

**CHILDREN'S SERVICES
AUTHORITY**

GUIDANCE AND DESCRIPTORS

for

**School Action and School Action Plus
Special Educational Provision**

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School Action / School Action Plus

Descriptors of Special educational provision

INTRODUCTION

The 2001 SEN Code of Practice expects intervention for pupils at **School Action** or **School Action Plus** to be additional to and different from the differentiated curriculum provision for all pupils. These descriptors are therefore intended to outline the provision which is considered to be **additional to** and **different from** that which is available to all pupils. In making such provision schools are expected to draw upon the full range of their normally available resources.

The SEN Code of Practice outlines expectations of schools for School Action and School Action Plus in two chapters entitled "Identification, Assessment and Provision. . ." referring to Primary schools in Chapter 5 and Secondary Schools in Chapter 6. Common to both is the idea that provision for children with SEN is a whole-school matter and that "*All teachers are teachers of children with special educational needs.*" (para: 5:2 & 6:2). The Code emphasises the importance of early identification in both phases (para: 5:11 - 14 & 6:10 - 13) and advocates that assessment is a fourfold process covering the child's learning characteristics, the learning environment provided by the school, the task and the teaching style (para: 5:6) - all four aspects should be considered when assessing a pupil's difficulties and needs and in making provision to meet them.

Schools should adopt a "graduated response" (paras: 5:20 - 5:23 & 6:22 - 25), making full use of all available classroom and school resources before expecting to call upon outside resources. Interventions should be part of a continuous and systematic cycle of planning, action and review within the school. However, further action may become necessary if monitoring indicates that a pupil's rate of progress is inadequate (para: 5:41 & 6:48) and the Code gives guidance as to what might be regarded as adequate progress (paras: 5:42 & 6:49). Schools should be responsive to evidence from monitoring that a pupil is failing to make adequate progress and the Code provides guidance on the indicators which should "trigger" School Action (para: 5:44 & 6:49) and School Action Plus (para: 5:56 & 6:64).

Only when provision is made for a pupil which is additional to or different from that which is normally available should an individual education plan (IEP) be written. It needs to record only the additional strategies employed to enable the child to progress (para: 5:50 & 6:58) but the Code reminds schools that they have a duty to inform parents when special educational provision is being made (p. 52). It is good practice to involve parents in the assessment, planning, monitoring and review of any special provision which is made for a pupil.

The Difference between School Action and School Action Plus

Although establishing a clear distinction between School Action and School Action Plus is difficult, it can help to clarify the roles of the different adults who are likely to be involved. In the main, schools will decide for themselves according to their general arrangements for supporting pupils with SEN. All children who make inadequate progress and are seen to need additional or different provision will be regarded as being at School Action and it is to be hoped that they will make improved progress in response to the support which the school provides at that level. Where such children fail to make progress despite such support and their difficulties remain severe, then the more direct involvement of external specialists and the allocation of increased resources to meet the child's needs will lead to them being placed at School Action Plus. The significant factors at School Action Plus will be:

- Severity of the child's difficulties
- Persistence of difficulties despite appropriate interventions over time
- Continuing failure to make adequate progress
- Need to involve external specialist advice on a direct and on-going basis
- Level of additional resourcing required to make provision which will meet the child's needs – Torbay's activity-led funding model proposes that SA+ should provide support for up to 60% of time for curriculum access. Support at SA would, therefore, be expected to be at a lower level, say up to 30% of the time for curriculum access.

The Descriptors

The descriptors are set out in the following tables. They indicate the kinds of provision which schools are expected to make at School Action and School Action Plus for pupils who experience:

- Moderate and specific learning difficulties
- Behaviour, emotional and social development needs
- Autistic spectrum disorders
- Specific Speech & Language Difficulties
- Visual & Hearing impairments
- Physical impairments and/or medical conditions

For each group of pupils, detailed information is given about the provision to be made at School Action and School Action Plus in terms of:

- Assessment, planning and review
- Teaching environment and grouping
- Curriculum and teaching methods
- Resources

The descriptors will be used for monitoring provision made for pupils at School Action and School Action Plus.

Cognition and Learning: Moderate and Specific Learning Difficulties

School Action and School Action Plus

Level and Description of Difficulty	<p>Low attainments ranging from very low performance on Foundation Stage assessment, below level 1 at the start of Key Stage 2 and, generally, attainment levels typically below two-thirds of chronological age. Such pupils may also be socially and emotionally immature and have limited interpersonal skills. They will have difficulties with written and oral communication; they may not have developed positive learning habits, may have concentration difficulties and be unmotivated and resistant to learning. Some pupils in this category will have very specific difficulties in areas of literacy or numeracy, or fine and gross motor skills.</p>
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Assessment, Planning & Review	Teaching Environment & Grouping	Curriculum & Teaching Methods	Resources
<p style="text-align: center;">ALL LEVELS</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Identification</p> <p>School Action:</p> <ul style="list-style-type: none"> • Foundation Stage Profile • End of Key stage levels • Teacher observation & Assessment • Views of young person and parents <p>School Action +</p> <ul style="list-style-type: none"> • Standardised tests • Reviews of previous intervention • Information from other Agencies • Advice from other Professionals <p style="text-align: center;">↓</p>	<p>In Key Stage 1 there will be a nurturing environment with continued opportunities for learning through Play.</p> <p>Access to additional support for:</p> <ul style="list-style-type: none"> • Developing language and communication skills • Developing listening and attention skills • group work on targets relating to IEPs for basic skills • practical work with concrete / visual materials to establish concepts and skills • revision and over-learning <p>Flexible grouping arrangements will provide opportunities for:</p> <ul style="list-style-type: none"> • access to curriculum and support groups where pupils are working with peers of similar levels 	<p>In Key Stage 1 pupils should have access to:</p> <p>School Action</p> <ul style="list-style-type: none"> • simplified language reinforced by visual material and approaches to compensate for mild to moderate language delay, where this is part of a general pattern of difficulties • phonological awareness programmes • clear classroom routines supported by visual cues • teaching and learning which is multi-sensory and well structured, with opportunities for repetition and consolidation of skills • strategies to develop and extend listening and attention • arrangements for support in self care skills, such as toileting, feeding and dressing • programmes to help with sequencing and organisational skills 	<p>In Key Stage 1:</p> <p>School Action</p> <ul style="list-style-type: none"> • Advice from SENCo, Key stage Co-ordinators and literacy /numeracy co-ordinators • Class teacher and /or Teacher Assistant (TA) work with pupils on a daily basis to deliver the group programmes • Experienced TAs can be used to support programmes • Parent helpers • Use of ICT • DfES material e.g. Including all Children in the Literacy Hour and Daily Mathematics lesson. DfES 0465/2002

Assessment, Planning & Review	Teaching Environment & Grouping	Curriculum & Teaching Methods	Resources
	<ul style="list-style-type: none"> access to grouping that enables pupils to work with peers who will provide good role models for language and communication skills and for co-operative and independent application to task 	School Action + <ul style="list-style-type: none"> strategies to support problem solving and the development of concepts structured programmes to meet identified needs through small group and whole class settings, based on individual or group IEPs regular planning of specifically differentiated work to ensure effective inclusion in the daily literacy and numeracy lessons P-Scales curriculum as required additional activities designed to develop fine and gross motor skills where these are part of a general pattern of difficulties 	School Action + <ul style="list-style-type: none"> Advice from support services for Special Educational Needs for training and programme setting. Access to a higher level of additional adult support.
Assessment, Planning & Review	Teaching Environment & Grouping	Curriculum & Teaching Methods	Resources
<p style="text-align: center;">ALL STAGES</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Assessment</p> <p>Schools will have access to a range of:</p> <ul style="list-style-type: none"> Basic attainment tests diagnostic tests observational checklists Other forms of assessment which involve: 	<p>In Key stage 2 & 3 small groups for:</p> <ul style="list-style-type: none"> developing language and communication skills developing listening and attention skills group work on targets relating to IEPs for basic skills practical work with concrete / visual materials to establish concepts and skills revision and over learning 	<p>In Key stage 2 & 3:</p> <p>School Action</p> <ul style="list-style-type: none"> successful learning outcomes to support confidence and self esteem repetition and simplification of task instructions and information and approaches to compensate for mild to moderate language delay, where this is part of a general pattern of difficulties attention focussing and support in organisation for task commencement and completion concrete learning opportunities alternative strategies for recording information 	<p>In Key stage 2 & 3:</p> <p>School Action</p> <ul style="list-style-type: none"> Access to advice from SENCo, Key stage Co-ordinators and literacy /numeracy co-ordinators Experienced TAs possibly with some qualification Parent helpers Use of ICT DfES Material e.g. Including all Children in the Literacy Hour and Daily Mathematics lesson: DfES 0465/2002

