Leicestershire County Council

SEN Support Handbook

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Introduction

Welcome to Leicestershire's Special Educational Needs Support (SEN) Handbook. This Handbook sets out how pre-school settings, schools/academies and post 16 providers can work together with parents/carers, children, young people and other professionals to support children and young people with SEN and/or a disability. Our aim is to support all children and young people aged 0-25, to achieve the best possible outcomes.

Our aim is to support children as early as possible, at the SEN Support stage, hence minimising delay and bureaucracy and keeping resources in schools.

We recognise that the world of special educational needs can be difficult to understand. This Handbook brings together national and local information into a single place. It also contains links to other useful information.

The key document that sets out how pre-school, schools and post 16 Further Education providers should do is special educational needs is the SEND Code of Practice (2015):
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

The SEND Code of Practice explains that most children with special educational needs can be supported at the 'SEN Support' stage of help, through resources available to that setting, without the need for an Education, Health and Care Plan. In Leicestershire, as at spring 2020, approximately 10.5% of children at school were supported at the SEN Support stage, whilst 3.8% were supported through an EHC Plan.

Leicestershire's recent Local Area SEND inspection (Ofsted and Care Quality Commission, March 2021) identified areas for improvement that urgently need to be addressed as well as much good work taking place across the Local Area. This handbook references many of the positive changes we have made and demonstrates our continuing commitment to providing high quality services to help all children achieve the best outcomes.

In Leicestershire, like all areas, we have seen a growing demand for Education, Health and Care Needs Assessment. We recognise the need to respond to such requests in a timely way and to provide high-quality EHC Plans where they are needed, and we are investing in improved systems and processes to achieve this.

We are also investing over £30m in new and expanded specialist provision. However, we are mindful that, the large majority of children with special needs are successfully supported in their local school, pre-school or post-16 provision at the SEN Support stage of the Code of Practice. The focus of this Handbook is to help all settings to be as effective as the very best, with staff who are confident, well trained and with a good understanding of local resources and support.

Most children will experience difficulties with learning at some stage of their education. Schools and other professionals are well placed to identify emerging needs, to discuss these with families, and to put plans in place to ensure the best outcomes for a child. Parents and carers will always be involved from a very early stage, after all they are the experts about their child.

Research shows that very few children learn well if they have an adult sat beside them for the whole of the school day. It is not always 'how much' support a child receives, but 'how it is used' and we aim to ensure that schools and other providers have a range of strategies that can be used flexibly, underpinned by a good assessment of the child, to ensure success for every pupil.

Parents and carers should raise any concerns with the setting (e.g. class teacher). Every school has a Special Educational Needs / Disability Coordinator (known as the SENDCo), who will be able to advise and support the class teacher and talk to you about your child's needs. There are a wide range of professionals and voluntary groups that can help. All schools will also have a SEN Governor who will also be available to parents to help resolve any issues.

We work to place the views of children and young people with SEN at the very centre and we believe that these should always be considered when planning what support should be put in place.

Parenting is never easy and sometimes having a child with additional needs can be exhausting and can present extra challenges at home. It is okay to

ask for help. There is a range of support available from local and national voluntary agencies, community and church groups. Lots of information can be found on our Leicestershire Local Offer (add link) where you can also sign up to receive our regular on-line Local Offer newsletter. You may also want to contact the local Parent Carer Forum (PCF), or our SEN and Disability Information, Advice and Support Service (SENDIASS). Further information about the PCF and SENDIASS can be found in this Handbook.

If you struggle to know how best to support your child regarding their behaviour it can be a good idea to discuss this with the class teacher or SENDCo, so that school
and home can learn from each other and take a consistent, shared approach. You can also contact the Child and Family Wellbeing Service who will be able to talk to you and assess what support you might benefit from at home.

In Leicestershire we work closely with the Health Service and we are acutely aware that sometimes children and young people with a learning difficulty and/or autism can be at increased risk of stress and anxiety and that if unsupported this can lead to a personal mental health crisis. If you notice a change in your child's mood, particularly if they are becoming very anxious or stressed, do discuss this with your school or GP. We will work together to understand the worries and to address them.

This Handbook also refers to sources of funding for SEN support. All settings are funded to meet the needs of the large majority of children, including extra support for a child through a SEN Support Plan where needed. We have also included information on legislation, transitions, early years and health, as well as specialist support that is available locally. In Leicestershire we believe that the key to progress in education is for children to feel happy, safe and valued.

Updated March 2021

Chapter 01:

The Local Offer

The Local Offer

The 'Local Offer' sets out what support is available for children and young people with special educational needs and disabilities. It also has information about support for parents/carers and siblings.

The Local Offer brings together in one place information about health, education and social care for:

- children and young people from birth to 25 years old who have a special educational need or disability (SEND)
- parents and carers of children with SEND
- professionals working in health, care and education
- providers of services for children and young people.

Beyond just a web presence, Leicestershire have a Local Offer Facebook page, organise regular Local Offer Roadshows and support the SEND News publication. For any further information you can email: **LeicestershireLocalOffer@leics.gov.uk**.

Why it is important

The Local Authority are required to publish a Local Offer (SEND Code of Practice, 2015) which states that it must set out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. It must be co-produced in conjunction with parents/carers and children and young people and is constantly evolving as a result of this.

Leicestershire's Local Offer is made of 8 sections which include:

- Where to start with SEND
- Education and Childcare
- Transport
- Preparing for Adulthood
- Health
- Information and Support
- Money Matters

- Sharing your views

Links to further information

The Local Offer annual report can be found here:
www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/sharing-your-views/you-said-we-did

You can find Leicestershire's Local Offer here:
www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/where-to-start-with-send/what-is-the-local-offer

Local contact

Karen Hall
Karen.Hall@leics.gov.uk
SEND Family Information Worker

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Chapter 02:

The SEND Code of Practice

The SEND Code of Practice: 0 to 25 years

The SEND Code of Practice is national guidance that the local authority, health, all schools and other agencies need to follow when a pupil is identified as having Special Educational Needs. The SEND Code of Practice applies to children and young people up to the age of 25 years.

Information is detailed within the SEND Code of Practice on the support available to you and how to resolve disagreements; the responsibilities for settings, schools and FE providers; preparation for Adulthood; the Local Offer and the Education, Health and Care Plan process.

Principles within the SEND Code of Practice that the local authority must have regard to underpin the main changes:

- Publish a Local Offer detailing support on offer across the local area.
- There is new guidance on taking a graduated approach to identify and support pupils.
- Focus on the participation of children and young people and parents and carers in decision-making at an individual level and working with the local area.
- Stronger focus on high aspirations, improving outcomes and the support needed to make a successful transition into Adulthood (Preparation for Adulthood).
- Guidance to ensure close co-operation between education, health and social care.
- Statements and Learning Difficulty Assessments have been replaced by an Education, Health and Care plan (EHCP).

Why it is important

The SEND Code of Practice is the document that all professionals will need to follow. It sets out actions to be taken by professionals and the process that needs to be followed when a pupil is identified with Special Educational Needs.

It is underpinned by statutory regulations and so cannot be ignored.

Links to further information

Link to the government website for the SEND Code of Practice:
www.gov.uk/government/publications/send-code-of-practice-0-to-25

Link to the government website for a guide for parents and carers:
www.gov.uk/government/publications/send-guide-for-parents-and-carers

A link to the government website for a guide for schools:
www.gov.uk/government/publications/send-guide-for-schools-and-alternative-provision-settings

A link to the government website for a guide for FE providers:
www.gov.uk/government/publications/send-guide-for-further-education-providers

A link to the Council for Disabled Children website with a briefing on the Children and Families Act 2014 where the SEND Code of Practice has the detail for the delivery of the legislation:
www.councilfordisabledchildren.org.uk/help-resources/resources/summary-children-and-families-act

A link to the Council for Disabled Children website with a film about the SEN reforms and what you can expect if you are entitled to an education, health and care plan:
www.councilfordisabledchildren.org.uk/making-ourselves-heard/resources/your-rights-your-future-toolkit-film-clips

Information, Advice and Support

It is a legal requirement that all local authorities must arrange for children with SEN or disabilities, and their parents, and young people with SEN or disabilities, to be provided with information and advice about matters relating to their SEN or disabilities, including matters relating to health and social care. This must include information, advice and support on the take-up and

management of Personal Budgets. In addition, in carrying out their duties under Part 3 of the Children and Families Act 2014, local authorities must have regard to the importance of providing children and their parents and young people with the information and support necessary to participate in decisions.

In Leicestershire our statutory service to offer independent and impartial information, advice and support is SENDIASS (Special Education Needs and Disability Information, Advice and Support Service).

SENDIASS provide free, impartial and confidential advice and support to parents and carers of young people aged 0-25 with special education needs or disabilities as well as young people themselves. We advise on all matters relating to SEND, including education, health and social care issues.

SENDIASS staff are legally trained and we:

- Will maintain confidentiality and will not share information without consent.
- Will be non-judgemental
- Will not make decisions on your behalf or influence your decision making in any way
- Will tailor support to your individual needs

Our aim is to empower parents/carers, children and young people to independently voice their thoughts, opinions and desires about the support they (or their children), need in place to achieve their full potential and best possible outcomes.

We do this through telephone support, direct work, support in meetings and advocacy. We ensure that children, young people and their parents / carers have the correct information about the processes / experiences that they may be going through and their rights relating to these, in order to make informed choices.

What we can help with

SEND education, health and social care issues, including:

- Educational disputes and exclusions.
- One Page Profiles.
- Requests for assessments and matters relating to Education, Health and Care Plans (EHCPs).
- Annual reviews of your child's EHCP.

- Disability discrimination.
- Support in court proceedings, relating to the above.

Contact

Our helpline number is **0116 305 5614** – our phone lines are open Monday to Friday 9.30am-2.30pm. There is an answerphone service in operation outside of these times.

Our email address is **SENDIASS@leics.gov.uk** – this email is checked daily.

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Chapter 03:

Legislation

The Children and Families Act and associated Code of Practice 2014

The Children and Families Act 2014 and associated SEND Code of Practice (see previous chapter), which came into force in September 2014, aims to ensure that children and young people with special educational needs and disabilities achieve well, have choice and control over their support and are enabled to progress from education into happy and fulfilling lives, including employment.

The Equality Act (2010)

Schools and education authorities have had a duty to provide reasonable adjustments for disabled pupils since 2002: originally, under the Disability Discrimination Act 1995 (the DDA 1995); and, from October 2010, under the Equality Act 2010. From 1 September 2012, the reasonable adjustments duty for schools and education authorities includes a duty to provide auxiliary aids and services for disabled pupils.

The Care Act 2014

Under the Care Act the local authority has a duty to carry out a transition assessment for a young person or carer, in order to help them plan, if they are likely to have needs once they (or the child they care for) turn 18. If a young person or young carer is likely to have needs when they turn 18, the local authority must assess them when it considers there is a significant benefit to the individual in doing so. The kind of support you can get depends largely on your needs. This means the type of health problem you have, or the severity of your disability. The aim will be to maximise your independence and build on your strengths and your network of support.

This is normally done through a personal budget, which is an agreed amount of money allocated to you personally to meet your care and support needs. The range of support available is very broad but includes equipment, care services, employing personal assistants, support to access a range of community activities, short stays to give you or your carers a break and accommodation with support. Clinical Commissioning Groups have a duty under Section 3 of the NHS Act 2006 to arrange health care provision for the people for whom they are responsible to meet their reasonable health needs.

Further Details

The SEND Code of Practice can be found here:
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

The legislation regarding identifying and supporting SEN includes the following:

What is SEN?

The SEND Code of Practice (2015) defines a child has having SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable (para 6.15).

Children & Families Act, 2014 20.1 When a child or young person has special educational needs

1. A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
2. A child of compulsory school age or a young person has a learning difficulty or disability if he or she—
    a. has a significantly greater difficulty in learning than the majority of others of the same age, or
    b. has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
    c. A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).
    d. A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

There are three elements to Reasonable Adjustments in the Equality Act. They are:

- **Provisions, criteria and practices –** this relates to the way in which a school operates on a daily basis, including its decisions and actions.

- **Auxiliary aids and services –** this generally means anything that constitutes additional support or assistance for a disabled pupil, such as a piece of equipment or support from a member of staff.
- **Physical features –** whilst this element doesn't apply to schools in relation to disabled pupils, they do have a duty to plan better access for disabled pupils generally, including in relation to the school's physical environment.

Why it is important

The legislation provides guidance about what schools should and must do. This includes the following:

Identifying SEN

COP 6.17 Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

SEN Support in schools

COP 6.2 Schools must use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's SEN.

Ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.

Designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO. Inform parents when they are making special educational provision for a child.

Publish a SEN information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

Equality and Inclusion

COP 6.8 Schools support pupils with a wide range of SEN. They should regularly review and evaluate the breadth and impact of the support they offer or can access. Schools must co-operate with the local authority in reviewing the provision that is available locally (Chapter 3) and in developing the Local Offer (Chapter 4). Schools should also collaborate with other local education providers to explore how different needs can be met most effectively. They must have due regard to general duties to promote disability equality.

COP 6.9 All schools have duties under the Equality Act 2010 towards individual disabled children and young people.

They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.

COP 6.12 All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.

Links to further information

SEND Code of Practice (2014): 0 – 25 years
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Children & Families Act (2014)
http://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga_20140006_en.pdf

Guidance on The Equality Act 2010 can be found here:
https://www.gov.uk/guidance/equality-act-2010-guidance

Leicestershire's approach and supporting guidance can be found in the Best Endeavours and Reasonable Adjustments Framework found in Chapter 5 of this handbook.

Local Contact

The Leicestershire Special Educational Needs Information, Advice and Support Service (SENDIASS) can be contacted for advice on **0116 305 5614** or by email at **sendiass@leics.gov.uk**.

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Chapter 04:

Starting School and Transitions

In this section

- Starting School – school readiness
- Moving from Primary School to Secondary School (good practice)
- Preparing for adulthood – Local Offer
- Preparing for adulthood – school SEN Support / EHCP
- Transfer from secondary options (FE, employment, training)
- Moving from Children's Health services to Adult Health services
- Moving from Children's Social Care services to Adult Health services

Starting School – school readiness

Starting school can be a very exciting time but it can also be challenging for some children. Small steps make a big difference and families can help to prepare their child for school.

This section provides guidance for parents and professionals on how to support transition into school and enable children to be 'School Ready'.

Why it is important

In Leicestershire we believe that:

Every child deserves to have the best possible start to school life.

Every family is unique, with their own strengths and challenges. It is not who parents and carers are, or where they live, that makes a difference, but what they do to support their children.

Schools and early years providers, along with other professionals, have the privilege to work with families and support children on their life journey in preparation for school.

Being ready for school is part of each child's life journey from pre- birth onwards, through every age and stage of development. It is about supporting transition, gaining competencies and promoting family health and well- being to ensure that no child is at a disadvantage.

School Readiness is about working together for a child ready, family ready, school ready community.

SEND Support plans and EHCP can play a significant role in transition, for sharing information and aspirations with the school. These both should also include information from other agencies involved. Providers may also complete additional SEND Transitional documents, to provide the school with as much information as they can. Additional transitions and resources may also be organised to support a smooth transition into school.

Links to further information

More information about school readiness and transition can be found at:
https://www.leicestershire.gov.uk/education-and-children/early-years-and-childcare/school-readiness

A copy of the leaflet parents receive in anticipation of their child starting school can be found at:
https://www.leicestershire.gov.uk/sites/default/files/field/pdf/2020/8/26/Ready-for-School-leaflet.pdf

Information about choosing and applying for a school, for a child with SEND, can be found at:
https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/education-and-childcare/choosing-and-applying-for-a-school-for-a-child-with-special-educational-needs-or-disability-send

Local contact

For further information:

Email: **childcare@leics.gov.uk**

Phone: 0116 305 713

Moving from Primary School to Secondary School (good practice)

Transition from primary to secondary school is a big step for all children. This can be both an exciting and a worrying time. For children with special educational needs there can be additional worries or anxieties about the change. Important questions such as which secondary school to choose, whether or not the school will be able to meet the child's needs and what support is on offer.

The key to successful transition is planning. Parents/Carers should have early discussions with the Primary school and find out information about the Secondary schools in the local area. If the child has an EHC Plan an annual review should be scheduled for the autumn term so that options can be discussed. The child should be involved throughout and encouraged to be fully involved. Most primary schools have arrangements with local secondary schools for children to attend open events and to find out information about what the school has to offer.

Further information can be found here:

https://nasen.org.uk/uploads/assets/d120f943-7f8b-48c6-bc5b0d2ab448c54d/transition.pdf

https://youngminds.org.uk/resources/school-resources/transition-tips-for-pupils-with-send/

https://www.mentalhealth.org.uk/learning-disabilities/our-work/employment-education/moving-on-to-secondary-school

Preparing for adulthood – Local Offer

In Leicestershire the Council's Children and Families Services and Adult Services have worked together with Health, FE Colleges and the Parent Carer Forum to develop a pathway to adulthood.

This can be found here:

https://www.leicestershire.gov.uk/sites/default/files/field/pdf/2019/2/1/Preparing-for-adulthood-strategy_0.pdf

Further information and key contacts can be found here:

https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/preparing-for-adulthood

This is part of our Whole Life Disability Strategy, which can be found here:

https://www.leicestershire.gov.uk/news/new-plan-to-support-people-with-disabilities-launched

Updated March 2021

Chapter 05:

Best Endeavours & Reasonable Adjustments

In this section

- Leicestershire's Framework
- Supporting Guidance
- Autism
- Sigh Loss and Visual impairment
- Deaf and Hearing impairment
- Dyslexia, Dyscalculia and or/ persistent maths and literacy difficulties
- Physical Impairments (PI)
- Social, Emotional and Mental Health (SEMH)
- Forms

Leicestershire's Framework for Promoting Inclusion and effective SEN practice through 'Best endeavours' and 'Reasonable adjustments' in mainstream schools

Introduction

Leicestershire County Council is committed to achieving the best outcomes for children and young people (CYP) with SEND (Special Educational Needs & Disabilities) and to enabling them to be successfully included in their community.

Whilst we are committed to ensuring that there are sufficient places in specialist services, we know that the majority of CYP with SEND are educated in mainstream schools. Our strategic aim is to develop and sustain a high quality inclusive mainstream education offer for all CYP with SEND in Leicestershire, working in partnership with schools and families to achieve this.

There are many schools in Leicestershire that are highly inclusive, and already offer excellent provision for CYP with SEND, and we want to build on that good practice. We know however, that Leicestershire currently makes higher than national average use of Independent Specialist Providers (ISPs). It is important to note the starting point is for all children to be educated in mainstream settings. We are also experiencing high levels of demand for education health and care plan (EHCP) assessments. For those children there is a duty for children to be educated in a mainstream setting (with limited exceptions). We believe that the needs of some children currently accessing specialist provision could and should be met in mainstream settings. Whilst there this is a right to mainstream education this is not necessarily a right to a particular mainstream school. We are confident that if the right support and breadth of provision is put in place, many more children can be successfully educated in their local schools alongside their peers and within their communities close to home.

The objective is to drive 'the progressive removal of barriers to learning and participation in mainstream education'. To this end we are committed to working in partnership with schools to build capacity, expertise and with a commitment to inclusion, in order to increase our ability to identify need and put support in place earlier. This should improve the quality of our offer to all pupils with SEND, irrespective of whether they have an EHCP or not, and ensure that needs are met in the environment that is best for the CYP, mainstream wherever possible and specialist when necessary.

The National Context

In the last 10 years we have experienced the most comprehensive reform of Special Educational Needs (SEN) in a generation. In considering and developing our provision for pupils with SEND, there are 2 key pieces of legislation which need to be taken into account – The Equality Act (2010), (as amended) which introduced **'Reasonable Adjustments'** (an amendment in 2012 imposed a new duty on schools to make reasonable adjustments to provide auxiliary aids and services to disabled pupils), and the Children and Families Act, 2014, (and accompanying Code of Practice,) which identifies schools' responsibilities in relation to **'Best Endeavours'**.

'Best Endeavours' and 'Reasonable Adjustments' within Leicestershire

In the past, a lack of shared understanding about what we mean by these two terms, has meant that it has been difficult to effectively support schools either to meet their responsibilities, or to provide effective challenge where they do not. This framework and its supporting guidance document, which has been co-produced with schools, SENDCOs, the local authority and parents and carers, is intended to clarify what we mean by these terms and to support us in ensuring the legislation is consistently applied to support the best possible outcomes for our children with SEND.

Purpose of the Framework

The aim of this Framework, is to support mainstream schools and the local authority to understand and consistently meet our shared responsibilities

within the legislative framework, promoting effective inclusive practice and enabling children with SEND to achieve and thrive. It will support decision making around what constitutes appropriate 'best endeavours and/or reasonable adjustments' to meet the needs of a CYP with SEND within mainstream settings (unless exceptions apply) and ensure that those decisions are based on a rationale which is clear, transparent and consistently applied.

It is intended to:

- Support shared understanding amongst schools and all agencies and staff on the application of best endeavours and reasonable adjustments duties, with reference to the SEND Code of Practice and legal principles.
- Support schools and the local authority to work together to put appropriate provision/practice/services and/or resources in place to ensure that pupils with SEND are not disadvantaged in comparison to their non-SEND/non-disabled peers.
- Provide a process by which schools, the local authority and /or parents can raise concerns that 'best endeavours and/or reasonable adjustments' may not be in place.
- Identify the process for decision making and the criteria which supports this process.
- Support an evaluation of the application of 'best endeavours' or 'reasonable adjustment', focussing on the impact on the CYP, with a view to securing consensus, where appropriate, about what actions need to be taken and by whom to facilitate positive outcomes.
- Where there is no consensus, support us in making decisions as to whether there has been a failure to apply 'best endeavours' or 'reasonable adjustment', and what actions need to be taken and by whom to remedy this.
- Set out the steps that will be taken by us as a local authority to meet our responsibilities, both to provide services and provision, and to support, and where appropriate challenge the application of 'best endeavours' and/or reasonable adjustments' and/or to agrees actions in a timely manner.
- Ensure that any judgments made are set within a clear framework and underpinned by a transparent rationale, with an effective process for conflict resolution where appropriate.

This Framework is supported by a suite of guidance documents to aid decision making and exemplify expectations in relation to effective SEND practice. The Framework and documents will be piloted and amended in line with feedback over time.

Principles:

- The child/young person and their family is at the centre of decision making. Their views, wishes and aspirations are always taken into account.
- All children and young people with SEND can expect to be treated fairly and have their needs met.
- The curriculum offer is appropriate, accessible and focuses on securing outcomes which matter to the CYP and will support positive future lives.
- Our focus is on difference and not deficit, and we are committed to ensuring that 'best endeavours' and 'reasonable adjustments' are used effectively to maximise progress and secure positive outcomes.
- We have high expectations and promote positive attitudes to SEND.

Terminology

Throughout this document the term 'school' is used to refer to maintained (state-funded) nursery schools, mainstream schools (including mainstream academies), 16-19 academies, alternative provision academies and FE colleges and institutions. Children and young people are referred to as CYP.

The Legislative context

The Children and Families Act and associated Code of Practice 2014

The Children and Families Act 2014, and associated SEND Code of Practice[1], which came into force on 1st September 2014, aims to ensure that children and young people with disabilities achieve well, have choice and control over their support and are enabled to progress from education into happy and fulfilling lives, including employment.

The Act enshrines the importance of ensuring that young people and their families are fully involved in decisions about their support and the outcomes they want to achieve. The legal framework is designed to join up support across education, health and care, from birth to 25 by bringing about key changes to the ways in which departments, providers and practitioners work together to facilitate this. The expectation is that these changes will result in improved outcomes for children and young people and ensure that their experiences will be of a system which is less confrontational and more efficient than in the past.

Best endeavours

The Children and Families Act 2014 creates a duty for schools to use their 'best endeavours' to secure special educational provision for all children or

young people for whom they are responsible. The SEND Code of Practice (2014)[2] states that:

'Mainstream schools **must** use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's SEN'.

This duty applies irrespective of whether or not the CYP has an EHCP.

1 Department for Education and Department of Health (2015), Special educational needs and disability code of practice: 0 to 25 years. Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities. **(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)**

2 SEND code of practice: 0 to 25 years (2014) DFE 6.2 pg.92

(https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

Within the code of practice, the terms 'must' and 'should' are used to differentiate between duties (i.e. legal requirements) and 'expectations'. This framework and the supporting guidance documents will consider what we mean by 'Best Endeavours', with reference to both duties (musts) and expectations (should) in relation to Leicestershire's 'graduated response'.

Using best endeavours means doing everything the school can to meet the CYP's SEN.

The Equality Act (2010)

Schools (and local authorities have a duty to provide reasonable adjustments for disabled pupils under the Equality Act 2010. From 1st September 2012, the reasonable adjustments duty for schools and local authorities includes a duty to provide auxiliary aids and services for disabled pupils.

Reasonable Adjustments

Leicestershire's approach to determining whether a duty re: 'best endeavours' and/or 'reasonable adjustments' applies.

Who does it apply to?

Whilst 'Reasonable Adjustments' applies to disabled pupils as defined in the Equality Act 2010, the Code of Practice applies to CYP with SEND. The Equality Act says that a pupil has a disability if he or she has a physical or mental impairment that has a **long-term and substantial** adverse effect on his or her ability to carry out normal day-to-day activities. The Code of Practice identifies that:

'This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing [3,] and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.'

Code of Practice (2015) xviii. Pg.16

3 More guidance on the definition of disability is available online at **www.equalityhumanrights.com**.

Some disabled pupils will also have special educational needs (SEN) and may be receiving SEN support or have an EHC plan. The fact that a disabled pupil has SEN Support, or an EHC plan does not take away a school's duty to make reasonable adjustments for that pupil. In practice, of course, many disabled pupils who also have SEN Support or an EHC plan will receive all of the support they need through the SEN framework and there will be nothing extra that the school has to do. However, some disabled pupils will not have SEN and some disabled pupils with SEN will still need reasonable adjustments to be made for them in addition to any support that they receive through the SEN framework. Schools should therefore consider whether there is a 'best endeavours' and/or 'reasonable adjustments duty for all CYP with a SEND, irrespective of whether, or not, they have an EHCP plan or are receiving SEN support.

The Reasonable Adjustments for Disabled Pupils Guidance for Schools in England[4] requires schools:

'to take such steps as it is reasonable to have to take to avoid the substantial disadvantage' to a disabled person caused by a provision, criterion or practice applied by or on behalf of a school, or by the absence of an auxiliary aid or service.'

The reasonable adjustments duty is triggered only where there is a need to avoid 'substantial disadvantage'. 'Substantial' is defined as being **anything more than minor or trivial**. Whether a disabled pupil is at a substantial disadvantage or not will depend on the individual situation.

In the Reasonable Adjustment guidance, the term 'school' is used to refer to both schools and local authorities, so this is a shared responsibility. This responsibility is also referenced in the SEND Code of Practice (2014)[5], which states that schools **must**:

'make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage'.

Send CoP (Code of Practice) pg.17

4 Reasonable Adjustments for Disabled Pupils Guidance for Schools in England (2015) Equality and Human Right Commission pg.3
((https://www.equalityhumanrights.com/sites/default/files/reasonable_adjustments_for_disabled_pupils_1.pdf)

5 **https://www.gov.uk/government/publications/send-code-of-practice-0-to-25**

There are three elements to Reasonable adjustments:

- **Provisions, criteria and practices –** this relates to the way in which a school operates on a daily basis, including its decisions and actions.
- **Auxiliary aids and services –** this generally means anything that constitutes additional support or assistance for a disabled pupil, such as a piece of equipment or support from a member of staff
- **Physical features –** whilst this element doesn't apply to schools in relation to disabled pupils, they do have a duty to plan better access for disabled pupils generally, including in relation to the school's physical environment.

For this reason, in the framework and supporting guidance **we do not distinguish between whether the action taken to support a pupil to achieve and thrive falls under 'best endeavours' or 'reasonable adjustments'**. Instead, we consider the impact it has on the CYP.

