP has severe and complex difficulty with receptive and/or expressive language.</p>	<p>An alternative specialist speech and language curriculum should be provided in a specialist teaching setting with access to speech and language therapy.</p> <p>Use of appropriate resources and access to specific interventions from specialist staff. Planned time for small group and individual working with adult support. Staff training</p> <p>High level of adult support for learning.</p> <p>Alternative Communication systems will be considered.</p>	<ul style="list-style-type: none"> • Likely specialist placement • Universal Offer • Notional SEN funding to deliver specified provision • Top Up funding from High Needs block to provide • Regular targeted small group support (1:2) for large parts of curriculum • Regular small group / 1:1 interventions linked to targets in EHCP / MSP • Staff training and resources <p>LA:</p> <ul style="list-style-type: none"> • EP monitoring support at the end of Key Stage; • Teaching Support Team statutory offer; • BMDC central training and support offer • Traded service from EPT

2. Communication and Interaction

B: Social Communication including those with a diagnosis of ASC

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

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

	<p>including the social emotional curriculum and all aspects of school life. This is especially true in new and unfamiliar contexts but will also affect access at times of high stress in some known and familiar contexts and with familiar support/people available.</p>	<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • work on significantly modified curriculum tasks; • access daily individual support • encourage independence • create opportunities for peer to peer interaction • monitor the progress of the CYP using highly structured methods • Provide opportunities for YP to develop independent living skills through access to targeted interventions • To provide opportunities for the YP to engage in community activity • The pupils access daily small group and individual interventions to work on programmes as advised by the Speech and Language Therapy Service • Access to daily group and individual support to extend social skills 	<ul style="list-style-type: none"> ○ Regular targeted small group support (1:3) for large parts of curriculum ○ Regular small group / 1:1 interventions linked to targets in EHCP / MSP <ul style="list-style-type: none"> • Access to appropriate resources; • Appropriate staff training <p>LA:</p> <ul style="list-style-type: none"> • EP monitoring support at the end of Key Stage; • Teaching Support Team statutory offer; • BMDC central training and support offer • Traded service from EPT
<p>EHCP +</p>	<p>CYP will have social communication and interaction differences, plus difficulties in social imagination, inflexibility of thought and sensory differences that will profoundly affect their access to all aspects of school life, even in known and familiar contexts and with familiar support/people available.</p>	<p>CYP will need an environment where interpersonal challenges are minimised by the adult managed setting.</p> <p>An alternative specialist social communication, social skills and possible sensory needs curriculum should be provided in a specialist teaching setting.</p> <p>Use of appropriate resources and access to specific interventions from specialist staff.</p> <p>Planned time for small group and individual working with adult support. Staff training</p> <p>Access to speech and language therapy, as appropriate, and a high level of adult support for learning. Alternative Communication systems may be considered.</p> <p>As above through a mainstream highly individualised curriculum approach and planned opportunities to access specific individual programmes of support</p>	<p>Setting:</p> <ul style="list-style-type: none"> • Specialist AS Provision • Universal Offer • Notional SEN funding to deliver specified provision • Top Up funding from High Needs block to provide • Regular targeted small group support (1:2) for large parts of curriculum • Regular small group / 1:1 interventions linked to targets in EHCP / MSP • Staff training and resources <p>LA:</p> <ul style="list-style-type: none"> • EP monitoring support at the end of Key Stage; • Teaching Support Team statutory offer; • BMDC central training and support offer • Traded service from EPT

3: Social, Emotional and Mental Health Needs

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

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

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

			<ul style="list-style-type: none">• Teaching Support Team statutory offer;• BMDC central training and support offer• Traded service from EPT / High Incidence SEMH Teaching team
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4 Sensory and/or Physical Needs

A: Visual Impairment

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

The identification and assessment of visual loss is closely aligned to the NatSIP Eligibility Criteria, which will;

- Enable the Service to provide an equitable allocation of resources
- Provide a means of identifying the levels of support required
- Provide entry and exit criteria