Assessment, Planning & Review	Teaching Environment & Grouping	Curriculum & Teaching Methods	Resources
<ul style="list-style-type: none"> • observing and recording responses in different environments • identifying strengths and weaknesses • identifying learning rates and learning styles • Assessments from other professionals 	<p>Flexible grouping arrangements will provide opportunities for:</p> <ul style="list-style-type: none"> • access to curriculum and support groups where pupils are working with peers of similar levels • access to grouping that enables pupils to work with peers who will provide good role models for language and communication skills and for co-operative and independent application to task • pupils with specific learning difficulties have support arrangements which ensure grouping with pupils who have similar cognitive abilities 	<ul style="list-style-type: none"> • continued opportunities to develop phonological skills • involvement of pupils in planning, target setting and evaluation of their work • strategies to develop and support independent working skills <p>School Action +</p> <ul style="list-style-type: none"> • regular planning of specifically differentiated work to ensure effective inclusion in the daily literacy and numeracy lessons • P-level curriculum as required • teaching and learning which is multi-sensory and well structured, with opportunities for repetition and consolidation of skills • teaching and learning styles which reflect a pupil's preferred method of learning • additional activities designed to develop fine and gross motor skills where these are part of a general pattern of difficulties • programmes to help with sequencing and organisational skills and structured work to develop phoneme grapheme knowledge • strategies to support problem solving and the development of concepts 	<ul style="list-style-type: none"> • Access to additional adult support <p>School Action +</p> <ul style="list-style-type: none"> • Additional multi-sensory teaching materials / schemes for literacy and numeracy • Access to additional adult support to implement individual programmes and supervision • Advice from support services for Special Educational Needs for training and programme setting to be used at SA+

Behaviour, Emotional and Social Development (BESD)

School Action

Level and Description of Difficulty	<p>The pupil presents persistent emotional or behavioural difficulties which have not been ameliorated by differentiated learning opportunities or by the behaviour management techniques usually employed in the school.</p> <p>Any LEARNING NEEDS have been identified and appropriate intervention implemented.</p> <p>The difficulties may include: distractibility which disrupts teaching and learning, failure to make anticipated progress across many areas of the curriculum accompanied by signs of frustration, disillusionment, mood swings, non-co-operation or non-attendance. There may be problems with peer relationships that affect classroom dynamics and require teacher intervention. There may be associated medical needs.</p>
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Assessment, Planning & Review	Teaching Environment & Grouping	Curriculum & Teaching Methods	Resources
<p>The pupil's strengths and weaknesses in emotional and behavioural development may be analysed using behavioural checklists such as the QCA EBD Scales (QCA 2001).</p> <p>Baseline recording of particularly difficult or significant behaviours should be made in order to carry out an "ABC analysis" of behaviour(s) to inform interventions and evaluation (Antecedents, Behaviour, and Consequences).</p> <p>IEPs will be set using "SMART" targets to address behavioural and emotional needs.</p> <p>There will be systematic monitoring and recording of pupil progress in terms of the effectiveness of interventions arising from the IEP.</p> <p>Regular reviews will be held ideally on a half termly basis. Parents/carers and pupil should be involved. Review will focus on behavioural progress, and the setting of new targets.</p>	<p>Grouping arrangements or additional support in the classroom are used flexibly to promote behavioural progress.</p> <p>The groups aimed at teaching appropriate behaviour or addressing emotional needs (e.g. Self-esteem) should be organised in sizes which facilitate the development of social interaction skills.</p> <p>School-based individual or group counselling or pastoral support sessions may be of benefit. Opportunities for individual discussion and support should be available.</p> <p>Consideration should be given to the use of support strategies for pupils whose needs are emotional rather than behavioural.</p>	<p>IEP behavioural targets focus on development of appropriate behaviours and elimination or reduction of inappropriate behaviours.</p> <p>Specific rewards and sanctions will need to be incorporated. Schools should use clear sanctions and rewards systems within the Behaviour Policy, where outcomes are discussed at least weekly with staff, parents & pupil.</p> <p>Appropriate Behaviour and expectations are taught alongside the academic curriculum.</p> <p>Pupil and parent/carer involvement in the behavioural programmes will be clearly defined.</p> <p>Access to National Curriculum with suitable differentiation to accord with the pupil's behavioural difficulties.</p>	<p>Class or subject teachers are responsible for ensuring that individual or group behaviour programmes are delivered consistently. There may be some additional TA time provided under the guidance of the SENCo, Year Head, or Form Tutor, as appropriate.</p> <p>The SENCo, Year Head, or class/subject teacher facilitates assessment, planning and monitoring.</p> <p>All interventions should be reported and analysed in order to promote future planning.</p> <p>Behaviour Support Service or educational psychologist may provide some general advice on strategies, staff training or appropriate curriculum.</p>

Assessment, Planning & Review	Teaching Environment & Grouping	Curriculum & Teaching Methods	Resources
<p>Consideration should be given to an identification, assessment, planning, monitoring and reviewing cycle for pupils whose difficulties emanate from emotional problems.</p>	<p>Pastoral support given to a pupil because they have EBD should supplement usual pastoral care arrangements. It should be available daily, from the Head of Year, SENCo or class teacher.</p> <p>Schools should also consider the use of peer resources in the support of pupils experiencing emotional and behavioural difficulties (e.g. Buddy System or peer mediation).</p>	<p>Teachers should be encouraged to assess the appropriateness of the environment, the teaching and learning strategies used and the delivery style in order to ensure maximum engagement.</p> <p>Clearly defined outcomes will be agreed with all parties for both appropriate and inappropriate behaviours.</p> <p>Pupils will be encouraged to develop appropriate role models within school.</p> <p>Pupils will be encouraged to monitor their own behaviour.</p>	<p>Parental/carer involvement in programmes is particularly desirable and all agencies should work to ensure that this is achieved.</p> <p>Consideration should be given to the use of hard resources to support a differentiated curriculum for a pupil who has difficulties in engaging in traditional curriculum delivery methods (e.g. Information Technology, Audio Visual Support, Timeout facility).</p> <p>Daily support from the Form Tutor or class teacher.</p>

Behaviour, Emotional and Social Development (BESD)