Best endeavours/ Reasonable adjustments are effectively the first tier of putting in appropriate support to meet SEND. Wherever there is concern about progress or wellbeing, consideration should always be given as to whether the concern may be related to an undiagnosed/ unrecognised SEND. Recognising this and taking appropriate action to address it would fall within the 'best endeavour and/or reasonable adjustment duty'. It is important to be aware therefore, that although it is a possible outcome of the process, **a CYP does not need to be on SEN support register, have an EHCP or a diagnosis before consideration is given to the relevance of 'best endeavours/ reasonable adjustments.'**

How do we apply it?

Within the code of practice, the terms 'must' and 'should' are used to differentiate between duties (i.e. legal requirements) and 'expectations'. Within Leicestershire, we are expecting that in order to deliver 'Best endeavours', schools will be able to evidence that they are meeting the vast majority, if not all of the expectations set out in the code – the 'shoulds'. Inevitably, there will be some overlap between 'Best endeavours' and 'Reasonable adjustments', but while 'shoulds' are recommendations, a reasonable adjustment is mandatory.

Therefore, in order to determine when a 'should' under 'best endeavours' becomes a 'must' / a reasonable adjustment', the judgment relates to **whether or not the CYP is at a substantial disadvantage in comparison with non-disabled / non-SEND peers, as a result of action taken, or not taken.** If so, the school is potentially in breach of the Equality Act and/or the Code of Practice.

As with 'Reasonable adjustments', the disadvantage will be deemed to be 'substantial' when it is judged to be anything more than minor or trivial.

Whether a pupil with SEND is at a substantial disadvantage or not will depend on the individual situation.

Therefore, in making judgments about what constitutes a 'reasonable adjustment' or a best endeavour' it will be important to take into account the context and individual circumstance of both the CYP and their school.

Supporting Guidance

As noted above, in applying the legislative responsibilities associated with 'best endeavours/reasonable adjustments' it is important to take the context into account. All CYP are individuals and the 'best endeavours/reasonable adjustments' that are appropriate for them will depend upon the way in which their SEND affects them, and the context in which they are being educated.

The supporting guidance **'Promoting Inclusion and effective SEN practice through 'Best endeavours' and 'reasonable adjustments' A guide for schools'** has therefore been developed to support schools and the local authority in assessing the need for/ appropriateness of 'best endeavours/reasonable adjustments' and to provide a resource for schools to draw on in evaluating and developing their current SEND practice. It provides examples of what might reasonably be expected of schools in relation to 'best endeavours' and/or 'reasonable adjustments', in terms of both general SEND and with reference to specific areas of need.

The Supporting Guidance draws heavily on the Code of Practice and as such provides a summary of the responsibilities the school has in relation to the Children and Family Act. It also exemplifies where and how the duties under the Equality Act might be applied.

Part 1: Applying Best Endeavours / Reasonable adjustments to SEND provision

Applying Best Endeavours / Reasonable adjustments to SEND provision, considers what might reasonably be expected of a mainstream school's overall SEND provision, in order to meet its responsibilities with respect to the legislative expectations associated with providing 'Best endeavours/Reasonable adjustments'.

These expectations are considered in relation to:

- **People and Services –** providing general guidance relating to expectations in relation to best endeavours/reasonable adjustments for teaching assistants (TAs), teachers, SENDCO's and leaders / head teachers, in terms of effective SEND practice (general).
- **Provision and practice –** considering a range of aspects which might impact on the quality of a school's SEND provision, such as curriculum and policy.
- **Environment –** considering what adaptations the school might reasonably be expected to make to accommodate the needs of its pupils with SEND.

- **Resources for learning -** this section, whilst not exhaustive, provides some examples of the types of resources for learning which schools might reasonably be expected to provide for pupils with SEND out of their SEN budget.

It is anticipated that schools, governors, and parents of pupils with SEND might draw on this guidance to help them evaluate and develop their overall SEND provision, and to reassure themselves, that the school is fulfilling its responsibilities in relation to SEND provision. Schools might also find it useful as a tool to help them to evaluate and develop effective inclusive practice.

Part 2: Applying Best Endeavours / Reasonable adjustments to specific areas of need'

The duty to provide 'Best endeavours/reasonable adjustments' applies to both schools and local authorities. 'Part 2: Applying Best Endeavours / Reasonable adjustments to specific areas of need' therefore explores how this shared responsibility might be addressed, in relation to CYP with:

- Autism
- Blindness and visual impairment
- Deafness and hearing impairment
- Dyslexia
- Physically disability
- Social, emotional and mental health needs (SEMH)

In addition, although not a specific need, part 2 includes guidance relating to pupils whose needs, whilst they might vary, would benefit from specialist assistive technology for education.

Within Leicestershire, the needs of these children are assessed by, and where they meet the criteria, supported by a team of specialist technicians -the Assistive Technology for Education Support Team referred to as **ATfEST**.

It is important to note that the guidance contained in **Promoting Inclusion and effective SEN practice through 'Best endeavours' and 'reasonable adjustments' A guide for schools'** is illustrative of expectations, but not exhaustive. It is neither possible nor appropriate to set out every situation/ context/ example whereby a reasonable adjustment or best endeavour should be applied. Judgments about the appropriateness of this must be determined on a case by case basis, taking the needs and situation of the individual CYP and their school context into account.

How the framework and Supporting Guidance will work in practice to support the provision of best endeavours/ reasonable adjustments.

The Framework and Supporting Guidance are designed to provide useful resources which schools, parents and/or the local authority might refer when identifying where, whether and how the duty to provide 'reasonable adjustments' or 'best endeavours' might apply. It provides a framework to support judgments about the adequacy of 'best endeavours/ reasonable adjustment' put in place and helps identify what more needs to be done, where the judgment is made that a pupil has been substantially disadvantaged as a result of action taken or not taken, whether by the school or the Local authority.

It is anticipated that:

Schools may use the Framework and Supporting Guidance as a reference to support them in identifying what 'best endeavours/reasonable adjustments' they might need to have in place in terms of generic special needs and/or with reference to a specific type of need. Where appropriate, schools should seek specialist expertise from relevant professionals, in line with their responsibilities as identified within the code of practice. In addition the 'Meeting the Needs of the Child' form provides a strong evidence base, co-produced with the parent, of reasonable adjustments being put in place and reviewed.

Parents may draw on the Framework and Supporting Guidance to help them consider whether and/or what 'best endeavours/reasonable adjustments' they might reasonably expect a school to put in place to address their son or daughter's SEND.

Local authority staff/relevant specialist experts will ensure their advice and guidance, where appropriate, makes reference to the 'best endeavours/ reasonable adjustments' a school should have in place to support the provision of high-quality inclusive SEND provision and where appropriate specific actions/ provision required to meet the needs of a particular pupil.

Visits to schools by local authority staff, such as the STS (Specialist Teaching Service), may involve identifying and/or reviewing the 'best endeavours/reasonable adjustments' which are needed/have been put in place, with a focus on impact for children with SEND in general and/or the specific needs of a CYP depending upon the nature and purpose of their involvement.

Best endeavours/Reasonable adjustments are effectively the first tier of putting in appropriate support to meet SEND. Therefore, in order to progress any additional interventions, including requests for funding and/or requests for EHCP assessments it is essential that the schools can evidence to the

satisfaction of the Local Authority that appropriate 'best endeavours/reasonable adjustments' have been put in place, and how this has impacted the CYP.

It is hoped that working in partnership, drawing on this guide, consensus can be secured about what 'best endeavours/reasonable adjustments' should be put in place, by whom and within what timescales.

In all cases, when considering judgments, although consideration is given to what has or has not been put in place, the focus must always be on how this has impacted on the CYP, and where this is negatively affecting progress and wellbeing, identifying what needs to be done to address this in a timely manner.

Process for determining the need for/adequacy and/or form of best endeavours/reasonable adjustments

Where a concern about the progress and/or wellbeing of a CYP which may be related to a SEND, is identified, the following process will be applied:

Step 1. A concern about the progress and/or wellbeing of a CYP which may be related to a SEND, is identified.

A concern:

- May be raised by a Parent/carer, SENCO, School, or Specialist expert e.g. Specialist Teacher/EP.
- Might relate to a CYP who has an identified SEND, in which case it is likely that concerns may relate to practice/ support – e.g. a concern that actions taken or not taken to support identified need is having a negative impact on progress/ wellbeing or experience.
- Might be raised irrespective of whether, or not the CYP currently has a diagnosed SEND.

Step 2. A meeting is held to discuss the concern.

This is a relatively informal meeting, the aim of which is to develop shared understanding about the CYPs needs and facilitate consensus about next steps. The meeting should take the form of a supportive conversation between the relevant parties – this might be parent and child, SENDCO and head teacher, / or where appropriate the relevant representative from the local authority, or any combination of the above appropriate to the CYP and context. Ideally this meeting should be held within 2 weeks of the concern being raised, unless for example, there are school holidays which preclude this.

Step 3. Meeting the Need of My Child (Form A) is completed with a view to establishing consensus around actions.

During the meeting, Form A, should be completed to reflect the discussions that have taken place and any actions agreed. Attendees might also wish to refer to the supporting guidance prior to and/or during the meeting. The Supporting Guidance provides examples of what might reasonably be expected of schools in relation to 'best endeavours' and 'reasonable adjustments', in terms of both general SEND and with reference to specific areas of need, and as such is a valuable reference tool to support an

assessment of the need for/ appropriateness of 'best endeavours/ reasonable adjustments'.

It is expected that schools and attendees will refer to the relevant annotated template to support them in the effective completion of Form A.

Form A prompts attendees to jointly consider:

- Why the meeting has been called, who has raised the concern and what is the nature of that concern
- Whether these concerns are shared by others
- What the impact is on the CYP
- Whether this falls within the best endeavours/reasonable adjustments duty
- Where there is consensus that it does, what needs to be done, by whom and within what timescales.
- What the process for review should be?

The preferred and intended outcome of the process is that consensus is established. It is anticipated that, for the vast majority of cases, informal discussion, supported by the completion of Form A should secure agreement about the relevant course of action. The outcome is then implemented in a timely manner, and their impact monitored and evaluated by relevant parties.

Where this addresses the initial concern to the satisfaction of all, no additional action in relation to best endeavours and reasonable adjustments will be required at this stage. School and Parents should keep a copy of Form A.

In a minority of cases, however, consensus may not be secured. Where this is the case, the a more formal review is undertaken, as described under step 4.

Step 4. Consensus is not secured.

This may be the case where:

A parent remains concerned, but the school does not accept there is a SEND and/or that it needs to put a best endeavour/reasonable adjustment in place. In this case, the next step would be for the school to notify the local authority that a concern has been raised but not resolved, and the local authority will identify the most appropriate specialist to review the outcome. This person would then contact the school with a view to ascertaining where the dispute lies, and wherever possible, establishing consensus. The specialist will endeavour to achieve consensus, using Form B, to include an agreement amongst all parties as to what should happen next. It is anticipated that in the majority of cases this would secure an agreement amongst all parties as to what should happen next. Any agreed actions would then be implemented, and the impact monitored.

In some rare cases the school may not notify the Local Authority. Parents may contact the Local Authority directly via SENDIASS (Special Educational Needs & Disabilities Information, Advice and Support Service) or the Inclusion Team.

If a consensus cannot be agreed at this stage, the specialist will refer to the Head of Service.

A specialist remains concerned. This is likely to occur where a CYP has a recognised SEND, and the specialist, such as an STS teacher is concerned that recommendations/ appropriate best endeavours/reasonable adjustments have not been put in place in a timely manner. In this case, the next step would be for the specialist to refer the concern on to their line manager, who would then contact the school directly with a view to ascertaining where the dispute lies, and wherever possible, establishing consensus, using Form B.

The line manager would also be able to draw on their extensive experience of children with similar needs in similar settings. It is again anticipated that in the majority of cases this would secure an agreement amongst all parties as to what should happen next. Any agreed actions would then be implemented, and the impact monitored.

If a consensus cannot be agreed at this stage, the specialist will refer the case on to the Head of Service.

It is important to recognise that in every case, the aim of the process is to ensure that a pupil with SEND is not disadvantaged in comparison with his non SEND/ non-disabled peers, and that appropriate resources, services, provisions and/or practice are put in place to enable him or her to succeed and thrive, wherever possible within the local mainstream school.

Therefore, the process should be one of collaboration and consensus, rather than confrontation, where all parties, the local authority included, seek to resolve the situation as creatively and collaboratively as possible.

Form B

Form B is used where a concern has been raised but not resolved through an informal meeting using Form A. It will be completed by a specialist with relevant experience and expertise who will review existing information, seeking additional information where required, and come to a judgment.

It is expected that the reviewer will refer to the relevant annotated template to support them in the effective completion of Form B.

Form B prompts the specialist to:

- Review the original paperwork, including form A, and any other relevant documentation deemed relevant by the reviewer and/or other interested parties.
- Have a conversation with relevant parties to understand their views and gather any supporting evidence. This conversation may take place in phone or in person.

- Review the case with reference to the supporting guidance, to consider where/how the case sits with regard to reasonable expectations/summary of legislative responsibilities in relation to effective inclusive practice, as exemplified within the guidance.
- Draw on their extensive experience of SEND within the authority to consider what provision has been made by similar schools for pupils with similar needs.
- Consider any other relevant sources of information to inform judgment.

Drawing on the above, the specialist reviewer will:

- Consider whether there is evidence to suggest that the concerns about the child are SEND related and well placed.
- Identify if/how the child is being affected and come to a judgment as to whether the CYP is at a substantial disadvantage in comparison with their non-SEND/non-disabled peers.
- Come to a judgment as to whether the concern falls within the 'best endeavours/reasonable adjustments' duty, and therefore requires action/s.
- And, where this is the case, make recommendation/s about what needs to be done, by whom and by when' to include details about what the process for review should be.

The completed form will be securely shared electronically with the school, who have two weeks to respond. The reviewer will have had regular contact with the school during the review process and so the outcome should not come as a surprise. It is therefore anticipated that for the vast majority of cases, actions can be agreed collaboratively, put in place and their impact monitored and evaluated by relevant parties.

Where the school does not agree with the recommendations, they are requested to outline their reasons on Form B and return it to Local Authority within 2 weeks of receipt. The case will then be referred up to the Line Manager, who will review all documentation, including the reasons why the school does not agree, undertake any additional investigations required, and confirm in writing whether they think the school is in breach of its responsibilities, and the action/s it will undertake/ expects the school to undertake within identified time scales in order to ensure the CYP is not disadvantaged in comparison with non-SEND/non-disabled peers.

In the unlikely event that a school fails to comply with requested actions under a 'failure to apply 'best endeavours' or 'reasonable adjustment' notice', the case will then be referred to the Schools Commissioner'.

Autism

Autism is a term used to describe a lifelong neurological difference in brain development, which affects the way an individual communicates and experiences the world around them. It is a spectrum condition, which means that it will affect CYP in difference ways. All those with a diagnosis of autism however are likely to experience areas of difference in relation to:

- Communication and interaction
- Social understanding
- Interests and information processing
- Sensory processing

Given the right support, CYP with autism can and do succeed and thrive. To facilitate this, it is important that schools understand the impact these four areas of difference have on the individual and take appropriate actions to ensure that all reasonable adjustments are put in place to enable the CYP to achieve and thrive. Early intervention, education and appropriate support are critical. The Early Years Communication and Interaction team and Autism Outreach Team (AOT) can play a key role in supporting schools in meeting need, by providing training and advising on autism friendly environments, teaching strategies and approaches.

Leicestershire Approach to Autism Support

The Early Years Communication and Interaction team and Autism Outreach Team (AOT), part of Leicestershire's Specialist Teaching Service (STS), offers advice and training to support schools to meet the special educational needs of children on the autism spectrum. AOT primarily works in an advisory role to support school improvement in autism practice, through the provision of training, consultation and advice to the adults working directly with children on the autism spectrum. To facilitate this, AOT uses the Autism Education Trust (AET) schools programme[1], a range of high quality training materials aimed at supporting education providers and practitioners to provide high quality teaching, learning, resources and environments which enable CYP on the autism spectrum to thrive and progress. The AET schools programme consists of:

- **A three-tier training programme** delivered face–to–face through regional training hubs situated across England. AOT is the hub for the East midlands.
- **A set of autism standards** which describe the key factors common to good practice for children on the autism spectrum, designed to enable schools to evaluate and improve the quality of provision.

1 https://www.autismeducationtrust.org.uk/training-programme/schools/

- **An autism competency framework** which describes the knowledge, understanding and skills that education professionals require to work effectively with children on the autism spectrum, designed to support staff in self– evaluation and development.
- **AET school's autism progression framework (PF)** - A comprehensive interactive assessment tool for pupils.

The standards, competency framework and progression framework are all **free to download** from the AET website **(www.autismeducationtrust.org.uk)**. A further resource, Tools for Teachers, is available for a small charge.

Whilst AOT may sometimes undertake direct work with children with a diagnosis of autism, the focus is on upskilling staff/school, for example by informing planning or modelling practical approaches that the school can adopt. Where a referral is made to work with an individual child, AOT would expect that the school can evidence the provision of training such as AET Making Sense of Autism (MSA) (or equivalent) for the majority (60%) of staff within the last 2 years, and a commitment to undertake AET Leading Good Autism Practice (LGAP) (or equivalent) for the SENCO or key member of staff if not already undertaken. AOT draws on both the standards and competencies in supporting schools and would therefore also expect the school to demonstrate a willingness to use these resources to support them in evaluating and developing autism practice within their setting.

All schools will have a named AOT member. Support to schools is free (from AOT Schools team), although charges will be made for training, the delivery of interventions and involvement from AOT Intensive Support. These are reasonable and in line with national charging guidelines for AET &/or LA training.

The Early Years Communication and Interaction team is part of the Early Years Inclusion and Childcare service and supports children, family and schools. They provide advice, modelling of strategies and training for schools and families. Toolkits and more information can be found on the webpages.

People and Services

Role and expectations of the school:

For children on the autism spectrum Senior management team & SENCO should:

- Develop and promote a culture of inclusion & equality towards the needs of individuals with SEND including autism, facilitating the development of autism awareness and autism friendliness.
- Plan ahead to support effective transition for pupils on the autism spectrum coming into/leaving the school/ moving between classes within school, to ensure that appropriate arrangements can be put in place to address any foreseeable access issues and barriers, taking advice from AOT/EP as appropriate. This should include training for all staff and planning for the provision of modified resources, timetabling and accommodation, where appropriate. Depending on the Individual, it might require specific arrangements such as an extended transition to include increased orientation visits, taster sessions and/or link programmes.
- Be proactive in identifying & supporting need, to include prioritising training in autism and CYP specific strategies and approaches.
- Allocate time and funding for staff to undertake autism specific training relevant to their role. This should include awareness raising training for all staff who come into contact with pupils with autism, such as administration, catering and transport staff, as well as more practiced focussed training for staff involved in the delivery /support of learning. Identify an appropriately trained and experienced member of staff to take the lead on autism practice across the school.
- Ensure that sufficient time is provided to discuss progress and undertake any actions associated with meeting need.
- Facilitate meetings, with appropriate agencies, including parents/carers and respond to any concerns in a timely manner.
- Working in partnership with class teacher, monitor use of autism specific strategies and approaches, and if necessary, refer any concerns to AOT. Ensure that advice from AOT/EP is followed and support the class teacher to monitor progress and impact of approaches and interventions.
- Ensure that information about the child's needs, impact of autism and teaching strategies and approaches is shared with all relevant staff, and that the guidance contained within this is consistently and effectively implemented.
- Recognise that a child with autism will not naturally acquire some of the skills associated with normal social intervention, such as eye contact or

queuing, and might experience strong aversive responses to sensory stimuli their peers may be unaware of, such as flickering lights, certain smells or background noise. It is important that their behaviour /interaction is understood in this context rather than misinterpreted as a lack of attention and/or inappropriate behaviour.

- Ensure staff are aware of the impact of autism on the individual and respond with sensitivity and understanding.
- Whilst all schools should have the skills to deliver an autism friendly offer, it is important to monitor progress to ensure that steps taken are sufficient to enable all children to achieve at an appropriate level. Early intervention is key and where appropriate, schools have a responsibility to seek additional expertise from AOT and/or the EP where a child is not progressing academically or socially in line with their peers as a result of diagnosed or suspected autism.
- Observe practice, in partnership with AOT where appropriate, and make recommendations to support staff to provide autism friendly teaching.
- Be aware of the referral pathway for CYP without a diagnosis who may have autism.

For children on the autism spectrum Teachers and TAs should:

- Be aware of and implement 'autism friendly' teaching strategies. This involves thinking about how they deliver and provide access to the curriculum through the differentiation and modification of resources, materials, the environment and provision of technology.
- Recognise that pupils with autism will have differences in communication and social interaction. Make language as explicit as possible and use a range of communication strategies to facilitate two-way communication. This should include ways to adjust communication style, using visual supports and allowing sufficient time for the pupil to process and respond to information, requests and instructions.
- Where relevant, implement advice from EY CIT/AOT/EP, using a plan, do review approach and make time to meet and discuss needs. The class teacher retains overall responsibility for the child and must ensure they are aware of, implement and oversee the implementation of any guidance. It is not reasonable to delegate this to a TA.
- Attend generic, ASD and where appropriate child specific training.

- Work effectively together to share planning and information, to ensure TAs are aware of the focus of the lesson in advance in order to undertake any necessary preparation.
- Support the pupil to understand autism and the way it affects them, involving the individual in developing and applying personalised strategies which facilitate attention and participation. Prioritise the promotion of independence using a range of strategies. These may include the use of technology and/or individualised visual supports.
- Provide opportunities and support for pupils with autism to develop relationships with peers to a level appropriate to their needs, to include working with classmates to support them to understand autism, its meaning and the things that they can do to help support peer inclusion.

Role and expectations of the Local Authority

For children on the autism spectrum the designated AOT member should:

- Attend school referral meetings where the school require input
- Facilitate annual contractual discussions to look at how the school is doing in relation to ASD provision and practice, which may include a review of AET Standards, Competencies and the implementation of the Progression framework (PF), training plan for the school, governors training (where appropriate)
- Facilitate a termly area lead practitioners meeting to which the school SENDCO/ autism lead will be invited
- Where possible and appropriate, provide 1:1 meetings with SENDCo/teacher to discuss approaches, issues and concerns relevant to their setting and/or role
- Deliver training (for which a reasonable charge is made) for the whole staff team, to support practitioners working directly with children and to develop the skills and understanding of the SENDCO/autism champion
- Bespoke and intervention specific training can also be provided as dictated by the needs of the school
- Advise if level of training is appropriate to role and functions to include manager, SENCOs, class teachers, governors and TAs and support staff
- Provide guidance on reasonable adjustments

- Provide sources of support, information and resources on the Early Years LCC and AOT website, that has been co-produced in part with parent/carers and young people.
- Liaise/ Make referrals where appropriate to other services such as Intensive Support, through engagement with our schools.
- Provide reports for and attend meetings where appropriate, to include statutory guidance and EHC plan reviews.
- Where possible take school's planning/timetable into account when planning visits.
- Liaise with relevant staff and share information reports and advice.
- Provide mentoring, ongoing advice and modelling for the Teacher /TAs working directly with pupil/s with autism.
- Signpost useful information, courses and resources.
- Provide guidance through information on and evidence for access arrangements.

Provisions and practice:

Role and expectations of the school

For children on the autism spectrum, schools should:

- Ensure a well-developed culture of Autism awareness informs school ethos in terms of how children on the autism spectrum are perceived, supported and included in all school activities, not just learning. Promote positive attitudes to autism, viewing it as a difference, not a deficit.
- Facilitate an 'Enabling Environment' to include recognising the impact of the environment on sensory issues for children with an autism spectrum and making reasonable adjustments. (See Environment below)
- Have effective communication systems and processes in place to ensure that relevant professional advice e.g. from EYCIT/AOT/EP is accessed by all relevant staff
- Consider timetabling arrangements to ensure that the best possible outcomes and experience for pupils on the autism spectrum. When putting a learning programme together ensure the curriculum addresses not only the learning needs of the pupil but also addresses their social, emotional well-being, communication skills and life needs.
- Encourage and motivate CYP on the autism spectrum by using their strengths, special interests and favourite activities to promote achievement and engagement.
- Children on the autism spectrum are typically visual learners. Make effective use of individualised visual strategies to ensure that the sequence of activities and associated expectations during the day is predictable and understandable.
- Provide activities that are well organised, structured and planned for, and ensure that, where possible, advance warning is giving of any changes to familiar routines. Give particular consideration to break and lunchtimes, as many children with autism struggle with unstructured time and will need support to identify what they can should/do in their free time.
- Provide opportunities and support for pupils with autism to develop relationships with peers to a level and in a manner, which supports their needs. Implement strategies to promote positive peer relationships. Consider the social demands of working alongside other pupils when planning learning and social activities and provide time and suitable environments for the CYP to be away from peers and adults if needed or requested.
- Ensure that children on the autism spectrum have access to effective pastoral care from an individual with an understanding of autism. This is

to develop and support their social inclusion and broader social and emotional needs. For example, facilitating social interaction with peers at lunch time, participation in wider school activities, interventions to develop peer awareness of and sensitivity to the child's needs.

- Be aware that children on the autism spectrum are particularly vulnerable to bullying and have effective policies and practices in place to safeguard them against actual and perceived episodes of teasing and bullying, including cyber bullying.
- Identify any necessary exam access arrangements and apply for these in a timely manner by the published JCQ deadlines. Provide practise exam papers in the same format as final exams.
- Ensure that behaviour policies and approaches are applied flexibly and take into account the impact of autism on social interaction and behaviour. CYP with autism may struggle to understand and apply social rules. They are also likely to experience high levels of stress and anxiety, for example resulting from sensory differences, and this can impact on behaviour. Ensure that this is taken into account when considering any apparent infringement of code of conduct and or behaviour policies. It is particularly important that senior member/s of staff, with responsibility for overseeing the implementation of behaviour policy, should have sufficient understanding to be able to distinguish between behaviour which is a deliberate infringement of the policy and therefore appropriately subject to any consequences, and behaviour which is a result of a SEND, for example where a child with autism experiencing high levels of sensory overload responds by leaving the room or putting their hands over their ears.
- Ensure that the Behaviour team liaises closely with the SEND team, and that where a child is presenting inappropriate behaviour, consideration is given to the fact that this might be as a result of an undiagnosed SEND.
- Be proactive in recognising the importance of support and planning for all children on the autism spectrum, not just those with ECHP. Children with autism often experience difficulties with change, ranging from minor changes in everyday routines to major transitions. Therefore, it is important to start planning for transition early, ensuring that relevant people – such as parents, AOT /EP & SENCO from next school, are invited to meetings and consideration is given to ways to support transition, such as visits, taster days and link programmes.
- Ensure the school doesn't discriminate on attendance levels and that there are effective procedures in place to record for example anxiety related absence where appropriate as a medical absence, through involvement from the GP.

Role and expectations of the Local Authority

The designated AOT member should:

- Provide and demonstrate suggestions for classroom management to improve outcomes and experiences for pupils on the autism spectrum.
- Provide advice/training about strategies and approaches to support pupils with sensory challenges and self-regulation. This can where appropriate include approaches to understanding and managing behaviour.
- Advise/train staff in communication approaches and recommend approaches and resources, relevant to autism to include for example the use of visual strategies.
- Provide guidance /training about using structure and routine to support pupils to understand what is happening next/ what is expected.
- Signpost useful resources and materials to support teachers in developing and using autism friendly strategies and approaches.
- Signpost/provide advice about access arrangements. This includes providing up to date exam arrangement information on our website and/or directing people to the AET website where this information can be freely downloaded.
- Provide access to necessary training and/or auditing tools in order for schools to look at the impact of the environment on the sensory system of individual children with an autism spectrum.