CoP Stage	Identification and Assessment	Curriculum Access, Teaching and Learning Strategies	Funding, Placement and Support Levels
<p style="text-align: center;">Quality First Teaching</p>	<p>Visual loss is classified as mild with acuities better than 6/12 Snellen / Kay or LogMAR 0.3</p> <p>Access to standard print sizes, age appropriate</p>	<p>Attention will need to be paid to visually presented information, to glasses wear, seating position in classroom and clear presentation of visual learning materials. Attention may need to be given to learning environment and reasonable adjustments made.</p> <p>The school must ensure that all staff are aware that the pupil may be experiencing visually related learning difficulties, and provide support to enable teachers to plan appropriately</p> <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress.</p> <p>Full inclusion within the Mainstream class.</p> <p>Wave 1 (Quality First Teaching) with a specific consideration for children with visual impairment needs. The class/subject teacher is accountable for the progress of the CYP within the mainstream class. Within private, voluntary, independent and child-minder settings (PVICs), the manager is accountable for the progress of the child within the setting.</p> <p>Wave 1 (Quality First Teaching) meets the needs of all pupils and includes:</p> <ul style="list-style-type: none"> • Flexible grouping arrangements. • Guided reading and writing groups are led by the teacher • Some differentiation of activities and materials by presentation, outcome, timing, scaffolding and additional resources • Differentiated questioning and targeted simplified level/pace/amount of teacher talk • Use of visual, auditory and kinaesthetic approaches. • Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently. • Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage • Attention is paid to access arrangements for statutory tests, and exams, according to normal ways of working 	<ul style="list-style-type: none"> • Mainstream placement • Universal Offer • Occasional additional individual or small group support (1:6) for specific identified parts of curriculum <p>LA:</p> <ul style="list-style-type: none"> • Hub support from Teaching Support Teams and/or EPS • BMDC central training and support offer • Traded service from EPT