School Action Plus

Level and Description of Difficulty	<p>Despite carefully planned and executed interventions at School Action, the emotional and behavioural difficulties have not improved. External professionals and other agencies now become involved, requiring careful co-ordination within the context of the school.</p> <p>The increased difficulties may include: greater distractibility or more challenging behaviour which severely disrupts teaching and learning, continuing failure to make progress across many areas of the curriculum accompanied by signs of frustration, defiance, disaffection, mood swings, non-co-operation or non-attendance. There may be increasing problems with peers, affecting classroom dynamics and requiring considerable teacher intervention.</p>
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Assessment, Planning & Review	Teaching Environment & Grouping	Curriculum & Teaching Methods	Resources
<p>Further analysis of the pupil's strengths and weaknesses in emotional and behavioural development on the QCA EBD Scales (QCA 2001) or other checklist indicates continuing or widening problems.</p> <p>Systematic recording of particularly difficult or significant behaviours for new baseline(s). The recording strategies used should enable clear analysis of presenting behaviours, causation and outcomes for all involved. It should also monitor progress towards targets and reflect the frequency, intensity and duration of the behaviour (see also Criteria for Statutory Assessment).</p> <p>Revised IEPs will be set following consultation with any external professionals who are involved, e.g: Behaviour Support Teachers, Educational Psychologists, professionals from the Child and Family Guidance Service, Child & Adolescent Mental Health Service (CAMHS) and Social Services. EWOs and parent partnership might also be involved.</p> <p>There will be systematic monitoring of pupil progress in terms of the effectiveness of the revised interventions arising from the new IEP.</p>	<p>Mainstream class or set with access to individual or small group tuition within the classroom and/or periods of withdrawal.</p> <p>If available, the facility to attend in-school behaviour centres for a planned period of time may be appropriate.</p> <p>In the secondary phase, shared placements with Pupil Referral Units may also be appropriate</p> <p>Individual counselling or therapeutic support from external agencies (e.g. Link, CAMHS) may be appropriate.</p> <p>Consideration should be given to the use of support strategies. These may include, circle time, discussion groups, mentoring, Circle of Friends and peer mediation.</p>	<p>Pupils will require a structured behavioural management programme in conjunction with external agencies. All agencies involved should understand the fundamental principle behind the programme and be committed to it.</p> <p>Pupil and parent/carer involvement in the behavioural programme will be clearly defined.</p> <p>Continuing differentiation of the curriculum will be required. Teachers should be further encouraged to assess the appropriateness of the environment, the teaching and learning strategies used and the delivery style in order to ensure maximum engagement.</p> <p>Schools may use commercially produced behaviour management programmes.</p> <p>Teachers may require training in strategies that are more likely to engage a pupil with behavioural</p>	<p>Staffing, as needed, for periods of withdrawal for the implementation of individual or small group programmes e.g. Anger Management.</p> <p>INSET time for teachers on strategies likely to engage a pupil with EBD.</p> <p>Considerable additional TA or teacher support time provided under the guidance of the SENCo, Year Head or Class Tutor in order to maintain pupils in class.</p> <p>The SENCo should lead on assessment, planning and evaluation in liaison with pastoral staff and external advisory services.</p>

Assessment, Planning & Review	Teaching Environment & Grouping	Curriculum & Teaching Methods	Resources
<p>Regular reviews in consultation with all professionals will be held ideally on a half termly basis. Parents/carers and pupil should be involved.</p> <p>The school will ensure that the time scale for pupil feedback is appropriate and that effective mechanisms are in place for communication with parents.</p> <p>Consideration should be given to an identification, assessment, planning, monitoring and reviewing cycle for pupils whose difficulties emanate from emotional problems.</p>	<p>Additional levels of pastoral care could include;</p> <ul style="list-style-type: none"> • Social support groups weekly • Individual support such as daily mentoring by a skilled adult • Peer support strategies at key times • Clear communication throughout the school management system with weekly updates 	<p>difficulties.</p> <p>There may need to be a restructured individual timetable within the context of an inclusive curriculum.</p> <p>Throughout the continuum of SA+, pupils should be supported through a variety of strategies which could include:</p> <ul style="list-style-type: none"> • Increasing adult/pupil ratio in the classroom • Using supported group work within the classroom • Using strategic withdrawal for specific skills work as advised by external agencies • Strategic use of equipment to sustain learning e.g. I.C.T audio-visual equipment 	<p>The SENCo should use recognised behaviour assessment tools in order to produce a full diagnostic assessment of need.</p> <p>Class/subject teachers are responsible for delivering the IEP in conjunction with the SENCo.</p> <p>Class/subject teachers will need support in the delivery of the programme if it is to be sustained over a long period of time.</p> <p>Behaviour Support Service, educational psychologist or other external agencies should be consulted.</p> <p>Parental/carer involvement in programme development for school and home is essential and continues to be sought by all professionals involved.</p> <p>Consideration will continue to be given to the use of resources to support learning needs and a differentiated curriculum for a pupil who has difficulties in engaging in traditional curriculum delivery methods e.g. I.C.T, audio-visual equipment.</p>

Autistic Spectrum Disorder (ASD)

School Action

Level and Description of Difficulty

The pupil has difficulties with communication, social understanding/interaction and imagination, which impede his or her access to learning and the curriculum. These difficulties persist despite differentiated learning opportunities provided by the school. An increase in the diagnosis of ASD means that mainstream schools can expect to have more pupils with ASD, especially Asperger's Syndrome, in future.

The difficulties may include: inability to interpret social cues, poor social timing, lack of social empathy, rejection of normal body contact, inappropriate eye contact, lack of social conversation skills, literal use and interpretation of speech, rigidity and inflexibility of thought processes, resistance to change, solitary play, difficult or inappropriate behaviour, poor motivation outside specific interests and unusually focussed special interests.

Assessment, Planning and Review	Teaching Environment & Grouping	Curriculum & Teaching Methods	Resources
<p>The pupil's strengths and weaknesses in social communication, interaction and flexible thinking are observed and recorded in a variety of situations during the school day.</p> <p>IEPs will be written using 'SMART' targets that focus on social communication, interaction and flexible thinking.</p> <p>Class and subject teachers will plan to implement aspects of the IEP in their lessons.</p> <p>The IEP will specify teaching arrangements and resources. It will include strategies that reflect the pupil's preferred learning style e.g. the use of visual cues, routines and consistency of language use.</p> <p>IEPs will be reviewed regularly (at</p>	<p>There should be consistency within the classroom in terms of organisation, structure, routines, space and place.</p> <p>In the classroom written or drawn visual supports for tasks and/ or personal organisation will be needed. Such support may also be used to manage change (e.g. visual timetables etc)</p> <p>Grouping arrangements or additional support in the classroom are used flexibly to promote social interaction, language use, understanding and use of imagination.</p> <p>Individual or small groups should be available.</p> <p>Peer support systems may be established and developed. This may be of particular benefit in unstructured times.</p>	<p>Pupils should have access to:</p> <ul style="list-style-type: none"> • Consistent and predictable teaching arrangements • Teaching to develop the social use of language and comprehension • Extra help in acquiring literacy skills • Support in organising and co-ordinating oral and written language • Practical work with concrete / visual materials to establish concepts and skills • Social support in the playground <p>Cross-curricular planning and targets should promote social interaction, communication and imagination within the content and delivery of the academic curriculum.</p> <p>IEP targets will be addressed through small group and class work within the curriculum framework.</p>	<p>Staffing for individual or small group programmes should be available.</p> <p>Additional TA time may be used to break down tasks into appropriately staged steps as part of the individual support.</p> <p>Class or subject teachers are responsible for working with the pupil on a daily basis to address the pupil's needs. There may be some additional teaching assistant time provided under the guidance of the SENCo, Year Head or Class Tutor, as appropriate, to work within the pupil's curriculum and individual needs framework.</p> <p>In the classroom, written or drawn visual supports for tasks and/ or personal organisation will be needed. Such support may also be used to manage change (e.g. visual timetables etc).</p>

Assessment, Planning and Review	Teaching Environment & Grouping	Curriculum & Teaching Methods	Resources
<p>least termly) and will include success criteria.</p> <p>Parents and pupils will be involved in target setting and review and pupils will clearly understand the targets they are working to achieve.</p> <p>Success will be celebrated.</p> <p>There should be a cycle of identification, assessment, planning, implementation, monitoring and review.</p>		<p>There will be use of routines and structured tasks, immediate reward systems, peer awareness and sensitivity and peer support within the content, delivery and organisation of the curriculum.</p> <p>Teacher explanation should be explicit, consistent and delivered calmly and clearly.</p> <p>Explanations and instructions should be individualised and specific to the pupil.</p> <p>Within the curriculum, vocabulary, inference, active listening and active response to instruction may need to be taught specifically.</p> <p>School should include ASDs in their in-service training programme and all staff should know, for example, how to meet, greet and redirect a pupil with an ASD (and how not to do it...)</p>	<p>The SENCo, Year Head or Class Tutor will facilitate assessment, planning, implementation and monitoring.</p> <p>The educational psychologist, other support services and Speech and Language Therapy (if involved) may offer advice about strategies, training or appropriate curriculum.</p> <p>Materials to support awareness, planning and practice in school and the classroom include: DfES guidance about autism and information from websites, including the National Autistic Society and Torbay Council guidance (see References).</p> <p>The pupil's potential for learning is likely to be promoted by the use of objects, visual supports (pictorial or written) and vocabulary lists.</p> <p>Access to ICT.</p>

Autistic Spectrum Disorder (ASD)

School Action Plus

Level and Description of Difficulty.

