

Mainstream Core Standards for all Learners including Sensory and Physical Needs

Professionals working in the schools are very aware that all children in their care are individuals, each with areas of strength and development needs. All children have an entitlement to high quality educational provision. Some of these children may have special educational needs and/or disabilities. This document has been developed to offer advice and guidance to school in supporting all children, including those with Special Educational Needs and/or Disabilities (SEND), to achieve their potential. The totality of this provision will be resourced through school's own budgets and High Needs Funding if appropriate.

This Mainstream Core Standards are set out as a graduated response to meet the needs of all children:

- first at a Universal level (Whole School Response)
- secondly at a Targeted level (Including children with SEND)
- finally at a 'Personalised/Individualised Learning' level (including children with SSENs /EHCPs and/or High Needs Funding)

Each level is built on the previous one in response to the needs of the child. The guidance is organised in three columns. It guides those adults working with children to consider a range of approaches that includes universal provision, differentiated learning and development activities for individuals and groups, and finally specific planning to enable individual children with SEND to participate and learn.

The document sits alongside and complements the 'Best Practice Guidance for the Early Years' document for Early Years settings. It has been developed utilising the knowledge and expertise of the Kent Association of Special Schools Dimension Groups; Specialist Teaching and Learning Service Professional Leads; Educational Psychology; Standards and School Improvement; and SENCOs of mainstream schools.

It takes account of the Special Educational Needs and Disability Code of Practice 0-25 years April 2015.

Schools should access the following training materials to support awareness raising for staff in high incidence needs (ASD, SLCN, SpLD, SEMH, MLD) <http://www.advanced-training.org.uk/>

Text in grey are examples and are not an exhaustive list

Response to need – expectations of schools – value for money model

<p>A : Whole School Response Personalised Quality First Teaching</p>	<p>B : Targeted support for Individual and small group short term interventions All of A, plus the following</p>	<p>C : Personalised / Individualised Learning Long term interventions All of A and B plus the following</p>
<p>The quality of teaching is fundamentally important to the achievement and life chances of every child.</p> <p>It is the responsibility of schools to provide good teaching for all pupils. It is particularly important that pupils that have most difficulty with their learning are taught by good quality teachers.</p> <p>Interventions in columns B and C in this document should not be a substitute for weak or ineffective practice in column A.</p> <p>Many children and young people who have SEN may have a disability under Equality Act 2010 which sets out the legal obligations that schools have towards disabled children and young people; principally to make reasonable adjustments so that they are not at a substantial disadvantage compared with their peers.</p> <p>The leadership of the school, informed by an analysis of their data which is based on moderated teacher assessment, strategically plans within its school development plan to meet the needs of all current and future pupils.</p>	<p>Working closely with parents/ carers the school gathers additional assessment/ information to inform the reason for insufficient progress at A, and the choice of intervention and composition of groups.</p> <p>Some staff have undertaken specialist training in high incidence needs, in order to understand the range of assessments available, the most effective strategies to support learning and provide individual and group tuition where indicated</p> <p>Staff trained to implement short term interventions to secure improved progress for children and young people which enables them to benefit from whole class teaching and to promote social</p>	<p>Pupil may have a EHC Plan which describes the outcomes, strategies and interventions required to meet needs, some of which may be delivered on an individual basis. Provision Plan co-produced with SMART targets will be required. At least three reviews carried out throughout the year and annual reviews will be required which shows tracked progress.</p> <p>Pupil has a need at SEN Support and/or have High Needs Funding which is long term and requires a Personalised plan. In these cases the planning for intervention is person-centred and specifically formulated to take account of unique</p>

<p>The school enables the smooth transition within the school and beyond, offers a curriculum and accreditation to pupils which meets the diversity of learning needs. The school ensures that staff are well trained and the learning environment of the school is supportive to all learners.</p> <p>All teaching staff have foundation level understanding and skills (i.e. http://www.advanced-training.org.uk/ and awareness raising provided by other support professionals) which ensures that they understand how to make their teaching accessible for learners with high incidence SEN and a willingness to undertake training in low incidence needs should the need arise (e.g. visual timetables, alternative recording, adapted classroom equipment, personalised activities etc)</p> <p>All staff understand the overarching teaching and learning policy which reflects Equalities legislation and accessibility requirements which actively promotes overcoming barriers to learning for all children, taking into account individual differences (SEN or otherwise), and promotes understanding and acceptance in the peer group.</p> <p>Teachers can demonstrate a good quality of teaching where the large majority of pupils make good progress as evidenced in the school's regular scrutiny of quality of teaching.</p> <p>The staff have the confidence and capability to take account of individual children's learning styles and adjust their teaching accordingly.</p> <p>The school SENCO regularly attends the LIFT to share good practice and to seek advice and support as necessary.</p>	<p>development.</p> <p>A provision map which has a range of small group interventions available for the high incidence needs. The time-limited, pre-formulated interventions will include SMART targets so that they can be used by trained staff with minimal adaptation. They may include training CYP to be competent and independent in use of curriculum aids e.g appropriate computer software, touchtyping</p> <p>The effectiveness of interventions are evaluated by the teacher and monitored by SLT in order to determine the impact on progress of the pupils' academic and personal development. The intervention should have the impact of accelerated progress with review every term.</p> <p>The SLT applies a greater level of scrutiny of pupil progress through the use of interventions to ensure that learning is sustained within the classroom.</p> <p>The location of the group</p>	<p>individual need informed by where appropriate by external advice co-produced by parents with SMART targets will be required which shows tracked progress.</p> <p>External advice given in reports for individual pupils is implemented by the school.</p> <p>Staff who have the skills to create and implement a care plan for pupils who require one to maintain their health, which is monitored by specialist staff and/or their Health Care Plan</p>
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<p>All pupils are assessed during the year (at least 3 times) and their progress tracked. Where insufficient progress is noted quality of teaching is reviewed and where this is good quality they are offered interventions / personalised intervention to secure their progress. [i.e. tracking progress against a learning trajectory indicated by either the Progression Materials using the upper quartile or the threshold of achieving expected level standards for their age or closing the gap towards this]</p> <p>A Kent Family Support Framework may have been completed in conjunction with parents for a pupil who has additional needs and requires the support of the team around the child.</p> <p>The school provides a warm, safe and empathetic ethos where children have the confidence to share their concerns with staff, and know that they will be addressed, in order to support their emotional well-being.</p> <p>The school inspires parental confidence by establishing a reciprocal relationship with them as partners in their children's learning and development through good exchange of information and by using resources flexibly to meet needs.</p> <p>Teachers are able to respond to un-predicted need by flexible use of the environment e.g. time out space.</p> <p>The staff are able to implement a care plan for pupils who require one to maintain their health</p> <p>The school uses ICT to overcome barriers to learning</p>	<p>tuition will have been carefully considered to provide the optimal conditions according to the profile of need.</p> <p>The selection of targeted interventions for any individual pupil will be complimentary to the teaching offered at whole class level as demonstrated by the balance of whole class / group lessons in order to maintain the continuity of whole class learning.</p>	
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Policies, Systems and Responsibilities – applicable to all levels