<p>SEND Support</p>	<p>Visual loss is classified as mild with acuities in the range 6/12 to 6/18 Snellen / Kay or LogMAR 0.3 – 0.48</p> <p>Access to standard print sizes, age appropriate; some children may require larger print for sustained periods of reading</p>	<p>As above, plus:</p> <p>Requires modification of everyday printed materials in order to access the curriculum with some reformatting and perhaps some enlarged materials Needs help in some aspects of mobility, orientation and independence skills. Staff in the school will need appropriate training</p> <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p> <p>Full inclusion within mainstream class. The class/subject teacher is accountable for the progress of the CYP within the mainstream class.</p> <p>Teaching methods which facilitate access to the curriculum, social / emotional development and class participation.</p> <p>Setting staff make basic adaptations to curriculum delivery and materials to facilitate access for a visually impaired pupil. eg.oral descriptions of visual materials.</p> <p>ICT is used to increase access to the curriculum, where appropriate</p> <p>As above plus Wave 2 (need specific) interventions: with a specific consideration for children with visual impairment needs.</p> <ul style="list-style-type: none"> • Mainstream class with regular targeted small group support • On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills • Flexibility of groupings allows for buddy support / good role models / focused teaching. • Further modification of level, pace, amount of teacher talk to address pupils' identified need. • Advice from external agencies is implemented in the classroom • There may be need for very structured and multi-sensory approaches to learning. • Pre and post teaching is used to enable the pupil to engage with learning in the classroom. • Enhanced opportunities to use technological aids • Use of visual reminders, timers, resources and rewards to develop independence • The teacher takes responsibility for supporting others to devise, deliver and evaluate a personalised programme that accelerates learning. • Multisensory approaches are used where appropriate • Pupils are taught strategies and provided with resources to assist with the development of independent learning. • Alternative ways of recording include electronic devices • Attention is paid to access arrangements for statutory tests, and exams, according to normal ways of working 	<p>Setting:</p> <ul style="list-style-type: none"> • Mainstream placement • Universal Offer • Notional SEN funding / Early Years Inclusion Funding (EYIF) to deliver specified provision • Regular targeted small group support (1:6) for specific identified parts of curriculum <p>LA:</p> <ul style="list-style-type: none"> • Hub support from Teaching Support Teams and/or EPS • BMDC central training and support offer • Traded service from EPT
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SEND Support +	<p>Vision loss is classified as moderate with acuities in the range 6/18 to 6/36 Snellen / Kay or LogMAR 0.5 – 0.78</p> <p>Near vision will typically be assessed to be N18 print size, or above</p>	<p>My Support Plan (or equivalent) in place to demonstrate best endeavours to meet SEND</p> <p>May need assistive technology to access everyday learning tasks and or large print learning resources to enable full access to curriculum.</p> <p>Differentiation may be necessary taking into account pace of learning and visual presentation of learning materials.</p> <p>Settings and student peers will need awareness raising training.</p> <p>Will require assessment and advice from Habilitation Specialist for mobility and orientation skills and independence training</p> <p>Environmental audit necessary to assess accessibility of school environment.</p> <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p> <p>Planned reviews including the parent and CYP, and VI Support Service should take place.</p> <p>Teaching methods facilitate access to the curriculum, social / emotional development and class participation.</p> <p>Setting staff make adaptations to curriculum delivery to facilitate access for a visually impaired pupil. eg.oral descriptions of visual materials.</p> <p>Setting staff provide some modification / differentiation of learning materials to facilitate access. eg. attention to speed of lesson delivery and speed of working of VI pupil.</p> <p>Wave 1 and 2 plus Wave 3 interventions, with a specific consideration for children with visual impairment needs. The class/subject teacher is accountable for the progress of the CYP within the mainstream class.</p> <p>Teaching approaches place emphasis on independent learning.</p> <ul style="list-style-type: none"> • Mainstream class with regular targeted small group support as appropriate • On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills • Flexibility of groupings allows for buddy support / good role models / focused teaching. • Further modification of level, pace, amount of teacher talk to address pupils' identified need. • Advice from external agencies is implemented in the classroom • Use of visual reminders, timers, resources and rewards to develop independence • Pupils are taught strategies and provided with resources to assist with the development of independent learning. • Alternative ways of recording include electronic devices and ICT is used to increase access to the curriculum, where appropriate • Attention is paid to access arrangements for statutory tests, and exams, according to normal ways of working 	<p>Setting:</p> <ul style="list-style-type: none"> • Mainstream placement • Universal Offer • Notional SEN funding / Early Years Inclusion Funding (EYIF) to deliver specified provision • Regular targeted small group support (1:4) for large parts of curriculum • Regular small group / 1:1 interventions linked to identified targets • High level of adult support for learning, health and safety and risk management • Regular targeted small group support (1:4) for large parts of curriculum • Appropriate staff training <p>LA:</p> <ul style="list-style-type: none"> • Hub support from Teaching Support Teams and/or EPS, including the Pre-5 Service • BMDC central training and support offer • Low Incidence Team Offer • Traded service from EPT
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		<p>The teacher takes responsibility for additional adults to devise, deliver and evaluate personalised programmes to</p> <ul style="list-style-type: none"> • Accelerate learning • work on modified curriculum tasks; • access regular individual support • encourage independence • create frequent opportunities for peer to peer interaction • monitor the progress of the CYP using structured methods <p>(Within PVICs the SENco advises and supports practitioners to devise, deliver and evaluate a personalised programme that accelerates learning)</p>	
<p style="text-align: center;">EHCP</p>	<p>Vision loss is classified as severe with acuities with the range 6/36 Snellen/Kay or LogMAR 0.8, or greater</p> <p>Near vision: likely to have difficulty with any print smaller than 24 point. Print sizes may be a in a range from 24 – 36, and will require significant differentiation and modification.</p>	<ul style="list-style-type: none"> • Pupils likely to be registered partially sighted or blind but still learning by sighted means ? • This pupil would be unable to work from a white board in the classroom without human/technical support. • Requires differentiation and modification to everyday printed materials in order to access the curriculum • Requires formal instruction in the development of mobility and orientation skills and independence training. Teaching of long cane skills may be required. • Staff in the school will need appropriate training. <p>Planned reviews including the parent and CYP, and VI Support team should take place</p> <p>Working in a mainstream class, with individual and group work, as appropriate, to meet curriculum access and safety needs, for individual skills teaching, and to facilitate inclusion and access.</p> <p>Teaching approaches consider student needs on an individualised basis in planning and delivery of curriculum. Regular consultation with Vision Support Teacher about delivery of curriculum to ensure student can fully access all curriculum areas.</p> <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, in consultation with Vision Support Service.</p> <p>Teaching methods facilitate access to the curriculum, social / emotional development and class participation.</p> <p>Setting staff make substantial adaptations to curriculum delivery and materials to facilitate access for a severely visually impaired pupil.</p> <p>ICT is used to increase access to the curriculum, where appropriate.</p>	<p>Setting:</p> <ul style="list-style-type: none"> • Mainstream placement or possible Specialist Placement if in combination with additional needs • Universal Offer • Notional SEN funding to deliver specified provision • Top Up funding from High Needs block to provide: <ul style="list-style-type: none"> ○ Regular targeted small group support (1:3) for large parts of curriculum ○ Regular small group / 1:1 interventions linked to targets in EHCP / MSP • Access to appropriate resources; • Appropriate staff training • May need constant level of adult specialist support for learning, health and safety and risk management. <p>LA:</p> <ul style="list-style-type: none"> • EP monitoring support at the end of Key Stage; • Teaching Support Team Statutory offer; • BMDC central training and support offer • Low Incidence Team Offer