Despite carefully planned and executed interventions at School Action, the pupil continues to have difficulties with communication, interaction and imagination difficulties which impede his or her access to the curriculum. The difficulties within the triad of Autistic Spectrum Difficulties are more clearly evident and severe: impaired language development, rigidity and inflexibility of thought and behaviour, difficulties with social interaction and communication.

Assessment, Planning & Review	Teaching Environment & Grouping	Curriculum & Teaching Methods	Resources
<p>Further analysis of the pupil's strengths and weaknesses in social communication, interaction, flexible thinking, unusual behaviours, environmental intolerance and basic skill levels.</p> <p>Revised IEPs will be set following consultation with parents and external professionals such as Advisory Teachers, Educational Psychologists, CAMHS or Speech and language therapists if they are involved with the pupil.</p> <p>Ongoing assessment will inform IEP planning which will incorporate advice from external professionals.</p> <p>The IEPs will have SMART targets which reflect the pupil's priority needs.</p> <p>Class and subject teachers will plan to implement aspects of the IEP in their lessons.</p> <p>The IEP will specify teaching arrangements and resources. It will</p>	<p>There should be consistency within the classroom in terms of organisation, structure, routines, space and place, with identified work areas.</p> <p>Classroom supports may include the use of a visual timetable, prompt and/or instruction sheets, visually identified expectations and teaching outcomes, frequent visual supports for teaching; including signalling and signing. Teachers will expect to use several or all of these strategies.</p> <p>There will be some opportunities for individual or small group work within the classroom, or on a withdrawal basis, to address specific needs identified in the pupil's Individual Education Plan.</p> <p>Grouping arrangements or additional support in the classroom are used flexibly to promote social interaction, appropriate behaviour, language use, understanding and use of imagination. Teachers will ensure adult facilitation.</p>	<p>All strategies used at School Action can be continued but with increased structure and precision.</p> <p>Pupils should have access to:</p> <ul style="list-style-type: none"> • Consistent and predictable teaching arrangements • Help in acquiring, comprehending and using language • Help with non-verbal communication • Help in acquiring literacy skills • Support in using different means of communication confidently for a range of purposes • Support in organising and co-ordinating oral and written language <p>Staff utilise strategies to reduce behaviour difficulties caused by information overload; such as breaks built into the lesson plan for the child. There may be other stress producing factors to be addressed such as sensory or social overload.</p>	<p>Reference should be made to the School Action guidance.</p> <p>There is a named person who knows about Autistic Spectrum Disorders within the school to whom the pupil, teachers and parents may refer. (usually the SENCo)</p> <p>There will be advice and input from external agencies such as Educational Psychologists, Advanced Skills Teacher for Autism and Speech and Language Therapists.</p> <p>Additional Teaching Assistant or teacher support time provided under the guidance of the SENCo, Year Head or Class Tutor.</p> <p>Classroom supports may include the use of a visual timetable, prompt and/or instruction sheets, visually identified expectations and teaching outcomes, frequent visual supports for teaching and also signalling and signing. Teachers will expect to use several or all of these strategies.</p>

Assessment, Planning & Review	Teaching Environment & Grouping	Curriculum & Teaching Methods	Resources
<p>include strategies that reflect the pupil's preferred learning styles. IEPs will be reviewed at least half-termly and will include success criteria.</p> <p>Parents and pupils will be involved in target setting and review and pupils will clearly understand the targets they are working to achieve.</p> <p>Success will be celebrated.</p> <p>There should be an ongoing cycle of identification, assessment, planning, implementation, monitoring and review.</p> <p>There may be specific targets relevant to particular curriculum areas and these are agreed with the appropriate staff members.</p> <p>The school is familiar with special assessment and reporting arrangements and involves relevant bodies in good time.</p>	<p>Peer support structures with appropriate guidance for the supporting pupils may provide opportunities for the development of social interaction and communication skills. This could include circles of friends (where training has been provided), mentoring or buddying.</p> <p>The school realises that children with ASD are very vulnerable to bullying and has support/monitoring in place.</p>	<p>Strategies such as Social Stories may be used to promote appropriate behaviour and reduce anxiety.</p> <p>Elements of approaches such as TEACCH may inform the curriculum and teaching methods.</p> <p>Teaching approaches should be consequential and make use of immediate feedback and structured reward systems.</p> <p>Peer awareness and sensitivity, and peer support in and out of the classroom should be encouraged.</p> <p>Within the curriculum, and for social situations, vocabulary and inference, active listening and active response to instruction will need to be taught specifically.</p> <p>Curricular language will benefit from 'scaffolding' approaches.</p> <p>There will be continuing and developing differentiation of the delivery of the curriculum.</p> <p>The pupil may require some individualised curriculum content, within the context of an inclusive curriculum to address some specific needs.</p>	<p>Social Stories would require 15-20 mins daily – 1.5 hrs a week.</p> <p>Ideas from approaches such as TEACCH may require 15 mins at the start of key lessons – some 3 - 5 hrs a week.</p> <p>There will be an ongoing commitment to training for all appropriate staff in school and for whole school information and training as appropriate.</p> <p>The 'Buddy' model of peer support will take about 0.5 hrs to manage.</p> <p>Specific language programmes may require up to 2 hrs a week.</p> <p>'Scaffolding' approaches will require some weekly preparation time.</p> <p>Use of ICT.</p> <p>Creation of "workstations" to protect personal space.</p> <p>Monitoring of social interaction in the playground.</p>

Specific Speech & Language Difficulty (SSp&LD) School Action

Level and Description of Difficulty	<p>The pupil has specific difficulties with language, which impede his or her access to learning and the curriculum. The pupil has poorly developed receptive and/or expressive language skills, which may include significant speech sound difficulties and do not follow the normal pattern. Despite good social intent the pupil's social interaction is limited. The pupil may demonstrate frustration or stress. There is a marked difference between the pupil's understanding and use of language and his or her cognitive, social and adaptive skills.</p>		
Assessment, Planning & Review	Teaching Environment & Grouping	Curriculum & Teaching Methods	Resources
<p>The pupil's strengths and weaknesses in expressive and receptive language are observed and recorded. This may include reference to the pupil's understanding and use of vocabulary, grammatical structure, conversational skills and speed of language processing. The pupil may take cues from the actions of other pupils. The pupil may not readily ask for help or clarification and may be producing unintelligible speech.</p> <p>IEPs will be set using 'SMART' targets focusing on developing understanding and use of language. Targets may also focus on phonological development and specific expressive language skills.</p> <p>The IEP will specify teaching arrangements and resources.</p> <p>IEPs will be reviewed regularly (at least termly) and will include success criteria.</p>	<p>The physical environment should be methodically organised and conducive to good listening and attention.</p> <p>Classroom supports may include the use of rebus systems, visual timetables and prompt sheets.</p> <p>Grouping in class should provide opportunities for peer support, the development of social understanding and inference together with structured opportunities for conversation.</p> <p>Support or small groups should be available for at least 3 hrs per week.</p> <p>Class and subject teachers will plan to address aspects of the IEP in their lessons. Some subject areas may have specific targets within the IEP.</p>	<p>Teaching methods may include the use of visual aids, signalling and signing to support understanding in lessons.</p> <p>IEP will be addressed through small group and class work within the curriculum framework.</p> <p>There should be opportunities to facilitate peer awareness and support.</p> <p>Teacher explanation should be consistent, use repetition and be delivered clearly, with frequent checking of pupil's understanding.</p> <p>There may need to be specific teaching of vocabulary, comprehension and inference, use of language, sentence structures, the speech sound system, sequencing and active listening skills. Such teaching should relate to individual speech & language therapy programmes.</p> <p>Staff may also need to use prompts and 'scaffold' tasks to promote independent working.</p>	<p>Support for small groups should be available.</p> <p>Class or subject teachers are responsible for working with the pupil on a daily basis to address the pupil's needs.</p> <p>There may be some extra teaching assistant time provided under the guidance of the SENCo, the Year Head or Class Tutor, as appropriate, to work within the pupil's curriculum and individual needs framework.</p> <p>The SENCo, Year Head or Class Tutor will facilitate assessment, planning, implementation, monitoring and review.</p> <p>Advice from pupil's Speech & Language therapist and from LEA Outreach teacher for Speech & Language Difficulties (Barton School, Tel: 01803 327161).</p>