Policies

- Whole school policies are compliant with legislation (eg Equalities Act 2010) and ensure full access to the school environment, to the curriculum and extra curricular activities and to information for children and young people with SEND
- SEN policy /SEN Information Report complies with the requirements set out in SI 2014, 1530, Schedule 1.
- Policies acknowledge and reflect the diversity of children and comply with current, relevant universal processes, e.g. LIFT, Early Help Assessment and routes to specialist services.
- Policies are developed in consultation and shared with staff, parents/carers, and community members and are evaluated annually to assess effectiveness.

Systems

- Regular collection of assessment data which facilitates analysis of the in-year progress for all pupils and consequent action to address any issues (plan, do, review)
- More frequent reviews of in-year progress where progress is insufficient through the application of good teaching, appropriate intervention and creative solutions informed by specialist advice, prior to consideration of further assessment processes including LIFT, and Early Help Assessment which may result in Team around the Child and /or Statutory Assessment
- Personalised planning for pupils with high level needs that require significant resource (SEN Support with High Needs Funding or EHCP)
- A rigorous performance management/appraisal process, informed by pupil progress, for the entire teaching workforce
- Strategic analysis of the published and in-year data which informs the school development plan actions to improve the achievement of under-performing groups
- Early and robust transition arrangements are in place for pupils joining or leaving the school with SEN Support or EHCPs

Responsibilities

- The senior leadership team (SLT) has a responsibility / oversight for full accessibility and progress of all pupils.
- SLT communicates the expectations about the implementation of policy and practice with staff, parents and children and young people through a range of routes (website, staff briefings, parent newsletters, classroom notices, etc)
- All staff have the responsibility to remain familiar with key requirements of the SEN Code of Practice; Early Help processes; Equality Legislation; Ofsted expectations in relation to pupils with SEND, and the <http://www.advanced-training.org.uk/> materials
- Line managers / appraisers ensure that skills in their appraisees developed through training are embedded in everyday practice. This is evidenced through pupil outcomes.
- SLT identifies members of staff to complete enhanced training for certain SEN specialisms and supports this through school development planning.

Hearing Impairment (HI) Needs
See Policies, Systems and Responsibilities – applicable to all levels

<p style="text-align: center;">A: Universal Level (Whole school response)</p> <p>Provision of a learning environment that is inclusive and teachers who are aware of a range of Special Educational Needs and Disabilities (SEND)</p>	<p style="text-align: center;">B: Targeted Support (including children with SEND)</p> <p>Support for children with SEND either provided individually or in a small group to differentiate learning and development activities</p> <p style="text-align: center;">Universal level plus the following:</p>	<p style="text-align: center;">C: Personalised / Individualised Learning</p> <p>Learning and development activities are specifically and personally planned to enable individual children with SEND to participate and make progress</p> <p style="text-align: center;">Universal level and Targeted level plus the following:</p>
<p>Systems and Whole school planning</p> <ul style="list-style-type: none"> • SLT identifies members of staff for appropriate awareness level training and support this through school development and planning • Planning demonstrates and reflects access to the learning environment, supports good progress and understand the needs of a pupil with HI eg additional curriculum, environment, road safety awareness, stranger danger, circle of friends reflect an understanding of the impact of HI • Planning ensures optimum conditions to all school activities for pupils with HI • Positive role models of disability used within the curriculum • Careful consideration of the requirements of homework activities 	<p>Systems and Whole school planning</p> <ul style="list-style-type: none"> • SLT, together with advice from a Teacher with a Mandatory Qualification for Hearing Impairment (MQ HI), identifies members of staff for appropriate enhanced level training and support this through school development planning • There is a whole school approach to incorporate different teaching and learning styles that support the full range of HI • There is planning to ensure pupils with HI are able to participate in activities during unstructured social times • Provision for whole staff training to support targeted interventions • Pupil centred planning to ensure optimum engagement in learning through developing and supporting communication, social and independence skills • There is planning to ensure the delivery of interventions is carried out in appropriate listening environments • Special arrangements applied for internal/external learning assessments • Transitions within the school and to new schools are planned in advance and include 	<p>Systems Whole school planning</p> <ul style="list-style-type: none"> • SLT, together with advice from a MQ HI, identifies members of staff for appropriate specialist level training and support this through school development planning • Access arrangements are made for all activities eg school trips and work experience to ensure pupils with HI are fully included • Forward planning undertaken with regard to safe storage requirements for children with additional specialist equipment eg FM systems • Forward planning undertaken with regard to the preparation time and storage of augmented curriculum materials