Environment:

Role and expectations of the school

For children on the autism spectrum, schools should:

- Conduct sensory audits of the environment, both within and outside the school, including transport and community facilities, using appropriate sensory audit tools. Ensure the pupil is involved in the process of identifying potential sensory challenges for them personally and ways in which these can be managed. These might for example result in taking steps to reduce noise, adjust lighting or create withdrawal spaces. Ensure that reasonable adjustments identified via this audit and/or via discussion with individuals and/or parents or professionals are put in place and monitored for impact/appropriateness.
- When considering new developments or changes to existing environments ensure that the needs of pupils on the autism are taken

into consideration. To include recommendations by EYCIT/ AOT and/ or sensory audit. This may include, for example, the provision of a safe place/ location that could offer a more appropriate sensory input to help the child/young person regulate their sensory system (this may be as simple as turning away from the group and engagement in a favoured magazine or wearing headphones). The strategy should be individualised for each child.

- Ensure that a quiet room /safe space is available for a child with autism to withdraw to when anxious and/or work, for some of the time as appropriate to need and learning activity, taking advice from EYCIT/ AOT/EP where appropriate. Allocated space should be prioritised and maintained for this purpose for the duration of the year and not be routinely removed because of exams/meetings. Where schools have limited space creative solutions in order to best meet needs would need to be looked at as a possible solution.
- Provide clearly defined spaces/areas for personal equipment and use a variety of cues (e.g. visual, tactile) to help pupils with autism understand and navigate the environment. This may include, for example, the provision of a clear structure for pupils of where their possessions are stored, where equipment that is needed can be found. It might also involve putting systems in place to assist CYP in being able to communicate wants/needs in an augmentative way, reducing reliance on word retrieval as this may be inhibited during times of stress and anxiety.

Role and expectations of the Local Authority

The designated AOT member should:

- Ensure that training for staff includes developing understanding of the impact of the physical, communication and sensory environment on the CYP with autism.
- Provide guidance and resources to support the school in undertaking sensory audits.
- Provide access to necessary training and/or auditing tools in order for schools to look at the impact of the environment on the sensory system of individual children with an autism spectrum
- Provide advice and guidance to support the school in making the environment more autism friendly, and where appropriate to facilitate adaptations for specific children.

Resources for Learning:

Role and expectations of the school

For many children with autism, access to visual resources is essential if they are to access the curriculum effectively and achieve their potential. Therefore, for children on the autism spectrum, schools should:

- Put processes in place to ensure that sufficient and effective use is made of visual resources, including the use of signs, symbols, images and other visual strategies, as appropriate to the individual, to enhance understanding and promote communication. In so doing, recognise that visuals can come in many forms and are used across all ages, and may be adapted for age, whilst providing the same function.
- Provide support to encourage/develop pupils skills in using and applying strategies and resources designed to support them independently (not do it for them- help child).
- Work with the CYP with autism and their family/those who know him or her to develop a one-page profile, which is shared with relevant parties, identifying the child's needs and how they like to be supported.
- Provide support to help the child structure /organise their learning. For example, provide a homework diary/schedule. Regular home school communication is implemented to ensure parents can support the completion of homework.
- Provide practical experiences to support the development of new language and concepts.
- As part of reasonable adjustments provide aids to facilitate access to the curriculum such as an iPad or laptop.

Role and expectations of the Local Authority

The designated AOT member should:

- Signpost/provide training and guidance in relation to the use of appropriate visual strategies to support understanding and participation.
- Provide templates and guidance to support the completion of an individualised and effective one-page profile.

- Signpost resources/provide guidance to support the pupil to manage/understand expectations for example in relation to homework, or with structuring assignments using scaffolding.
- Signpost/provide training or demonstrate autism specifics strategies such as social stories, self-calming approaches which will support the individual to participate, self-regulate and achieve.
- Signpost a wide range of interventions which schools may choose to purchase and implement related to social skill development, building resilience and coping with anxiety.

Sight Loss and Visual impairment

Sight provides instant access to information to help us understand the world around us. It plays a vital part in children's play and in their developing language and social skills. The impact of a visual impairment varies according to a number of factors including degree and type of loss, age and onset of diagnosis, and age of identification and intervention. Most blind and partially sighted children are born with their visual impairment[1], and this will create unique challenges to learning. At least 20 per of children with sight loss have additional disabilities and/ or special educational needs and a further 30 per cent have very complex needs[2]. As approximately two thirds of children (7 in 10) who have visual impairment are educated in mainstream schools[3], it is important that schools understand the impact of a visual impairment and take actions to ensure that all reasonable adjustments are put in place to enable a blind or visually impaired pupil to achieve and thrive. For children with an educationally significant visual loss, access to specialist knowledge and understanding is vital.

Support for pupils with sight loss and vision impairment in Leicestershire

Children with an educationally significant visual impairment will receive advice and support from Leicestershire's Vision Support Team (VST), a team of Specialist teachers of the Visually impaired, who work with visually impaired and blind children from birth and young people in Leicestershire, from the time of identification (neonatal) up to 18, or 25 if they have an Education Health and Care Plan (EHCP). All children are supported according to their level of need, including degree of vision loss, age, if they have any additional difficulties, and educational school. The level of support is determined with reference to the National Sensory Impairment Partnership (NatSIP) Eligibility Framework, alongside professional judgement.

Specialist Teachers for Visually Impaired children (QTVI) may offer individual support, observations monitoring, advice and training. The level and frequency of this ranges from multi weekly to advice only, according to assessed need.

Support for the child includes advice from Specialist Teachers for Visually Impaired Children to families and educational schools on reasonable adjustments including teaching strategies and resources. VST works closely with the Assistive Technology for Education Team (ATfEST), and where appropriate will make a referral to this team to facilitate access to resource technicians or for tuition to develop touch typing/ keyboarding skills to enable children and

young people to record their work efficiently. Where a pupil has Multi Sensory Impairments (for example deafness and blindness) specialist advice will be given by a MSI Specialist Teacher from STS.

1 Two thirds of children of childhood vision impairment was present from birth or diagnosed in the first year of life. Rahi J and Cable N (2003) 'Severe visual impairment and blindness in children in the UK' The Lancet, Vol 362, Oct 25, 2003

2 Keil S, 2012. RNIB survey of VI services in England and Wales 2012: Report for England. RNIB

3 Vision2020 CYP statistics 2018. **https://www.visionforeducation.co.uk/keydocuments**

People and Services

Role and expectations of the school:

For children with an educationally significant visual loss or impairment:

Senior management team & SENCO should:

- Develop and promote a culture of vision awareness and friendliness.
- Plan ahead to support effective transition for blind and visually impaired pupils coming into the school, to ensure that appropriate arrangements can be put in place to address any foreseeable access issues and barriers, taking advice from VST as appropriate. This should include training and planning for the provision of modified resources, where appropriate.
- Be proactive in identifying & supporting need, to include prioritising training in general and child specific equipment and resources to support visual loss and putting systems in place to ensure any equipment is used correctly.
- Ensure the provision and training of a member of staff with skills in braille and tactile learning where appropriate.
- Ensure that advice from the Vision Support Team is followed and support the class teacher to monitor progress and impact of support and interventions.
- Ensure that sufficient time is provided to discuss need and progress and undertake any actions associated with meeting need.
- Facilitate meetings and respond to any concerns in a timely manner.
- Ensure that sufficient time is allocated for a pupil to practice specific skills
- i.e. pre-braille skills, braille, typing with an appropriately skilled adult.
- Identify and facilitate the training of a member of staff (TA) prepared to learn braille to enable them to provide effective support for a pupil who is learning braille.
- Allocate sufficient and specific time in the week for the modification of resources – for example to enlarge and modify resources.

- Allocate time and funding for staff to undertake specific training requirements essential to the role for effective support of the child e.g. specialist central training in VI and braille
- Recognise that it takes time, and training from a QVTI, for staff to develop the specialist skills required to work effectively with a pupil with a visual impairment, such as modifying resources or braille, and therefore ensure that staff who have these skills are consistently deployed with pupils who most benefit from it.
- Working in partnership with class teacher, monitor use of specialist equipment and resources, and if necessary, refer any concerns to VST.
- Ensure that information about the child's needs, impact of visual loss and teaching strategies and approaches is shared with all relevant staff, and that the guidance contained within this is consistently and effectively implemented.
- Recognise that a child with a visual loss will not naturally acquire some of the skills associated with normal social intervention, such as eye contact, and looking at someone when they are talking. As a result, their interaction could potentially be misinterpreted as a lack of attention. Ensure staff are aware of this and respond with sensitivity and understanding.
- Observe practice, in partnership with VST, and make recommendations to support staff to provide vision friendly teaching.
- Ensure that teaching staff are aware of the importance of planning ahead so that resources can be modified in advance of the session and monitor that this is done effectively.
- Facilitate access to an appropriately skilled Schools IT technician who can facilitate the pupil's access to mainstream technology. This could include for example, setting up a child's user profile to optimise size / background colour/ magnifier.

Teachers and TAs should:

- Implement advice from VST, using a plan, do review approach and make time to meet and discuss needs. The class teacher retains overall responsibility for the child and must ensure they are aware of, implement and oversee the implementation of any guidance. It is not reasonable to delegate this to a TA. **
- Work effectively together, to meet responsibilities, as identified above.

- Work with VST to agree targets and strategies and monitor progress.
- Identify, where relevant, a TA willing to learn braille in order to provide effective support for a child who is learning braille.
- Ensure that TAs working with the child are computer literate and understand the programmes the child is using. For example, School computer accessibility functions, screen reader, magnification software, etc.)
- Attend generic and where appropriate child specific training.
- Be aware of and implement 'vision friendly' teaching strategies. This involves considering how to facilitate access to the curriculum through the differentiation and modification of resources, materials, the environment and provision of technology.
- Ensure that planning for sessions is done well in advance and that any resources required are given to TAs for modification well in advance of lessons.
- Work effectively together to share planning and information, to ensure TAs are aware of the focus of the lesson in advance in order to undertake any necessary preparation.
- Undertake and apply learning from specific training requirements essential to their role in order to provide effective support of the child e.g. specialist central training in VI and braille.

*(NB This is particularly relevant for secondary schools where current training records indicate this is not always the case).

**(VST experience indicates this is a particularly common error with pupils as there is a tendency to defer to the braillist as the expert).

Role and expectations of the Local Authority

For children with an educationally significant visual loss, VST provides appropriately skilled staff to:

- Assess children and young people's functional vision to determine how their visual impairment affects their performance and abilities.
- Interpret ophthalmic information and its educational implications for pupils.
- Provide direct teaching and non-teaching support for children in their homes, and/or educational establishments.
- Undertake assessment for specialised materials, equipment
- Make recommendations about strategies to enhance learning opportunities.
- Provide specialist advice to schools
- Provide generic and child specific training for parents, teachers and other professionals.
- Provide guidance on reasonable adjustments.
- Work in partnership with SENDCO and class/subject teacher to agree appropriate targets, strategies, resources & time frame
- Following visits to schools, to include face to face liaison with staff where possible, send timely visit notes to school with advice and recommendations
- Assess and provide an annual report providing information about the child's vision and recommendations which can be used for annual review or support plan evidence.
- Advise SENDCOs on exam concession requirements for individual children and provide access letters for schools to use as evidence if required.
- Signpost SENDCOs (through the local offer) to information and training with regard to exam access arrangements
- Provide reports for and attend meetings where appropriate, to include statutory guidance and EHC plan reviews.
- Work closely with the NHS Ophthalmology Department /consultant/ optometrist who carries out a clinical assessment of vision.

- Take school's planning/timetable into account when planning visits. X Liaise with relevant staff and share information reports and advice. X Signpost useful information, courses and resources.
- Make a referral to a habilitation officer to provide appropriate mobility, orientation and independent living skills programmes.
- Make a referral, where appropriate to the Assistive Technology for Education team (ATfEST)

ATFEST will, where appropriate facilitate access to:

- Assistive technology technicians who can assess need and make recommendations for the provision of specialist technology and software such as speech and magnification software – JAWS, Supernova to aid access to the curriculum.
- Keyboard and Assistive Technology Practitioners who can assess need and provide tuition for example to develop touch typing/keyboarding/ word processing and screen navigation skills to enable children and young people to record their work efficiently
- Resource Production Technicians who can produce and prepare adapted, transcribed, enlarged and/or modified resources and materials to facilitate access to learning and inclusion such as Braille/Moon resources.
- Provide training and support to staff in educational settings on adapted, enlarged, or modified materials, produced resources and assistive technologies/ equipment, including Braille embossers, Tactile Image Enhancer machines and specialist scanning software.

For Early Years, VST will:

- Support families of children with a visual impairment including home visits to offer advice and direct support in maximising opportunities for the use of vision and development.
- Provide pre-school support from an Early Years Practitioner depending on the child's level and type of need.
- Sign post Pre-school families to opportunities able to meet other families who have a child with a vision loss
- Provide school advice and support for transition into school.

Provisions and practice:

Role and expectations of the school

For children with an educationally significant visual loss school should:

- Ensure a well-developed culture of Vision awareness informs school ethos in terms of how children with visual impairment are perceived, supported and include in all school activities, not just learning.
- Have effective communication systems and processes in place to ensure that VST advice is accessed by all relevant staff (e.g. sign as seen)
- Consider the physical environment and make reasonable adjustments as recommended by the QTVI or environmental audit. These might for example include considering steps to reduce glare, the positioning of the child in the classroom.
- Consider timetabling arrangements to ensure that the best possible outcomes and experience for blind and visually impaired pupils. Work in partnership with the specialist teacher to ensure that where there is withdrawal time, this does not impact negatively on the curriculum offer or the child's experience. Also consider location of activities to facilitate the best possible lighting conditions and minimise distractions.
- When putting a learning programme together ensure the curriculum offer is appropriate and includes/prioritises the development of core skills as recommended by the QTVI, including literacy and tactile learning, numeracy, mobility, social skills, touch typing, keyboard and ICT skills.
- Ensure that blind and visually impaired children have access to effective pastoral care as this is very important in supporting their social inclusion and broader social and emotional needs. For example, facilitating social interaction with peers at lunch time, participation in wider school activities, interventions to develop peer awareness of the child's VI needs.
- Identify any necessary exam access arrangements and apply for these within the published JCQ deadlines. Provide practise exam papers in the same format as final exams.

- Ensure that behaviour policies and approaches take account of the fact that a child with a visual loss will not naturally acquire some of the skills associated with normal social interaction, such as eye contact, and looking at someone when they are talking. As a result, their interaction could potentially be misinterpreted as a lack of attention and/or disrespectful behaviour. Ensure that this is taken into account when considering any apparent infringement of code of conduct and or behaviour policies.
- Be proactive in recognising the importance of support and planning for all Visually Impaired children, not just those with ECHP. For example, when planning for transition, facilitate meetings –invite parents, VST & SENCO from next school.
- Ensure the school doesn't discriminate on attendance levels and that there are effective procedures in place to record absence for clinics appropriately as a medical absence.
- Ensure that any ICT policies and practices take account of the need for personalised accessibility settings- for example, if a child needs specific settings, these should be set as part of their unique user profile and stored so that they can be easily accessed when the child needs to.
- Ensure that appropriate fonts are used with blind and visually impaired pupils. Cursive fonts should not to be used with VI children for reading. Cursive writing by children should be used with great caution, as it is difficult to read back especially for revision or editing purposes. Cursive writing by teachers in marking and written feedback should also be avoided. Cursive writing on white boards may need to be provided as a near copy in plain font for clarity.
- Be flexible in applying policies. For example, use of pens rather than pencil is recommended for visual clarity - a visually impaired child may not be able to read back their work when written in pencil due the reduced contrast and would rather benefit from using a fine point black pen. Erasable ball point pens can be useful.
- Set up transition meeting for pupils and invite relevant VST staff, both for students with and without EHCPs.

Role and expectations of the Local Authority

For children with an educationally significant visual loss VST should:

- Provide suggestions for classroom management to improve outcomes and experiences for blind and visually impaired pupils. VST staff go into the environment, so will know the school be able to observe difficulties & suggest strategies to ameliorate any issues
- Provide vision awareness training.
- Ensure that Transition reports for all students are sent to the current school, receiving school and parents (or student, if over 16).
- Where appropriate and possible, prioritise attendance at transition meetings for EHCP students.
- Support students, schools and families with the transition process for visually impaired pupils, with and without an EHCP, including support such as environmental audits, training, advice, mobility and independent travel.
- Contribute to EHCPs and where appropriate attend EHCP reviews.
- Contribute to and where possible and appropriate attend review for visually impaired pupils who have high needs, but no EHCP.

Environment:

Role and expectations of the school

For children with an educationally significant visual loss, schools should:

- Assess the environment (with support from VST) and be prepared to take advice/ appropriate action to adapt the environment in order to ensure the best possible arrangement for mobility and where appropriate to improve lighting conditions and position to support effective use of functional vision. This might necessitate for example, considering the positioning of the child in the classroom, provision of blinds to reduce glare, and/or taking steps to improve lighting or minimise sensitivity.
- When considering new developments or changes to existing environments, ensure that the needs of blind and visually impaired pupils are taken into consideration, as recommended by the QTVI and /or environmental audit. For example, this could include ensuring door frames contrast with doors and/or ensuring hazards such as raised flooring and steps are marked.
- Ensure that a withdrawal room/quiet space is available for a visually impaired child to work, for some of the time as appropriate to need and learning activity, taking advice from VST, as developing skills in using specialist equipment and resources requires concentration and quiet. Allocated space should be prioritised and maintained for this purpose for

the duration of the year and not be routinely removed because of exams/meetings.

- Ensure that a withdrawal room is available for a specialist teacher of the impaired to work with when they visit the child. It is important that this room has good lighting conditions.

Role and expectations of the Local Authority

For children with an educationally significant visual loss VST should:

- Provide guidance about best use of environment/actions that can be taken to improve mobility and conditions for maximising use of residual vision.
- Provide advice about possible auxiliary aids to include specialist ICT/ equipment such as a CCTV, brailler, low vision aids such as magnifiers
- Ensure that training for staff includes developing understanding of the impact of the environment on mobility and vision, general environmental awareness.
- Carry out an environmental audit (or commission audit from Qualified Habilitation Officer.
- Offer Vision Friendly Schools award.
- commission audits from VISTA for high needs children.

Resources for Learning

For blind and visually impaired children access to modified resources and specialist equipment is critical if they are to be able to access the curriculum

and achieve their potential. It is therefore vital that schoolwork in partnership with VST to ensure that a child has access to the resources they need at all times.

Role and expectations of the school

For children with an educationally significant visual loss, access to modified resources and specialist equipment is essential if they are to access the curriculum effectively and achieve their potential. Therefore, schools should:

- Put processes in place to ensure that personal visual aids, equipment and resources are working and well maintained. Be clear about who is responsible for day to day management.
- Provide support to encourage/develop pupils skills in managing resources and equipment independently (not do it- help child). VST experience indicates that, In some cases where CYP have a high level of 1:1 support from a TA, the child can become over dependent on the staff member.
- Ensure the provision of appropriate low-cost vision aids These might for example include:
  - LP rulers, protractor from VST recommended suppliers
  - Dome magnifier/bar magnifiers from VST recommended supplier
  - Adjustable sloping board from VST recommended supplier.
- Facilitate the provision of all work in correct font size, including assessments. Allowances for adequate time will be required to provide for all adjustments, for example, using large print and braille.
- Ensure that all resources modified use a non-cursive font.
- Set up a free book share (RNIB) account to access enlarged + modified resources.
- Where recommended by the QTVI (not all VI children will benefit). facilitate 'Means to read books' from book share. This would require access to a basic tablet i.e. Kindle paperwhite and such would be expected to be provide form the school's notional SEND budget for that pupil.
- Any ICT used should have personalised schools as part of the pupil's user profile to optimise size / background colour/magnifier.
- Understand and consistently apply health and safety procedures when using equipment. For example, in science, design, PE and other

practical activities the child may benefit from working in a pair for H and S reasons and will need clear verbal instructions. Risk assessments completed for practical activities should make reference to the specific needs of the VI child following the specific recommendations made by the QTVI.

- Be proactive in informing VST and/or family where faults are identified with equipment which cannot be rectified by basic trouble shooting.

In terms of other learning resources:

- Ensure the child has access to an enlarged/modified school and homework diary. Homework set should be accompanied by accessible and suitably enlarged and modified learning resources which have been explained to the child. Regular home school communication should be implemented to ensure parents can support the completion of homework.
- Provide practical experiences to support the development of new language and concepts.
- As part of reasonable adjustments provide aids to facilitate access to the curriculum such as an iPad or laptop.

Role and expectations of the Local Authority

For children with an educationally significant visual loss VST should:

- Advise on the resources a blind or visually impaired child needs to access the curriculum – this might relate to font size, requirements for modifying resources, or specialist software and equipment.
- Provide training and regular updates on modifications and specialist software as required/appropriate, particularly with regard to any new equipment
- Advise on teaching strategies including the use of learning resources.
- Provide training in maintenance of equipment
- Provide a swift response from VST/technician if equipment faulty
- Advise schools about how to access accessible materials for example, through bookshare. Schools should set up their own account, but if there is a delay, it is possible to set up a reading account as a tide over until the school's account is working, so as to not disadvantage students.
- Make a referral, where appropriate to the Assistive Technology for Education team (ATfEST)

ATFEST will, where appropriate facilitate access to:

- Assistive technology technicians who can assess need and make recommendations for the provision of specialist technology and software such as speech and magnification software – JAWS, Supernova to aid access to the curriculum.
- Keyboard and Assistive Technology Practitioners who can assess need and provide tuition for example to develop touch typing/keyboarding/ word processing and screen navigation skills to enable children and young people to record their work efficiently
- Resource Production Technicians who can produce and prepare adapted, transcribed, enlarged and/or modified resources and materials to facilitate access to learning and inclusion such as Braille/Moon resources, to meet the needs of the child, especially where not available through book share with advanced notice from schools.
- Resource technicians can provide key texts in enlarged and modified formats, along with clear advice to schools about time frames for resource production.
- Provide training and support to staff in educational schools on adapted, enlarged, or modified materials, produced resources and assistive technologies/ equipment, including Braille embossers, Tactile Image Enhancer machines and specialist scanning software.
- Keep up to date with advances in technology to support the progress and achievement of blind and visually impaired children and where

appropriate pilot the use of developing and existing technologies to replace traditional resources in order to verify impact and value.

Deaf and Hearing impairment

For children, hearing is key to learning spoken language, performing academically, and engaging socially. Children with hearing loss therefore benefit greatly from being identified early in life and offered appropriate interventions. The impact of a hearing loss varies according to a number of factors including degree and type of loss, age and onset of diagnosis, and age of identification and intervention. Not all types of hearing loss are educationally significant, but for those that are, early diagnosis and access to effective amplification is key.

Support for Deaf and Hearing-Impaired Pupils in Leicestershire

Children with an educationally significant hearing loss will receive advice and support for Leicestershire's Hearing Support Team (HST). The team includes Specialist teachers for hearing impaired children as well as an educational audiologist, an audiology technician and practitioners with skills in language development. HST works with hearing impaired children and young people in Leicestershire and Rutland who have an educationally significant permanent hearing loss, or aided conductive loss, from the time of identification (neonatal) up to 18, or 24 if they have an Education Health and Care Plan (EHCP). All children are supported according to their level of need, including degree of hearing loss, age, if they have any additional difficulties, and educational setting. The level of support is determined with reference to the National Sensory Impairment Partnership (NatSIP) Eligibility Framework alongside professional judgement.

Specialist Teachers for Hearing Impaired children may offer individual support, observations, monitoring, advice and training. The level and frequency of this may range from multi weekly to advice only. Support for the child includes advice from Specialist Teachers for Hearing Impaired Children to families and educational settings on best endeavours/reasonable adjustments. This may include positioning of the child, teaching strategies, acoustically favourable conditions, and/or

assistive devices as appropriate as well as guidance about how best to teach the curriculum to allow children to achieve their full potential.

Where a pupil has Multi-Sensory Impairments (for example deafness and blindness) specialist advice will be given by a MSI Specialist Teacher from STS.

People and Services

Role and expectations of the school:

For children with an educationally significant hearing loss:

Senior management team & SENCO should:

- Develop and promote a culture of deaf awareness
- Be proactive in identifying & supporting need, to include prioritising training in the use of audiological equipment & putting systems in place to ensure it is used correctly.
- Plan ahead to support effective transition for pupils coming into the school, to ensure that appropriate arrangements can be put in place to address any foreseeable needs. This should include training and planning for the provision of resources, where appropriate.
- Ensure the provision of a note taker/TA or Communication support worker where appropriate.
- Ensure that advice from the Hearing Support Team is followed and support the class teacher to monitor progress and impact of support and interventions.
- Ensure that sufficient time is provided to discuss need and progress and undertake any actions associated with meeting need.
- Facilitate meetings and respond to any concerns in a timely manner.
- Working in partnership with class teacher, monitor use of amplification, and if necessary, refer any concerns to HST.
- Ensure that information about the child's needs, impact of hearing loss, teaching strategies and approaches is shared with all relevant staff, and that the guidance contained within this is consistently and effectively implemented.
- Recognise that certain personal attributes, such as a beard or a heavy accent can significantly impede a hearing-impaired child's ability to

lipread, and hence to access language. Where possible, take action to ensure that the impact of this is minimised/removed.

- Observe practice, in partnership with HST, and make recommendations to support staff to provide deaf friendly teaching.
- Monitor the use of relevant personal amplification across the school to ensure it is consistently and appropriately used by all relevant staff – e.g. the microphone is the best position to pick up sound, ties and keys/lanyards re removed to minimise clothes rub and reduce interference with the mic. Ensure access to training and promote positive attitude so staff understand the value of do not see it as an imposition.
- Consider advice provided from acoustic advice and plan how this can be implemented. For example, fans on projectors can produce continuous low frequency sound which can negatively impact on listening conditions for a child wearing hearing aids.

Teachers and TAs should:

- Not expect hearing impaired children to take notes while watching and listening.
- Implement advice from HST, using a plan, do review approach and make time to meet and discuss needs. The class teacher retains overall responsibility for the child and must ensure they are aware of, implement and oversee the implementation of any guidance. It is not reasonable to delegate this to a TA. **
- Work effectively together, to meet responsibilities, as identified above.
- Work with HST to agree targets and strategies and monitor progress.
- Attend generic and where appropriate child specific training. **All staff** using a microphone with a pupil who has a radio system must have had appropriate training to enable them to use it effectively. *
- Be aware of and implement 'deaf friendly' teaching strategies. This involves thinking about how they deliver learning – moving around the room can significantly impedes a child's ability to lipread and underpins the potential benefits of sitting near the front so s/he can see the speaker.
- Understand and use all personal amplification effectively (e.g. when wearing a radio aid consider microphone position, remove tie or lanyard to reduce unnecessary noise and switch on and off as appropriate)

- Support staff should be appropriately skilled and trained in specialist support such as notetaking and promoting good listening and language which can be provided by the Specialist teacher. Communication support workers (CSW) need to be qualified to at least BSL level 3 to support a child using BSL and would need opportunities to further their skills.***

*(NB This is particularly relevant for secondary schools where current training records indicate this is not always the case)

**(HST experience indicates this is a particularly common error with signing pupils as there is a tendency to defer to the Communication Support Worker as the expert)

*** The school would appoint a suitably qualified CSW but the funding for that worker would come through the schools Sen budget and EHCP – These staff are paid on a higher grade than a TA, to reflect their specialist skills, more in line with an HLTA

Role and expectations of the Local Authority:

For children with an educationally significant hearing loss, HST provides appropriately skilled staff to:

- Assess and monitor hearing, linguistic and educational levels
- Provide advice and guidance to schools and families
- Deliver generic and child specific training centrally and within schools
- Ensure level of training is appropriate to role and functions to include manager, SENCOs, class teachers, governors and TAs and support staff.
- Provide guidance on reasonable adjustments.
- Work in partnership with SENDCO and class/subject teacher to agree appropriate targets, strategies, resources & time frame
- Provide reports for and attend meetings where appropriate, to include statutory guidance and EHC plan reviews.
- Work closely with the NHS Paediatric Audiologists who assess hearing levels and fit hearing aids as appropriate. Monitor listening and support hearing aid/ cochlear implant use.