Assessment, Planning & Review	Teaching Environment & Grouping	Curriculum & Teaching Methods	Resources
<p>Parents and pupils will be involved in target setting and review and pupils will clearly understand the targets they are working to achieve. Success will be celebrated.</p> <p>There should be a cycle of identification, assessment, planning, implementation, monitoring and review.</p>		<p>Possible fine motor difficulties will be addressed through differentiated resources, tasks and outcomes.</p>	<p>School should address the needs of Speech and Language Impaired (SSp&LD) pupils in their in-service training as appropriate.</p>

<p>Level and Description of Difficulty</p>	<p>Despite carefully planned and executed interventions at School Action, the pupil has continuing difficulties with receptive and/or expressive language skills, which may include severe speech impairment. There is a marked difference between the pupil's understanding and use of language and his or her cognitive, social and adaptive skills although the pupil is likely to show some underachievement. The pupil may clearly demonstrate frustration or stress. A speech and language therapist will be involved with the pupil who will have a diagnosis of a Specific Speech & Language Difficulty.</p>		
<p>Assessment, Planning & Review</p>	<p>Teaching Environment & Grouping</p>	<p>Curriculum & Teaching Methods</p>	<p>Resources</p>
<p>There will be further analysis of the pupil's strengths and weaknesses in receptive and expressive language (see also School Action). A speech and language therapist will be the key professional involved in this.</p> <p>Ongoing assessment will inform revised Individual Education Plans which will be set following consultation with a speech and language therapist, Support Service for Special Educational Needs staff, educational psychologists, as appropriate.</p> <p>The IEP will have 'SMART' targets, which reflect the pupil's priority needs. Class and subject teachers will plan to implement aspects of the IEP in their lessons.</p> <p>The IEP will specify teaching arrangements and resources. It will include strategies that reflect the pupil's preferred learning styles.</p> <p>IEPs will be reviewed at least termly and will include success criteria.</p>	<p>The physical environment should be methodically organised and well defined and labelled using writing and drawings.</p> <p>There will be some opportunities for individual or small group work within the classroom, or on a withdrawal basis, to address specific needs identified on the pupil's IEP.</p> <p>Careful choice of working and leisure partners and groups will facilitate social interaction. These will change according to the activity and also to give a variety of social experiences and learning.</p> <p>There will need to be recognition of the stress and unhappiness that SSPLD can cause. Rewards and recognition are important as is the provision of a place / activity for difficult times.</p>	<p>Classroom support and teaching methods will include a variety of visual materials to aid comprehension, support speaking and the use of language and facilitate personal/ task organisation.</p> <p>IEP will be addressed individually, through small groups and class work within the curriculum framework. The advice of the SLT will be followed and will inform teaching and learning tasks. Programme generalisation will be supported within the classroom. This will require additional TA support.</p> <p>There will be opportunities to facilitate peer awareness and support.</p> <p>Social language skills may need to be developed according to a structured programme with opportunities for frequent reinforcement.</p> <p>Teacher explanation should be consistent, use repetition and be</p>	<p>Reference should be made to School Action – as above.</p> <p>Resource production and in-class support will require an additional allocation of TA time.</p> <p>There is a key worker (SENCo / Class Teacher) who is informed about the needs of the pupil to whom the pupil and parents may refer.</p> <p>There will be on-going advice and input from external agencies including the speech and language therapy service, LEA Outreach Teacher for Speech & Language Difficulties and educational psychologists.</p> <p>Additional teaching assistant time will be provided under the guidance of the SENCo, Year Head or Class Tutors.</p> <p>Structured programmes for social language skills, with opportunities for frequent repetition, will require time and staffing.</p>

Assessment, Planning & Review	Teaching Environment & Grouping	Curriculum & Teaching Methods	Resources
<p>Parents and pupils will be involved in target setting and review and pupils will clearly understand the targets they are working to achieve.</p> <p>Success will be celebrated.</p> <p>There should be an ongoing cycle of identification, assessment, planning and review.</p> <p>There may be specific targets relevant to particular curriculum areas and these are agreed with the appropriate staff members.</p>		<p>delivered with a clear voice and manner.</p> <p>The pupil will benefit from being told the main points of a lesson beforehand so that "decoding" language does not get in the way of understanding & learning.</p> <p>There will need to be specific teaching of vocabulary, comprehension and inference, use of language, sentence structures, the speech sound system, sequencing and active listening skills.</p> <p>Staff will also need to use prompts and 'scaffold' tasks to promote independent working.</p> <p>Possible fine motor difficulties will be addressed through differentiated resources, tasks and expected outcomes.</p> <p>Pupils may need to be taught organisational strategies and their understanding of events and change will need support.</p>	<p>Specific support relating to "decoding" language (pre-lesson preparation)</p> <p>Specific Language Teaching</p> <p>Preparation to promote independent working.</p> <p>There will be an ongoing commitment to training for all appropriate staff in school and for whole school training and information as appropriate.</p> <p>Teaching of organisational strategies and understanding of events and change will need support.</p> <p>School should address the needs of SSp&LD pupils in their in-service training as appropriate.</p>

Visual Impairment	
School Action	

Level and Description of Difficulty	<p>The pupil has a level of visual impairment which requires some modifications to be made to the presentation of the curriculum, the school or classroom environment, or the classroom management of the pupil e.g. positioning in class, use of equipment etc. Impaired functional vision in the educational setting is the key criterion.</p> <p>While it is difficult to categorise these pupils they may include those with:</p> <ul style="list-style-type: none"> • poor visual acuities (for example 6/12 to 6/18) • ocular motor difficulties • visual field loss • difficulties where patching is significantly reducing vision • progressive conditions where the present impairment is very slight <p>Where a pupil exhibits more than one of these difficulties it is more likely that they will be at School Action Plus. If the pupil has visual perception difficulties this will compound the problems associated with all of the above.</p>
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Assessment, Planning & Review	Teaching Environment & Grouping	Curriculum & Teaching Methods	Resources
<p>School will receive advice from Specialist Advisory Teacher for Visual Impairment, following a full assessment of pupil's functional vision in the educational setting. School will facilitate the assessment, providing space, liaison time, and details of their own observations.</p> <p>IEPs will include Specialist Advisory Teacher advice and will be reviewed regularly, in line with the SEN Code of Practice.</p> <p>School will facilitate monitoring by Specialist Advisory Teacher. At SA this will be less frequent than termly. This will include liaison time with classteacher &/or SENCo.</p>	<p>The pupil should remain part of the mainstream class for all activities except in exceptional circumstances.</p> <p>The pupil's position in class will need to be considered for access to visual stimuli.</p> <p>Social interaction with other children may need to be encouraged through sensitive grouping arrangements.</p> <p>If grouping by ability, care should be taken that cognitive ability is the criteria used rather than the impaired ability to access materials.</p>	<p>All areas of the curriculum should be accessible with appropriate adaptation or modification where necessary.</p> <p>Teachers must have regard to advice submitted by Specialist Advisory Teacher as well as parents, health professionals etc, in how they present the curriculum e.g.</p> <ul style="list-style-type: none"> • use of whiteboard • accessibility of printed materials • speed of work • physical position of pupil <p>Some in-class support may be necessary from time to time in certain subjects or with certain topics. This should be provided by the school.</p>	<p>Pupil may benefit from using specialist equipment e.g.</p> <ul style="list-style-type: none"> • sloping reading/writing boards • low power magnifiers • dark pens/pencils • dark lined books/paper • large print materials (e.g. reference books) • bright PE equipment <p>In general, expensive specialist items will be provided centrally via Specialist Advisory Teacher, while smaller or consumable items will be provided by the school.</p> <p>When appropriate, printed material will need to be enlarged - it would be expected that a school would use their own resources for this.</p>