	input from a MQ HI	
<p>Continuous Professional Development</p> <ul style="list-style-type: none"> • Staff access the training provided by STLS that is part of the core offer of awareness level training regarding the needs of pupils with HI in the learning environment 	<p>Continuous Professional Development</p> <ul style="list-style-type: none"> • Staff are trained in deaf awareness and in supporting HI pupils in the classroom • Staff access the training provided by STLS that is part enhanced level training support the inclusion of children with HI in mainstream schools • Staff have an understanding of the differentiation of language • Staff receive training in the use of appropriate curriculum materials and delivery • Staff are trained by a MQ HI in using and checking any amplification equipment • Staff working with pupils with HI access the enhanced level web-based training tutored by MQ HI • Staff training in strategies to promote independent learning 	<p>Continuous Professional Development</p> <ul style="list-style-type: none"> • Follow the advice of MQ HI for specialist training for staff in alternative forms of communication • Staff have opportunities to acquire signing qualifications • Teachers regularly working with pupils with HI may wish to access the STLS funding to undertake specialist level training (MQ HI)
<p>Provision</p> <ul style="list-style-type: none"> • Considerations of the physical elements of task so as to focus on key concept/objective • Peer support and sensitive grouping/pairing for a range of activities • Pre and post teaching of core vocabulary • Staff repeat verbal contributions from other pupils to ensure clarity • Modified or adapted materials to provide immediate access to learning activities • Teachers implement appropriate strategies to support communication (including ensuring lipreading cues are available; use of good voice levels; 	<p>Provision</p> <ul style="list-style-type: none"> • Follow the advice of a Teacher with a Mandatory Qualification for Hearing Impairment (MQ HI) for adaptation of classroom practice and for transitions • Follow the advice of MQ HI/Speech and Language Therapist (SALT) on appropriate communication system and staff training • Follow the advice of MQ HI as a result of the monitoring and evaluation of the pupil's language development • Teachers accommodate HI pupil's preferred methods of communication in teaching and assessment • Small group work is provided to develop 	<p>Provision</p> <ul style="list-style-type: none"> • Follow the advice of Teacher with a Mandatory Qualification for Hearing Impairment (MQ HI) who will provide and monitor on-going individual outcomes, recommendations or programmes of work • Follow the advice of a MQ HI for adaptation of classroom practice and in relation to transition • Pupils with HI receive individual specialist teaching to develop language and communication in good listening environments • Tutorial support is available for individual

<p>language used is at appropriate levels) in teaching and assessment</p> <ul style="list-style-type: none"> • Provision to be outcomes focused • Monitoring of outcomes supports the next stage of planning 	<p>listening skills, receptive and expressive language, and social skills</p> <ul style="list-style-type: none"> • HI pupils receive pre and post tutoring • Special arrangements are applied for internal/external learning assessment • Small group/individual sessions are available to support independence and wellbeing • Provision of appropriate space for the testing of individual pupil's amplification 	<p>subjects to consolidate and develop understanding</p> <ul style="list-style-type: none"> • Consider the advice of QTOD in respect of access to Note takers and Communication Support Workers are used to ensure pupils with HI is able to listen, lipread or use sign as appropriate
<p>Environment</p> <ul style="list-style-type: none"> • Consideration is given to good listening conditions for all children eg lowering ceilings, sound absorbent flooring, silent heating, lighting and AVA systems etc • Staff have a positive approach towards the use of amplification and the use of hearing aids supplied by Health is supported • Pupils with HI should be encouraged to develop positive attitudes towards amplification • Staff are able to check the use of any amplification equipment • Use of sound field systems are encouraged • Staff have an awareness of background noise levels and reduce this wherever possible eg by closing doors • Rooms are well lit 	<p>Environment</p> <ul style="list-style-type: none"> • Access to FM systems as appropriate and training provided in its use • Acoustic treatment to classrooms • Pupils with HI are supported in managing their own amplification • Maximum use should be made of equipment providing visual support including DVDs with subtitles, digital cameras and other ICT equipment 	<p>Environment</p> <ul style="list-style-type: none"> • Provision of specialist learning areas eg area with good acoustics and free from distraction for 1:1 and quiet group work • Specialist communication modes are supported in the extended curriculum • Opportunities are developed to participate in activities with other pupils with HI • Use is made of ICT to aid communication • Specialist risk assessments are carried out as required
<p>Curriculum</p> <ul style="list-style-type: none"> • Appropriate analysis of curriculum content to ensure learning outcomes are reached through the use of reasonable adjustments 	<p>Curriculum</p> <ul style="list-style-type: none"> • Alternative strategies and approaches to support communication may be used eg objects of reference, symbols, photographs, visual timetable, lip reading 	<p>Curriculum</p> <ul style="list-style-type: none"> • In conjunction with advice from a MQ HI, an individual provision plan may be in place which includes one or more of the following;

<ul style="list-style-type: none"> • Curriculum delivery is pitched at appropriate language level and uses a range of communication strategies to take account of their HI • Visual and written support is provided and used to aid understanding • Key vocabulary is provided in advance • Subtitles are used with DVD materials, if possible • School staff have awareness of the effect of hearing loss on language development 	<ul style="list-style-type: none"> • Ensure that the curriculum is adapted to <ul style="list-style-type: none"> ○ Promote full participation ○ Support hands on learning ○ Promote independence skills ○ Support social inclusion • A balance is achieved in targeted intervention between TA support and independent learning 	<ul style="list-style-type: none"> ○ Support for specialised communication modes ○ Signing support to access all aspects of school life ○ Specialist support for development and understanding of language skills ○ Highly differentiated approach to literacy and numeracy programmes ○ Independence skills • Individual outcomes tailored to the needs of the HI pupils are included in EHCP long term outcomes • Close liaison between support staff and teachers to ensure specialist programmes are fully supported
<p>Communication</p> <ul style="list-style-type: none"> • Teachers have regard to the range of communication strategies, voice and language levels to be used with pupils with HI • Good reinforcement of pupil's verbal contributions • Pupils with HI are directed to task by using their first name • Regular checks on amplification equipment • Checks are undertaken to ensure the information has been correctly understood by pupils with HI • Good voice levels and clear speech are used at all times • Teachers remain in a favourable position in the classroom that optimises access to lipreading cues 	<p>Communication</p> <ul style="list-style-type: none"> • Follow the advice of MQ HI/Speech and Language Therapist to support an appropriate communication system • Staff access training from a MQ HI/SALT on developing communication • Small group work is provided to develop listening skills, receptive and expressive language, preferably in a quiet listening environment • Staff have awareness in the differentiation of language • Alternative approaches to communication may be used and are supported eg objects of reference, symbols, photographs, visual timetables, lip reading • Teachers should provide additional information to support the understanding of nuance 	<p>Communication</p> <ul style="list-style-type: none"> • Staff working with pupils with hearing impairment will understand and support the individual communication systems used • Follow the advice of the MQ HI to develop pupil's communication skills • There are regular planning meetings between school staff, MQ HI, parents and other relevant professionals eg SaLT regarding approaches to meet needs relating to HI • Pupils with HI are supported to use personal amplification consistently • Specialist communication aids should be considered for pupils with HI and communication difficulties