		<p>Attention is paid to access arrangements for statutory tests, and exams, according to normal ways of working</p> <p>Additional adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • work on significantly modified / differentiated curriculum and learning tasks, including the speed of lesson delivery and speed of working • access daily individual support • encourage independence • create opportunities for peer to peer interaction • monitor the progress of the CYP using highly structured methods • provide opportunities for YP to develop independent living skills through access to targeted interventions • provide opportunities for the YP to engage in community activity • provide access to specialist delivery of the 'Additional Curriculum' 	<ul style="list-style-type: none"> • Traded service from EPT
<p>EHCP (CVI)</p>	<p>Pupils in mainstream with CVI who are experiencing mild, moderate or severe difficulties.</p>	<p>Pupils with Cerebral Visual Impairment (CVI)</p> <p>CVI must be diagnosed by an Ophthalmologist. The pupil will typically have good acuities when tested in familiar situations but this will vary throughout the day. A key feature of CVI is that vision varies from hour to hour with the pupil's well-being.</p> <p>All pupils with CVI will have a different set of difficulties which means thorough assessment is a key aspect. The pupil may have difficulties associated with Dorsal processing stream, Ventral processing stream or a combination of both.</p> <p>Dorsal stream difficulties include:</p> <ul style="list-style-type: none"> • Difficulties seeing moving objects • Difficulties reading • Difficulties doing more than one thing at a time (eg looking and listening) <p>Ventral Stream Difficulties include:</p> <ul style="list-style-type: none"> • Inability to recognise familiar faces • Difficulties route finding • Difficulties with visual clutter • Lower visual field loss <p>Initial visual assessment from VI Support team, including</p> <ul style="list-style-type: none"> • observations, discussions with parents and teachers and the pupil. • Asking parents and pupil to complete the CVI Inventory • Analysis of the inventory after completion <p>This assessment can take a considerable amount of time as observations need to be made in a number of situations at different times of the day due to variability and inconsistency of vision.</p> <p>Any combination of difficulties will have a major impact on the pupil's ability to access the curriculum. Without input from a QTVI they will be unable to reach their full potential and will need some level of support from the VI Team;</p>	<ul style="list-style-type: none"> ○ MSP • Access to appropriate resources; • Appropriate staff training • May need constant level of adult specialist support for learning, health and safety and risk management. <p>LA:</p> <ul style="list-style-type: none"> • EP monitoring support at the end of Key Stage; • Teaching Support Team statutory offer; • BMDC central training and support offer • Low Incidence Team Offer <p>Traded service from EPT</p>

		<ul style="list-style-type: none"> • On-going assessment, teaching, advice, support and monitoring from a QTVI, to work with the pupil, their family and with school staff. • Individual 1-1 for habilitation and mobility teaching, as appropriate • Training and written advice for staff, including external assessment and exams. • Specific training on the nature of CVI and implications for learning • ICT and low vision aid skills training <p>The school must ensure that all staff are aware that the pupil will be experiencing visually related learning difficulties, and provide support to enable teachers to plan appropriately, based on previous visual performance and / or prognosis of possible changes.</p> <p>The school must monitor pupil progress in this respect.</p> <p>Teaching methods which facilitate access to the curriculum, social / emotional development and class participation.</p> <p>Setting staff make substantial adaptations to curriculum delivery and materials to facilitate access for a child with CVI</p> <p>Setting staff provide modification / differentiation of learning materials to facilitate access. eg. attention to speed of lesson delivery and speed of working of VI pupil.</p> <p>ICT is used to increase access to the curriculum, where appropriate</p> <p>Additional adult support in class, and around school, as indicated by assessment, to facilitate inclusive and independent learning, preparation of resources, and to ensure safety.</p> <ul style="list-style-type: none"> • Advice from Habilitation Officer regarding mobility • Suitable technology such as laptop, audio books, speech software • Advice for teachers regarding ways to include the pupil in mainstream lessons • Training for staff on CVI and implications for learning • Specific skill teaching eg touch typing, working with speech software, working with amanuensis 	
<p>EHCP +</p>	<p>Vision loss is classified as profound with acuities less than 6/60</p> <p>Educationally blind / braille user / can access small quantities of print larger than N36</p>	<p>Usually pupils who are born with severe visual impairment, who are identified early on as being tactile learners.</p> <p>Pupils who may be new to the country, with severe visual impairment.</p> <p>Pupils who may have suffered a late onset visual impairment, or where their vision has deteriorated rapidly.</p> <p>Some pupils may also be continuing to use print larger than N36, or will be making the transition from print to braille.</p> <p>These pupils will usually be registered blind and learning by tactile methods; they will have little or no useful vision, and very limited or no learning by sighted means.</p> <p>Require braille, tactile diagrams, 3D representations, concrete objects and experiences, and multi-sensory learning materials to access the curriculum.</p>	<p>Setting:</p> <ul style="list-style-type: none"> • Specialist VI Provision • Universal Offer • Notional SEN funding to deliver specified provision • Top Up funding from High Needs block to provide: • Regular targeted small group support (1:2) for large parts of curriculum