- The Educational Audiologist offers and fits radio aid systems where appropriate, gives advice about other assistive devices and provides acoustic reports when requested/where needed.
- Where possible take school's planning/timetable into account when planning visits.
- Liaise with relevant staff and share information reports and advice.
- Mentoring, ongoing advice and modelling for the CSW /TAs working directly with HI children
- Facilitate access to BSL training where appropriate.
- Signpost useful information, courses and resources.
- Provide guidance on and evidence for access arrangements.
- Provide additional funding to enable schools to appoint specialist support staff such as CSWs.

Provisions and practice:

Role and expectations of the school

For children with an educationally significant hearing loss schools should:

- Ensure a well-developed culture of deaf awareness informs school ethos in terms of how children with hearing impairment are perceived, supported and include in all school activities, not just learning.
- Have effective communication systems and processes in place to ensure that HST advice is accessed by all relevant staff (e.g. sign as seen)
- Consider seating arrangements. Deaf and hearing-impaired children need to be able to see and sit near the speaker. Schools should be flexible & allow different children to sit away from their class for different reasons, for example in assembly to support access and inclusion.
- Consider timetabling arrangements to ensure that the best possible outcomes and experience for deaf and hearing-impaired pupils. When putting a learning programme together ensure the curriculum offer is appropriate and includes/ prioritises the development of core skills related to language development and communication. Work in partnership with the specialist teacher to ensure that where there is withdrawal time, this does not impact negatively on the curriculum offer or the child's experience. Also consider the timetable and location of activities to facilitate the best possible listening conditions.
- Recognise that 'poor' behaviour can be related to mishearing/misunderstanding and respond with understanding and sympathy.
- Ensure that deaf and hearing-impaired children have access to effective pastoral care as this is very important for them. As noted elsewhere, behaviour might be related to mishearing or misunderstanding something, or a hearing-impaired child not understanding expectations. Effective pastoral support can play a key role in ameliorating this.
- Be proactive in recognising the importance of support and planning for all Hearing-Impaired children, not just those with ECHP. For example,

when planning for transition, facilitate meetings –invite parents, HST & SENCO from next school.

- Ensure the school doesn't discriminate on attendance levels and that there are effective procedures in place to record absence for clinics appropriately as a medical absence. Identify any necessary exam access arrangements and apply for these within the published JCQ deadlines. Provide practise exam papers in the same format as final exams.

Role and expectations of the Local Authority:

For children with an educationally significant hearing loss HST should:

- Provide suggestions for classroom management to improve outcomes and experiences for deaf and hearing-impaired pupils. HST staff go into the environment, so will know the school be able to observe difficulties & suggest strategies to ameliorate any issues
- Provide deaf awareness training.
- Provide advice for access arrangements

Environment:

Role and expectations of the school

For children with an educationally significant hearing loss, schools should:

- Assess the listening conditions (with support from HST) and be prepared to take advice/ appropriate action to ensure the best possible listening conditions. This might necessitate moving a class or session to another room which has better acoustics (for example to avoid a room which is next to a noisy setting such as the canteen or drama room, or which has skylights creating unnecessary ambient noise when it rains), improving lighting, removing noise sources, wherever possible, and/or making adaptations to the environment such as carpets and curtains, or putting rubber on chair legs.

- When considering new developments or changes to existing environments ensure that acoustic considerations are taken into account such as ceiling height, carpets, curtains, acoustic tiles, lighting and location.
- Ensure that a withdrawal room/quiet space is available for a hearing-impaired child to work, for some of the time as appropriate to need and learning activity, taking advice from HST. Allocated space should be prioritised and maintained for this purpose for the duration of the year and not be routinely removed because of exams/meetings.
- Ensure that a withdrawal room is available for a specialist teacher of the impaired to work with when they visit the child. It is important that this room has good listening conditions.

Role and expectations of the Local Authority:

For children with an educationally significant hearing loss HST should:

- Provide acoustic reports when requested/where needed. (educational audiologist)
- Provide guidance about best use of environment/actions that can be taken to improve listening conditions.
- Provide advice about possible auxiliary aids and where appropriate a soundfield system to improve listening conditions.
- Ensure that training for staff includes developing understanding of the impact of the environment on listening.

Resources for Learning

For deaf and hearing-impaired children effective amplification is critical if they are to be able to access the curriculum and achieve their potential. It is therefore vital that schools work in partnership with HST to ensure that a child has access to working implication at all times, and that every effort is made to facilitate the best possible listening conditions.

Role and expectations of the school

For children with an educationally significant hearing loss, access to effective amplification is critical. Therefore, settings should:

For amplification

- Be proactive in ensuring children wear hearing aids/use radio system. Put aids back in for young children who need it.
- Consider the installation of a Soundfield system where HST advises this would be of benefit.
- Put processes in place to ensure that Radio aids & personal hearing aids are checked and working (Daily for KSI & 2 children) Be clear about who is responsible for day to day management.
- Provide support to encourage/develop pupils skills in managing amplification equipment independently (not do it- help child)
- Where relevant, make arrangements to ensure that radio aids are effectively and consistently charged at school.
- Understand and consistently apply health and safety procedures when using amplification, for example, when charging radio aids. Ensure there is somewhere safe to store batteries (new and used).
- Keep spare batteries at school and develop/have an understanding of troubleshooting
- Be proactive in using radio transmitter – ask for it if child doesn't hand it to them and have the necessary training and skills to ensure it is used appropriately/ correctly.
- Be proactive in informing HST and/or family where faults are identified with equipment which cannot be rectified by basic trouble shooting.
- Ensure that cover staff or staff who only work with pupils with amplification/ radio equipment occasionally (e.g. when giving assembly) have the skills and understanding to use it correctly. Don't

accept when staff/visitors feel their voice is loud enough and consider they don't need to use the equipment.

In terms of other learning resources:

- Ensure wherever possible that information provided verbally is supplemented by visual resources- so for example, when homework is set, it is written on the whiteboard or available on the school intranet, in addition to being announced to the class.
- Provide visual resources and practical experiences to support the development of new language and concepts.
- Where relevant and appropriate, provide resources such as an iPad/Equipment for note taking.

Role and expectations of the Local Authority:

For children with an educationally significant hearing loss HST should:

- Supply radio system according to HST policies – fair use, where appropriate.
- Check monitoring paperwork/records re use.
- Provide training and regular updates on amplification as required/appropriate, particularly with regard to any new equipment.
- Provide training to identified staff about how to use and check amplification equipment, including trouble shooting.
- Advise on teaching strategies including the use of learning resources.
- Provide parts for amplification equipment (such as leads) & technical help to facilitate better use of radio aids.
- Provide training in maintenance of equipment.
- Provide a swift response from HST/technician if equipment faulty.

Dyslexia, dyscalculia and/or persistent maths and literacy difficulties

Developmental Dyscalculia and dyslexia are both part of a family of specific learning difficulties.

Dyslexia is a neurological difference and can have a significant impact during education, in the workplace and in everyday life. As every CYP is unique, so is everyone's experience of dyslexia. It can range from mild to severe, and it can co-occur with other learning differences.

Dyscalculic pupils may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers, and have problems learning number facts and procedures. Even if they produce a correct answer or use a correct method, a CYP may do so mechanically and without confidence. These mathematical difficulties are not caused by lack of educational opportunities.

When CYP are demonstrating persistent maths and/or literacy difficulties, such that the degree of difficulty is evidenced to be below expectations for the individual's age, consideration should be given to using approaches which are known to be effective for pupils with dyslexia/dyscalculia, irrespective of whether or not the pupil has a diagnosis.

Leicestershire Approach to support for pupils with dyslexia, dyscalculia and/or persistent maths and literacy difficulties

The Learning Support Team (LST), part of Leicestershire's Specialist Teaching service, offers free consultations to support schools to meet the special educational needs of children experiencing persistent maths and literacy difficulties and/or dyslexia, dyscalculia. This may take the form of individual

consultations or be delivered through a forum to a group of schools. Consultation support to schools is free, although charges will be made for any training or additional school specific advice.

People and Services

Role and expectations of the school:

For pupils with dyslexia/dyscalculia, indicators of dyslexia/ dyscalculia and persistent literacy/mathematics difficulties.

Senior leadership team and SENDCo should:

- Ensure there is a consistent approach to dyslexia/dyscalculia which is fully supported by all staff.
- Promote dyslexia/dyscalculia awareness with reference to inclusion, accessibility and the celebration of diversity.
- Ensure there are systems in place for parents to contribute to and have faith in the school's dyslexia/dyscalculia aware practices and procedures.
- Plan ahead to support effective transition for pupils coming into the school, to ensure that appropriate arrangements can be put in place to address any foreseeable needs. This should include training and planning for the provision of resources, where appropriate.
- Be aware of any external community or voluntary groups that support pupils with dyslexia/dyscalculia and signpost parents towards these groups.
- Proactively engage with parents, and ensure their concerns are respected and acknowledged.
- Have a flexible approach to homework, e.g. use email/texts/secure social media/Dictaphones etc. Give choices around presentation and recording.
- Ensure that school governors are involved in promoting dyslexia / dyscalculia aware practice.
- Promote effective dyslexia/dyscalculia practices across the school and hold staff to account in terms of these.

- Have a rolling programme for updating dyslexia /dyscalculia awareness and dyslexia/dyscalculia aware practice training and include dyslexia /dyscalculia awareness induction procedures for new staff.
- Make use of data on percentages of pupils with dyslexia/dyscalculia/low levels of literacy and maths attainment compared to national and at different stages. Triangulate this with work scrutiny/lesson observations.
- Use a combination of methods to identify, understand and analyse difficulties.
- Notice any unexpected difficulties, including dyslexic/ dyscalculic indicators. Have whole school tracking systems and use these to track and monitor learners with persistent literacy and mathematics difficulties.
- Use a range of assessment measures. Assess Learners with persistent difficulties using additional assessment tools (including standardised test, small steps literacy/mathematics, spelling and reading miscue analysis etc)
- Plan motivational, individual and small group intervention evaluated through pre and post intervention data.
- Ensure that resources (including human resources) are allocated to ensure effectiveness and that allocation of resources is evaluated and linked to measurable outcomes.
- Ensure that motivational factors are not constrained by the requirement to collect measurable data for high need pupils – work closely with the pupil to set attainable SMART targets e.g. the choice of words to learn to read may be linked to pupil's interests alongside high frequency words; and, ratings scales may be a part of pre/post intervention data
- Work closely with the local authority and/or teaching schools to access external support and training for dyslexia and /dyscalculia. Have access to a dyslexia / dyscalculia specialist (with a nationally accredited qualification) e.g. through your school's cluster, accessing free forums/consultations etc.

Teachers should:

- Know the indicators of dyslexia and dyscalculia, including strategies to use. Have access to a range of resources and information to support dyslexia/dyscalculia and/or persistent literacy and maths difficulties.
- Know the pupil well and listen to their concerns. Notice needs and difficulties early. Use checklists and identification tools. Identify strengths and weaknesses and use this information to plan support.
- Give early notice of any concerns on progress to parents, ensure they are invited to review progress
- Listen to the pupil and encourage self-advocacy and their involvement in planning support.
- Provide a broad and balanced curriculum that values achievement in all areas rather than being academic success/exam or test driven. Ensure rewards systems focus on values and character not just academic achievement.
- Be sensitive to self-esteem, anxiety and frustration associated with specific learning difficulties. Don't ask CYP to read out loud, copy from the board. Avoid sharing spelling/maths tests scores and evaluate the use of other reward systems such as pen licences etc which may make some pupils feel left behind.
- In discussion with the pupil, identify the learning outcomes for support, including interventions, and ensure that skills learnt outside of the classroom are reinforced in whole class mainstream classroom practice.
- Value the learning support assistant and ensure they are given the resources, including enough time, and understanding of the programme or activity. Ensure good communication to get follow up in class.
- Implement any outside agency advice, using an assess, plan, do review approach to focus on two or three ideas at a time.
- Plan ahead to ensure there is an agreed time to meet and discuss response to support and further changes/needs with all concerned.
- Make time on a weekly/fortnightly/ half termly basis to check with the pupil what adjustments are working well for them and what might need changing
- Keep up to date with new developments in literacy and mathematics difficulties and attend training.

- Only move teaching and learning on when foundations in number are secure.

Teaching assistants should:

- Be dyslexia/dyscalculia aware and attend any appropriate training to keep this up to date.
- Have had relevant literacy and mathematics support training e.g. supporting children's reading, spelling and mathematical development.
- Promote best practice for pupils with dyslexia/dyscalculia and persistent literacy /mathematics difficulties including using multi-sensory modalities.
- Have an understanding of the developmental stages of phonological awareness.
- Have, and use, a range of motivational games and activities to support the learning.
- Promote metacognition, independent learners and encourage self-advocacy.
- Communicate with the class teacher and ensure skills taught in smaller group or 1 to 1 sessions are followed up in class.

Role and expectations of the Local Authority:

LST provides support through consultations for:

- Dyslexia/Dyscalculia aware practices
- Identification, monitoring and assessment of difficulties
- Interventions for persistent literacy/mathematical difficulties
- Advice for specific pupils
- LST provides follow up advice documents and resources to support this process.

LST can support through training for:

- Dyslexia awareness for all teaching staff
- Word level interventions for reading and spelling for all teaching staff
- Identifying Needs and Evidencing Adjustments- primarily for SENCOs

Provisions and practice:

Role and expectations of the setting

For pupils with dyslexia/dyscalculia, indicators of dyslexia/ dyscalculia and persistent literacy/mathematics difficulties, schools should:

- Demonstrate equality of access to activities for pupils with dyslexia, dyscalculia and/ or maths and literacy learning difficulties by identifying needs early and making reasonable adjustments through best endeavours to lower barriers to learning.
- Ensure the impact of dyslexia / dyscalculia on self-esteem is understood and well supported through systems that promote self-awareness and self-advocacy.
- Have clear procedures for a graduated response to need are in place. Pupil's progress and targets for literacy and mathematics are closely monitored and evaluated regularly. Adjustments are continually made to support provision as part of the cycle of 'assess, plan, do, review'.
- Ensure activities are well organised, structured and planned. Where necessary they build in opportunities for both pre-teaching and over learning for pupils with dyslexia/dyscalculia and/or literacy and mathematics difficulties.
- Only move teaching and learning on with number, when foundations are secure.
- Support memory and processing difficulties by chunking learning, reducing language processing demands and providing pictures, prompt cards, menus, and reminder lists for activities with many steps.
- Provide a range of effective teaching and learning methods that include multi-sensory learning opportunities to develop more than one modality at a time are used. Mind mapping, creating diagrams or flowcharts, using PowerPoints for example.
- Avoid copying by providing CYP with information in written or electronic form. e.g. provide a copy of a PowerPoint or a bullet pointed version rather than expecting the pupil to read and/or copy from the board.
- Ensure PowerPoints or smartboards develop as the information is being presented.

- Vary Groupings. Pupils should have opportunities to work collaboratively in mixed ability groups, to work in supported focus groups and in groups with pupils of the same cognitive ability with appropriate challenge.
- Ensure there are clearly defined class-based interventions and differentiation, and support for dyslexic/dyscalculic characteristics, including for phonological awareness, verbal/visual memory and verbal/visual processing speed.
- Use and adapt evidence-based reading, spelling and mathematical interventions to meet the needs of individual pupils. This may include accessing specialist advice from outside agencies.
- Ensure that phonic intervention is routinely underpinned by teaching of phonological awareness. Phonics should not be the sole means of teaching children, including children with dyslexia, who are struggling to learn to read and spell.
- Ensure that the focus of teaching pupils with persistent maths difficulties/ dyscalculia is to teach them to understand from a conceptual basis, and that understanding is consolidated in concrete and abstract terms before moving on.
- Ensure that exam concessions, or access arrangements are used where appropriate. Assessment for access arrangements and subsequent provision must be made in good time enabling pupils to maximise these and evidence that this is a 'normal way of working'.
- Put robust procedures in place to ensure that all young people who are eligible for Access Arrangements are assessed for them. School should have access to an assessor, in school or otherwise, whose training is up to date.

Role and expectations of the Local Authority:

LST provides support through consultations for:

- Dyslexia/ dyscalculia aware/aware practices
- Identification, monitoring and assessment of difficulties
- Interventions for persistent literacy/mathematical difficulties
- Advice for specific pupils

- Information through consultation on Access Arrangement procedures
- LST provides follow up advice documents and resources to support this process.

LST can support through training for:

- Dyslexia /dyscalculia awareness for all teaching staff
- Word level interventions for reading and spelling for all teaching staff
- Identifying Needs and Evidencing Adjustments, primarily for SENCOs

Environment:

Role and expectations of the setting

For pupils with dyslexia/dyscalculia, indicators of dyslexia/ dyscalculia and persistent literacy/mathematics difficulties, schools should:

- Promote an empathic and stress-free environment in which positive and trusting relationships can develop between dyslexic dyscalculic pupils and staff. For instance, where:
- staff mark positively and praise character, effort and achievement.
- opportunities for success are created through well matched work
- strengths and successes are celebrated in a way that is welcomed by the individual pupil
- Ensure the physical environment of the school is uplifting, inclusive and 'dyslexia/ dyscalculia aware'.
- Undertake audits of all 'dyslexia/dyscalculia aware' procedures, resources and adjustments are conducted. This should include consulting pupils with dyslexia/ dyscalculia.
- Use adapted classroom organisation for pupils with dyslexia including lighting, seating, clear displays and organisation of resources. This is reviewed regularly to ensure independent learning.

- When providing information for pupils to read and follow, use 'dyslexia aware' fonts, font sizes and layout of text (including diagrams and pictures).
- Support organisation using colour coded or visual timetables and written reminders/information to take home.
- Recognise that while visual stress can co-occur with dyslexia, it is not a marker of dyslexia and should be treated as separate to dyslexia and diagnosed through referral to an optometrist.

Some adjustments to support visual stress include:

- providing resources on pastel or buff paper
- set whiteboards to pastel or buff backgrounds
- give pupils access to coloured overlays and reading rulers

Role and expectations of the Local Authority:

LST provides support through consultations for:

- Dyslexia /dyscalculia aware/aware practices
- Identification, monitoring and assessment of difficulties
- Interventions for persistent literacy and mathematical difficulties
- Advice for specific pupils
- LST provides follow up advice documents and resources to support this process.

LST can support through training for:

- Dyslexia / dyscalculia awareness for all teaching staff
- Word level interventions for reading and spelling for all teaching staff
- Identifying Needs and Evidencing Adjustments for, primarily for SENCOs
- LST can also offer dyslexia dyscalculia awareness training to schools in their settings.

Resources for Learning

Role and expectations of the setting

For pupils with dyslexia/dyscalculia, indicators of dyslexia/ dyscalculia and persistent literacy/mathematics difficulties, schools should:

- Consider the benefits of using, and where appropriate facilitate access to a laptop and software to support learning and to demonstrate learning.
- Ensure the logistics of a pupil using a laptop are understood and considered in advance.
- Make use of assistive technology to support pupils as appropriate, including recording devices, electronic spellcheckers, speech to text/text to speech software, access to iPad or laptops etc.
- Ensure pupils have access to additional table top resources e.g. sound mats, word lists, recording devices etc. and a range of practical equipment e.g. magnetic letters, bead strings, Numicon, dienes etc.
- Have a range of high quality motivational reading material that ensure access to quality fiction and non-fiction, as well as reading schemes. Have some high interest/ low reading age books.

Role and expectations of the Local Authority:

LST provides support through consultations for:

- Dyslexia /dyscalculia aware/aware practices.
- Identification, monitoring and assessment of difficulties.
- Interventions/ Support for persistent literacy and mathematical difficulties.
- Advice for specific pupils
- LST provides follow up advice documents and resources to support this process.

LST can support through training for:

- Dyslexia awareness for all teaching staff
- Word level interventions for reading and spelling for all teaching staff
- Identifying Needs and Evidencing Adjustments for, primarily for SENCOs [ST can also offer dyslexia awareness training to schools in their settings.

Physical Impairment (PI)

Pupils with a Physical Impairment may only need reasonable adjustments to ensure they are not at a disadvantage in relation to their non-disabled peers. In some circumstances pupils with a Physical Impairment may also require interventions and/or therapies to address their physical needs, these may well be summarised in a School SEND Support Plan.

Leicestershire has 5 Area Special Schools (as well as Special Schools who support a specific area of need), all Ofsted rated as Outstanding or Good who offer Outreach support and advice to mainstream schools. This includes advice about making reasonable adjustments for pupils with a Physical Impairment.

With the right reasonable adjustments in place, schools/ SENDcos/class teachers should be able to offer a curriculum which meets the needs of the majority of pupils with a physical impairment and enables them to achieve and thrive alongside their non-disabled peers. Often a Occupational Therapist can give pupil specific advice on some ways to achieve this.

The provision of appropriate assistive technology can be transformational for children with a physical impairment. In Leicestershire, the provision of specialist assistive technology to support the learning of CYP with enduring physical, communication and/or sensory difficulties is assessed for and supported by the Assistive Technology for Education Support Team (ATfEST).

ATfEST is part of the Specialist Teaching Service (STS) and works across STS to provide an integrated and comprehensive response to children and young people whilst in school. The team works with children and young people whose physical, communication and/or sensory difficulties, are so significant /enduring that access to learning is impeded, from the time of referral (neonatal) up to 18, or 25 if they have an Education Health and Care Plan (EHCP). The team consists of skilled assistive technology specialists, technicians and practitioners. The nature of involvement is dependent upon the needs of the child and the type of support being provided and may involve:

- Supporting schools in their work with children and young people who have physical, communication and/or sensory difficulties, to enable access to the national curriculum through the use of assistive technology.

- Assessing and teaching assistive technology skills to SEND pupils, such as keyboard skills, to aid access to the curriculum and promote inclusion.
- Developing adapted, transcribed, enlarged and/or modified resources and materials to enable and support access to learning and inclusion for SEND pupils.
- X Providing technical support to repair, maintain and advise on Personal Amplification Systems & Assistive Listening Device (ALD)

Referrals to the team are typically made through other professionals involved with the child such as the School SENDCo, Speech and Language Therapist (SaLT) and/ or a member of the Specialist Teaching Service (STS).

It is important to note that while many children ATfEST work with have an EHCP, some have a School SEN Support Plan, and a small proportion of children do not require either, as, once they have appropriate assistive technology provided and or Reasonable Adjustments in place, they are able to access the curriculum without the need for provision which is specialist or different.

People and Services

Role and expectations of the school

For pupils with a physical impairment, Schools should:

- . Ensure that pupils with a Physical Impairment are recorded on the SEND register and included in Census data.
- Consider whether pupils require a School SEND Support plan or an agreement about which Reasonable Adjustments are in place.
- Consider whether a Personal Evacuation Plan is required
- Consider whether a Health/Care plan is required
- Consider whether an individual risk assessment is required

- Consider whether a Reasonable Adjustment to the school uniform policy may be needed: for example, if a pupil wears foot splints they may need trainers to fit over them as many school shoes do not.
- Identify whether staff require additional specialist training – for example: Manual Handling, tracheostomy care, and provide this where appropriate.
- Consider Educational visits to accessible sites and book accessible coaches. (Parents should never be required to attend educational visits)

Role and expectations of the Local Authority:

For pupils with a physical impairment:

- The LA together with Health must ensure they can signpost to appropriate training.
- The LA to support with any Census questions.
- The Local Offer will provide examples of Plans that schools can adapt (currently under development) Where pupils have additional needs, please see the relevant specific section for further guidance. The guidance for 'Children who need/use assistive technology for education' is likely to be of particular interest.

Provisions and practice

Role and expectations of the school:

For pupils with a physical impairment, Schools should:

- Identify children/young people's needs and implement Targeted SEN support strategies as soon as possible. The children or young people may have delayed physical development, undiagnosed physical difficulties, Dyspraxia, Hemiplegic cerebral palsy (1 side affected/ mild).
- Ensure that assessments inform interventions, such as through the Physical Literacy assessment or Gross Motor Skills Checklist.

- Ensure, where appropriate, that staff have up to date knowledge of child's condition e.g. have seen and read risk assessments / care plans etc.
- Ensure that training is undertaken in a timely manner and does not impact on the child's ability to attend school
- Ensure, where appropriate, that staff appropriately trained to meet needs of the child.

Role and expectations of the Local Authority

Where pupils have additional needs, please see the relevant specific section for further guidance. The guidance for 'Children who need/use assistive technology for education' is likely to be of particular interest. The Local Area Special School can provide Advice and support on how to make Reasonable Adjustments for specific pupils.

- Ensure there is space for visiting Health professionals to work with the child and for school staff to be present to take advice. Inform professionals if child is absent
- Store and where needed charge specialist equipment safely.
- Provide low cost equipment such as a foot block, writing slope or specialist scissors

Environment

Role and expectations of the school Environment

Children and young people with severe physical disabilities are likely to require reasonable adjustments to ensure curriculum and/or physical access.

Schools have an anticipatory duty to plan for these and should consider:

- The school site
- Specialist equipment.
- Curriculum material modification.
- Teaching of specialist skills.

- Specialist support and assessments including risk assessments and care plans.

Reasonable adjustments can be made for all children with physical needs and include consideration of the following:

- Chairs and tables appropriate size for children and staff. A child should always be able to rest their feet on the floor or a foot block.
- Position in the classroom to prevent poor posture. X Resources in accessible places to promote independence.
- Building in time for physical breaks for example not too much sitting.
- Help to carry equipment or items, for example dinner tray or school bag.
- Provision of a locker
- Use of a different School entrance / exit (to avoid crowds)
- Consider pastoral needs, emotional health and wellbeing and social inclusion issues.
- Standard (non-specialist) equipment for example laptop, writing equipment, cooking equipment, scissors, one handed equipment, stool with arms, voice recognition software.
- Specialist equipment may be needed, for example a height adjustable cooker or sink. An electric can opener etc.
- Reasonable adjustments of the environment for example moving classroom location
- Reasonable adjustments to timetabling to reduce distance between lessons, or allow movement ahead of crowded times (ie leave class 5 mins ahead with a peer)
- Use of the lift (Personal Evacuation Plan may be needed) X Access to safe quite rest spaces.
- Access to safe place for use of medicines such as insulin. X Safe storage of medicines
- Safe flat routes with ramps, not stairs clearly marked path borders and signage.
- Accessible toilet, with appropriate facilities (this may include a hoist, washing / drying toilet etc.)
- See the following website for useful ideas, resources and training http://www.pdnet.org.uk

Role and expectations of the Local Authority

Where pupils have additional needs, please see the relevant specific section for further guidance.

The guidance for 'Children who need/use assistive technology for education' is likely to be of particular interest. Maintained schools might be able to request assistance for site or building adaptations from the Locally Authority for example installing ramps, access improvements or disabled toilets, subject to meeting certain conditions. For further information please contact the School Organisation Service at SchoolOrgService@leic.gov.uk

The Local Area Special School can provide Advice and support on how to make Reasonable Adjustments to the environment for specific pupils.

Resources for Learning

Role and expectations of the school

For pupils with a physical impairment, Schools should ensure that personalised and appropriate differentiation is provided to enable the pupil to access the curriculum. This includes for example:

- Homework: if a pupil needs to leave class early to avoid busy crowded spaces, they may miss the time homework is usually given. The school will need to ensure the pupils receives homework through an alternative method and is provided by teachers (not peers).

Adaptations might include:

- Access for all to PE. (this may be in a differentiated way or through use of teaching coaching / time keeping type skills) P.E should not be a session that is substituted for interventions unless it is considered unsafe and has been assessed as so.
- Recognising and providing individual needs for movement for example fiddling.
- Recognising the importance of physical health (issues of obesity).
- Gross Motor Skills programme.

- Fine Motor skills programme.
- Presenting learning materials in an accessible way.
- Visual lists/ timetables – organisation and processing strategies.
- Differentiating any practical subjects.

Role and expectations of the Local Authority

Where pupils have additional needs, please see the relevant specific section for further guidance.

Subject specific advice and guidance can be requested from your local Leicestershire Special School as part of the outreach offer funded by the LA.

The guidance for 'Children who need/use assistive technology for education' is likely to be of particular interest.