Visual Impairment (VI) Needs

See Policies, Systems and Responsibilities – applicable to all levels

<p style="text-align: center;">A: Universal Level (Whole school response)</p> <p style="text-align: center;">Provision of a learning environment that is inclusive and teachers who are aware of a range of Special Educational Needs and Disabilities (SEND)</p>	<p style="text-align: center;">B: Targeted Support (including children with SEND)</p> <p style="text-align: center;">Support for children with SEND either provided individually or in a small group to differentiate learning and development activities</p> <p style="text-align: center;">Universal level plus the following:</p>	<p style="text-align: center;">C: Personalised / Individualised Learning</p> <p style="text-align: center;">Learning and development activities are specifically and personally planned to enable individual children with SEND to participate and make progress</p> <p style="text-align: center;">Universal level and Targeted level plus the following:</p>
<p>Systems and Whole school planning</p> <ul style="list-style-type: none"> • SLT identifies members of staff for appropriate awareness level training and support this through school development and planning • Planning promotes access to the learning environment and supports good progress for pupils with VI. • Planning reflects understanding of the needs of a pupil with VI eg the use of programmes such as circle of friends to reduce social isolation. • Planning demonstrates an awareness of VI needs in relation to the additional curriculum, environment, mobility and signage, road safety awareness, stranger danger. • Planning ensures optimum conditions to all school activities for pupils with VI • Special arrangements applied for internal/external learning assessments • Positive role models of disability used within the curriculum 	<p>Systems and Whole school planning</p> <ul style="list-style-type: none"> • SLT, together with advice from a Teacher with a Mandatory Qualification for Visual Impairment (MQ VI), identifies members of staff for appropriate enhanced level training and support this through school development planning • There is a whole school approach to incorporate the different access arrangement for the full range of VI • All schoolwork accessible electronically • Generic equipment with access options eg: talking scales • Transitions within the school and to new schools are planned in advance and include input from a MQ VI and the Paediatric Mobility Officers as well as pre visits to new schools • Specialist advice is incorporated into planning for adaptations to the school environment, differentiation of the delivery of the curriculum and the format of information 	<p>Systems and Whole school planning</p> <ul style="list-style-type: none"> • SLT, together with advice from a MQ VI, identifies members of staff for appropriate specialist level training and support this through school development planning • Access all activities eg school trips and work experience • Access provided to all buildings and facilities • Forward planning undertaken with regard to space and storage requirements for children with additional specialist equipment • Forward planning undertaken with regard to the space and storage requirements for the preparation of curriculum materials in alternative formats

<ul style="list-style-type: none"> Careful consideration of the requirements of homework activities 	<ul style="list-style-type: none"> Provision of whole school training to support targeted interventions Transitions within the school and to new schools are planned in advance and include input from MQ VI 	
<p>Continuous Professional Development</p> <ul style="list-style-type: none"> Staff access the training provided by STLS that is part of the core offer of awareness level training regarding the needs of pupils with VI in the learning environment Staff training promotes the development of pupils with VI to be independent learners and decision makers. 	<p>Continuous Professional Development</p> <ul style="list-style-type: none"> Staff access the training provided by STLS that is part enhanced level training support the inclusion of children with VI in mainstream schools Staff receive training on the impact of VI, the use of appropriate curriculum materials and delivery and follow the advice of MQ VI Staff are trained in strategies for promoting independent learning. Staff trained in Sighted Guide Technique to provide safe movement of pupils with VI Staff working with pupils with VI access the enhanced level web-based training tutored by MQ VI 	<p>Continuous Professional Development</p> <ul style="list-style-type: none"> Training provided on VI for the school to effectively deliver an individual curriculum including training on: Information, Communication, Independence Provision and training to use specialist speech output software Staff have opportunities to acquire Braille qualifications Teachers regularly working with pupils with VI may wish to access the STLS funding to undertake specialist level training (MQ VI)
<p>Provision</p> <ul style="list-style-type: none"> Teachers accommodate VI pupil's preferred methods of recording/communication in teaching and assessment Considerations of the physical elements of task so as to focus on key concept/objective Peer support and sensitive grouping/pairing for a range of activities Alternatives modes of writing Modified activities Modified or adapted materials to provide immediate access to learning activities 	<p>Provision</p> <ul style="list-style-type: none"> Small groups provide structured interventions to support outcomes relating to the pupil's VI Additional support available to enable access to the curriculum and full participation in learning activities Use of small group work/individual sessions to develop eg use of vision, listening skills, social skills, self-organisation and independence Special arrangements are applied for internal/external learning assessment Opportunity to develop dictating skills, 	<p>Provision</p> <ul style="list-style-type: none"> Individual structured interventions are provided to support outcomes directly relating to the pupil's VI. On-going individual programmes of work and specialist training provided and monitored by MQ VI Additional support available to support access to the curriculum, preparation of material and access to visual material Individual work on self-esteem/strategies for living with disability An individual educational programme which may include:

<ul style="list-style-type: none"> • Provision to be outcome focused. • Monitoring of outcomes supports next stage of planning. 	<p>amanuensis, scribe</p> <ul style="list-style-type: none"> • Touch typing programmes available • Individual audio recording • Reformatting of text to provide access via electronic means • Group sessions to support self-esteem and confidence ie Think Right; Feel Good. 	<ul style="list-style-type: none"> • Tactile skill development and Braille tuition • Touch typing tuition and use of specialist ICT • Orientation and mobility, personal care and independence • Subject/curriculum additional support programmes • Counselling programmes • Mobility training prior to entry and supporting transition to new schools eg use of long cane, symbol cane, hoople and assistance dogs • Specific programmes to develop maximum independence, life skills and social skills • Mobility training supporting the use of safe routes to and from school • Specialist programmes of intervention or advice from MQ VI supports development towards specific outcomes for pupils with VI
<p>Environment</p> <ul style="list-style-type: none"> • School website and intranet fully accessible • Use of generic accessibility options and a range of computer access devices eg switches, keyboard commands, high visibility keyboard, simple speech output devices, appropriate font/colour • Pupils have internet access with individual log-in linked to accessibility options • Awareness of posture and seating • Worksheets available electronically • Access to the interactive whiteboard through separate monitor • Low tech equipment to support access eg 	<p>Environment</p> <ul style="list-style-type: none"> • Access to additional adapted equipment, additional supportive software and large computer monitor • Environment adapted to support independent access to all aspects of learning for pupils with VI • Undertake risk assessment for practical subjects, sports, unstructured time and outside visits • Paediatric Mobility officers provide traffic awareness training and independent travel training 	<p>Environment</p> <ul style="list-style-type: none"> • Provision of specialist learning facilities eg quiet area • Adult support to facilitate opportunities to socialise and communicate with peers • Adults support to provide an additional curriculum including developing life skills, mobility and independence and the provision of specialist sex education and disability counselling • Specialist programmes for pupil's losing skills due to deteriorating vision • Specialist risk assessment carried out and balanced decisions made around risk taking and independence