	<p>Full inclusion within the mainstream curriculum made accessible for an educationally blind pupil; presentation of learning materials in alternative formats, including Braille, tactile diagrams, audio/speech</p> <p>Teaching methods based on experiential and tactile learning with a strong verbal emphasis, and which facilitate access to the curriculum and class participation.</p> <p>Skills teaching as appropriate for an educationally blind child: cognitive, language, social/emotional, tactile, mobility, independence, careers.</p> <p>Setting to facilitate attendance and inclusion at VI curriculum, and sport and leisure activities</p> <p>Will need formal intensive instruction in the development of mobility and orientation skills and independence training. Teaching of long cane skills is essential. Staff in the school will need appropriate training</p> <p>Attention is paid to access arrangements for statutory tests, and exams, according to normal ways of working</p> <p>As above through a highly individualised curriculum approach and planned opportunities to access specific individual programmes of specialist support and teaching.</p> <p>Most pupils at this level will access ARC provision, at either primary or Secondary level;</p> <p>Individual or small group ARC lessons to deliver;</p> <ul style="list-style-type: none"> • the specific VI curriculum • interventions based around tactile literacy, numeracy, and ICT. <p>Daily skills teaching from a QTVI to include;</p> <ul style="list-style-type: none"> • up-date of braille skills, • specialist teaching including tactile skills, • specialist teaching approaches to individual subjects where required. <p>QTVI to have daily contact and liaison with mainstream staff</p> <p>Additional daily support from a team of specialist support assistants, trained to support a tactile curriculum and to facilitate inclusive and independent learning and to ensure safety.</p> <p>Daily access to a Technical Officer to produce resources, and provide training on ICT equipment.</p> <p>Programme of work from Habilitation officer; frequency based on assessed need, equivalent to weekly contact.</p> <p>ARC staff to provide regular whole school training opportunities for mainstream school staff</p> <p>ARC staff to provide additional support for parents, in partnership with school.</p>	<ul style="list-style-type: none"> • Regular small group / 1:1 interventions linked to targets in EHCP / MSP • Staff training and resources • Constant level of adult specialist support for access to the curriculum including health and safety and risk management <p>LA:</p> <ul style="list-style-type: none"> • EP monitoring support at the end of Key Stage; • Teaching Support Team statutory offer; • BMDC central training and support offer • Low Incidence Team Offer • Traded service from EPT
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4. Sensory and/or Physical B: Hearing Impairment