Social, emotional and mental health needs (SEMH)

Children and young people may experience a wide range of social and emotional difficulties, which may manifest themselves in many ways. For example, underlying mental health difficulties may be evidenced by a child or young person becoming withdrawn or isolated, demonstrating problems of mood (anxiety or depression), problems of conduct (oppositional or conduct problems including disruptive/disturbing behaviour, aggression or behaviour that are challenging), self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

The term 'SEMH' is an overarching term which is often applied to children and young people who demonstrate difficulties with differences in emotional regulation, social interaction and/or experience mental health problems. Children and young people who have difficulties with their emotional and social development may have immature social skills and/or find it difficult to make and sustain healthy relationships. For some children, the level of need may be such that it requires special education provision to be made. Factors to consider when deciding what type of provision to make will include frequency, duration and intensity of concern, persistency over time, impact on the pupil's mental, emotional and physical well-being and impact on educational progress.

Approach to working with and supporting pupils with SEMH

The potential implications of unmet SEMH needs for schools, individuals and their families can be extreme. It is vital that in addition to proactively promoting and supporting positive social, emotional and mental health; schools and the local authority recognise that the behaviours may in fact be a direct result of

an underlying / undiagnosed need or difficulty. To understand and appropriately support the child, schools must identify, understand and then address the support needs of the underlying factors that impact on the child. This can be with support from relevant professionals within the local authority and health services.

The nature and level of support provided by the local authority will depend on the type of need; for example, whether it results of speech, language and communication difficulties; attachment difficulties; learning needs; or other cause. The professionals working within the local authority who might be involved include Oakfield Short Stay School; the Secondary Education Inclusion Partnerships (SEIPs); the Inclusion Service; Educational Psychology; Specialist Teaching Service; and/or the Virtual School.

With the right support and interventions, the majority of concerns, inappropriate, disturbing or challenging behaviours can be avoided or at least significantly reduced, enabling children with SEMH to stay in school and to realise their potential.

People and Services

Role and expectations of the setting

For children with significant social and emotional mental health the Senior Management Team & SENCO should:

- Create a nurturing and stimulating environment where everyone feels physically and emotionally safe, accepted for who they are and respected.
- Adopt an inclusive behaviour policy that has the flexibility in its approach and implementation to meet an individual's SEND needs.
- Develop and promote a culture of SEMH awareness.
- Have a good knowledge of the statutory guidance and implication of SEN in relation to Exclusion, Children with Medical Needs, and Pupils Missing Out on Education.
- Plan ahead to support effective transition for SEMH pupils coming into the setting, to ensure that appropriate arrangements can be put in place to address any foreseeable issues and barriers, taking advice from professionals when needed.
- Build effective communication strategies with the family, ensuring clear communication and opportunities to share key information, positives, or concerns.

- Gain the parents and child or young person's knowledge of the strategies that work for the child.
- Be proactive in identifying & supporting need, to include prioritising training & putting systems in place to ensure a shared ethos.
- Ensure the provision of a member of staff with the appropriate skills and understanding to work effectively with pupils with SEMH, where appropriate.
- Seek specialist expertise, where appropriate for example from the Education Inclusion Forums: pre-school settings should approach Early Years, primary schools should approach Oakfield Short Stay School, and secondary schools should approach the their local SEIP; or request additional support directly from the Inclusion Service.
- Ensure that advice from relevant professionals is followed and support the class teacher to monitor progress and impact of support and interventions.
- Ensure that sufficient time is provided to discuss need and progress, and undertake any actions associated with meeting need.
- Facilitate meetings and respond to any concerns in a timely manner.
- Work in partnership with class teacher, SENDCo and relevant professional if appropriate.
- Ensure that information about the child's needs, impact of SEMH, teaching strategies, and approach is shared with all relevant staff and that the guidance contained within this is consistently and effectively implemented.
- Observe practice in partnership with relevant professional, such as Oakfield, SEIP or EP and make recommendations to support staff to provide SEMH friendly teaching.
- Monitor the use of SEMH strategies including behaviour assessments SDQ & Boxall.

Teachers and TAs should:

- Develop positive relationships with the child or young person – focus on understanding the underlying needs and managing traits rather than the child or a diagnosis.
- Offer nurture support i.e. meet and greet, visuals.

- Provide the regulatory opportunities – pre-empting and distracting behaviours, peer support, safe spaces, positive and affirming conversations.
- Implement professional advice, using an assess, plan, do review approach and be available to meet and discuss needs. The class teacher retains overall responsibility for the child and must ensure they are aware of, implement and oversee the implementation of any guidance. It is not reasonable to delegate this to a TA.
- Work effectively together, to meet responsibilities, as identified above.
- Work with relevant professional to agree targets and strategies and monitor progress.
- Attend generic and where appropriate child specific training.
- Be aware of and implement SEMH friendly teaching strategies.

Attendance officers/Pastoral Teams:

- Ensure that links between school's teams, who deal with vulnerable children, communicate and discuss who best to meet the needs of the most vulnerable children to gather the whole picture of the child's journey.
- Obtain a chronology of what works well, positive, and reasonable adjustments strategies, worries and history from previous setting.
- Collate a chronology of what works well, positive, and reasonable adjustments strategies, worries and history from previous setting, presenting needs and where there have been on-going concerns.

Role and expectations of the Local Authority

For children displaying SEMH or behavioural difficulties:

The Inclusion Service and Education Effectiveness Partners can provide:

- Advice around the statutory guidance and educational responsibilities.

- Team Around the School meetings to support the school, child and other professionals to meet the needs of children and young people.

Inclusion Forums provided for Early Years, Primary, Secondary Schools:

- Multi-agency support can be accessed to gain advice and support from a variety of education and social support services.
- Individualised SEN support plans can be developed bespoke to the child's needs as part of the multi-agency forums.

Early Years, Oakfield and SEIPs offer Outreach Support that may provide appropriately skilled staff to:

- Support the school to make assessments to identify behavioural profile.
- Make teacher observations of presentations of behaviour in school and support with staff to implement teacher strategies.
- Provide advice and guidance to schools and families.
- Deliver generic and child specific training within the setting.
- Ensure level of training is appropriate to role.
- Provide a swift response to avoid exclusions.
- Provide guidance on reasonable adjustments.
- Work in partnership with SENDCo/CT to agree appropriate targets, strategies, resources, and time frame.
- Provide reports and attend meetings where appropriate to include statutory guidance and EHCP reviews.
- Liaise with relevant staff and share information reports and advice.

Signpost useful information, courses and resources –

Early Years: www.leicestershire.gov.uk/education-and-children/early-yearsand-childcare

Oakfield Website: www.oakfield.leics.sch.uk

SEIPs Website: www.leicsseips.org

Inclusion Service Tel: 0116 3052071 Email: inclusionpupilsupport@leics.gov.uk

Provisions and practice

Role and expectations of the setting

For children with significant SEMH or behaviours that challenge, settings should:

- Ensure a well-developed culture of SEMH awareness informs school ethos in terms of how children with SEMH are perceived, supported and included in all school activities, not just learning.
- Have clear processes to support children and young people, including how to manage the effect of any disruptive behaviour so it does not adversely affect other pupils.
- Have an effective communication systems and processes in place to ensure that professional advice is accessed and seen by all relevant staff (e.g. sign as seen).
- Retain co-ordination of services for children even when the child is accessing provision outside of the usual setting.
- Give consideration to timetable arrangements to ensure the best possible outcomes and experience for SEMH pupils. When putting a learning programme together, ensure the curriculum offer is appropriate and includes/prioritises the development of core skills related to language development, communication and self-regulation. Consider the timetable and location of activities to facilitate the best possible conditions.
- Recognise that 'poor' behaviour can be related to SEMH and/or undiagnosed SEN needs, and respond with understanding and sympathy. Use available tools such as the Boxall Profile, SDQ's, Reading and spelling assessment, Risk assessment, Personal Development scale and A.C.E's to identify, understand and then address/support need.
- Ensure that children with identified SEMH, have access to effective pastoral care as this is very important for them. As noted elsewhere, behaviour might be related to misunderstanding something, or a child not understanding expectations. Effective pastoral support plays a key role in ameliorating this.
- Be proactive in recognising the importance of support and planning for all children with SEMH, not just those with ECHP. For example, when planning for transition, facilitate meetings –invite parents, other services & SENCO from the next school; share relevant information

and ensure a clear transition plan is developed that helps the young person to prepare for the change. Include leaver books, transition visits, visual plans and peer support.

- Ensure the setting doesn't discriminate on attendance levels and that there are effective procedures in place to record absence for medical/therapeutic appointments as a medical absence.

Role and expectations of the Local Authority

- **For children with SEMH/challenging behaviours, Inclusion Forums could:**
- Provide suggestions for classroom management to improve outcomes and experiences for pupils displaying challenging behaviours or SEMH.
- Work with the school to develop a bespoke SEN plan for the child.
- Offer advice on Risk Assessments.
- Gain access to a range of professionals who can offer services to support the child or young person.
- **Early Years, Oakfield and SEIPs could:**
- Attend the learning environment, so will know the school and be able to observe difficulties & suggest strategies to alleviate any issues.
- Support the school to make assessments to identify behavioural profile.
- Make teacher observations of presentations of behaviour in school and support with staff to implement teacher strategies.
- Provide advice and guidance to schools and families.
- Deliver generic and child specific training within the setting.
- Ensure level of training is appropriate to role.
- Provide a swift response to avoid exclusions.
- Provide guidance on reasonable adjustments.
- Work in partnership with SENDCo/CT to agree appropriate targets, strategies, resources and time frame.
- Provide reports and attend meetings where appropriate to include statutory guidance and EHCP reviews.
- Liaise with relevant staff and share information reports and advice.

Environment

Role and expectations of the setting

For children with an educationally significant SEMH/challenging behaviours the education provider should:

- Assess the learning space and ensure this is appropriate (Risk assessment – for child, peers and staff).
- When considering new developments or changes to existing environments ensure pupil is informed prior to development.
- Ensure that a withdrawal room/quiet space is available for times when child is anxious, overwhelmed or struggling to self-regulate.
- Where appropriate, consult with Occupational Health/ Health Services to access advice on environmental factors in relation to health needs.
- Make modifications and reasonable adjustments to buildings where required.
- Utilise Health reports to support evidence for reasonable adjustments.

Role and expectations of the Local Authority

For children with SEMH/challenging behaviours Inclusion Service and the Education Effectiveness Partners may:

- Provide guidance about best practise/actions that can be taken to improve understanding/ethos for pupil.
- Help to identify services that can support understanding and adjustments concerning the impact of the environment on SEMH/challenging behaviours (nurture space)

Resources for Learning

Role and expectations of the setting

For children with SEMH/behavioural difficulties, access to effective behavioural strategies is critical. Therefore, settings should:

- Show a nurturing, calm approach.
- Use positive language.
- Develop and implement de-escalation skills.
- Allow additional time to complete a task.
- Ensure the delivery of quality first teaching.
- Develop personalised reward systems, ensuring these are shared with all staff and implemented consistently across the school.
- Give consideration to group dynamics in class.
- Develop and share awareness of personal triggers.
- Ensure the consistent implementation of recommendations from relevant professionals.

For children displaying SEMH or behavioural difficulties, Oakfield and SEIPS provides appropriately skilled staff to:

- Support the school to make assessments to identify behavioural profile.
- Make teacher observations of presentations of behaviour in school and support with staff to implement teachers strategies.
- Provide advice and guidance to schools and families.
- Deliver generic and child specific training within the setting.
- Ensure level of training is appropriate to staff roles.
- Provide guidance on reasonable adjustments.
- Work in partnership with SENDCo/CT to agree appropriate targets, strategies, resources and time frame.
- Signpost useful information, courses and resources – Oakfield website.

Forms

It is a legal requirement for schools put in place reasonable adjustments needed to ensure a pupil is not at a disadvantage because of a disability or SEN Need. There are 2 key pieces of legislation which need to be taken into account – The Equality Act (2010), and subsequent amendment (2012) which introduced 'Reasonable Adjustments' and the Children and families Act (2014), which identifies schools' responsibilities in relation to 'best endeavours'.

Meeting Record: Meeting the needs of the child. (Form A)

To be completed electronically or typed up after the meeting and shared with all attendees. Please refer to annotated template when completing this form.

Best Endeavours & Reasonable Adjustments Concerns Form (Form B)

To be completed electronically. Please refer to annotated template when completing this form.

This form is to be completed if it is felt that after a meeting, reasonable adjustments and/or best endeavours are not in place.

This form can be completed by a parent/carer, professional or advocate.

To get copies of these forms please contact SENDIASS, who are an impartial advice and support service. sendiass@leics.gov.uk / 0116 305 5614

Updated March 2021

Chapter 06:

What is Inclusion?

In this section

- Web content
- Inclusion Service call support
- Inclusion Forums

What is Inclusion?

This section describes what Inclusive Education means in accordance to the Committee on the Rights of Persons with Disabilities (UN 2016), considering the rights to education for all children and young people including a:

- A fundamental right to education
- A principle that values students' wellbeing, dignity, autonomy, and contribution to society
- A continuing process to eliminate barriers to education and promote reform in the culture, policy, and practice in schools to include all students.

The following summarises the DfE Helpdesk Report Implementing Inclusive Behaviour, 2018 that can be accessed via the DfE website on the link below.

Inclusive education means students with SEND and other disadvantages are able to be taught with their peers in a mainstream classroom and that inclusive education begins with the assumption that all children have a right to be in the same educational space.

Inclusive education is defined within its positive outcomes that all children, with or without educational needs or other disadvantages increase their social and academic opportunities, as well as significantly increases the likelihood that children with SEND are more likely to enrol in higher education and have better employment and life outcomes.

There are five main components to create and implement successful inclusive practice for schools these include:

1. Inclusive polices that promote high outcomes for all students;
2. Flexible and accommodative curriculum;
3. Strong and supportive school leadership;
4. Equitable distribution of resources; and
5. Teachers who are trained in inclusive pedagogy and view it as their role to teach all learners in a diverse classroom.

For each of these within Leicestershire's Local Authority, there is support available to help schools consider and achieve Inclusive Practice these links can be identified in the Local Contacts section.

Why it is important

We believe that the majority of children and young people with additional needs can learn well and be well supported within a mainstream school. Mainstream schools are funded to reflect this. Each school has a Special Educational Needs and Disability Coordinator (SENDCO) who will work with the senior leadership team to make sure schools are welcoming and organised to support all children. Most children enjoy going to school with their friends and other children who live in their local community.

In Leicestershire, we also recognise that special schools have an important role to play, especially where children have very severe and complex needs. We are proud of our Area Special Schools and other specialist provision, including a number of specialist 'resourced provisions' attached to mainstream schools.

In 1993 the Lao Inclusive Education Project was developed which involved working to change the education system through the introduction of child-centered approaches to teaching and learning in 539 schools across the country. The aim to enable the inclusive thinking and practice within mainstream settings particularly for children with SEND. The findings of the project showed that inclusive schools grew from 1 to 539, and all student achievement measures for children with or without disabilities, positively increased (Grimes, 2010). As part of the programme there 17 success indicators used that continues to help identify inclusive practice:

1. All pupils feel welcome in the school
2. All students support each other in their learning
3. All students are well supported by school staff
4. Teachers and parents cooperate well
5. All students are treated equally as valued members of the school
6. All students feel that their opinions and views are valued
7. All students can access learning in all lessons
8. All students can access all parts of the school building
9. All students attend school every day

10. All students enjoy lessons
11. All students are engaged in all lesson activities
12. All students achieve their learning in all subjects according to their individual ability
13. All students learn together
14. All students have access to appropriate health services as necessary
15. School ensures that all students enter the school
16. All vulnerable children are successful in their learning
17. School creates a school environment which supports all students' learning

Links to Further Information

Implementing Inclusive Behaviour
https://assets.publishing.service.gov.uk/media/5c6eb77340f0b647b214c599/374_Implementing_Inclusive_Education.pdf

Inclusive Teaching and Learning in Higher Education
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/587221/Inclusive_Teaching_and_Learning_in_Higher_Education_as_a_route_to-excellence.pdf

Supporting Children with Medical Needs at School
https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3

Local Contact

Leicestershire County Council are committed to ensuring that every child has the opportunity to engage in education within mainstream settings, working with schools and a range of agencies to support the development of policy, structures and offering guidance on inclusion practices.

County Council Website
Inclusion Service
Email: **inclusionpupilsupport@leics.gov.uk** Tel: **0116 305 0271**
Education Effectiveness Partners Tel: **0116 305 3365**
Governor Development Service
Tel: **0116 305 6503**
Email: **Governors@leics.gov.uk**
Oakfield Short Stay School: **www.oakfield.leics.sch.uk**
Secondary Education Inclusion Partnership: **www.leicsseips.org**

Updated March 2021

Chapter 07:

Support in the Early Years

In this section

- Graduated approach for EY from an education perspective.
- Choosing childcare
- EY team offer- services available
- Early Years Funding
- DAF

Support in the Early Years

Support in the Early Years is vital to give children the best start in life.

The SEND Code of Practice (2015) provides an outline of High-Quality Teaching and SEND Provision. It sets out what is expected of settings, in line with their Free Early Education Entitlement (FEEE) for children with SEND.

This section provides clear guidance on the graduated approach for all Early Years providers, a guidance on what 'Choosing Childcare' entails for Leicestershire families and what services are available to support providers in caring for children with SEND.

Information regarding the Graduated Approach for Early Years can be found here **https://resources.leicestershire.gov.uk/sites/resource/files/field/pdf/2019/11/26/send-graduated-approach-booklet.pdf**

Information regarding 'Choosing a childcare', is available to parents who are seeking appropriate childcare for their child(ren) with SEND. Choosing Childcare can be found here **https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/education-and-childcare/choosing-childcare-for-a-child-with-special-educational-needs-or-a-disability-send**

The Family Information Directory (FID)[1] has a wealth of service available to our families, including all the available childcare options. Providers of Early Education are encouraged to complete a SEND Report, which enables parents to choose the most appropriate provider, as it includes relevant training, facilities and experience of staff.

The Early Years support offer can be found here: https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/education-and-childcare/extra-help-for-pre-school-children

This has all the useful information on about the team and services available to support an Early Years child with SEND.

For further information: Email: childcare@leics.gov.uk
Phone: 0116 3057136

Updated March 2021

Chapter 08:

Identifying Needs – Health

In this section

- How to get help – link to the Local Offer
- The role of the Health Professionals
- SEND Registers in school

Identifying Needs - Health

Information for parents about where to get help for children with Health needs can be found on the Local Offer here:

https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/health

Not all children with special educational needs will have additional health needs, but it is important that schools work closely with health and social care colleagues so that a child's needs can be supporting in a planned and co-ordinated way.

When difficult health situations arise, you need the right information to help you deal with them. These pages range from getting help with mental health problems to information about end of life care.

Information on symptoms, conditions, medicines and treatments, and to find local GPs, hospitals and dentists, use NHS Choices:

Accessing specialist health services
Information about universal and targeted health care services, and how to access the Care Navigation Service.

Accessing NHS Continuing Healthcare
Support for people requiring long term health care, and information about Personal Health Budgets.

Mental health for children and young people
Get help for children and young people up to the age of 18 who have mental health problems or development difficulties.

Caring for terminally ill children
Terminally ill children can be cared for in hospital, at home or in a children's hospice. Care for terminally ill people and their families is called 'palliative care'.

Updated March 2021

Chapter 09:

Support in Schools

In this section

- SEND Information Report
- The role of the SENco
- SEND register
- Assess, Plan, Do, Review
- Provision mapping
- SEND Support Plan
- Evidence based interventions - links
- Leicestershire guidance on school support by Type of need (re do criteria but just use SEND support sections)
- The role of governors and the SEND governor

All schools have responsibility for making appropriate support arrangements and for welcoming all pupils into their schools (accessibility planning). The Equality Act 2010 and Children and Families Act reinforces the right for all children to be educated in mainstream schools. The SEN Code of Practice states that

"where a child or young person does not have an EHCP they must be educated in a mainstream setting except in specific circumstances..."

(Code of Practice section 1.26).

All schools

"...must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage."

(Code of Practice section 6.9).

SEND Information Report

The Code of Practice requires schools to publish a SEN&D school information report. Paragraph 6.79 details what this report must include.

Leicestershire County Council has produced a SEN&D school information report template for use by schools. This can be completed online at

https://resources.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/about-the-local-offer/review-your-schools-sen-information-report

This template should be used as a tool to support in writing your report, it requires you to input your own staffing structure, systems and SEN&D information.

The report, when completed, should be published on your school website. **In addition, the Code requires you to:**

- give details of the school's contribution to the Local Offer and must include information on where the local authority's Local Offer is published. **https://www. leicestershire.gov.uk/education-and-children/special-**

educational-needs-and-disability/where-to-start-with-send/what-is-the-local-offer

- make data on the levels and types of need within the school available to the local authority.

The role of the SENCo

The role of a SENCo in Early Years provision

A maintained nursery school must ensure that there is a qualified teacher designated as the SENCo to ensure the detailed implementation of support for children with SEN. This individual should also have the prescribed qualification for SEN Co-ordination or relevant experience.

The EYFS framework requires other early years providers to have arrangements in place for meeting children's SEN. Those in group provision are expected to identify a SENCo. Childminders are encouraged to identify a person to act as SENCo and childminders who are registered with a childminder agency or who are part of a network may wish to share that role between them.

The role of the SENCo involves:

- ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN
- advising and supporting colleagues
- ensuring parents are closely involved throughout and that their insights inform action taken by the setting, and
- liaising with professionals or agencies beyond the setting.

The role of the SENCo in schools

The SENCo must be a qualified teacher working at the school. A newly appointed SENCo must be a qualified teacher and, where they have not previously been the SENCo at that or any other relevant school for a total

period of more than twelve months, they **must** achieve a National Award in Special Educational Needs Coordination within three years of appointment.

A National Award **must** be a postgraduate course accredited by a recognised higher education provider. The National College for Teaching and Leadership has worked with providers to develop a set of learning outcomes. When appointing staff or arranging for them to study for a National Award schools should satisfy themselves that the chosen course will meet these outcomes and equip the SENCo to fulfil the duties outlined in this Code. Any selected course should be at least equivalent to 60 credits at postgraduate study.

The SENCo has an important role to play with the head teacher and governing body, in determining the strategic development of SEN policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.

The SENCo has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

The SENCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCo should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high-quality teaching.

The key responsibilities of the SENCo may include:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating school provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- Keep a SEND register
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies

- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) about reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date
- The school should ensure that the SENCo has enough time and resources to carry out these functions. This should include providing the SENCo with enough administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

SEND register

If following a school/setting-based assessment, working in partnership with parents, the school/ setting decides that a child has special educational needs, their name will be added to the 'SEND register'.

This is a record of all the children in the school/ setting in receipt of SEND support. It usually records the child's area/s of need. Parents should be notified if their child is added to the register, best practice would be at a meeting followed by a letter. A School SEND support plan will then be developed by the school and parents, the child should be involved in this. This should detail objectives or targets for the child, the support planned and intended progress.

Assess, Plan, Do, Review:

Identifying Special Educational Needs

There is no assumption that all learners will progress at the same rate and an informed judgement must be made about what is realistic and reasonable for an individual child or young person to achieve, given an in-depth understanding of their strengths and needs.

It is important to recognise that some children and young people will take longer to achieve these expectations, and this does not necessarily indicate that they have special educational needs.

Children and young people who are summer born or who are using English as an Additional Language are likely to require additional time to achieve age related expectations.

Where schools identify that a child or young person may have a SEN they should spend time gathering information, planning and carrying these actions out. Parents and carers will be involved in the **assess-plan-do-review** process through person centred planning meetings.

SEND support takes the form of a four-part cycle, known as 'assess, plan, do, review'. This should ensure that earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of

what supports them in making good progress. The aim is to secure positive outcomes by matching interventions to the child or young person, through more detailed approaches, more frequent review and more specialist expertise in successive cycles. This is known as the graduated approach.

This four-part cycle consists of:

- **Assess -** clear analysis of the child or young person's needs by the teacher, with the support of the SENCO, and including your views and those of your child.
- **Plan –** jointly agreed plan of action which identifies the adjustments, support and interventions to be put in place, the expected impact, and a date for review.
- **Do –** putting the plan into action with the support of everyone involved.
- **Review –** an evaluation of the quality, effectiveness and impact of provision by the review date, to include your views and those of your child.

SEND Graduated response in Schools

Targeted SEN support is the first stage of the SEN graduated response process. Targeted SEN Support is initiated when a child or young person has received quality first teaching (QFT) and differentiated teaching and learning experiences but has not made expected progress and requires additional support in school/ setting.

When identified settings/schools should hold a face to face meeting with parents and the child to discuss their needs and plan support. The adaptations and additions that are made as part of Targeted SEN Support are internal to the school/setting. The kinds of adaptations and accommodations made in school/ setting typically involve the following:

- Differentiation.
- Small group support.
- Booster classes for school age children.
- Adult support, for example, during break and dinner times.

- Use of the 'assess, plan, do, review' process - recording and monitoring may be carried out using target setting and review form from the GR (Graduated Response) file, provision maps, etc. This helps the class teacher and/or SENCo monitor the child's response to intervention.
- Parents/carers should be informed of the support at this level and involved from the time when SEN was initially identified

If the need for **specialist support** is identified through person-centred planning meetings and/or review meetings, then the child/young person is receiving Specialist SEN support.

This stage comprises the child or young person accessing everything that is available at Targeted SEN Support **plus** the involvement of external professionals and specialist interventions. School SEND Support Plan and review forms or similar should be written by the class teacher and reviewed regularly involving parents or carers and the child or young person, to ensure the interventions are having the intended impact. If not, they should be adjusted accordingly.

Specialist SEN Support might include:

- 1:1 interventions/programmes delivered by school or setting staff.
- 1:1 support to access the school or setting.
- 1:1 interventions/programmes. (see evidence-based interventions below)
- Specialist Advice
- Training for schools/settings to better understand and support the child or young person.
- Specialist Equipment.
- Settings can access support from the LA and other services which may include:
- Speech and Language Therapy programmes delivered by therapists (for example a six-week programme).
- Casework level support from Specialist Teaching Teams (HI, VI, PD, Early Intervention Team, Social Communication and Autism Team).
- Traded casework level support from Educational Psychology Service.
- OT, PT, SaLT involvement.
- Primary Behaviour Service.
- Health/Manual Handling Training.
- Specialist equipment provided by Specialist Teaching Service Teams.
- LA Funding: Locality Funding, (PVI only), Early Years Inclusion Fund.

As previously, an ‘assess, plan, do, review’ process should be used and evidenced throughout this stage.

Provision mapping

Provision mapping is a way of documenting the range of support available to pupils with SEND in the school.

They can be used as part of the planning process in a number of ways to:

- audit how well provision matches need and identify gaps in provision;
- cost provision accurately;
- highlight repetitive or ineffective use of resources;
- assess school effectiveness when linked with outcomes for pupils;
- plan development to meet pupils' identified needs;
- set annual success criteria for the SEN policy;
- report annually on the success of the SEN policy;
- demonstrate accountability;
- inform parents, LEA, external agencies and OFSTED inspectors of how resources are being used to meet needs;
- focus attention on whole-school issues of teaching and learning rather than on individual child issues;
- record changes in provision and transfer easily from class to class or school to school;
- identify training needs for staff
- Maps can detail the additional provision in a variety of ways:
- Provision by year group or key stage.
- Impact assessment provision map
- Provision within the four areas of need identified within the Code of Practice:
  - Cognition and Learning
  - Communication and Interaction
  - Emotional, Behavioural and Social
  - Sensory and Physical
- A combination of any of the above or another style of the school's design

SEND Support Plan

If the school remains concerned that your child is making less than expected progress, in relation to their educational progress (attainment) or wider development or social needs, they may consider creating a Special Educational Needs and Disability (SEND) Support Plan for your child.

The aim of a SEND support plan is to improve outcomes by:

- removing barriers to learning
- putting effective educational provision in place

A decision to make special education provision should include an early discussion with you and your child and be based on a range of assessment information. The aim is to secure a shared understanding of your concerns, your child's strengths and difficulties, and importantly, the outcomes being sought. 'Outcomes' might relate to progress, development or behaviour. You should be involved in all decision making, including, where relevant, the decision to involve a specialist.