<ul style="list-style-type: none"> • desk slopes, task lighting, audio recording • Use of a range of magnifiers/Low Vision Aids (LVA) • Whole school awareness of the importance of light control e.g. blinds, lighting stairwells, reducing glare, clearly signed routes, modified environment, marked steps, handrails and shaded areas in playground • VI friendly school including the orderly approach to organisation of personal belongings and movement around the school 		<ul style="list-style-type: none"> • The school environment supports the use of mobility aids eg long cane, symbol cane, hoople, assistance dogs.
<p>Curriculum</p> <ul style="list-style-type: none"> • Appropriate analysis of curriculum content to ensure learning outcomes are reached through the use of adapted curriculum materials, environment and information and independent learning. <ul style="list-style-type: none"> ○ large, clear print ○ individual copies of books ○ additional verbal explanations ○ appropriate positioning in class ○ reduction in the number of examples needed to be completed ○ extra time for internal and external tests ○ access to tablets and e-readers 	<p>Curriculum</p> <ul style="list-style-type: none"> • Follow the advice of MQ VI on small group work and the development of pupil independence • Ensure that the curriculum is adapted to <ul style="list-style-type: none"> ○ Promote full participation ○ Support hands on learning ○ Promote independence skills ○ Support social inclusion • Follow the advice of MQ VI on access to ICT • Provision of a laptop or an appropriate computer • Alternative access devices and software such as Tablets • Video magnification system (CCTV) • Appropriate classroom organization including, alternative labelling, high visibility playground equipment, adapted PE equipment • Provision of life skills programme to support VI pupils self-help skills • A balance is achieved in targeted 	<p>Curriculum</p> <ul style="list-style-type: none"> • Follow advice from MQ VI on individual assessment for ICT needs both hardware and software eg screen magnification • Additional adults to prepare Braille, audio materials, tactile materials and large print materials and adult support the use of these materials in the classroom • Close liaison between support staff and teachers to ensure modified materials maximise independence. • Equipment and software to produce work in Braille or tactile format eg Heat Fuser and Zytex paper, Braille embosser, computers linked to refreshable braille lines, Perkins, Braille PDA, Video Magnifying System (CCTV) • Specialist subject based equipment eg talking scientific calculator • Individual outcomes tailored to the needs of VI pupils are included in EHCP long term outcomes • Personal care skills specifically taught

	<p>intervention between TA support and independent learning</p>	<ul style="list-style-type: none"> • Advice from a qualified paediatric mobility officer is supported by school staff, to improve mobility skills • Life skills programme used to develop everyday social skills and maximum independence eg eating, preparing food, changing for PE, negotiating the dining hall
<p>Communication</p> <ul style="list-style-type: none"> • Use of language which is appropriate to engage the pupil including those with visual impairment • Support for a range of communication modes in the classroom situation • Pupils with VI are directed to tasks by using their first name • Use of language which is both descriptive and specific 	<p>Communication</p> <ul style="list-style-type: none"> • All communication modes and devices are actively incorporated into planning for small group/short term interventions. • Use of Braille, Moon and large print are provided as appropriate • Specialist equipment to support these alternative modes are actively supported. • Use of laptops, tablets and e-readers to promote access to information in an appropriate format • Access to curriculum materials in appropriate electronic formats 	<p>Communication</p> <ul style="list-style-type: none"> • Individual communication modes to support pupils with VI are actively implemented and developed • School staff are competent to support the pupil's individual communication mode • Specialist software and hardware to enable access to the school ICT network, interactive whiteboards and the internet • Braille input and output devices and computer modification including refreshable Braille lines and embosser • A range of specialist equipment with speech output

Multi Sensory Impairment/Deafblindness (MSI) Needs
See Policies, Systems and Responsibilities – applicable to all levels

<p align="center">A: Universal Level (Whole school response)</p> <p>Provision of a learning environment that is inclusive and teachers who are aware of a range of Special Educational Needs and Disabilities (SEND)</p>	<p align="center">B: Targeted Support (including children with SEND)</p> <p>Support for children with SEND either provided individually or in a small group to differentiate learning and development activities</p> <p align="center">Universal level plus the following:</p>	<p align="center">C: Personalised / Individualised Learning</p> <p>Learning and development activities are specifically and personally planned to enable individual children with SEND to participate and make progress</p> <p align="center">Universal level and Targeted level plus the following:</p>
<p>Systems and Whole school planning</p> <ul style="list-style-type: none"> • SLT identifies members of staff for appropriate awareness level training and support this through school development and planning • Planning reflects understanding of the needs of a pupil with MSI/deafblindness eg the use of programmes such as circle of friends to reduce social isolation. • Planning demonstrates an awareness of MSI/deafblindness needs in relation to the additional curriculum, environment, mobility and signage, road safety awareness, stranger danger. • Positive role models of disability used within the curriculum • Careful consideration of the requirements of homework activities • Special arrangements applied for internal/external learning assessments • Whole school approach to road safety awareness and stranger danger training is takes regard of pupils with sensory impairment 	<p>Systems and Whole school planning</p> <ul style="list-style-type: none"> • SLT, together with advice from a Teacher with a Mandatory Qualification for Multi Sensory Impairment (MQ MSI), identifies members of staff for appropriate enhanced level training and support this through school development planning • Robust analysis of accessibility and progress for pupils with MSI/deafblindness is undertaken and consequent action to address the issues • All staff are familiar with key requirements of the Deafblind Guidance • School has in place routines that enable pupils with MSI/deafblindness to function independently within the familiar situation of school • School plans for special arrangements for school trips and activities • Transitions within the school and to new 	<p>Systems and Whole school planning</p> <ul style="list-style-type: none"> • SLT, together with advice from a MQ MSI, identifies members of staff for appropriate specialist level training and support this through school development planning • Use of Intervenor/Guide-Communicator to develop maximum independence for pupils in familiar environments and to support access to all activities including school trips and work experience • Additional specific risk assessment drawn up in consultation with parents and CYP • Access to all activities eg school trips and work experience • Access provided to all buildings and facilities • Forward planning undertaken with regard to space and storage requirements for children with additional specialist equipment • Forward planning undertaken with regard to the preparation time and storage of differentiated curriculum materials