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

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

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

<p style="text-align: center;">EHCP</p>	<p>Hearing loss:</p> <p>Bilateral severe (unaided threshold 71-95 dBHL) or profound (>95dBHL)</p> <p>It is expected that a child with this level of hearing loss will score in the NatSIP Eligibility Criteria range of of 31-50</p>	<p>Hearing friendly strategies should be evident in the school. Accessibility planning should involve consideration of acoustic and sound properties in school.</p> <p>Some adult support for learning health and safety and risk management.</p> <p>Access to speech dependent on hearing aids or cochlear implant and radio aid in school. Highly likely to develop spoken language as preference and for curriculum delivery</p> <p>Considerable differentiation and / or modification needed in all subject areas.</p> <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p> <p>Planned reviews including the parent and CYP should take place</p> <p>Quality First Teaching strategies as above plus</p> <ul style="list-style-type: none"> • Ongoing opportunities for 1:1 support focused on specific IEP targets • Frequent opportunities for small group work based on identified need • Additional adults with appropriate training under the direction of the teacher and ToD to: <ul style="list-style-type: none"> ○ Pre-teach new language ○ explain, clarify and reinforce lesson content ○ deliver modified curriculum tasks ○ support language development ○ create opportunities for peer to peer interaction ○ encourage independence • Advice from the Low Incidence Team is implemented in the classroom 	<p>Setting:</p> <ul style="list-style-type: none"> • Mainstream placement or possible Specialist Placement if in combination with additional needs • Universal Offer • Notional SEN funding to deliver specified provision • Top Up funding from High Needs block to provide: <ul style="list-style-type: none"> ○ Regular targeted small group support (1:3) for large parts of curriculum ○ Regular small group / 1:1 interventions linked to targets in EHCP / MSP • Access to appropriate resources; • Appropriate staff training • Adults aware of implications of hearing loss for learning, health and safety and risk management. <p>LA:</p> <ul style="list-style-type: none"> • EP monitoring support at the end of Key Stage; • Teaching Support Team statutory offer; • BMDC central training and support offer • Low Incidence Team Offer • Traded service from EPT
<p style="text-align: center;">EHCP +</p>	<p>Hearing loss is classified as profound with unaided threshold in excess of 95 dBHL.</p> <ul style="list-style-type: none"> • Bilateral severe/profound permanent hearing loss or • Moderate hearing loss with additional complicating factor e.g. late diagnosis • Additional language/learning difficulties associated with hearing loss 	<p>Curriculum delivery in Additionally Resourced Centre (ARC) providing a mainstream highly individualised curriculum approach and planned opportunities to access specific individual programmes of specialist support and teaching.</p> <p>Hearing friendly strategies should be evident in the school. Accessibility planning should involve consideration of acoustic and sound properties in school.</p> <p>Adult support for learning health and safety and risk management.</p> <p>Considerable differentiation and / or modification needed in all subject areas.</p> <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p> <p>Planned reviews including the parent and CYP should take place</p> <p>Quality First Teaching strategies as in Range 1 above plus</p>	<p>Setting:</p> <ul style="list-style-type: none"> • Specialist HI ARC Provision • Universal Offer • Notional SEN funding to deliver specified provision • Top Up funding from High Needs block to provide: • Regular targeted small group support (1:2) for large parts of curriculum • Regular small group / 1:1 interventions linked to targets in EHCP / MSP • Staff training and resources • Constant level of adult specialist support for access to the

	<ul style="list-style-type: none"> BSL/SSE is highly likely to be needed for effective communication 	<ul style="list-style-type: none"> Assessment: <ul style="list-style-type: none"> part of school and class assessments must have modification to the presentation of assessments Planning: Curriculum plan must closely track levels of achievement and all IEP targets are individualised, short term and specific Mainstream class with flexible grouping arrangements Ongoing opportunities for 1:1 support focused on specific IEP targets Frequent opportunities for small group work based on identified need Particular attention to seating, lighting and acoustics Main provision by class/subject teacher with support from ToD Ongoing assessment of needs using specialist and NC guidance Opportunities for explanation, clarification and reinforcement of lesson content and language Differentiation by presentation and/or outcome personalised to pupils identified needs (school planning) Access to a quiet room for small group and 1:1 sessions Advice from non-educational professionals inc. SALT as appropriate – up to 1 hour per week Timetabled teaching support directly from a TOD On-going assessment from an educational audiologist – up to 12 hours per annum Additional adults with appropriate training under the direction of the teacher and ToD to: <ul style="list-style-type: none"> reinforce lesson content deliver modified curriculum tasks support language development Access to deaf adults and peers Specialist support staff with appropriate BSL/communication skills Speech audiometry and other specialist tools must be used to assess access to spoken language Systematic application of speech language and communication assessment tools for deaf children Assessment by education and non-education professionals as appropriate 	<p>curriculum including health and safety and risk management</p> <p>LA:</p> <ul style="list-style-type: none"> EP monitoring support at the end of Key Stage; Teaching and support from Additionally Resourced Centre staff BMDC central training and support offer Traded service from EPT
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4. Sensory and/or Physical
C: Physical