Assessment, Planning & Review	Teaching Environment & Grouping	Curriculum & Teaching Methods	Resources
<p>The review cycle will vary depending on the needs of the pupil but the class teacher will monitor the pupil's progress and their visual access to the curriculum regularly. Any concerns will prompt a request for additional advice from Specialist Advisory Teacher.</p>		<p>As visual impairment is about the ability to access the visual world, and not about a cognitive difficulty, care must be taken to maintain appropriately high expectations in curriculum achievement.</p>	

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Level and Description of Difficulty	<p>The pupil has a significant level of visual impairment which requires modifications to be made to the presentation of the curriculum, the school or classroom environment, and the classroom management of the pupil e.g. positioning in class, use of equipment etc. They will require some printed materials to be modified. They will likely require the provision of some specialist equipment.</p> <p>Significantly impaired functional vision in the educational setting is the key criterion.</p> <p>The pupil will usually have a poor visual acuity (sharpness of vision) - for example 6/18 or worse. This may be compounded by other problems such as visual field loss, monocular vision, ocular motor impairment, visual perception difficulties or the presence of degenerative conditions.</p>
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Assessment, Planning & Review	Teaching Environment & Grouping	Curriculum & Teaching Methods	Resources
<p>School should receive advice from the Specialist Advisory Teacher for Visual Impairment, following a full assessment of pupil's functional vision in the educational setting. School will facilitate this, providing space, liaison time, and details of their own observations.</p> <p>IEPs will be written taking account of Specialist Advisory Teacher advice and will be reviewed regularly, in line with the SEN Code of Practice.</p> <p>Specialist Advisory Teacher will contribute to IEP writing and review. The specialist teacher should be invited to IEP meetings, and will attend when appropriate and possible.</p>	<p>The pupil should remain part of the mainstream class for most activities.</p> <p>Withdrawal sessions for individual or small group work may be necessary to:</p> <ul style="list-style-type: none"> • complete tasks made slower by the visual impairment • prepare pupil for a class activity or learning experience • reinforce mainstream work • provide additional hands-on experience of materials or presentations • provide additional experiences of the environment to remedy a lack of incidental learning • learn particular skills to improve curriculum access e.g. touch typing or use of magnifiers and other specialist equipment • increase social interaction with peers • learn mobility skills 	<p>All areas of the curriculum should be accessible with appropriate adaptation or modification where necessary.</p> <p>Teachers must have regard to advice submitted by Specialist Advisory Teacher as well as parents, health professionals etc, in how they present the curriculum e.g.</p> <ul style="list-style-type: none"> • use of whiteboard • accessibility of printed materials, and how they should be adapted • modification of teaching methods used • speed of work • physical position of pupil <p>Additional in-class support may be necessary in certain subjects or with certain topics. This should be provided by school.</p>	<p>Pupil may benefit from using specialist equipment e.g:</p> <ul style="list-style-type: none"> • sloping reading/writing boards • magnifiers • large Print materials • accessibility software for ICT • larger computer monitor • separate TV monitor • dark pens/pencils • dark lined books/paper • large print materials • bright PE equipment <p>In general, expensive specialist items will be provided centrally via Specialist Advisory Teacher, while smaller or consumable items will be provided by the school.</p>

Assessment, Planning & Review	Teaching Environment & Grouping	Curriculum & Teaching Methods	Resources
<p>School will facilitate monitoring and support by Specialist Advisory Teacher. This will usually be once or more per term. It will require liaison time with teacher & SENCo.</p> <p>The monitoring and review cycle will vary, depending on the needs of the pupil and the school.</p> <p>The class teacher will monitor the pupil's progress and their visual access to the curriculum on an ongoing basis. Any concerns will prompt a request for additional advice or intervention from Specialist Advisory Teacher.</p>	<p>The above may require additional TA support to be provided by the school. Specialist Advisory Teacher will teach some of these skills to the pupil but they will still require reinforcement. Specialist Advisory Teacher will provide guidance and advice for this.</p> <p>The pupil's position in class will need to be considered for access to visual stimuli.</p> <p>Social interaction with other children may need to be encouraged through sensitive grouping arrangements.</p> <p>If grouping by ability, care should be taken that cognitive ability is the criterion used rather than the impaired ability to access materials.</p>	<p>Auditory or tactile approaches to learning and teaching may supplement the visual stimuli used.</p> <p>As visual impairment is about the ability to access the visual world, and not about a cognitive difficulty, care must be taken to maintain appropriately high expectations in curriculum achievement.</p>	<p>Some adaptations to the school environment may be necessary e.g. vertical blinds, highlighting of hazards etc.</p> <p>Some printed materials or other learning materials/equipment may need to be modified. Specialist Advisory Teacher can assist in this but it is expected that schools will use support time for this from their own resources.</p>

Physical Impairment/Medical Conditions

School Action

Level and Description Of Difficulty	<p>The pupil will have a defined physical or medical condition that may be subject to regular medical review / intervention. Such pupils may:</p> <ul style="list-style-type: none"> • Use specialist aids relating to their disability, i.e. ankle foot orthosis, wrist splint • Utilise limited, low-tech specialist equipment to enhance their curriculum access, e.g. word-processor, adapted ruler, foot box • Require limited adult assistance with practical aspects of the curriculum or self help skills or personal care <p>In addition, the pupil's condition may have a negative impact on their self-esteem and social relationships.</p>
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Assessment, Planning & Review	Teaching Environment & Grouping	Curriculum Teaching Methods	Resources
<p>Assessment will draw on assessments already undertaken as part of standard educational practice i.e. early years records, baseline assessments or QCA assessments.</p> <p>The pupil's strengths and weaknesses will be identified through a range of activities – observation, checklists, dialogue with staff, curriculum-related assessment, criterion-referenced assessment, non-standardised tests and/or diagnostic tests and may be supplemented by standardised tests.</p> <p>IEPs will be set using SMART targets.</p> <p>There will be thorough monitoring of pupil progress in terms of the effectiveness of the interventions arising from the IEP.</p> <p>Regular review meetings should be held to which parents/carers and the pupil are invited. The focus of these meetings should be on progress made and the effectiveness of strategies employed. Setting new targets will be a key component of these meetings.</p>	<p>Flexibility is used in grouping arrangements and the use of additional support to promote independent learning. Individual support and/or groupings could be in the form of strategic peer support or support from a TA.</p> <p>Classroom setting/management takes account of social relationships.</p> <p>Consideration will need to be given to timetabling and location of rooms.</p>	<p>Access to the National Curriculum (including 'P' Scales) / Foundation Stages will be provided, with suitable differentiation and support, particularly in Physical Education and practical activities within all areas.</p> <p>Possible guidance and advice from physiotherapy and/or occupational therapy services.</p> <p>Specific skill development or ameliorative activities in support of IEP targets may be required. Consideration should be given to the use of low-tech aids or equipment (including basic word processors where appropriate).</p>	<p>Class or subject teachers are responsible for working with the child on a daily basis, delivering any individual programmes.</p> <p>The use of individual support and small groups should be considered.</p> <p>Some additional support may be required at periods throughout the day. The SENCo facilitates assessment, planning and monitoring.</p> <p>Specialist advisory teachers, educational psychologists, physiotherapists or occupational therapists may provide some additional advice on strategies, equipment or staff training.</p>