<ul style="list-style-type: none"> MSI friendly school with an orderly approach to: <ul style="list-style-type: none"> the organisation of personal belongings movement around the building the organisation of lesson change 	<p>schools are planned in advance and include input from the Teacher with MQ for MSI, VI or HI and the Mobility Officers</p> <ul style="list-style-type: none"> Pre visits to new schools are provided to enable familiarity with the environment Specialist advice is incorporated into planning for adaptations to the school environment, differentiation of the delivery of the curriculum and the format of information 	
<p>Continuous Professional Development</p> <ul style="list-style-type: none"> Provision for disability awareness raising training with particular reference to the impact of MSI/deafblindness Staff access the training provided by STLS that is part of the core offer of awareness level training regarding the needs of pupils with MSI in the learning environment Staff training promotes the development of pupils with MSI to be independent learners and decision makers. 	<p>Continuous Professional Development</p> <ul style="list-style-type: none"> Staff access the training provided by STLS that is part enhanced level training support the inclusion of children with MSI Staff working with pupils with MSI access the enhanced level web-based training tutored by MQ MSI Training provided to staff on sensory impairment and the impact of MSI/ deafblindness and the delivery of the curriculum Training provided so alternative formats are used eg large print, audio, tactile, sign Follow the advice of Teacher with MQ for MSI, VI or HI on appropriate communication systems and provide training to staff and MSI pupils Staff trained in Sighted Guide Technique to provide safe movement of pupils with MSI Staff trained in strategies for promoting independent learning. 	<p>Continuous Professional Development</p> <ul style="list-style-type: none"> Training for MSI for the school to effectively deliver an individual curriculum. Including training on: Information, Communication, Independence All staff working with a pupil with MSI understand and support the individual communication system in the full range of the curriculum including Braille, Moon, BSL, Deafblind manual alphabet, On-body signing Staff have opportunities to acquire signing and/or Braille qualifications Teachers regularly working with pupils with MSI may wish to access the STLS funding to undertake specialist level training (MQ MSI)
<p>Provision</p> <ul style="list-style-type: none"> Teachers accommodate MSI/deafblind 	<p>Provision</p> <ul style="list-style-type: none"> Small groups provide structured 	<p>Provision</p> <ul style="list-style-type: none"> Individual structured interventions are

<p>pupil's preferred methods of recording/ communication in their teaching and assessment</p> <ul style="list-style-type: none"> • Teacher uses a range of communication approaches in the presentation of the curriculum • Considerations of the physical elements of task so as to focus on key concept/ objective • Peer support and sensitive grouping/ pairing for a range of activities • Modified or adapted materials to provide immediate access to learning activities • Monitoring of outcomes supports next stage of planning. • Good clarity and contrast used in the preparation of classroom materials • Use of a clear font such as Arial on computers and interactive whiteboard • Staff read aloud what is on the whiteboard and repeat verbal contributions from other pupils to ensure clarity • Staff use a range of teaching and learning styles in the presentation of curriculum including visual and tactile resources appropriate to pupils with MSI • Ensure that information has been correctly understood by pupils with MSI • Pupils are encouraged to take responsibility and become independent learner • Minimize background noise and other distractions where possible. 	<p>interventions to support outcomes relating to the pupil's MSI/deafblindness</p> <ul style="list-style-type: none"> • Access to additional adapted equipment and software eg modified PE equipment; signage, laptops, wordprocessors, screen magnification, word prediction • Follow the advice of Teacher with a Mandatory Qualification for MSI, VI or HI on the appropriate formats and presentation of material both visual and auditory. • Provision of an appropriate computer to enable curriculum access and work available electronically • Special arrangements are applied for internal/external learning assessment • Opportunity to develop dictating skills, amanuensis, scribe • Provision of appropriate signing support • Small group work to develop receptive/ expressive language skills as well as social language and communication and the simplification of language where necessary • Touch typing tuition and the use of keyboard commands • Small group work to develop organisational skills, social skills and independence • Provision of appropriate space for the testing of individual pupil's amplification 	<p>provided to support outcomes directly relating to the pupil's MSI.</p> <ul style="list-style-type: none"> • On-going individual programmes of work and specialist training provided and monitored by MQ MSI • Follow the advice of Qualified Teacher with a Mandatory Qualification for MSI, VI or HI on provision and monitoring of on-going individual programmes of work and specialist training • Teaching materials presented in an individualised format including, voice output, refreshable Braille line, real object demonstration, communication aids to ensure MSI pupils can learn alongside peers • Use of trained Intervenors, Deafblind Interpreter, Deafblind Support Worker or Communication Support Workers to communicate with pupils with profound MSI • Follow the advice of regular input from a qualified paediatric mobility officer to improve mobility skills. • Specialist programmes of intervention or advice from MQ MSI, VI or HI supports development towards specific outcomes for pupils with MSI
<p>Environment</p> <ul style="list-style-type: none"> • Staff have a positive approach toward the use of amplification and the use of hearing 	<p>Environment</p> <ul style="list-style-type: none"> • Access to FM systems as appropriate and training is provided in its use 	<p>Environment</p> <ul style="list-style-type: none"> • Provision of specialist learning facilities eg quiet area