CoP Stage	Identification and Assessment	Curriculum Access, Teaching and Learning Strategies	Funding, Placement and Suggested Support Levels
Quality First Teaching	<p>Functioning/Attainment:</p> <p>Bradford EY ,School Age or Post 16 progress grid indicates CYP is just below Age Related Expectations for physical development, based on developmental levels</p>	<p>Settings to make 'reasonable adjustments' where necessary (Equality Act 2010). Occasional support may be needed for mobility, gross and/or fine motor difficulties and minor difficulties in spatial orientation self-care, continence, independence. Staff may require advice and training re appropriate equipment and/or specific programme of work.</p> <p>The class/subject teacher is accountable for the progress of the CYP within the mainstream class, predominantly working on modified curriculum tasks.</p> <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress</p> <p>Quality First Teaching meets the needs of all pupils and includes:</p> <ul style="list-style-type: none"> • Flexible grouping arrangements. • Increased differentiation of activities and materials by design (ie adapted pencils, scissors etc) • Alternative forms of recording routinely used • Use of visual, auditory and kinaesthetic approaches. • Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently. • Small steps approaches • Resources and displays that support independence. • Routine feedback • Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage 	<ul style="list-style-type: none"> • Mainstream placement • Universal Offer • Occasional additional individual or small group support (1:6) for specific identified parts of curriculum <p>LA:</p> <ul style="list-style-type: none"> • Hub support from Teaching Support Teams and/or EPS • BMDC central training and support offer • Traded service from EPT •
SEND Support	<p>Functioning/Attainment:</p> <p>Bradford EY , School Age or Post 16 progress grid indicates CYP has mild physical difficulties related to fine/gross motor, spatial awareness.</p>	<p>Some gross and/or fine motor difficulties with a need for remediation and dedicated adult support identified. Difficulties in spatial orientation requiring specific remedial programmes.</p> <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p> <p>Advice to address safety and access in PE, safety issues during free-flow indoor/outdoor periods and unstructured periods of the day e.g. breaks</p> <p>As above plus Wave 2 Need Specific Interventions:</p> <ul style="list-style-type: none"> • Mainstream class with regular targeted small group support • On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills • Flexibility of groupings allows for buddy support 	<p>Setting:</p> <ul style="list-style-type: none"> • Mainstream placement • Universal Offer • Notional SEN funding / Early Years Inclusion Funding (EYIF) to deliver specified provision • Regular targeted small group support (1:6) for specific identified parts of curriculum <p>LA:</p> <ul style="list-style-type: none"> • Hub support from Teaching Support Teams and/or EPS

		<ul style="list-style-type: none"> • Advice from external agencies is implemented in the classroom • There may be need for very structured and multi-sensory approaches to learning. • The teacher takes take responsibility for supporting others to devise, deliver and evaluate a personalised programme that accelerates learning. • Pupils are taught strategies and provided with resources to assist with the development of independent learning. • Alternative ways of recording include electronic devices e.g laptop, tablet 	<ul style="list-style-type: none"> • BMDC central training and support offer • Traded service from EPT
<p style="text-align: center;">SEND Support +</p>	<p>Functioning/Attainment:</p> <p>Bradford EY , School Age or Post 16 progress grid indicates CYP has moderate physical difficulties May have impaired mobility and/or communication</p>	<p>My Support Plan (or equivalent) in place to demonstrate best endeavours to meet SEND</p> <p>Significant modification / differentiation of some aspects of the curriculum Close supervision to address safety and access in PE may need alternative PE, safety issues during free-flow indoor/outdoor periods and unstructured periods of the day e.g. break times. Support to address self-care needs and use modified equipment. Appropriately trained support for moving and handling may be required. May require bespoke equipment- mobility and seating / accessible building, A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile. Planned reviews including the parent and CYP should take place</p> <p>As above plus Wave 3 (individualised) interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • work on modified curriculum tasks; • access regular individual support • encourage independence • create frequent opportunities for peer to peer interaction • monitor the progress of the CYP using structured methods • access programmes of support as advised by the paediatric therapy teams 	<p>Setting:</p> <ul style="list-style-type: none"> • Mainstream placement • Universal Offer • Notional SEN funding / Early Years Inclusion Funding (EYIF) to deliver specified provision • Frequent adult support to access learning, health and safety and risk management • Appropriate technology and software to access the curriculum independently/ with minimal support. 1:4 for a child with PD does not enhance access to learning. Small groups are often used for developing independence and self-care skills • Appropriate advice and training re appropriate equipment and specific programmes of work and to adapted IT provision <p>LA:</p> <ul style="list-style-type: none"> • Hub support from Teaching Support Teams and/or EPS • BMDC central training and support offer • Low Incidence Team Offer • Traded service from EPT
<p style="text-align: center;">EHCP</p>	<p>Functioning/Attainment:</p> <p>Bradford EY , School Age or Post 16 progress grid indicates CYP has Severe physical difficulties. Likely to have severely impaired mobility and/or communication</p>	<p>Significant modification / differentiation of the majority of the curriculum Staff may need training in the use of communication aids. May need constant adult support to access the curriculum and may need to use an established communication system in a wide variety of familiar and unfamiliar situations using appropriate access methods. Hygiene room access, hoisting, manual handling training, accessible building Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition</p>	<p>Setting:</p> <ul style="list-style-type: none"> • Mainstream placement or possible Specialist Placement if in combination with additional needs • Universal Offer • Notional SEN funding to deliver specified provision • Top Up funding from High Needs block to provide:

		<p>and reinforcement For needs that are purely PD this would only be relevant when teaching independence skills, not for learning</p> <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p> <p>Planned reviews including the parent and CYP should take place Additional adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • work on significantly modified curriculum tasks; • access daily individual support • encourage independence • create opportunities for peer to peer interaction • monitor the progress of the CYP using highly structured methods • Provide opportunities for YP to develop independent living skills through access to targeted interventions • To provide opportunities for the YP to engage in community activity • Access programmes of support as advised by paediatric therapy services 	<ul style="list-style-type: none"> ○ Regular targeted small group support (1:3) for large parts of curriculum ○ 1:1 support for significant parts of the day to assist mobility and access ○ 2:1 support for hoisting/hygiene can be needed ○ Regular small group / 1:1 interventions linked to targets in EHCP / MSP <ul style="list-style-type: none"> • Access to appropriate resources; • Appropriate staff training • May need constant level of adult specialist support for learning, health and safety and risk management. <p>LA:</p> <ul style="list-style-type: none"> • EP monitoring support at the end of Key Stage; • Teaching Support Team statutory offer; • BMDC central training and support offer • Low Incidence Team Offer • Traded service from EPT
<p style="text-align: center;">EHCP +</p>	<p>Functioning/Attainment:</p> <p>Bradford EY , School Age or Post 16 progress grid indicates CYP has Multiple and complex physical difficulties Will be wheelchair dependent and may or may not be able to communicate intentionally</p>	<p>Significant modification / differentiation of the majority of the curriculum. Will need to use an established communication system in a wide variety of familiar and unfamiliar situations using appropriate access methods.</p> <p>Staff will require advice and training re appropriate equipment and specific programmes of work and to adapted IT provision. Close supervision to address safety and access in PE, safety issues during free-flow indoor/outdoor periods and unstructured periods of the day e.g. break times. Support to address self-care needs and use modified equipment. Likely to require a portable writing aid. Appropriately trained support for moving and handling will need to be considered. Staff will need training in the use of communication aids.</p> <p>As above through a highly individualised curriculum approach and planned opportunities to access specific individual programmes of support.</p>	<p>Setting:</p> <ul style="list-style-type: none"> • Likely Specialist Provision • Universal Offer • Notional SEN funding to deliver specified provision • Top Up funding from High Needs block to provide: • Regular targeted small group support (1:2) for large parts of curriculum • In mainstream would need 1:1 and significant amounts of 2:1 support throughout the day • Regular small group / 1:1 interventions linked to targets in EHCP / MSP • Staff training and resources • Constant level of adult support for access to the curriculum including

			<p>health and safety and risk management</p> <p>LA:</p> <ul style="list-style-type: none">• EP monitoring support at the end of Key Stage;• Teaching Support Team statutory offer;• BMDC central training and support offer• Low Incidence Team Offer• Traded service from EPT
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4. Sensory and/or Physical Needs

D: Medical

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

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

		<p>Additional adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • work on significantly modified curriculum tasks; • access daily individual support • encourage independence • create opportunities for peer to peer interaction • monitor the progress of the CYP using highly structured methods <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile. Planned reviews including the parent and CYP should take place</p>	<ul style="list-style-type: none"> ○ Regular targeted small group support (1:3) for large parts of curriculum ○ Regular small group / 1:1 interventions linked to targets in EHCP / MSP <ul style="list-style-type: none"> • Access to appropriate resources; • Appropriate staff training • May need constant level of trained adult support for health and safety and risk management. <p>LA:</p> <ul style="list-style-type: none"> • EP monitoring support at the end of Key Stage; • Teaching Support Team statutory offer; • BMDC central training and support offer • Low Incidence Team Offer • Traded service from EPT
<p>EHCP +</p>	<p>Functioning/Attainment:</p> <p>A constant and severe medical condition, which has profound effects on day-to-day functioning. The condition may be life threatening or life limiting.</p> <p>Specialist medical intervention And alternative provision required</p>	<p>TRACKS home tuition is used when children are medically unable to access school. Links maintained with mainstream school as appropriate. As above through a highly individualised curriculum approach and planned opportunities to access specific individual programmes of support.</p>	<p>Setting:</p> <ul style="list-style-type: none"> • Likely Specialist Placement • Universal Offer • Notional SEN funding to deliver specified provision • Top Up funding from High Needs block to provide: • Regular small group / 1:1 interventions linked to targets in EHCP / MSP • Staff training and resources • Constant level of adult specialist support for access to the curriculum including health and safety and risk management <p>LA:</p> <ul style="list-style-type: none"> • EP monitoring support at the end of Key Stage; • Teaching Support Team statutory offer; • BMDC central training and support offer • Low Incidence Team Offer • Traded service from EPT