Physical Impairment/Medical Conditions

School Action Plus

<p>Level and Description Of Difficulty</p>	<p>Despite having received concentrated support under School Action the pupil has continuing difficulties that require more specialised advice and support from external agencies.</p> <p>Such pupils will have a defined physical or medical condition and will usually be subject to regular medical review/intervention.</p> <p>They will have impairment of motor functions, affecting dexterity or mobility within school, which would without intervention, directly obstruct or hamper the child's access to the curriculum.</p> <p>They may:</p> <ul style="list-style-type: none"> • Utilise specialist equipment to ameliorate difficulties with either curriculum access and/or daily living activities. • Require Medical Care Plans. • Require a level of adult assistance to access the curriculum, manage their condition, or move with safety around the environment. • Exhibit fatigue, lack of concentration or motivation due to their condition, which is having a marked effect on classroom performance. <p>In addition the pupil's needs may have a negative impact on their self-esteem and social relationships.</p>		
<p>Assessment, Planning & Review</p>	<p>Teaching Environment & Grouping</p>	<p>Curriculum & Teaching Methods</p>	<p>Resources</p>
<p>IEPs will be set using SMART targets, taking into account the child's full needs.</p> <p>IEPs will be drafted with consultation and advice from outside agencies (e.g. Specialist Advisory Teacher, Educational Psychologist, Moving and Handling Advice (e.g. outreach from Mayfield School), Speech and Language Therapist, Occupational Therapist, Physiotherapist).</p> <p>There will be regular, detailed monitoring of the pupil's progress in terms of the effectiveness of interventions arising from the IEP.</p>	<p>There will be access to considerable small group/in-class, TA/teacher support.</p> <p>A range of differentiation techniques is widely used to promote full access to practical activities.</p> <p>Most pupils will require access to a base for therapy, developmental programmes and/or special arrangements for personal and hygiene needs.</p> <p>Consideration will need to be given to timetabling and location of rooms.</p>	<p>Access to the National Curriculum (including 'P' Scales / Foundation Stages) will be provided with suitable differentiation and support, particularly in Physical Education and practical activities within all areas.</p> <p>Individual programmes to support IEP targets and external agency advice will be provided.</p>	<p>Advice from The Support Service for Physical Impairment and other external support services should be sought to inform and/or guide curriculum adaptation, implementation of the IEP and offer direct support to the pupil.</p> <p>Multi-agency collaboration will usually be essential due to the overlap of educational, social or health needs.</p>

Assessment, Planning & Review	Teaching Environment & Grouping	Curriculum & Teaching Methods	Resources
<p>Regular reviews should be held to which parents/carers and the pupil are invited. The review should focus on pupil progress, effectiveness of strategies, new information or factors, and the setting of new targets.</p> <p>The pupil's strengths and weaknesses will be monitored using a range of activities – baseline assessments, observation, checklists, dialogue with staff/external agencies, non-standardised tests and/or diagnostic tests and standardised tests.</p>	<p>Occasional additional support in some lessons e.g. PE, Science, and Technology from a TA. Appropriate peer groupings should also be considered.</p> <p>Regular, additional support in specified lessons e.g. Technology, from a TA.</p> <p>Daily physiotherapy programme delivered by a TA.</p> <p>Occasional help with physical aids e.g. splints, AFO's, etc.</p> <p>Independence skills programme e.g. typing, managing own aids, ICT from a TA.</p> <p>Some support needed in safely moving around the school from a TA.</p>	<p>There will be focus on the <i>educational</i> implications of the physical/medical condition but there may also be therapy targeted at these difficulties.</p> <p>Additional access to Information & Communication Technology, specialist aids and adaptations may be necessary to facilitate access to the curriculum.</p> <p>Consideration should be given to exam concessions.</p>	<p>Class/subject teachers are responsible for delivering the IEP in conjunction with the SENCo.</p> <p>Additional direct support will be given with advice from SENCo and outside specialists (i.e. Specialist Teacher for Physical Impairment). This may be delivered by a TA or other appropriate adult e.g. lunchtime supervisor, as outlined in the Teaching and Grouping column.</p> <p>The LEA may make Specialised transport arrangements to and from school.</p> <p>The school will need to consider the implications of the Disability Discrimination Act (DDA) for School Visits and Extra Curricular Activities.</p> <p>The school will need to make reasonable adjustments to its environment and some building adaptations may be necessary.</p> <p>Specific I.C.T programmes on the advice of the Specialist Teacher.</p> <p>Consideration should be given to the identification of a key worker.</p>

Deaf and Hearing Impaired

School Action and School Action Plus

School Action: Pupils with conductive losses who are not routinely seen by Advisory Teacher:Hearing Impaired.

School Action Plus: Pupils whose hearing loss is severe enough for there to be regular involvement from Advisory Teacher:Hearing Impairment. Generally, such children will have been identified in the pre-school phase.

Level and Description Of Difficulty	<u>Mild/Moderate loss (aided):</u> The child has a loss, which comes and goes and is usually related to having catarrh linked to a cold. Fluctuating hearing loss is very common amongst Key Stage One children in particular and usually clears up by the time they move on to KS2. Some children will have continued problems.
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Assessment, Planning & Review	Teaching Environment & Grouping	Curriculum & Teaching Methods	Resources
<p>IEPs will be set using SMART targets, taking into account the child's full needs. The drafting of this may involve consultation and advice from outside agencies (e.g. Advisory Teacher for Hearing Impaired Children, Educational Psychologist, Speech and Language Therapist).</p> <p>There will be regular, detailed monitoring of the pupil's progress in terms of the effectiveness of interventions arising from the IEP. The pupil's progress, strengths and weaknesses will be monitored using a range of activities – baseline assessments, observation, checklists, dialogue with staff/external agencies, non-standardised tests and/or diagnostic tests and standardised tests.</p>	<p>No additional support should be needed.</p> <p>All staff should be made aware of the pupil's hearing loss and whether or not the child should be using an aid.</p> <p>The child should be seated close to but facing the teacher in a position where the teacher's face is clearly visible.</p> <p>The child should be reminded and encouraged to use any hearing aid with which they have been provided.</p>	<p>The Advisory Teacher for Hearing Impaired Children (AT:HI) may make observations of the child in the classroom and from those observations and subsequent discussion with the teacher make some suggestions of how the school can best meet the child's needs.</p> <p>If the child wears a hearing aid the AT:HI will give advice and guidance as to its use and maintenance.</p> <p>Where there is some language delay linked to the hearing loss the AT:HI will give advice and guidance on the implications of this and how you can aid language development.</p>	<p>The Advisory teacher for Hearing Impaired Children may already be aware of the child through a Health Service referral. If the AT:HI has not contacted you and you have concerns please refer the child to the service yourself.</p> <p>Advice and guidance will be given by the Advisory Teacher for Hearing Impaired Children who will visit school if requested and talk to staff about the implications of this type of loss and the best ways to help the child.</p> <p>The AT:HI will visit on referral and, following that, on request if there are further concerns, or as agreed appropriate and necessary by school, family and service.</p>

Assessment, Planning & Review	Teaching Environment & Grouping	Curriculum & Teaching Methods	Resources
Regular reviews should be held to which parents/carers and the pupil are invited. The review should focus on pupil progress, effectiveness of strategies, new information or factors, and the setting of new targets.			