<ul style="list-style-type: none"> aids supplied by Health is supported • Signage has good clarity and contrast • Computer network used to enable curriculum access and supports accessibilities options • Teaching areas provide optimum learning conditions eg good lighting, reduced glare, good listening conditions and sound field systems • Awareness that background noise and positioning of teachers/peers impacts on ability to access information. • Awareness of posture and seating • Worksheets available electronically • Access to the interactive whiteboard through separate monitor • Low tech equipment to support access eg desk slopes, task lighting, audio recording • Use of a range of magnifiers/Low Vision Aids (LVA) • Whole school awareness of the importance of light and noise control e.g.carpets, blinds, lighting stairwells, reducing glare, clearly signed routes, modified environment, marked steps, handrails and shaded areas in playground 	<ul style="list-style-type: none"> • Environment adapted to support independent access to learning including play, voluntary activities and work experience • Acoustic treatment of classrooms • Paediatric Mobility officers provide traffic awareness training and independent travel training 	<ul style="list-style-type: none"> • Personalised signage system • Specialist equipment to enable the transcription of books into alternative formats including access to Braille transcription software and embosser • Individual assessment for ICT needs, both hardware and software and use of specialist equipment to access the internet and interactive whiteboard • Use of specialist environment to establish communication eg resonance boards, sensory rooms • Additional/specific risk assessment for visits • Adult support to facilitate opportunities to socialise and communicate with peers • Adults support to provide an additional curriculum including developing life skills, mobility and independence and the provision of specialist sex education and disability counselling • Specialist programmes for pupils losing skills due to deteriorating hearing/vision • Specialist risk assessment carried out and balanced decisions made around risk taking and independence • Mobility aids eg long cane, symbol cane, hoople and assistance dogs
<p>Curriculum</p> <ul style="list-style-type: none"> • School curriculum must include appropriate mobility training • Appropriate analysis of curriculum content to ensure learning outcomes are reached through the use of adapted curriculum materials, environment and information <ul style="list-style-type: none"> ○ large, clear print 	<p>Curriculum</p> <ul style="list-style-type: none"> • Follow the advice of Teacher with MQ for MSI, VI or HI on developing independence • Alternative access devices eg: Tablets keyboards, FM systems, electronic magnifiers, low vision aids • Pupil with individual laptop this should be 	<p>Curriculum</p> <ul style="list-style-type: none"> • Follow advice from MQ MSI, VI and HI on individual assessment for ICT needs both hardware and software (eg screen magnification) • Additional adults to prepare Braille, audio materials, tactile materials and large print materials and adult support the use of

<ul style="list-style-type: none"> ○ individual copies of books, ○ additional verbal explanations ○ appropriate positioning in class ○ reduction in the number of examples needed to be completed ○ extra time for internal and external tests ○ access to tablets and e-readers 	<p>linked to classroom's interactive whiteboard</p> <ul style="list-style-type: none"> ● Low cost individual access materials eg Himark, individual computer monitors, e readers, infra red or blue tooth headphones, task lighting, low vision aids ● Access to MSI equipment for an appropriate learning environment eg sloping desks, sound field system and good acoustic environment ● Alternative approaches to communication eg objects of reference timetable ● Access to radio aid as appropriate ● Follow the advice of Mobility officers who provide traffic awareness training and independent travel training ● Appropriate classroom organization including, alternative labelling, high visibility playground equipment, adapted PE equipment ● Provision of life skills programme to support MSI pupils self-help skills ● A balance is achieved in targeted intervention between TA support and independent learning 	<p>these materials in the classroom</p> <ul style="list-style-type: none"> ● Close liaison between support staff and teachers to ensure modified materials maximise independence. ● Equipment and software to produce work in Braille or tactile format eg Heat Fuser and Zytex paper, Braille embosser, computers linked to refreshable braille lines, Perkins, Braille PDA, Video Magnifying System (CCTV), FM Systems ● Specialist subject based equipment eg talking scientific calculator ● Individual outcomes tailored to the needs of MSI pupils are included in EHCP long term outcomes. ● Personal care skills specifically taught ● Advice from a qualified paediatric mobility officer is supported by school staff, to improve mobility skills ● Follow the advice of Mobility assessment and training from a qualified paediatric mobility officer including the use of long cane, symbol cane, hoople, guide dogs ● Life skills programme used to develop everyday social skills and maximum independence eg eating, preparing food, changing for PE, negotiating dining hall
<p>Communication</p> <ul style="list-style-type: none"> ● Good voice levels and clear speech are used at all times ● Use of positive language to promote self esteem ● Pupils with MSI are directed to task by using their first name ● Use of a range of communication modes which are appropriate to engage the pupil 	<p>Communication</p> <ul style="list-style-type: none"> ● Joint working with SALT with regard to the development of communication ● Communication modes are fully supported in circle time and social skills programmes ● All communication modes and devices are actively incorporated into planning for small group/short term interventions. ● Use of Braille, Moon, signing and large 	<p>Communication</p> <ul style="list-style-type: none"> ● Use of specialist communication aids including adapted voice output personalised communication systems, electronic methods ● Individual communication modes to support pupils with MSI/deafblindness are actively implemented and developed ● School staff are competent to support the

<p>including those with multi sensory impairment</p> <ul style="list-style-type: none"> • Support for a range of communication modes in the classroom situation. • Opportunities for monitoring the success of communication mode • Opportunities for pre teaching specific vocabulary • Regular checks on amplification equipment 	<p>print are provided as appropriate</p> <ul style="list-style-type: none"> • Specialist equipment to support these alternative modes is actively supported. • Clear targets for improvement are set from discussions with the pupil, staff, parents and reviewed regularly to evaluate progress and adapted where progress is not secured. • Use of laptops and tablets to promote access to information in an appropriate format 	<p>pupil's individual communication mode</p> <ul style="list-style-type: none"> • Specialist software and hardware to enable access to the school ICT network, interactive whiteboards and the internet • Braille output facility including soft Braille lines and Braille embosser • A range of specialist equipment with speech output • Consideration of an intervenor style approach with further advice from teacher with MQ MSI, VI or HI
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Physical Disability (PD) Needs
See Policies, Systems and Responsibilities – applicable to all levels