If a child has a School SEND support plan, this means that the objectives and strategies within in it should be discussed with, and that your child's progress should be formally reviewed with you at least once a year. The plan will be developed using a process known as 'assess, plan, do, review'. (described above)

Leicestershire's SEND support plan template can be found

https://resources.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/support-for-schools/assessment-of-sen-sena

Evidence based interventions – links EFA

Evidence-based interventions are practices or programs that have peer-reviewed, with documented empirical evidence of effectiveness. The effectiveness has been proven or informed by research and evaluation.

The Education Endowment Foundation was established in 2011 by The Sutton Trust, as a lead charity in partnership with Impetus Trust (now part of Impetus - The Private Equity Foundation) with a £125m founding grant from the Department for Education. They have developed 'Toolkits' which are summaries of education evidence for teaching and interventions. They also provide guidance reports which pull together key areas such as 'making the best use of teaching assistants' based on evidence and research.

https://educationendowmentfoundation.org.uk/

Some interventions, programs or strategies may be effective for some learners and not others, this is why the 'assess, plan, do review' cycle is so important, if an intervention has not made a difference for an individual after two cycles and new approach should be designed.

The role of governors and the SEND governor

Governing bodies of maintained mainstream schools and the proprietors of mainstream academy schools (including free schools) must ensure that there is a qualified teacher designated as SENCo for the school.

The school should ensure that the SENCo has enough time and resources to carry out these functions. This should include providing the SENCo with enough administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

It may be appropriate for several smaller primary schools to share a SENCo employed to work across the individual schools, where they meet the other requirements set out in this chapter of the Code. Schools can consider this arrangement where it secures enough time away from teaching and enough administrative support to enable the SENCo to fulfil the role effectively for the total registered pupil population across all the schools involved.

Where such a shared approach is taken the SENCo should not normally have a significant class teaching commitment. Such a shared SENCo role should not be carried out by a head teacher at one of the schools.

Schools should review the effectiveness of such a shared SENCo role regularly and should not persist with it where there is evidence of a negative impact on the quality of SEN provision, or the progress of pupils with SEN.

Updated March 2021

Chapter 10:

Targeted and Specialist Support

In this section

- Assistive Technology for Education Support Team (ATfEST)
- Autism Outreach Team & Learning Support Team
- Early Help Service
- Early Years SEND Inclusion Team
- Hearing Support Team
- Inclusion Team
- Oakfield Short Stay School – SEMH/behaviour support
- SEN Assessment and Commissioning Service
- Leicestershire Careers Advice Service
- Education Effectiveness
- Vision Support Team
- Leicestershire Educational Psychology Service

Specialist Teaching Service

Assistive Technology for Education Support Team (ATfEST)

Referrals to the team are typically made through other professionals involved with the child. Referrals for an assistive technology for education assessment for example may come through a SENDco, for a child with physical difficulties or an NHS Speech and Language therapist (SaLT) for a child who would benefit from assistive technology to support communication when they do not meet the criteria for an EATs referral (this is determined by the child's SaLT). Teachers within the Specialist Teaching Service might also refer children to ATfEST. This might be for an assistive technology assessment, or to access other aspects of the team's work. The Vision Support team for example often refer pupils to both our resource technicians to secure access to modified resources and our keyboard and assistive technology practitioners, who assess and teach assistive technology skills to SEND pupils, including touch typing and screen navigation skills, to aid access to the curriculum.

Referral to our audiology technician, who provides technical support to repair, maintain and advise on Personal Amplification Systems & Assistive Listening Devices, would always be through the Hearing Support Team.

Although parents cannot make a direct referral to the team, they can instigate a referral, by talking to the School SENDCo, SaLT or a member of the Specialist Teaching Service (STS), where relevant.

Age range supported

The ATfEST Team works with children and young people in Leicestershire who have physical, communication and/or sensory difficulties, from the time of referral (neonatal) up to 18, or 25 if they have an Education Health and Care Plan (EHCP). Support for Post 16 is currently being reviewed and developed.

Type of support offered to children and young people

The Assistive Technology for Education Support Team (ATfEST) is a team consisting of assistive technology specialists, technicians and practitioners. ATfEST works in conjunction with all teams to provide an integrated and comprehensive response to children and young people whilst in an educational setting.

The Assistive Technology for Education Support Team (ATfEST):

- Supports educational settings in their work with children and young people who have physical, communication and/or sensory difficulties, to enable access to the national curriculum through the use of assistive technology.
- Assesses and teaches assistive technology skills to SEND pupils, such as keyboard skills, to aid access to the curriculum and promote inclusion.
- Develops adapted, transcribed, enlarged and/or modified resources and materials to enable and support access to learning and inclusion for SEND pupils.
- Provides technical support to repair, maintain and advise on Personal Amplification Systems & Assistive Listening Device (ALD).

The nature of involvement is dependent on the needs of the child and the type of support being provided.

Working with families

With the exception of the audiology technician, who sees families in clinics for maintenance and repair, ATfEST does not typically undertake any direct work with families. It is however committed to ensuring that parents' views are taken into account and that they are provided with information about actions and outcomes. Where the team is undertaking assessment and working directly with a pupil, parents are asked for their views, invited to contribute to assessment and attend meetings. Families are also provided with updates on progress, where relevant. If for any reason a child is home educated, and they meet the criteria for ATfEST involvement, the team will work with the family directly, and liaise with all relevant professionals.

Statutory role

In cases where children have physical, communication and/or sensory difficulties at a level which is likely to have a significant impact on their ability to access the curriculum, they may require a SEN Support Plan or an Education Health and Care Plan which is part of Leicestershire's graduated approach to Special Educational Needs: the Local Offer. ATfEST may be asked to provide advice and information to Education, Health and care plan assessments and / or attend reviews.

Graduated level

Universal / Specialist / Targeted

Support and input from ATfEST is determined by need and varies depending upon the role of the technician involved. ATfEST is a team of skilled and highly specialised technicians, and so whilst initial advice may be sought from ATfEST by the setting to enable the pupil's needs to be met at the universal level, the team's direct involvement is usually at the specialist or targeted level. Technicians

involved in assessing children for assistive technology spend time in educational settings carrying out assessments and activities with the child or young person. Although they do not work one to one with pupils, they will work in partnership with the member of staff supporting the child (usually a teaching assistant (TA)) to investigate the child or young person's views and develop the TAs skills and confidence in facilitating the use of any specialist software and equipment. This process may range from a couple of weeks to up to 6 months, depending on the child's needs. Not all the pupils the team support will have an EHCP, and once they have the appropriate assistive technology to enable them to access the curriculum, they should be able to access the curriculum and achieve with input from the setting at a universal level.

Our keyboard and assistive technology practitioners supply and teach pupils how to use a range of assistive technology, including speech and magnification software and text-to-speech software. They deliver targeted individual learning programmes for SEND pupils within an educational setting and devise appropriate strategies for effective support by school staff. They liaise closely with both STS professionals and those in an educational setting, attend pupil-centred reviews and document pupil progress.

Our Resource Production Technicians provide targeted support to produce and prepare adapted, transcribed, enlarged and/or modified resources and materials to enable and support access to learning and inclusion for SEND pupils including text layout, fonts and colour preferences best suited to dyslexic learners and Braille/Moon resources for visually impaired children and young people. They also provide training and support to staff in educational settings on adapted, enlarged, or modified materials, produced resources and assistive technologies/ equipment, including Braille embossers, Tactile Image Enhancer machines and specialist scanning software.

Our audiology technician provides specialised support to facilitate access to working amplification to support audition.

Contact information

ATfEST Team Manager
Tel: **0116 305 9400** **Kirsten.Jansen@leics.gov.uk**
ATfEST is part of the Specialist Teaching Service, Room 600, Leicestershire County Council, County Hall, Glenfield, Leicester LE3 8RF
The audiology technician also has a base at the Children's Audiology clinic, Comet Way, Coalville, LE67 3FS,
Tel: **0116 305 9400**

Specialist Teaching Service

Autism Outreach Team & Learning Support Team

The Autism and Learning Support Team works with children and young people in Leicestershire who have a diagnosis, from the school age (5) up to 18, or 25 if they have an Education Health and Care Plan (EHCP).

Working with families

School referral meetings include parental involvement; other advice is offered through the school engaging with AOT; parental training is delivered termly in the evenings and during the day.

Statutory role

In cases where children's autism is likely to have a significant impact on their ability to access the curriculum, they may require a SEN Support Plan or an Education Health and Care Plan which is part of Leicestershire's graduated approach to Special Educational Needs: the Local Offer. This advice will be provided by a Specialist Teacher, whose role includes providing advice to SEND Panel and Education, Health and care plan assessments and reviews.

Graduated level

Universal / Specialist / Targeted

Contact information

Vanessa Foulds, Autism and Learning Support Team Manager

Tel: **0116 305 9400**

Vanessa.Foulds@leics.gov.uk

The Autism and Learning Support Team is part of the Specialist Teaching Service, Room 600, Leicestershire County Council, County Hall, Glenfield, Leicester LE3 8RF

Early Help Service

Early Help services are accessed through the Children and Families Service front door – First Response Children's Duty. This means that whether you use a Request for Service Form, or make a Safeguarding request, following social work triage, the request can be passed straight to the early help team where threshold for social care is not met.

1. It is really important to try universal/targeted services first. This means using in-school and local/voluntary support as available in the service directory and the Family Information Directory (FID). Only when it is clear what has been tried already can we offer Early Help.
2. Please discuss requests for support with families to gain their consent before submitting the form. We get a much better response from families where they have acknowledged they might need help. It is also really important to include as much detail as possible so that we can be sure we identify the best response to the needs.

Both referral forms for safeguarding and Early Help can be found at **www.leicestershire.gov.uk/Education-and-children/Social-care-and-supporting-families**

Age range supported

0-19

Type of support offered to children and young people

1. Inputting Referrals and Triage

The central triage team decide whether a locality CFWS service may help. They do this by gaining more information, checking the support network, consider the chronology and by completing a brief Signs Of Safety analysis before recommending the onward service. When more information is needed then a case is passed to an Information Support Co-ordinator for further enquiries. When a case is passed to locality they decide on the best CFWS service.

2. Information, Support Co-ordination

This team discuss the referral with the families and young people, use information available from different sources and explore options. They look at universal and community services and signpost and give advice where needed. The role they play is crucial in helping families access to services at the earliest point and make sure the right services are offered at the right time.

3. Locality Decision Making

CFWS Team Leaders and Team Managers will be responsible for assigning a resource to best meet the needs. They will be allocating cases on a daily basis and discussing more complex cases with the team and partners as needed. Where more than one service is needed then there will be the flexibility to do joint working whilst being clear about the role of each and who may be leading. As co-located teams we have rich skills to share and work in a dynamic whole family way.

4. Enquiry Visits

There may be many reasons to do a home visit to gain further information to best decide what service is needed. Dependent on family need any worker can be asked to undertake enquiry visits to bring a breadth of experience and opinion.

5. Groups

Group work will be defined by the core offer which will be agreed and consistent across areas and also responsive to local area need. In some instances a home visit is undertaken before starting the group and the attendance is a high level of support, in other instances there are one off or drop in sessions. An agreed set will be made available to Triage and Information, Support & Co-ordination plus partner agencies.

6. Family Wellbeing – short term outreach

Family Wellbeing Workers include 0-5, 5-11 and 0-19 specialisms and will use a variety of approaches to offer short term support 1-2-1, in groups or as an enquiry. Workers will have different skills and interests and creative responses to the need for support can be offered and work transferred to other CFWS elements as needed.

7. Wellbeing Practitioner – mental health

Wellbeing Practitioners use Cognitive Behavioural Therapy type treatments based on assessment. This service is for children and young people (age 8+) who have emerging mental health/emotional wellbeing difficulties which

include anxiety, phobia, low mood and depression. Support can also be given to family/school to help them build resilience in the child/reinforce learning. They do not work with children who are already involved with or waiting for the CAMHS service.

8. SEND Family Support

SEND FSWs support those who care for a child or young person with Special Educational Needs or Disabilities by helping parents find the information and support you need by providing telephone and text advice; giving information and advice about universal credit and other benefits including Disability Living Allowance and Personal Independence Payments, and support with applying for grants and other sources of funding.

SEND FSWs also give information and advice on accessing voluntary and community sector groups and services linking to Leicestershire's Local Offer. SEND FSWs apply for Early Help short breaks and Summer Playschemes. In addition they conduct reviews of Disabled Childrens Service packages of care.

9. Intensive Family Support

Intensive family support is for families who have a range of needs which are likely to include at least two of the following:

- Adult/child health problems including mental health difficulties, alcohol/ substance misuse, life limiting conditions which impact on family functioning;
- Criminal activity and anti-social behaviour – child and/or adult, or at risk from;
- Unemployment, risk of financial exclusion, housing difficulties, poverty;
- Education difficulties including out of school, at risk of exclusion, poor attendance;
- Domestic abuse;
- Needs cannot be met by universal services alone

The service can provide up to 12 months support to a family, and initially the contact with families can be considerable, i.e. multiple times in a week. Schools should expect to be informed when an Intensive Family Support Worker (IFSW) is working with a family. IFSWs may request to work with individual children within school.

IFSWs also run group work programmes for parents and for young people – these include post domestic abuse support groups, parenting (Solihull programme run jointly with Children's Centres), employment readiness, SEND youth groups, anxiety groups for teens, anger management for teens.

10. Youth/YOS

Youth Workers can provide time limited one-to-one support for young people. This is typically for 6-8 weeks and then may continue with group work.

Preventative youth offending work is also offered to young people at risk of offending. They work with young people age 8-15 that have at least 2 of the following risk factors:

- Family member current or historical offending
- Associated with high risk peers (2+ convictions)
- Looked after or post adoption
- Involved in ASB (warning letter)
- Bully or being bullied
- Victim of previous offending
- Mental health issue

Graduated level

Targeted

Contact information

Each locality in districts (7)

Contact information **0116 305 8727** – Early Help Helpline for advice about referrals but also universal and other targeted service offers

Early Years SEND Inclusion Team

Age range supported

Birth to school age

Type of support offered to children and young people

We have a graduated approach to the support offered. We direct providers to the advice line (duty desk), drop in support with a range of professionals and Area SENCO work. If further help and support is required, our service also offers specialist teachers, providing individual help and advice over a period of time. Access to this specialist teaching is referred in through professions to our Early Years Panel.

Part of our role is also giving advice for statutory assessment.

Working with families

Parents are consulted and worked in collaboration with our team. All initial visits for caseload children are home visits and for some children on caseload, home visits are offered throughout our service support. Within our team is Portage, who offer two weekly home teaching.

Statutory role

Contributing to the statutory assessment process

Graduated level

Specialist

Contact information

Olivia.dale@leics.gov.uk
Tel: **0116 305 0287**

Leicestershire County Council, County Hall, Glenfield, Leicester LE3 8RF

Specialist Teaching Service

Hearing Support Team

Referral

The hearing of all new-borns is tested shortly/soon after birth and where necessary they undergo additional hearing tests, usually at the Leicester Royal Infirmary, although the service also receives referrals from Nottingham and other areas. When a hearing loss is confirmed parents/carers will be told about their child's hearing loss. The hospital then contact the Hearing Support team, who will make contact with the family as appropriate.

If parents suspect their child has a hearing loss they can contact their Health Visitor, for a young child, GP or school nurse, all of whom will be able to refer for arrange a hearing test. Where a hearing loss outside normal limits is confirmed the child is referred to the Hearing Support Team, with parental consent, to determine the appropriate level of support and input required. This decision, which may involve further assessment, reflects the degree and type of loss, drawing on national guidance, professional judgment and other factors.

Children may also be referred to the Hearing Support Team through an Ear Nose and Throat Consultants, Community Health, Paediatrician or Educational setting.

Age range supported

The Hearing Support Team works with hearing impaired children and young people in Leicestershire who have a permanent hearing loss, or aided conductive loss, from the time of identification (neonatal) up to 18, or 24 if they have an Education Health and Care Plan (EHCP).

Type of support offered to children and young people

Children with an educationally significant hearing loss will have their hearing, linguistic and educational levels monitored throughout their education. Specialist Teachers for Hearing Impaired children provide support for children at home, and within their Early years and/or educational setting. The Educational Audiologist and Specialist Teachers for Hearing Impaired children work closely with the NHS Paediatric Audiologists who assess hearing levels and fit hearing aids as appropriate, to monitor listening and support hearing

aid/cochlear implant use. The Educational Audiologist offers and fits radio aid systems, gives advice about other assistive devices and provides acoustic reports when requested/where needed.

In the early years, babies and toddlers who have a significant hearing loss are supported at home and in their childcare settings in order to encourage good hearing aid use and offer opportunities for the child to have a language rich environment to facilitate good linguistic progress.

All children are supported according to their level of need, including degree of hearing loss, age, if they have any additional difficulties, and educational setting. The level of support is determined with reference to the National Sensory Impairment Partnership (NatSIP) Eligibility Framework and may range from multi weekly to advice only. The team also offers training and advice to mainstream teachers and support workers.

Support for the child includes advice from Specialist Teachers for Hearing Impaired Children to families and educational settings on reasonable adjustments. This may include positioning of the child, teaching strategies, acoustically favourable conditions, and/or assistive devices as appropriate as well as guidance about how best to teach the curriculum to allow children to achieve their full potential.

Working with families

The Hearing Support Team provide audiological and advisory support to parents, carers, families.

Families of babies and toddlers with a diagnosed hearing loss may be supported at home or in a childcare setting. This support will encourage the best use of hearing aids or signing, and the richest use of language around the child to promote the good language development. They are also offered the opportunity to attend a Family Group facilitated by the Hearing Support Team where they are able to meet other families who have a child with a hearing loss.

Once children are of school age, the team will maintain contact with parents and carers as appropriate to ensure families are aware of our advice, observations and assessment of their child and signpost them to relevant support. We encourage them to support maintenance and use of equipment through increasing their own understanding and signposting them to the where to seek help. We seek parental views on progress and inclusion at school prior to writing reports.

Statutory role in cases where children have a hearing loss which is likely to have a significant impact on their ability to access the curriculum, they may require a SEN Support Plan or an Education Health and Care Plan which is part of Leicestershire's graduated approach to Special Educational Needs:

the Local Offer. This advice will be provided by a Specialist Teacher, whose role includes providing advice to SEND Panel and Education, Health and care plan assessments and reviews. We also provide additional advice and acoustic report from an Educational Audiologist where needed and advice and support to outside agencies. Direct support to hearing impaired and deaf children is provided to schools and families without charge.

Graduated level

Universal / Specialist / Targeted

All children are supported according to their level of need. The level of support is determined by need, with reference to the NatSIP Eligibility Framework alongside professional judgement. Specialist Teachers for Hearing Impaired children may offer individual support, observations monitoring, advice and training. The level and frequency of this may range from multi weekly to advice only. The team maintains a record of all children with a hearing loss. Children whose needs can be met at a universal level with no additional input or personal hearing equipment will be in the 'bank' caseload and schools will receive written generic advice. Children who wear aids but whose hearing loss is not significant may be 'advice only'. These children may receive an initial assessment visit and individual written advice or simply receive written generic advice with no visit. This is the universal level. Children with an educationally significant loss will receive specialist or targeted support, dependent on level of need. As noted above, this may vary form annual, termly or half termly support, to multi weekly and for some unit placement.

Contact information

Kate Wells, Hearing Support Team Manager,

Tel: **0116 305 9400**

kate.t.wells@leics.gov.uk

Specialist Teaching Service, Room 600, Leicestershire County Council, County Hall, Glenfield, Leicester LE3 8RF

Inclusion Team

Referral:

By phone, email or letter

Age range supported

5-19 year olds

Type of support offered to children and young people

Careers Information, Advice and Guidance for young people aged 16-19 that are not in education employment or training. Help to identify and apply for courses, training, volunteering, jobs and apprenticeships. Support to develop interview skills. Referrals to other agencies to help young people to overcome any issues preventing you from taking their next steps.

Arranging suitable education programmes for young people aged 5-16 that have medical needs, which prevent them from attending school and have been/will be off school for more than fifteen consecutive or cumulative days. Regularly obtaining/listening to the pupil voice & altering the provision to ensure educational outcomes are maximised. Providing support to re-integrate back into school when well enough.

During visits – providing advice/guidance to young people aged 5 to 16 that are electively home educated regarding careers information, transition back into school, resources etc.

Working with families

- Support for parents of children aged 5-16 that are missing education, help to identify and apply for school places and to look at other options.
- Support for parents choosing to electively home educate their compulsory school age child/ren, providing information on resources available and making checks to ensure the education is suitable and efficient.
- Provide advice and support for families of children who have medical needs regarding raising their awareness of what the school, LA, provider can & should be providing.
- Providing advice/support to families regarding inclusion e.g. following an exclusion etc.

Statutory role

- Identify, monitor and track those children aged 5-16 that are missing education (CME). Undertake investigations on behalf of other LA's in relation to CME.
- Identify children who are being electively home educated (EHE). Establish the suitability / efficiency of education provided to all EHE children on an annual basis.
- Provide an education for children whose medical needs are preventing them from attending school (for 15 or more cumulative or consecutive school days) – the education needs to be full time or as much as the child's medical needs will permit.
- Able to state how many pupils across the county are not receiving a full-time education and why (this information forms the LA's Central Record – using the monthly Pupils Missing out on Education returns).
- Identifying, recording and reporting on the offers of learning that young people have for their coming year 12 and 13.
- Identifying, recording and reporting on the destinations of young people after they have reached the end of year 11 and year 12.
- Identifying, recording and reporting on 16 to 18 yr olds that are not participating in education, employment or training and offering them support.

Graduated level

Universal / Specialist / Targeted

Contact information

Inclusion Support Services

0116 305 2071 / 0116 305 6620

Inclusion Team, Room 100, Leicestershire County Council, County Hall, Glenfield Leicestershire LE3 8RF

Oakfield Short Stay School – SEMH/ behaviour support

Referral

Via a phone call to Oakfield school and then place at Primary Behaviour Forum.

Age range supported

Primary aged pupils.

Type of support offered to children and young people

Support to schools includes:

- coaching & support to staff
- meeting with parents
- observations
- training
- advice & implementation of strategies & planning
- liaising with other professionals
- support with Top Up funding & EHCP processes

Graduated level

Universal / Specialist / Targeted

Contact information

Oakfield Short Stay School, Hospital Lane, Blaby, Leicester, LE8 4FE

0116 275 9150

SEN Assessment and Commissioning Service

Referral

Usually School or parent but can be other people ideally with consent of parent/ young person

Age range supported

0 - 25

Type of support offered to children and young people

- Education Health and Care Needs Assessment that could result in issuing an Education Health and Care Plan for those with significant and complex needs requiring higher level interventions than those readily available in a mainstream school
- Top up funding
- Work on Annual Review of an EHCP

Working with families

Telephone liaison or attendance at meetings about EHC Needs Assessment/ Annual Review. General advice around SEN. EHCP/roadshow events around the County.

Statutory role

EHC Needs Assessment and Review

Graduated level

Targeted

Contact information

Sena.Service@leics.gov.uk

0116 305 6600

Leicestershire County Council, County Hall, Glenfield Leicestershire LE3 8RF

Leicestershire Careers Advice Service

Leicestershire County Council Careers Advice Service, offer independent and impartial careers information, advice and guidance to SEND learners at risk of becoming NEET, aged 16 to 19, to enable and ensure they are in employment, education or training (EET).

Graduated level

Targeted

Education Effectiveness

Age range supported

5-18

Type of support offered to children and young people

Support around school / academy leadership and developing the quality and impact of teaching and learning. Activities around developing effective partnerships and improving outcomes for groups of pupils.

Working with families

Indirectly

Statutory role

Education standards and quality.

Graduated level

Universal and Targeted (at school level)

Contact information

Via Ted Walker (Karen M Browne admin).

Leicestershire County Council, County Hall, Glenfield Leicestershire LE3 8RF

Specialist Teaching Service

Vision Support Team

Referral

The Vision Support Team supports children and young people with a range of sight conditions depending on the level and type of support needed. Children may be referred by Health services (G.P.; hospital health visitors), SENCOs or parents. We also receive referrals from other STS teams and Early Years. Referrals from the hospital will often come via VISTA family liaison offices. These services will contact the Vision Support Team if they know a child has a visual impairment and isn't progressing at nursery or school and they think it could be because of sight problems.

If a child has been diagnosed with a visual impairment and parents would like to know more about to get extra help with education or have concerns about progress, they can talk to their child's teacher or head teacher or the Specialist Educational Needs Co-ordinator (SENCO) at their school (every school and nursery has a SENCO). They may also choose to contact the Vision Support Team and make a referral via the Specialist Teaching Service on 0116305900 or sts@leics.gov.uk. Children and young people can be referred or re-referred to us at any time by parents, schools or medical staff.

The criteria applied when considering acceptance of referrals are:

- that the child has or is suspected to have a visual impairment resulting in a significant near or distance visual acuity loss, a reduction of visual fields or other functional visual disabilities which affect or are likely to affect his/her general development educational performance and rate of progress.

Age range supported

The Vison Support Team works with visually impaired and blind children and young people in Leicestershire, from the time of identification (neonatal) up to 18, or 25 if they have an Education Health and Care Plan (EHCP).

Type of support offered to children and young people

The Vision Support Team provides support and advice to schools, early year's settings, parents, carers, families and other professionals who are working with visually impaired children and young people from the time of identification. A

specialist teacher of the visually impaired will undertake assessment of children and young people's functional vision to determine how their visual impairment affects their performance and abilities, including how they cope with day-to-day activities at school and nursery. They will also provide interpretation of ophthalmic information and its educational implications for pupils.

Depending on level of need, a specialist teacher may provide direct teaching and non-teaching support for children in their homes, and/or educational establishments. They may also undertake assessment for specialised materials, equipment and strategies to enhance learning opportunities.

The level of support is determined with reference to the National Sensory Impairment Partnership (NatSIP) Eligibility Framework and may range from multi weekly to advice only. The team also offers training and advice to mainstream teachers and support workers.

Support for the child includes advice from Specialist Teachers for Visually Impaired Children to families and educational settings on reasonable adjustments. This may include recommendations for the provision of specialist technology to aid access to the curriculum. Where appropriate, a referral may be made to the Assistive Technology for education team (ATfEST) for tuition to develop touch typing/ keyboarding skills to enable children and young people to record their work efficiently, or to a habilitation officer to provide appropriate mobility, orientation and independent living skills programmes. (contracted on our behalf to VISTA)

Working with families

The Vision Support Team works closely with the families of visually impaired children and welcomes opportunities to work in partnership with them to help reduce the effect of the child's visual difficulties on his/her development and education.

Families of babies and toddlers who have a significant vision loss are supported at home to help encourage good vision use. After the initial assessment, the specialist teacher of the visually impaired will recommend ways that a child can make the most of the vision they have and discuss these with the family and the child's nursery or school. Pre-school families may attend a stay and play offered by the Vision Support Team where they are able to meet other families who have a child with a vision loss.

Once children are of school age, the team will maintain contact with parents and carers as appropriate to ensure families are aware of our advice, observations and assessment of their child and signpost them to relevant support. Parents are invited to contribute to the assessment process and copies of initial assessment reports, statutory advice and annual review reports will be sent to parents/carers who will have the opportunity to discuss these documents with the specialist teacher.

Statutory role

In cases where children have a visual loss which is likely to have a significant impact on their ability to access the curriculum, they may have an SEN Support Plan or an Education Health and Care Plan which is part of Leicestershire's graduated approach to Special Educational Needs: the Local Offer. This advice will be provided by a Specialist Teacher, whose role includes providing advice to SEND Panel and Education, Health and care plan assessments and reviews, as well as additional advice and support to outside agencies. Direct support to visually impaired and blind children is provided to schools and families without charge.