<p>Level and Description Of Difficulty</p>	<p><u>Monaural hearing loss:</u> The child has a hearing loss in one ear only. The loss can be of varying degrees, from mild to profound. The child may have a hearing aid, but this is not usually the case.</p> <p>Children with a monaural loss are sometimes not identified until later than usual. This may mean that their early experiences (prior to diagnosis) leave them with longer-term effects upon their language development and perhaps social skills and behaviour.</p>
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Assessment, Planning & Review	Teaching Environment & Grouping	Curriculum & Teaching Methods	Resources
As above.	<p>All staff should be aware of the child's hearing loss and its implications in school.</p> <p>The child should be seated so that their good side is to the teacher and others who may be speaking.</p> <p>The person who is speaking should identify himself or herself in some way so that the child can locate the speaker before they begin to speak. This is particularly important in-group discussion.</p> <p>The child should be made aware of safety measures in technology</p>	<p>If the child wears a hearing aid, the Advisory Teacher (AT:HI) will give advice and guidance as to its use and maintenance.</p> <p>The AT:HI will feed back any concerns or information about the functioning of the hearing aid to the audiologist/ENT consultant and advise them of the child's audiological needs in the school environment.</p> <p>Where there is some language delay linked to the hearing loss the AT:HI will give advice and guidance on the implications of</p>	<p>The Advisory teacher for Hearing Impaired Children may already be aware of the child through a Health Service referral. If the AT:HI has not contacted you and you have concerns please refer the child to the service yourself. Contact number 01803 554381.</p> <p>Advice and guidance will be given by the Advisory Teacher for Hearing Impaired Children who will visit school if requested and talk to staff about the implications of this type of loss and the best ways to help the child.</p> <p>The AT:HI will visit following referral and if there are further concerns, or as agreed necessary by school, home, pupil and</p>

Assessment, Planning & Review	Teaching Environment & Grouping	Curriculum & Teaching Methods	Resources
	<p>rooms, science labs etc and staff should ensure that they have heard and understood all instructions.</p> <p>Where the child wears a hearing aid they should be encouraged to wear it as instructed by the audiologist, ENT consultant, or AT:HI. Any concerns or observations about the child's use of the prescribed aid should be fed back through the parent or AT:HI to the audiologist/ENT consultant to help them decide what aid is best for the child in that situation.</p>	<p>this and how you can aid language development in the school environment.</p> <p>The AT:HI will liaise with the family and provide support, information, advice and guidance to them where necessary.</p>	<p>service.</p> <p>Support may be needed to work on their language development and, perhaps, social skills and behaviour.</p>

<p>Level and Description Of Difficulty</p>	<p><u>Mild permanent hearing loss:</u> The child has a hearing loss that is permanent. The child sometimes has a hearing aid. This could be worn all of the time but sometimes only when needed most, or at identified times.</p>
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Assessment, Planning & Review	Teaching Environment & Grouping	Curriculum & Teaching Methods	Resources
<p>As above for assessment, planning and review.</p>		<p>As above plus – An Advisory Teacher for Hearing Impaired Children (AT:HI) will visit school if requested and talk to staff about the implications of this type of loss and the best ways to help the child.</p> <p>The AT:HI will observe the child in the classroom, discuss their observations with staff and advise as to their needs with regard to</p>	<p>As above plus – Children with a mild loss should function well in a school environment providing all staff are aware of their needs. However all children are individuals and the effects of a mild loss on one child may be greater than on another. Therefore the effects of a mild loss should not be ignored or minimised.</p> <p>If you have any doubt about the way the child is functioning in school, their language development or their access to the</p>

Assessment, Planning & Review	Teaching Environment & Grouping	Curriculum & Teaching Methods	Resources
		<p>their hearing impairment and its implications in school.</p> <p>The AT:HI will visit following referral and then as agreed between schools, home and service, as appropriate to need. This is likely to be no more than termly.</p> <p>Where other professionals are working with the child or family the AT:HI will liaise and plan jointly with them, the school and the family.</p>	<p>curriculum, please contact the ATHI on: Contact number 01803 554381.</p> <p>Additional support may be needed to work on their language development and, perhaps, social skills and behaviour, or to prepare resources.</p>

<p>Level and Description Of Difficulty</p>	<p><u>Moderate permanent hearing loss:</u> The loss is permanent and can be conductive but is likely to be a sensory neural loss. The child usually wears a hearing aid all of the time.</p>
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Assessment, Planning & Review	Teaching Environment & Grouping	Curriculum & Teaching Methods	Resources
<p>As above for assessment, planning and review.</p>	<p>As above plus – Teachers should try to stay in one place whilst talking to allow the child to be able to have a good view of their face at all times. The person who is speaking should identify himself or herself in some way so that the child can locate the speaker before they begin to speak. This is particularly</p>	<p>As above plus – It is likely that an AT:HI is already liaising with the family and will have been working with them for some time. They will be an important link between school, health, social services and the family.</p> <p>The AT:HI will provide advice and guidance to school staff about the</p>	<p>As above plus – Children with a moderate hearing loss may vary in the effects this has upon their communication and language development. Most children with a moderate loss will be able to participate in all aspects of school with minimal additional support and with only periodic advice from an AT:HI to school staff. Other children, where the effects of the loss are more marked and</p>

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	<p>important in group discussion.</p> <p>The child should be encouraged to wear the hearing aids as suggested by the audiologist, ENT consultant or Teacher of the Deaf.</p> <p>Any concerns or observations about the child's use of the prescribed aid should be fed back through the parent to the audiologist/ENT consultant, or to the AT:HI to help them decide what aid is best for the child in that situation.</p> <p>The child should be made aware of safety measures in technology rooms, science labs etc and staff should ensure that they have heard and understood all instructions.</p> <p>Where a radio aid is used, the AT:HI will give advice and support in its best use. All staff should be aware of how to use the radio aid and in which situations it is most beneficial to the child.</p> <p>Where it is considered that sign support in school would be beneficial to the child, school staff should take advice from the AT:HI and they should develop sign language skills to enable the child to best communicate and access the curriculum. It is anticipated that in cases such as these there will be some level of in-class</p>	<p>use and maintenance of hearing aids and radio aids where appropriate.</p> <p>The AT:HI will talk to staff about deaf awareness and how best to help the child and they will talk to groups of pupils about deaf awareness and how they can best help their hearing impaired classmate.</p> <p>The AT:HI will observe and assess the child and report to staff about their needs in connection to their hearing impairment and its implications in school.</p> <p>The AT:HI will assess, where necessary, the language levels of the child, for both receptive and expressive language development and will advise staff about how best to communicate with the child and support their language development in school.</p> <p>The AT:HI will advise on presentation of learning materials, and modification and differentiation according to their needs.</p> <p>The AT:HI will advise on exam concessions, where appropriate and provide written information to aid application.</p> <p>Where other professionals are working with the child or family the</p>	<p>severe, and where their functioning in school is of a lower level than would be expected, may have a greater need for supported provision, with higher levels of in-class support and greater involvement of an AT:HI.</p> <p>Additional support may be needed to work on their language development and, perhaps, social skills and behaviour, or to prepare resources.</p> <p>The AT:HI will liaise closely with the class teacher and any additional classroom support to ensure that they are aware of the needs of the child and how best to create a classroom environment that will enable optimum listening and learning conditions for the child.</p> <p>The AT:HI will provide, when necessary, a radio hearing aid and will advise upon and monitor its use and management.</p>

Assessment, Planning & Review	Teaching Environment & Grouping	Curriculum & Teaching Methods	Resources
	<p>support available.</p>	<p>AT:HI will liaise and plan jointly with them, the school and the family.</p> <p>Where an IEP is in place the AT:HI will plan jointly with the school to identify appropriate targets and review progress when requested.</p> <p>The AT:HI will contribute towards the on-going monitoring of the child's progress across all areas with regard to the implications of their hearing impairment.</p> <p>Where the child uses sign support the AT:HI will advise staff on where they can learn sign language and may be able to set up in-house courses for staff in school. The funding for this will be discussed and dependent upon resources.</p>	

References

- Meeting Special Educational Needs: A programme of action DfEE November 1998
- Inclusive Schooling: Children with special educational needs DfES November 2001
- SEN Toolkit (DfES 2001)
- EBD Scales (QCA 2001) "Supporting School Improvement: Emotional and Behavioural Development"
- Special Educational Needs Code of practice (DfES 581/2001)
- Index For inclusion (CSIE 2002)
- Including All Children in the Literacy Hour & Daily Mathematics Lesson (DfES 0465/2002)
- Information to Support the Education of Children & Young People with Autistic Spectrum Disorders (Torbay guidance sent to all Schools February 2000)
- Asperger's Syndrome - Practical Strategies for the Classroom. A Teacher's Guide (National Autistic Society with Leicester City & Leicester County Councils 1998)

Acknowledgement: *These descriptors are based upon those issued by Derbyshire County Council. They were produced by their Local Inclusion Officers (LIOs) following a detailed audit of the provision being made in their schools. Consultation took place with Heads of Specialist Teaching Services, Area Managers of Support Services for SEN, Head Teachers and Special Needs Co-ordinators. We are grateful to Derbyshire C.C. for agreeing to Torbay's revision and further development of the document.*