<p style="text-align: center;">A: Universal Level (Whole school response)</p> <p style="text-align: center;">Provision of a learning environment that is inclusive and teachers who are aware of a range of Special Educational Needs and Disabilities (SEND)</p>	<p style="text-align: center;">B: Targeted Support (including children with SEND)</p> <p style="text-align: center;">Support for children with SEND either provided individually or in a small group to differentiate learning and development activities</p> <p style="text-align: center;">Universal level plus the following:</p>	<p style="text-align: center;">C: Personalised / Individualised Learning</p> <p style="text-align: center;">Learning and development activities are specifically and personally planned to enable individual children with SEND to participate and make progress</p> <p style="text-align: center;">Universal level and Targeted level plus the following:</p>
<p>Systems and Whole school planning</p> <ul style="list-style-type: none"> • Planning ensures optimum access to all school activities for pupils with PD • Special arrangements applied for internal/external learning assessments • Positive role models of disability used within the curriculum • Careful consideration of the requirements of homework activities 	<p>Systems and Whole school planning</p> <ul style="list-style-type: none"> • SLT has responsibility to ensure that job descriptions for teaching assistants includes providing personal care. • Senior Leadership identifies members of staff for appropriate training and support this through school development planning • Risk assessment training and undertaking risk assessments for individual children • Specialist advice is incorporated into planning for adaptations to the school environment, differentiation of the delivery of the curriculum and the format of information • Ensure Health and Safety for use of tools/equipment 	<p>Systems and Whole school planning</p> <ul style="list-style-type: none"> • Access provided to all buildings and facilities • Forward planning undertaken with regard to space and storage requirements for children with additional specialist equipment
<p>Continuous Professional Development</p> <ul style="list-style-type: none"> • Provision for disability awareness raising training for all staff • Teacher and TA training to promote and enable CYP independence • Moving and handling, regularly updated • Inclusive PE and Sports 	<p>Continuous Professional Development</p> <ul style="list-style-type: none"> • Paediatric Moving and Handling training in relation to individual children • Training to meet the medical and care needs of individual children (personal care needs) 	<p>Continuous Professional Development</p> <ul style="list-style-type: none"> • Training and regular updates for specific medical/care procedures for individual children, always delivered by health professionals • Training in AAC

<ul style="list-style-type: none"> • School Visits • Risk Assessments • Contenance 		
<p>Provision</p> <ul style="list-style-type: none"> • Teachers accommodate PD pupil's preferred methods of recording/communication in teaching and assessment • Considerations of the physical elements of task so as to focus on key concept/objective • Peer support and sensitive grouping/pairing for a range of activities • Alternatives to writing • Modified activities • Modified or adapted materials to provide immediate access to learning activities • Availability and planned use of supportive software –e.g. Clicker, In/Kidspiration 	<p>Provision</p> <ul style="list-style-type: none"> • A scribe as appropriate in class or in test/examination situations • ICT support to enable full curriculum access to include Assistive Technology where appropriate • Accessible PE activities • Support for work experience • Personal care • Individual or small group activities to develop: <ul style="list-style-type: none"> ○ Communication skills ○ Gross and fine motor skills ○ Listening skills ○ Literacy ○ Numeracy ○ Social and emotional aspects of learning ○ Self-awareness ○ Self-organisation ○ Independence 	<p>Provision</p> <ul style="list-style-type: none"> • Follow advice sought from Specialists including medical to inform planning • Additional/specific risk assessment and health care plans are drawn up in consultation with parents/carers, health professionals and the CYP • Consideration given to the allocation of staff time for preparation of resources and setup/oversight of specialist equipment. This, in addition to direct teaching support from the teacher and liaison time for support staff with the teacher for planning and feedback • Individualised targeted interventions to address additional long term learning and skill development. • Provide alternative methods of recording • Alternative/Augmentative Communication (AAC) systems • Personal care and independence skills (some activities require more than one staff member)
<p>Environment</p> <ul style="list-style-type: none"> • Provide well designed school furniture which allows flexibility and adaptability • Consider the lay out of the classroom • Adequate handrails at steps/stairs • Clear corridors/pathways • Awareness of tripping/slipping hazards and surface changes that would impede 	<p>Environment</p> <ul style="list-style-type: none"> • Provision of additional adapted equipment e.g. lightweight PE equipment, laptops, tablets including iPads, adapted equipment for design and food technology and science etc • Additional supportive software and apps e.g. Clicker, WriteOnline, Clicker Connect 	<p>Environment</p> <ul style="list-style-type: none"> • Access to care suite and or other suitable accommodation which provides safety, privacy and dignity • Specialist equipment provided following bespoke assessment • Use of specialised hardware and software for individual need

<ul style="list-style-type: none"> movement Consider reasonable adjustments e.g. lever door handles and taps Adapted general classroom equipment – e.g. scissors, pencil grips, desk slopes, footrest, sink step, book rest, Dycem Low level adaptation of input/control device and accessibility options for general ICT access Adapted or accessible toilet facilities 	<ul style="list-style-type: none"> Height adjustable furniture, play equipment, dining furniture Adapted or accessible toilet and changing facilities Personal Emergency Evacuation Plan (PEEP) Individual Health Care Plan 	
<p>Curriculum</p> <ul style="list-style-type: none"> Appropriate sensitive analysis of curriculum content to inform the delivery of topics such as genetics, child development and sex education In PE - Interpretation of “movement” vocabulary; open ended tasks; adapted rules and games Alternative handwriting scheme Use a range of movement/motor programmes eg BEAM and Clever Hands, Jump Ahead etc 	<p>Curriculum</p> <ul style="list-style-type: none"> Ensure that the curriculum is adapted to <ul style="list-style-type: none"> Support full academic and social inclusion Promote full participation and engagement Promote independence 	<p>Curriculum</p> <ul style="list-style-type: none"> Consider reducing the number of subjects studied Exam Officer to ensure Access Arrangements in place for external examinations Exam specifications chosen which allow access to all assessment components Physical therapy, mobility and postural management programmes Alternative/specialist PE activities Specialised sex education programme Individual preparation for adulthood Planning to take account of time out of school for medical procedures
<p>Communication</p> <ul style="list-style-type: none"> Use of positive language to promote self esteem Use of language which is appropriate to engage the pupil at their level of understanding Support for a range of communication devices and strategies in the classroom situation. 	<p>Communication</p> <ul style="list-style-type: none"> All communication devices are actively incorporated into planning for small group/short term interventions. 	<p>Communication</p> <ul style="list-style-type: none"> Specialist communication assessments are arranged and recommendations are implemented

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