2.8 The Graduated approach: Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.

- SEND Code of Practice 6.34

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

- SEND Code of Practice 6.35

"We have to always walk on the left and keep the corridors clear, this is to help the blind children in our school. They mainly use their canes but sometimes they don't because they have learnt the way, if things are in the wrong place they would bump or fall."

- Pupil from a SG primary school

'Every child has a right to an appropriate and efficient education in his or her local mainstream school. The right to an inclusive education has been explicitly stated in Article 24 (Education) of the United Nations Convention on the Rights of People with Disabilities (2006).'

- CSIE Centre for Studies on Inclusive Education - supporting inclusion, challenging exclusion'.

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The South Glos Way: A SEND and inclusion toolkit for South Gloucestershire education settings and professionals

Of the 30,000+ children and young people (CYP)with physical disability within our education system many receive their learning within a mainstream stream setting. The 2010 Equality Act makes clear the duties on schools and settings to make reasonable adjustments in order to ensure the full inclusion of the child or young person into every aspect of school life. With improvements in neonatal and paediatric care, schools and settings may admit CYP with a physical disability with a complexity that may require a review of all aspects of school life. Pdnet is a long-established, national organisation that provides professionals in education with support in promoting positive outcomes for children and young people with physical disability. They provide free online training, a self-evaluation tool and an effective practice hub to share knowledge, information and best practice.

Physical and sensory needs cover a wide range of medical conditions in addition to those mentioned above. Disabilities can be complex and may be hidden or visible. Many children with physical disabilities or sensory impairment may be cognitively able. The levels of support must be tailored to a person-centred needs analysis of each child's needs and preferences, taking into account the views of children and their families. Some CYP with physical/and or medical needs may need short term support and their needs will be met through universal approaches. For other CYP their needs will be longstanding and schools and settings will need to recognise their 'anticipatory duty' under the Equality Act 2010 and prepare for CYP with diverse needs through their accessibility planning processes.

Some children, especially in the early and primary years have some degree of hearing loss which may affect one, or two ears and may be fluctuating in nature. Likewise some children and young people will have a form of visual impairment and for example may wear glasses or contact lenses. Some CYP may have both a hearing impairment and visual impairment that has been identified by medical practitioners. These needs can be temporary or long term but it cannot be assumed that the children have a special educational need. CYP can also have a wide range of both medical and physical needs and most will have their needs met by universal approaches. These CYP may need short term support to access the curriculum and learning but again it cannot be assumed that they have a special educational need.

Some children and young people within this area of need will not have learning needs whereas others may also have associated needs within the areas of Cognition and Learning, Communication and Interaction and Social Emotional and Mental Health.

School leaders and teaching staff, including the SENCO, should identify any patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

- SEND Code of Practice 6.4

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The identification of SEN should be built into the overall approach to monitoring the progress and development of all pupils.

- SEND Code of Practice 6.5

Preparing for adulthood from the earliest years is a key principle of the Code of Practice and it is important that all teachers enable CYP to have the information and skills they need to help them gain independence and prepare for adult life.

Where a CYP is identified as having SEN, schools and settings should take action to remove barriers to learning and put effective special educational provision in place. This graduated response for SEN support is the four part cycle of assess, plan, do and review which should ensure that there is a growing understanding of the CYP needs, supporting the child, young person in making good progress and securing good outcomes.

What does good quality, universal inclusive teaching look like for CYP with sensory and/or physical needs? What systems and processes should be in place?

In March 2020, the Educational Endowment Foundation released its guidance report on Special Educational Needs in Mainstream Schools. The report made five key recommendations which should be the focus for school improvement:

Recommendation 1 Create a positive and supportive environment for all pupils, without exception

Recommendation 2 Build an ongoing, holistic understanding of your pupils and their needs

Recommendation 3 Ensure all pupils have access to high quality teaching

Recommendation 4 Complement high quality teaching with carefully selected small-group and one-to-one interventions

Recommendation 5 Work effectively with teaching assistants

The full report can be accessed here.