Graduated level

Universal / Specialist / Targeted

All children are supported according to their level of need. The level of support is determined by need, with reference to the NatSIP Eligibility Framework alongside professional judgement. Specialist Teachers for Visually Impaired children may offer individual support, observations, monitoring, and advice and support. The level and frequency of this may range from multi weekly to advice only. The team maintains a record of all children with a visual loss.

Children whose visual loss is not significant may be 'advice only' as needs can be met at a universal level. These children may receive an initial assessment visit and individual written advice or simply receive written generic advice with no visit. This is the universal level.

Children with an educationally significant loss will receive specialist or targeted support, dependent on level of need. As noted above, this may vary from annual, termly or half termly support, to weekly or multi weekly.

Contact information

Kirsten Jansen or Julie Grafton-Reed, Vision Support Team Managers,

Kirsten.Jansen@leics.gov.uk

or **Julie.Grafton-Reed@leics.gov.uk**

Tel: **0116 305 9400**

Vision Support Team is part of the Specialist Teaching Service, Room 600, Leicestershire County Council, County Hall, Glenfield, Leicester LE3 8RF

Leicestershire Educational Psychology Service

Age range supported:

0 - 25

Type of support offered to children and young people

We have a graduated approach to the support offered.

Our core work is free to schools as follows:

- Information – helpful resources and leaflets developed by LEPS

https://resources.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/support-for-schools/educational-psychology-service-for-schools

- Advice & Guidance – Leicestershire Educational Psychology Service Helpline weekly on Wednesday 9am to 11.30am, term time only
- Support for schools with Critical Incidents – call 0116 305 5100 and ask to speak to a manager
- Telephone Consultation and Problem Solving with an EP for School Development Groups offered to groups of schools
- Inclusion Forums – EP Consultation with school staff as part of a multi agency group: EYs Drop Ins, Primary & Secondary Schools
- Early Years Casework & Training and Targeted casework e.g. Youth Offending

Schools can purchase Annual Service Level Agreements (SLAs) including Planning Meetings, individual casework, reviews for all casework, EP consultation with staff and parent(s)/ carer(s) and bespoke training.

Schools can also buy into our LEPS SENCo Training Days, which are currently online and information is available via the Traded Services website.

Part of our role is Statutory Work.

Working with families

When there is a request for EP involvement or Statutory Assessment, parents are consulted and work in collaboration with our team.

Statutory role

We provide advice for Statutory Education Health Care Needs Assessments, Tribunals and a limited number of Annual Reviews.

Graduated level

Universal / Targeted/ Specialist

Contact information

Leicestershire Educational Psychology Service, Children and Family Services, Leicestershire County Council, County Hall, Glenfield, Leicestershire, LE3 8RF

Telephone: 0116 305 5100

Email: **psychology@leics.gov.uk**

Updated March 2021

Chapter 11:

Whole school SEND Reviews

In this section

- Leicestershire Whole School SEND Reviews
- Protocol and Expectations
- Agreement to Share

Leicestershire Whole School SEND Reviews

Introduction

The Whole School SEND Consortium, hosted by Nasen, with strategic partner UCL Centre for Inclusive Education, Funded by DfE (£3.4m) to deliver the SEND Schools' Workforce contract 2018-2020 has the following aims:

Aim 1 Drive education institutions to prioritise SEND within their CPD and school improvement plans including facilitating greater links between mainstream and special schools.

Aim 2 Equip schools to identify and meet their training needs in relation to SEND.

Aim 3 Build the skills of teachers working in mainstream and special schools and of SENCOs and teachers of classes of children and young people with sensory impairments by promoting best practice.

Aim 4 Identify and respond to any gaps in the training and resources available to schools.

Whole School SEND Reviews have been designed to provide peer to peer challenge and support in order to:

- Reduce SEND exclusions
- Reduce SEND attainment gaps
- Improve attendance of pupils with SEND

They will support school self-evaluation of SEND provision and support schools to review provision, share strengths and recommend areas to develop. They provide a tool for SEND leads to self-evaluate, peer review and encourage collaboration and build communities of practice. Through programmes of ongoing support they will develop strategic capacity and CPD planning.

Whole School SEND Resources

Whole School SEND Consortium have produced the following resources which are available on the SEND gateway and free to download:

- SEND Governance, Review Guide
- SEND Review Guide, A school led approach to improving provision for all.
- Preparing for Adulthood from the earliest years – review guide
- SEND reflection framework
- MAT SEND, review guide
- Teaching Assistant Deployment, review guide
- A guide to making conversations with schools count for all families

How to arrange a Whole School SEND Review in Leicestershire

If a school wishes to have a whole school SEND review they can arrange this through the following Teaching Schools:

- Affinity
- Forest Way
- OLP
- LearnAT
- LLA,
- STEP
- Symphony
- TELA

Whole School SEND reviews do have to be paid for to cover the time of reviewers. 2 x days at either national Leader of Education rate (£500) or Specialist Leader of Education rate (£350).

In Leicestershire we have a Whole School SEND Review Protocol which all teaching schools have signed up to. This was developed by representatives of Leicestershire's reviewer team.

We also have an agreement that strengths and weaknesses will be shared, with agreement, between the Teaching Schools and LA at least annually where areas of development can be planned into CPD and training offers.

Protocol and Expectations

The Leicestershire Whole School SEND Reviewers team have agreed the Protocol and expectations below:

- Whole School SEND Reviews will be completed by a team of at least 2 reviewers, 1 of whom will be the lead.
- Where possible, 1 of the reviewers will be from a local school or Special School with SEND expertise.
- The Reviewers will be provided with a Whole School SEND Self-Assessment and other requested information from the School prior to the review day.
- The School will identify 2 or 3 areas they wish the review to focus on.
- The Reviewers will, with the school being reviewed, plan a timetable for the review day to include meetings with (where possible) Pupils, Parents, Governors and staff.
- The school being reviewed will ensure the headteacher or a member of SLT representing them and the SENCo are available on the day of the review
- Verbal Feedback will be given at the end of the review day
- A written report will be produced within 2 weeks of the review
- Who owns the document, and how do we capture learning points, strengths and signpost areas for development?
- The report belongs to the school commissioning it, we hope they will share it with the Local Authority, so they understand the strengths and areas of development for SEND across the area and plan support accordingly.

A follow up meeting may be requested by the school to the reviewers.

Leicestershire Whole School SEND Reviews

Agreement to share:

The Whole School SEND Consortium, hosted by Nasen, with strategic partner UCL Centre for Inclusive Education, Funded by DfE (£3.4m) to deliver the SEND Schools' Workforce contract 2018-2020 has the following aims:

Aim 1 Drive education institutions to prioritise SEND within their CPD and school improvement plans including facilitating greater links between mainstream and special schools.

Aim 2 Equip schools to identify and meet their training needs in relation to SEND.

Aim 3 Build the skills of teachers working in mainstream and special schools and of SENCOs and teachers of classes of children and young people with sensory impairments by promoting best practice.

Aim 4 Identify and respond to any gaps in the training and resources available to schools.

With this in mind, in Leicestershire, we want to be able to strategically analysis strengths and areas for development within the area to plan to meet the development needs we have. Therefor we ask Leicestershire schools receiving Whole School SEND Reviews to share the outcomes of said reviews (this can be anonymously if requested)

I agree to the details of the SEND Review to be shared with Forest Way Teaching School Alliance (SEND Strategy group)	Yes / No
I agree to the details of the SEND Review to be shared with the School Effectiveness Team at the local authority	Yes/ No

Signed: Designation:

Chapter 11:
Whole school SEND Reviews

Updated March 2021

Chapter 12:

Funding

In this section

- Schools funding (delegated
- Top up (under new name)
- SEND Personal Budgets – Direct Payments
- Continuing Healthcare
- Reference to other funding streams, e.g. DLA, Carers Allowance

SEND Funding: Guide for Leicestershire

Introduction

Funding for High needs

The March 2012 reform announcement - School funding reform: Next steps towards a fairer system — set out the three elements of the model which are applicable to all settings:

- **3.3.2.** Under a place-plus approach high needs funding will comprise three elements, which can be applied across all provision for high needs pupils and students.
- **Element 1, or "Universal funding":** the mainstream unit of per-pupil or per-student education funding. In the school sector for pre-16 pupils, this is the Per Pupil Entitlement, while for post-16 provision in schools and in the FE sector this is the mainstream per-student funding as calculated by the national 16-19 funding system.
- **Element 2, or "Low cost, high incidence SEN funding":** a clearly identified budget for providers to provide additional support for high needs pupils or students with additional needs up to an agreed level.
- **Element 3, or "top-up funding, High cost, low incidence SEN"**: funding above elements 1 and 2 to meet the total cost of the education provision required by an individual high needs pupil or student, as based on the pupil's or student's assessed needs.

An explanation:

Top up funding is the term used to describe any additional funding allocated to a child or young person over the Element 1 and 2 Funding. In Leicestershire, this may be for a child or young person with an EHCP or in some cases can be requested for a child or young person receiving SEND Support in their school.

	Mainstream School	Special School/ Unit and Resourced Provision in Mainstream School
Element 1 Universal	Basic entitlement (Per Pupil Entitlement). Up to around £4k, with LA	
Element 2 Low cost, high incidence	Additional funding through a delegated (notional) budget — up to £6k of additional support per pupil, over and above the 4k	
Element 3 High cost, low incidence	Further funding required above Element 2 (£6k) to meet the assessed need of the pupil	Further funding required above the place element (£10k) to meet the assessed needs of the pupil

Mainstream Schools

In mainstream schools, all pupils count for the mainstream formula, whether or not they have high needs, and therefore bring an element one, also called universal funding amount to the school.

The DfE expect high needs pupils to get the same basic service as other pupils — an element of a teacher, an element of premises etc.

Mainstream schools are expected to contribute in the way of additional provision for pupils with SEN where provision which costs up to £6,000 per pupil, over and above element one. This is known as element 2 and sometimes called the SEN notional devolved funding.

The local authority will identify a notional SEN budget for each School, this is an amount of money which goes into the schools budget. Although the purpose of this notional budget will be to meet the costs of additional

provision for pupils with SEN, they do not have to use this budget wholly for SEN and can also fund SEN from outside this budget.

If a pupil requires provision to meet their needs that cost the school over the element one and element two funds they can request top-up funding from the SEN Assessment service. This top up element must meet the assessed need of the pupil, its use and impact should be measured and tracked by the school. A child or young person does not need to have an Education, Health and Care plan to access this additional funding. They will be expected to demonstrate the provision that element 1 and 2 cover.

Consequently, it is important to give some definition of what each element could reasonably be expected to fund. Work across the East Midlands authorities took place to ensure consistency regarding this. Therefore the following is some guidance and will have implications for providers of advice during statutory assessment and at annual review.

Element one - Universal

Mainstream School

Basic entitlement (Per Pupil Entitlement). Up to around £4k, the DfE expects high needs pupils to get the same basic service as other pupils, the following is indicative of the kind of services that all pupils should access and would therefore not require a specific set of support being specified.

Examples include:

X Curriculum differentiation/Quality First teaching/Accessible environment e.g. Signs and Symbols used throughout school; The adaptation of materials for a student with a sensory impairment. Differentiation of the curriculum is a DDA requirement to all schools

- Minor equipment and adaptations e.g. laptop
- A qualified SENCO
- Lunch/break time supervision to ensure pupil health, safety and well being.
- Pastoral support
- General in-class support
- Small group work for language/literacy/numeracy and interventional Catch Up programmes including evidence based interventions
- Home-School Liaison
- General SEND admin of Annual Reviews/transition etc.
- Anticipatory Planning for High Incidence Needs; e.g. a dyslexia friendly school environment
- Specialist Assessment - this could be commissioned by the school from an outside agency such as a specialist teaching service, or from a suitably qualified staff member e.g. AMBDA status etc. (in Leicestershire, some of this is provided at no cost to the school)

- Staff training and development/CPD in SEND on an on-going basis
- Use of relevant up to date SEND programmes and materials e.g. Advanced training materials for teaching pupils with special educational needs and disabilities (SEND); relevant materials from the Specialist SEND Trusts, e.g the Autism Education Trust; the Communication Trust etc.
- Pupil voice and the views of children and young people with SEND
- Course and exam fees, including access arrangements
- Transport to off-site providers
- A whole school Behaviour Policy
- Behaviour management and materials e.g. SEAL; Getting the Simple Things Right document and Ensuring Good Behaviour in Schools document
- Administration of basic medicines

Element two-Low cost, high incidence SEN

Additional funding through a delegated (notional) budget — up to £6k of additional support per pupil - which a school is expected to fund and therefore must be specific to the individual needs of the child. The following are some examples but not exhaustive that could be specified:

- Targeted lunchtime provision e.g. 30 mins each lunch time to offer social activities due to child's autism.
- Medical Needs e.g. 30 mins twice a day for catheterisation
- Manual Handling e.g. 45 minutes per day postural management programme as recommended by a physio therapist
- Small group work on communication development e.g. due to child's language programme recommended by SALT, 2 x 30 mins group session on expressive language
- Social stories programme with a nominated adult 30 mins three times a week in small groups
- Targeted individual interventions to deliver a specific time limited programme to the individual child/young person, as recommended by a specialist qualified person due to the child's learning difficulties a life skills training to support independence as recommended by area special school outreach

Element 3 (High Needs Funding also called Top Up)

Further funding required above Element 2 (£6k) to meet the assessed needs of the pupil. Where the specified support costs for the individual child are in excess of £6k, then the school is eligible to request top up funding. This would be a combination of the type of specific support that are given above, but the totality would cost is in excess of £6k. If agreed then the SEN assessment service would then fund this excess above the £6K in the form of Top up

payments. This could either be via an EHCP or top up funding on a SEN support plan.

Further information

School Specific high needs funding information is shown on the 'Leicestershire Traded Service' website. In order to access this information you will need to be registered with Leicester Traded Services; if you don't already have a user name and password please register using the form on their website:- **http://www.leicestershiretradedservices.org.uk/Enquiry/SignUp**

Once registered ICT will send you a user name and password to get you started. When you've logged into LTS select the following menu options; Services; Finance; browse our pages; High Needs Funding.

Updated March 2021

Chapter 13:

Transport

In this section

- X Home to school transport
- X Independent Travel training
- X Link to local offer

Transport

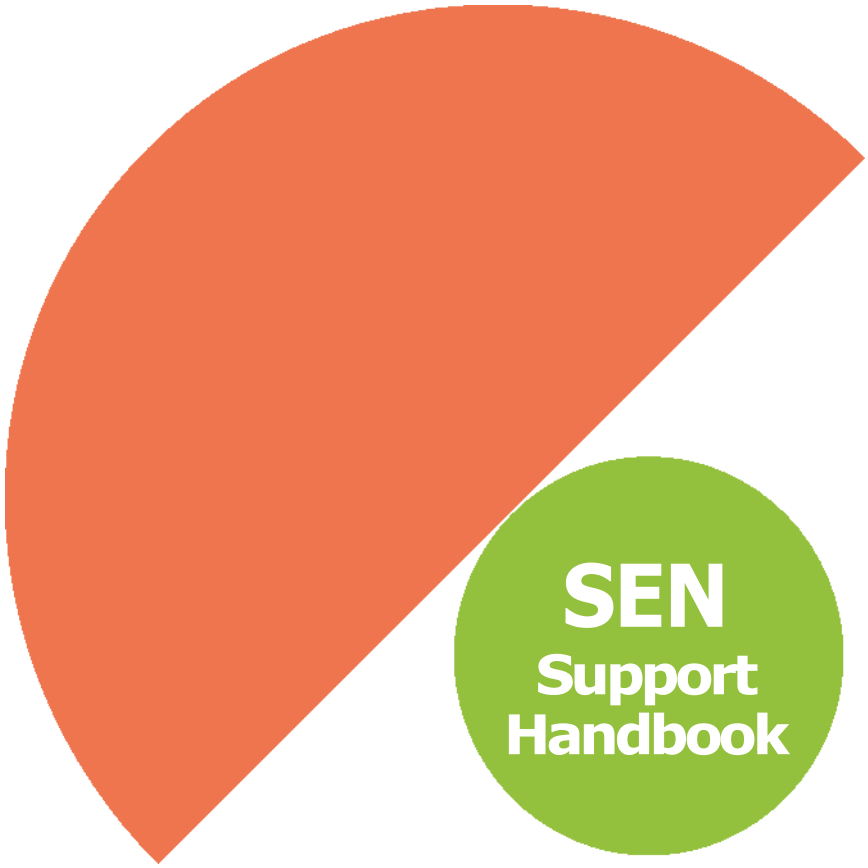
Your child may be able to get free transport to school if they are aged 5 to 16 and have special educational needs or a disability (known as SEND). You may need to pay for transport if your child is under 5 years old and going to nursery or 16 to 25 years old and going to school or college. Further information can be found on our Local Offer website, here:

https://www.leicestershire.gov.uk/education-and-children/specialeducational-needs-and-disability/transport

Updated March 2021

Chapter 14:

Other support agencies



In this section

- Leicestershire PcF
- Council for Disabled Children
- SEND Gateway
- Preparing for Adulthood

Leicestershire Parent Carer Forum (LPCF)

What is the Leicestershire Parent Carer Forum (LPCF)?

The Leicestershire Parent Carer Forum is an organisation made up of Leicestershire parents and or/carers of disabled children and young adults aged 0 – 25 years.

We are grant funded by the Department of Education.

Our aim is to make sure services in Leicestershire meet the needs of SEND children, young people and their families.

We work in partnership with the local authority, health services, education providers and other service providers to scrutinise, develop and improve services.

Membership

All parents and carers of SEND children and young adults in Leicestershire can become a member of the LPCF free of charge.

Benefits of membership

- Support through training, workshops, information and signposting.
- Being involved in shaping and improving services by contributing your ideas and experience.
- Meeting other parents and carers who understand the difficulties of parenting a SEND child or young person.

Hubs

We hold a number of monthly hubs across the county at different locations; these take place at different times and days in order to be as accessible to all members as possible.

Strength in numbers

As parents and carers, we only have a limited amount of time to spare and life

can sometimes get complicated meaning we have to step back.

As a forum, there is always more we could be working on but we are limited based on our number of active representatives.

If you would like to be more involved in the forum then please get in touch to find out about the various opportunities available.

We can reimburse travel expenses and childcare costs so that you are not out of pocket.

Contact us on

Updated March 2021

Chapter 15:

Best Practice

Chapter 15:
Best Practice

In this section

- Sharing Best practice

Sharing Best Practice

As a Senco there are some key things you can do to inform and develop your own practice.

The Code of Practice:

It is a good idea to have a copy of the code of practice and be fully aware of sections relevant to you and your setting

If you see the word **must,** this means it is a statutory requirement such as:

'Where it is decided that a pupil does have SEN, the decision should be recorded in the school records and the pupil's parents must be formally informed that special educational provision is being made'. 6.43 CoP

If you see the word should, this is recommended best practice such as

'Schools should work closely with the local authority and other providers to agree the range of local services and clear arrangements for making appropriate requests.' 6.61 CoP

It would be best practice to ensure your SLT and governors are aware of the Code of Practice and the expectations it places on settings. You can find our guidance on what the Code of Practice requires schools to have on their website on Leicestershire's Local Offer along with information about what should be included in your annual SEND Information Report.

Record Keeping:

Like other aspects of working with Children and Young people it is important you keep records of meetings, decisions and support in place for pupils. It is also really important that you share records with parents and carers and involve them in decisions that are being made as well as keeping them up to date with the support you have in place. We have included an example of a target setting meeting template in Chapter 16

The voice of the Child / Young Person:

It is critical to understand the aspirations and hopes of the children and young people we work with. They can tell us what challenges they are facing and often work creatively to finding solutions. Whenever possible children and young people should be involved in planning their support. And reviewing and revising this.

Working with Parents

Since the introduction of the new send legislation and the code of practice a guiding principle has been about enabling children and young people and their parents to be at the heart of our practice for SEND. Even prior to this legislation research evidence has been showing the positive impact of parental involvement on the learning of children and young people.

Remember that part of your role as a SENCo is to act as a parent champion across school.

Consultation

- A good starting place is through consultation. This can be done with your annual update of your SEND information report and use this opportunity to look again at how you can involve parents in the process of reviewing it. What do your parents want to see in the report? Remember to use plain language and no jargon.
- To help this process you could use questionnaires or start with a focus group of parents in mind, such as parents of pupils with Autism. Alternatively look at developing parental involvement in one area such as setting outcomes or targets.

Co-production

- Promote co-production. You can work towards this by making the outcomes that children and their families want to achieve an area of focus for all pupils on the SEND register. Ask your parents what their aspirations for their child are.
- Evaluate your SEND paperwork and procedures with parents in mind. How do your SEND support plans support parents to be involved in the learning? How do they encourage parents to be co-producers in setting outcomes and targets?

Communication

- Look at how you communicate with parents. Think about how you structure your parent reviews. Give advice to all teaching staff about how they can focus on listening to the views of parents during SEND reviews and then planning from their advice and, importantly, letting parents know you have done this.

- Explore the use of other forms of communication. Email communications to pass on key messages or alert parents to particular topics or areas they can prepare for or that you are adapting for their child.

Participation

- Think about all the ways you can welcome SEND parents into school. This could include parent forums on particular focus areas such as friendship or anxiety; training or talks from outside agencies such as the school nurse or charities; support groups for parents, for instance for pupils with ADHD, dyslexia etc. Being able to meet other parents in school in the same position is invaluable.
- Be creative around ways of getting parents involved, alternative venues in the community and building involvement around special events such as family breakfasts etc will encourage participation. Using parents themselves as 'experts' is also an approach worth trying.

Partnership

- Help build partnerships between parents and staff and other agencies. Invite agencies into school regularly. Encourage joint training with agencies, staff and parents involved. Help parents to feel confident that everyone is on the same page and working together. This is done well if you as a SENCo have a good relationship with the agencies you work with.
- Embrace 'Team Around the Child approaches' and ensure regular collaboration between parents, staff and all other agencies involved with the child.
- Don't forget to signpost parents to the help and services that are available to them.

TOP TIPS

1. Don't rush it. Build relationships with your parents one family at a time through successive cycles and a focus on different areas of need.
2. Remember to feedback and let parents know what the results of their involvement has been.
3. Accept that goodwill can fluctuate but that the most important factor is to keep the communication going.
4. Don't expect to hit on a winning formula. Engagement of parents always needs on-going support and has to be worked at.
5. Expect to have to carve out time for identifying need, making phone calls and sending texts, 'tweets' or school app reminders.

6. Keep records of what you do to engage parents and always capture parent views and celebrate success.
7. Keep promoting a culture of open communication with your staff and encourage listening to, not just talking to, parents.
8. Trust your parents and don't underestimate their understanding of their child's needs.

Training and Whole School Strategies:

As a SENCo you are often expected to know about everything SEND. Take time to review your own knowledge and development needs. Ensure you have taken the National SENCo Award. It is recommended that SENCo's are a member of the Senior Leadership Team.

We have already had a Chapter about whole Schools SEND reviews, but it is important to recap the importance of the SENCo understanding the knowledge of staff and the development needs and having a plan on how to address these.

Support Network

Being the only SENCo in as school can be isolating and lonely, it can also be the most rewarding role of them all. Make sure you develop a support network both within your school and outside of it. You may want to keep in touch with people you meet on training courses and at network meetings. Join groups such as the SENCo Network, or NASEN

Updated March 2021

Chapter 16:

Toolkit

In this section

- Understanding Phonological Awareness vs.2 189
- Supporting Verbal Working Memory 193
- What is Processing Speed? What does Slow Processing look like? 196
- Tips for helping a child with processing difficulties 198
- Dyslexia – Definitions and Incidence 200
- Golden Rules for Teaching Pupils with Dyslexia 201
- Hierarchy of Needs for Learning 202
- Use of a Laptop 203
- Getting good storage of new vocabulary 205
- Advice for Pre-school settings 206
- Unilateral Hearing Loss Advice for staff

Understanding Phonological Awareness vs.2

What is Phonological Awareness?

Phonology is the part of language which concerns the sounds of words, rather than their meanings or grammatical structures.

It does not involve any visual knowledge of letters or the printed word.

Unit of sound include: words/nonwords, syllables, onset and rime, and phonemes (speech sounds) such as /a/ or /ch/ or /igh/ for example.

Phonological awareness is an ability to mentally process these units of sound:

- isolate words in a sentence – know where the gaps between words are
- isolate syllables in a word – say the beats in a word
- split the word in to its beginning and end – such as /tr/ / ain/
- blend phonemes to make words or non-words
- segment words or nonwords in to phonemes
- isolate a sound with in a word and manipulate these isolated sounds

Phonological awareness is by no means the only factor in acquiring literacy. However, it can be critically important in the process.

Developmental Stages of Acquiring

Phonological Awareness

There is no neat linear progression, variations can be expected. But it does not begin with identifying individual phonemes in words.

It begins with distinguishing whole words as units of sound.

Think of a foreign language, completely unknown to you. Would you be able to detect where the word breaks fall when listening to someone speaking?

Some children have the same difficulty despite being familiar with the language. The progression of development moves generally from largest to smallest components:

- whole words as individual units
- syllables
- onset and rime
- individual phonemes

Are Phonological Awareness and Phonics the same thing?

No.

Phonics is when letters (graphemes) that represent the phonemes are introduce.

[The structure for producing a symbol or combination of symbols to represent the sound system of the language – in other words, the alphabetic letter system].

Phonological awareness underpins the application of phonic knowledge to reading and spelling.

The two terms, 'phonological awareness' and 'phonics' should not be confused.

Is Phonological Awareness only important in the Early

Stages of Learning to Read and Spell?

No.

Phonological awareness is likely to continue growing until around the age of nine in normally developing children.

Some people may always struggle to demonstrate and apply the skills involved in phonological awareness.

For some, it is not a delay in development, but a deficit.

- They will very likely have had a long hard struggle to acquire literacy skills.
- Reading may have been mastered reasonably well eventually, but spelling is very likely to be a more persistent and entrenched difficulty.
- Despite their age, they may be lacking elements of the 'attributes of phonological awareness' or process them inefficiently.
- In extreme cases, phonological awareness may be so poor that there are difficulties with identifying and supplying a medial vowel phoneme in an orally presented 3 phoneme word consistently and reliably.
- Long vowel phonemes may be even trickier.
- Vowel digraph phonemes such as /ou/ /oi/ /ar/ may be equally or more difficult.

Implications for Teaching

- Phonological awareness cannot be developed through worksheets/workbooks.

- Phoneme components may not be at all obvious to the child at the early stages of literacy, where speech appears to be quite a continuous flow.
- The ability to breakdown speech artificially into units may not necessarily 'just happen' for some children.
- For some children, the introduction of phonics and the associated link with letters comes too early and/or delivered too rapidly.
- These children may need considerably more directed input at the level of purely 'by ear' experience, without the additional complication of letter symbols.
- You may be talking about a 'phoneme' when your reference is actually a grapheme (the way the phoneme is written.)
- Children whose early spelling skills are good, are likely to be drawing on their phonological resources to map graphemes to their identified phonemes.
- Having a full awareness of syllable beats and the ability to spontaneously subdivide each syllable into phonemes, may make the attempt to write longer multi-syllabic words easier (even if their attempt remains a phonetic version of the real spelling).

So, it may be necessary to consider if the difficulty in acquiring literacy is due to poor phonological awareness. The age of a student is no exception to this possibility. It may be necessary to back-track to very early developmental stages.

Lack of ability to identify certain phonemes might perhaps explain why some people never seem to master, for example, the split digraph (silent e) rule. They simply do not recognise when they encounter a 'vowel that says its name' in a word, so they cannot apply the rule - even if intellectually they understand it.

Attributes of Phonological Awareness

This list is not necessarily presented as exhaustive, but may help you to identify important skills, a lack of which may be contributing to a pupil's difficulties.

Refer to LST Phonological Awareness Assessment if preferred.

For children who are really struggling to pick up early skills of awareness of sound

- refer to Phase One of Letters and Sounds – Aspects 1-7 which breaks down these skills in more detail.

Listen and attend	Comment
Understand what you mean by a sound (environmental)	
Understand what you mean by a 'sound' (phoneme) with reference to the spoken word.	
Discriminate phonemes which are similar and different	
Detect rhyme	
Offer rhyme	
Detect syllable beats in spoken words	
Detect onset and rime	
Be able to split words into onset and rime for self	
Appreciate alliteration	
Offer alliteration	
Understand what you mean by beginning, middle and end, in relation to a spoken word	
Detect position and sequence of phonemes in relation to spoken words	
Detect and isolate a range of phonemes in spoken words:	
➢ Short vowels	
➢ Long vowels	

➢ Consonant digraphs	
➢ Adjacent consonants	
➢ Vowel digraphs	

Supporting Verbal Working Memory

The weak working memory profile:

- Normal social relationships with peers
- Reserved in group activities
- Poor academic progress in reading and maths
- Difficulties in following instructions
- Problems with learning activities that require both storage and processing
- Place keeping activities
- Appears to be inattentive, to have short attention span and to be distractible.

Reduce working memory loads

- **Reduce the amount of material**

e.g. use shorter sentences or cut down the number of steps in an instruction.

- I**ncrease the meaningfulness and familiarity of material**

e.g. review a topic before the learner starts to work on a memory-demanding

activity.

- **Simplify mental processing**

e.g. simplify the grammatical structure of sentences i.e. Don't use embedded clauses (The boy who was carried by the girl had red hair would be better written/said as The girl carried the boy with red hair) and unusual structures (The horse which raced past the barn fell would be more easily understood as The horse fell as it raced past the barn).

- **Restructure complex tasks**

Where appropriate, break down multi-step tasks into separate independent stages. The learner would need to complete each one before the necessary information to guide the learner into the next stage is given.

Be prepared to repeat

- Employ strategies that tailor repetition opportunities to the needs of the individual learner. Encourage the learner to request repetition when necessary and praise the learner when this occurs.

- Partner a learner with poor working memory with a learner who has good memory abilities. Remember to acknowledge the value of the pupil who is acting as the 'memory guide'.

Encourage the use of memory aids

- **Writing aids**

Provide the learner with written spellings for words they may need during the lesson. These could be in the form of; wall charts, spellings written on the class board, flash cards, word strips, word blocks, and personalised dictionaries. If resources are within the reach of the learner, they are more likely to be used rather than physically distant aids.

- **Mathematical aids**

Supply three dimensional objects that can be easily counted e.g. cubes, beads and counters. Devices such as abaci and unifix blocks are good for helping establish counting skills. Older learners may find devices such as multiplication grids and calculators useful. Specific needs can also be addressed with the use of discrete memory cards which supply information that the learner is likely to need, these will need to be used many times to promote familiarity.

- **Audio Devices**

Recording devices can provide a reminder for verbal material such as lists of instructions and more detailed content of learning activities.

- **Computer software**

Educational computer programs, interactive whiteboards and digital notepads provide opportunities for pupils to generate prompts for themselves. This could be by way of pointing and clicking on icons which then supply useful information. Pupils will need to be given training to be able to access these devices.

Develop the learner's use of strategies for supporting memory

- **Request help**

Encourage learners of all ages to ask for help when important information has been forgotten, providing the opportunity to recover from working memory failures. Praise the pupil when this occurs. Also discuss with the learner who he or she should ask for assistance in different situations, i.e. teacher, TA or other learners (e.g. a nominated memory guide).

- **Rehearsal**

Rehearse verbal information that only has to be remembered for a brief period of time. This is achieved by repeating a limited amount of verbal material, either silently or aloud. This can prolong the content of verbal short-term memory, provided that not too much information is rehearsed. Full attention with no distractions is required.

- **Note-taking**

Learners with basic literacy skills will benefit from using written notes to support them on complex or prolonged activities with several steps or stages. They should be encouraged to write down important information they will need to guide themselves through the activity.

- **Using long-term memory**

To offset the demands placed on working memory by an activity, encourage the learner to rely on long term memory wherever possible, by remembering material in terms of meaningful chunks rather than lengthy sequences of information. Acronyms for instructions may be useful e.g. SSS – check for Sense, Sentences, Spelling. Through repeated use this would become part of the long term memory.

- **Place-keeping and organisational strategies**

Encourage learners to find ways of breaking down tasks into their component parts and then treat each part as a separate task to be completed before moving on to the next. It is important for the learner to find a way of recording progress as far as s/he has got in the task, as this can reduce the risk of place-keeping errors.

Ideas taken from

Gathercole, S & Packiam Alloway, T 2009. Working Memory and Learning London:Sage

What is Processing Speed? What does Slow Processing look like?

What is Processing Speed?

Processing speed describes the fluency with which the brain receives, understands and responds to information.

Verbal processing speed describes the fluency of a verbal response to information – so the ability to verbally recall information from long term memory in response to visual or verbal information.

Not everyone processes information at the same pace, and speed has nothing to do with ability.

What does it look like?

Emotionally and Socially

- Lack of *self-efficacy
- frustration and/or lack of engagement
- negative associations with learning leading to low self-esteem for learning
- difficulties with verbal expression in fast-moving conversations
- often do not have time to respond, and so limit verbal interactions

Academically

- learners can fall behind expected levels
- reading and writing difficulties are often evident especially as length and complexity of texts increases
- difficulties following class discussions and lessons instructions X difficulty getting started on tasks, both verbal and written
- slow to complete tasks or may rush and not understand, or produce work that does not reflect depth of understanding
- difficulties with timed exams and assignments
  hard to tune out distractions
- hard to process directions

Why?

Difficulties:

- getting information into working memory – and therefore understanding for effective transference to long term memory
- goal setting
- planning
- breaking a task down into manageable steps
- Slow processing is a characteristic of Specific Learning Difficulties such as dyslexia, dyspraxia, ADHD, ADD and dysgraphia.
- *Self-efficacy - confidence in the ability to exert control over one's own motivation, behaviour, and social environment.

Tips for helping a child with processing difficulties

Adjust for success provide patience, understanding, and time

Allow additional time

Learners with slow processing speed are not lazy, they need more time to take in and respond to information including reading comprehension, understanding lessons and completing homework. Allow as much time as they need.

Repeat instructions and task directions

These require understanding and holding multiple pieces of information in working memory, long enough to be acted upon.

When possible involve multiple senses to help the child understand what is required –

e.g. reading directions aloud, showing charts and diagrams, WAGOLLs

Give the Big Picture

To prevent cognitive overload, highlight main ideas and gist of a lesson.

Allow learners to understand the big picture, before tackling the more detailed points.

Overlearning

Reading the same thing over and over again to help understand a set of directions.

Repeat a lesson until it can be understood.

Make use of IT so an activity can be experienced as many times as the child needs to master the material e.g. for learning spelling and sight words.

Get them to work it out on paper

To prevent having to hold multiple pieces of information in their head.

E.g. for reading comprehension – draw the setting make a character tree as child reads, and when completing maths procedures.

One question at a time

Cover up all but the question being worked on to make it easier to focus on the information that is being requested and to start a task that can seem overwhelming at first glance.

Shorten assignments

Concentrating and reducing workload to allow for more time in providing quality work.

Give top marks for knowledge vs. performance

Assess on what has been learned rather than how much has been done.

Allow access to a laptop

Using a keyboard and learning to type automatises the writing process and reduces the potential distraction caused by the physical act of forming letters.

Keep background noise to a minimum

Position in the classroom is important – at the front of the classroom concentration and attention can be maximized.

Visual overload should also be avoided if possible.

There's only so much time in the day, for those with slow processing it tends to run out quite quickly!

Dyslexia – Definitions and Incidence

The Rose Report (2009)

- Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling
- Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed.
- Dyslexia occurs across the range of intellectual abilities
- It is best thought of as a continuum, not a distinct category, and there are no clear cut off points.
- Co-occurring difficulties may be seen in aspects of language, motor coordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia.
- A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well founded intervention

From Identifying and Teaching Children and Young People with Dyslexia and Literacy Difficulties. An independent report from Sir Jim Rose to the Secretary of State for Children, Schools and families.

In addition to these characteristics, the British Dyslexia Association (BDA) acknowledges

- visual and auditory processing difficulties that some individuals with dyslexia can experience, and points out that
- dyslexic readers can show a combination of abilities and difficulties that affect the learning process
- 10% of the population is dyslexic; 4% severely so.
- accessed 28.8.19 https://www.bdadyslexia.org.uk › dyslexia › what-is-dyslexia

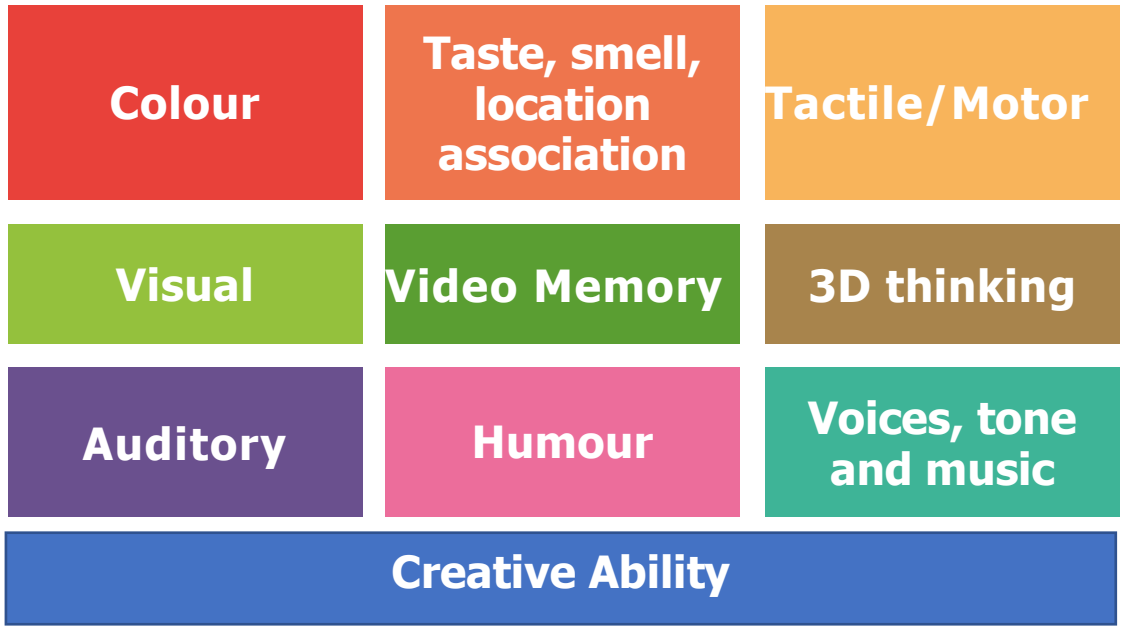
The British Psychological Society (1999)

'Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy at the word level and implies that the problem is severe and persistent despite appropriate learning opportunities.'

Dyslexia, Literacy and Psychological Assessment, Report of the working Party of the DECP of British Psychological Society (BPS).

Golden Rules for Teaching Pupils with Dyslexia

- Establish **trust.** Build the student's **confidence** by proving that they **can learn** and retain skills and concepts with the right adjustments to teaching
- Provide **pre-learning** and **over learning opportunities**
- **Praise** effort and stamina, in relation to the students' previous best performance
- Create **clearly defined structures** in order to minimize uncertainty
- Teach **rules** and **patterns**
- Teach by **association** – make connections explicit
- Teach by **chunking** the learning into small sections e.g. 3 letters, 2 actions, a segment of a processes, numbers
- Practise information **retrieval**, as often as you put the information in. Practise in a range of different contexts and settings – this will help automaticity
- Try to use **3 memory strengths** for all key skills (see below)



Adapted from, and additions made to, the work of: Dr Kate Saunders and Annie White in: 'How Dyslexics Learn: Grasping the Nettle' (Patoss 2002)

Hierarchy of Needs for Learning

Potential

Can I do all the things I am capable of? What is stopping me?

Cognitive

Am I making progress by being able to learn and apply what I have been taught?

Self-esteem

Do I feel happy to have a go at most things? Can I recover it I fail? Do I think I can cope with most of the situations that are ahead/behind me?

Belonging

Do I fit in in this classroom? Does this learning belong to me - do I understand it, can I keep up, can I remember what has been said and what I have seen?

Safety

Is it safe for me to put my hand up In class? What will happen if I can't answer the question or if I ask something silly? Will I get upset by other children? - Am I emotionally safe?

Physiological

Am I hungry? tired? cold? poorly? sad?

Use of a Laptop

To lower the barrier to learning, a laptop can be an invaluable tool for a child/student and should been seen as a reasonable adjustment.

For it to be effective as a normal way of working, and to make the most out of what is available, consideration should be given to access, navigation and file management, and ease of use.

Access	Yes	Work on
Can the child/student:		
have her/his own laptop		
easily go and get a laptop when needed		
manage with a touchpad or does s/he need a		
access her/his work on any laptop or does s/he need the same laptop each time		
have access to voice to text/text to voice - Office 365 Education is free to schools, includes One Note which has an immersive reader to alter text to make it easier to read. Docs Plus is also worth		
Will the laptop:		
be charged / is there access to a socket – older laptops work better when plugged in		
be linked to a printer / all printers / a specific printer		
have Wi-Fi access		

Navigation and File Management	Yes	Work on
Does the child/student know how to:		
alter size, style and speed of cursor – via touchpad or mouse		
open and save files		
find a specific file		
set up desk top shortcuts		
change font style and size – know what is best for		
extend horizontal spacing (letter spacing) e.g. as in Verdana		
increase vertical line spacing		
change background colour		
use keyboard shortcuts		

Use	Yes	Work on
Does the child/student know how to / are they encouraged to:		
use voice to text/text to voice – do they know how to, does it work for them - support their		
touch type effectively		
store writing frames and plans electronically - ready for use		
use email to send assignments/homework to		
find and complete homework on line		
find and use revision websites		
download information and enable screen reader		

Produced by STS:

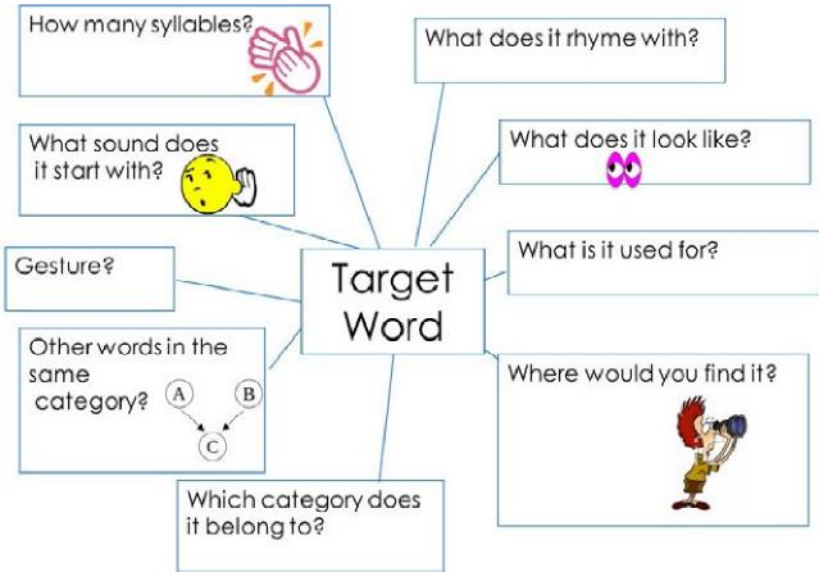
Learning Support Team in collaboration with Assistive Technology for Education Support Team/ Visual Impairment.

Getting good storage of new vocabulary

A procedure for teaching could be:

1. **Say the word and write it**
2. **Pupils say the word and count the syllables**
3. **Ask questions e.g.**
   - Have you heard it before?
   - What does it sound like?
   - Have you seen the word before?
   - What does the word look like?
   - What might the word mean?
   - When we might we use the word?
4. **Give definition**
5. **Give examples of when the word is used. Ask pupils for examples.**

Some pupils may benefit from entering new vocabulary into a notebook along with a cueing picture. It could then be revisited from time to time. Alternatively, word webs could be used -



Ideas based on Clarke, P., Truelove,E., Hulme C., Snowling, M., 2014 Developing Reading Comprehension Abingdon Wiley Blackwell

Hearing Support Team

Specialist Teaching Service

Advice for Pre-school settings

Children with Hearing Loss or Children with hearing Impairment.

Strategies to support inclusion:

Ensure hearing equipment is working and is worn at all times **Reasonable adjustments to improve listening conditions**

- Reduce background noise
- Ensure doors are shut
- Turn off electrical equipment that is not being used
- Use fabric on wall and table display to absorb sound
- Fix plastic buffers on chairs or table legs to reduce noise
- Encourage all the children to use a quiet talking voice

Choose the quietest space when doing talking and listening activities

Lighting – it helps if:

- the child has a good view of your face so avoid glare from lights/sun X the child sits with the light behind them so that all speaker's face is lit

Deaf friendly ways of communicating

- Be visible and audible
- Speak clearly, naturally and at a normal pace
- Sit child near the front and to the side of the group, close to the speaker.
- Repeat/paraphrase what other children say
- Use visual props when telling stories
- Use child's name before talking to them to gain attention
- Stand still when talking and move nearer
- Use any additional listening aids as advised
- Ensure all staff working in the setting have access to this advice

Hearing Support Team

Specialist Teaching Service

Unilateral Hearing Loss Advice for staff

A hearing loss that affects one ear only is known as a unilateral or monaural hearing loss. Children are fitted with a hearing aid if they are found to gain benefit from one.

A child with a monaural hearing loss may have difficulty:

- Locating the source of sound or the speaker especially in background noise
- Listening in noisy conditions e.g. children talking, heaters, projectors, dining halls or changing rooms
- Hearing over distance and therefore may be slow to respond
- Coping in social situations due to background noise: monitor the levels of noise in the classroom as it may affect their access to learning and concentration

Staff working with the child need to adopt deaf friendly teaching strategies:

- Ensure pupil is attending before you talk
- Seat towards the front of the classroom. The better ear will need to be turned towards the source of sound
- Ensure a good view of the speaker
- Repeat or paraphrase other children's contributions in a class discussion
- Use a live speaker rather than recorded material
- Consideration should be given to delivery of exams and tests to ensure
- instructions are accessible and visible. Any access arrangements should be normal way of working schools should check with exam boards regarding their access arrangements.

Tuition for VSS Students

Overview

What we offer:

- Touch-typing – letters, numbers, punctuation and character symbols X Word processing Skills to Beginner, Intermediate and Advanced Level
- Keyboard shortcuts for Word from Beginner to Advanced including specialist characters for languages, maths and science
- Screen navigation skills for use with electronic resources
- Assistive Technology Skills for specialist speech and magnification software: Supernova, Jaws, Windows Magnifier
- Five-finger Typing Tuition

How we teach:

We start with fortnightly tuition using a mixture of written resources, computer software and games. Students follow our tried and tested teaching programme Speedy Fingers© which is specially adapted for young people. It is comprehensive without being too heavy. This is supplemented with a variety of software programmes that add a fun element to lessons whilst still teaching core skills. Every student will receive a folder with a workbook and will be expected to practise in between lessons with the support of a TA/LSA. This is essential if they are to progress. The TA/LSA would be expected to be available for some if not all of the tutor's lesson. The student will also be rewarded with both achievement stickers and certificates.

The aim is to complete the fortnightly tuition before the pupil transfers to the secondary phase, so that there is independent and efficient use of ICT equipment at KS3. At the beginning of KS3, typing tuition will initially be on a 4-weekly/half-termly basis. The frequency of visits by the tutor will be reduced as the student's skill increases, subject to the professional judgement of the tutor. Students remain on caseload on an 'on request basis' thereafter.

Initial assessment, Progress reports and Termly aims and objectives

The initial assessment is 1.5 hours in which time the tutor will assess the student's suitability for tuition and liaise with relevant staff in school regarding lessons and supported practise in between. Parents will be informed of the assessment and if the student is accepted on to the tutor's caseload then a formal offer of a programme of tuition will sent to school. Once tuition has started, the tutor will develop aims and objectives for the student on a termly basis and submit progress reports as required.

Programmes and Accreditation

Basic Programme 1 — 3-4 terms

- Touch-typing all letter keys
- Capital letters and basic punctuation
- Basic keyboard shortcuts for Word
- Some screen navigation keyboard shortcuts

Beginner Programme 2 — 3-4 terms

- Touch-typing number keys
- Beginner level speed and accuracy
- Beginner level keyboard shortcuts
- eDCC Beginner Word Processing Skills Certificate*
- If required: Supernova /Jaws keyboard shortcuts or windows magnifier shortcuts

Intermediate/Advanced Programme 3 — 3- 4 terms

- Intermediate level keyboard shortcuts
- Intermediate level speed and accuracy
- eDCC Intermediate Word Processing Skills Certificate*
- Specific shortcuts for character keys in languages, maths and science
- Screen navigation skills for use with electronic resources
- eDCC Advanced Word Processing Skills Certificate*

Obviously each student is an individual and will progress at their own pace. This is why the programmes offered suggest a flexible time-scale of 3 to 4

terms across the programmes. It is quite feasible that a student could achieve both Beginner and Intermediate level accreditation within 6-8 terms.

Alternatively, some students are perhaps not ready to follow a formal programme of touch-typing as laid out above. In this case, we can offer a bespoke 1 hour package on a fortnightly basis to include keyboard familiarity and basic Word functions whilst encouraging the use of both hands to type. Similarly, a student may be referred after the primary stage and/or may require a bespoke 'fast-track' package of tuition.

*We are approved assessors for eDCC (e-Digital Competence Certificate), an accredited certification from The Prince's Trust.

Speedy Fingers Copyright ©P Wendy Allen 1998

Accreditation

- Home keys certificate
- Home and Top Row Certificate
- Speedy Fingers Certificate (all letter keys, full-stop and comma)
- Capital Letters
- Numbers
- Speed and Accuracy

External Accreditation

- eDCC (Prince's Trust) Word Processing Skills Beginner (includes open, close and save, text alignment, font style and size, highlighting skills, spell-check, word-count and print)
- eDCC (Prince's Trust) Word Processing Skills Intermediate(takes the form of a letter and includes cut, copy and paste, search and replace, tabs, spacing, bullets, headings and margins)
- eDCC (Prince's Trust) Word Processing Skills Advanced (a longer document involving headers and footers, page numbering, captions, inserting pictures, footnotes and making a table of contents)

Criteria for referral:

General indicators which must be present:

- The student is on the caseload of a VSS teacher.
- The student does not have to have a statement, but additional support should be available from a TA or LSA to enable regular practice during the week.
- The student knows his/her letters.
- The student is 6+ years old.
- The student is able to spread their fingers to effectively span the home keys on a normal keyboard.

Some or all of these specific indicators will be present:

- The student has difficulty in reading back his/her own writing.
- His/her speed of recording is significantly slower than that of his/her peers.
- The student's presentation of work is poor.
- The prognosis of the visual condition is uncertain or likely to deteriorate.
- The student has low self-esteem.

Record Keeping

Target Setting meetings

The Voice of the child

- One page Profiles

General Resources

- Hierarchy of Needs for Learning
- Using a laptop to support needs.
- Sensory Processing Resource Pack for Early Years
- Every Child a Talker (ECAT) is a national project to develop the language and communication of children from birth to five years of age.
- Supporting Children with Physical and Medical Needs in Early Years Settings
- Social Communication Group – For developing social skills with young children

Resources for Specific Areas of Need:

- Specific Learning needs
- Understanding Phonological Awareness
- Supporting Verbal Working Memory
- What is Processing speed
- Tips to help develop processing speed
- Golden Rules for teaching Pupils with Dyslexia

Visual Impairment /Sight Loss

- Enlarging using a photocopier
- Information about eye patching
- Visual difficulties – Information Sheet
- AAC case studies Hearing Impairment / Loss
- Unilateral Hearing loss – how it impacts learning

Autism Spectrum

- AET Exam Accommodation Guidance
- Alternatives to writing
- Autism Friendly Environments
- AET – How to support Pupil Organisation
- Apps for Autism
- Coping with self-harm
- Top Tips for Holidays

Social Emotional and Mental Health

5 Ways to Wellbeing

Glossary

There are many terms and acronyms used across education, health and care services. It can be overwhelming when trying to read up on the SEND process when terms are used that you are not familiar with. The Local Offer provides the link to help you to understand the most common terms.

- **Academy -** An independently run school that receives government funding. Many academies have converted from maintained schools. Academies may be run by businesses, other schools, charities or voluntary groups. Academies are not controlled by the local authority and have a lot of freedom to set their own rules.
- **Code of Practice -** Government guidance on the duties of local authorities, schools, colleges, health services and others who support children and young people with special educational needs (SEN)
- **Direct payments -** A cash payment given to a parent, young person or someone on their behalf so that they can arrange the support detailed in an EHC plan themselves.
- **Disability -** A mental or physical impairment which strongly affects a person's ability to carry out normal daily activities. Many people with a disability will also have a SEN.
- **Education setting -** A general phrase to describe a place where a child or young person receives their education, for example a nursery, school or college.
- **Education, Health and Care (EHC) needs assessment -** A formal assessment carried out by a local authority to decide how much extra support a child or young person needs.
- **EHC plan -** A legal document issued by the local authority describing a child or young person's education, health and social care needs and the support that will be given to them.
- **Free school -** A type of academy. Usually describes a new school which has been set up by parents, a charity, business or other groups or individuals.
- **Health provision -** The medical care or support set out in an EHC plan. This could include medication, nursing or special equipment.
- **Independent school -** A school that is not maintained by the state and charges fees. They are often run by a charity or charitable trust. Independent schools will have their own policies on admissions and

exclusions. Independent schools do not have to follow the National Curriculum. Some independent schools provide education specifically for pupils with special educational needs (SEN).

- **Outcomes -** The benefit or difference that a particular bit of help makes to a child or young person.
- **Mainstream school -** Any school that is not a special school.
- **Maintained school -** Sometimes called a state school. A mainstream or special school funded by the local education authority. These include community and voluntary controlled schools. They also include voluntary aided and foundation schools, for example faith schools that are controlled by the governing body. Maintained schools have to follow education law on special educational needs, admissions and the curriculum.
- **Pathfinder -** One of the local authorities that was involved in testing the new SEN system before it became law.
- **Personal budget -** An amount of money which can be used to buy support described in an EHC plan. A young person or their family can have a say in how the budget is used.
- **Learning Difficulty Assessment (LDA)/Section 139a assessment -** An assessment of needs carried out before a young person with SEN moves from school to further education. The local authority must arrange this for a pupil with a statement.
- **Local offer -** Information published by the local authority about the education, health and social care support available in the area for children and young people with SEN and disabilities.
- **School/Early years Action Plus -** The stages of support for children with SEN in early years settings and schools that was provided before September 2014. These stages have been replaced by SEN support.
- **SENCO -** Special educational needs coordinator: a qualified teacher in a mainstream nursery or school who arranges the extra help for pupils with SEN.
- **SEN support -** The first level of extra support in mainstream education settings for children and young people with SEN. It replaced school action/action plus in September 2014.
- **Social care provision -** The support that someone receives to help them at home or in the community.
- **Special educational needs (SEN) -** A child or young person has SEN if they have a learning difficulty or disability that makes it harder for them to learn that it is for most people of their age.
- **Special educational provision -** A general term for any extra help given to children or young people with SEN that is over and above the help normally given to pupils of their age in mainstream education settings.

- **Special school -** A school that provides education only for pupils with special educational needs. Some special schools provide for pupils with moderate or severe learning difficulties. Many special schools provide for a particular type of need such as autism, visual impairment or dyslexia.
- **Statement of special educational needs -** A legal document issued by the local authority describing a child's SEN and the support they will receive. From September 2014 statements will start to be replaced by EHC plans.
- **Transfer review -** A process carried out by the local authority to transfer a statement into an EHC plan.
- **Young person -** A child becomes a young person when they have reached the end of compulsory schooling. This is the end of the school year in which they turn 16 - year 11 for most pupils. A young person between 16 and 25 has the right to make their own decisions related to their EHC plan.

If we use any terms that you're unsure of or that aren't in the jargon buster, you can contact us directly at **Leicestershirelocaloffer@leics.gov.uk**