The pdnet Standards provide a practical structure to help schools to self-evaluate their provision and reflect on their effectiveness to meet the needs of CYP with physical disabilities. This is set out in 4 key areas which are:

- Vision, ambition and expectation
- Identifying and assessing need
- Meeting diverse need

- Enabling individual outcomes

These are some of the aspects that schools and settings will need to consider when making provision for a CYP with physical needs. This will help to build an understanding of the CYP in order that their needs can be met, and all staff have a shared understanding of this.

Working with parents/carers and others

✓ Talk with CYP and their parents/carers to develop a good understanding of CYP's strengths and areas of difficulty. Use this information to develop knowledge and expertise around the CYP's SEND.

✓ If professionals have been involved follow advice and identify strategies that support

✓ Plan classroom support to maximise learning

Build an understanding of CYP and their needs

✓ Build on CYP's strengths – develop meta-cognition and CYP's awareness of what works for them

✓ Know the barriers to learning CYP have and in which areas/subjects

✓ Share appropriate information with staff

✓ Ensure personal risk assessments are in place

✓ Put in place, if appropriate, personal emergency evacuation plans (PEEPs). Check they are clear and understood

✓ Check there are appropriate whole school policies e.g. medical needs, feeding, manual handling, evacuation plans

✓ Ensure advised access arrangements for tests and exams are applied for and provided

Create positive and enabling environments

✓ Ensure CYP feel safe and supported, building positive relationships so that CYP feel valued

✓ Audit the classroom/setting environment, taking into account the physical and sensory needs of all CYP. Improve accessibility, removing barriers to learning

✓ Check any seating plan:

- Make sure the CYP can hear instructions clearly, without interference;

- Check CYP has a clear view of the board, worksheets, visual aid and teacher

- Check lighting is adequate

- Group CYP flexibly for a specific purpose e.g. guided groups, collaborative learning. CYP grouped so they are able to draw on each other's strengths and skills. The use of peer support – 'buddies' 'learning partners'

✓ Ensure CYP feel safe and supported, building positive relationships so that CYP feel valued

✓ Prompt, model and reinforce positive behaviours which is based on clear expectations

✓ Celebrate positive behaviours through rewards and praise so that CYP are motivated and engaged

✓ Establish relentless routines so that CYP know what to expect

✓ Make regular 'check ins' to CYP with specific positive praise routine

✓ Give alternative ways for CYP to share their views with a class e.g. use of partner voice, post-it notes as not all CYP feel confident/comfortable in talking in front of others

✓ Ask CYP what helps them access text. As all visual needs are different it's best to try out different fonts, sizes, line spacing, colour of paper etc. to see which suits the CYP best. The following are regarded to support CYP access text:

  - Font size to 12-14

  - Sans Serif font are generally considered to be more accessible

  - Avoid block capitals, underlining and italics

  - Use bold for emphasis

  - Left justify text

  - Some learners are affected by bright white paper so use a softer colour

  - 1.5 line spacing makes text easier to process

  - Cut longer texts up into paragraphs or use bullet points

  - Pay attention to spacing and visual clutter on handouts

  - Ensure high contrast

✓ Have readily available a range of resources to support e.g. coloured overlays, word mats, key words with definitions, table square, writing scaffolds, graphic organisers/ task planners / sand timers

✓ Use visual and concrete materials with everyday examples and contexts to illustrate ideas

Plan a relevant and ambitious curriculum

✓ Plan an interleaved curriculum so that CYP revisit key knowledge and skills many times until embedded in their long-term memory

✓ Map out the big concepts in a subject and identify how they develop across years and key stages. Sharing these 'big ideas' with CYP and for example, constructing with a class, a concept map at the beginning of a unit of work can really help CYP see where they are in their learning and where they are going

✓ Show how the 'what', 'why' and 'how' CYP are learning links with other work and other subjects.

✓ Plan engaging lessons that build on CYP's strengths as learners using flexible groupings to support.

✓ Identify what support is needed for CYP to access the curriculum. Find out what CYP strengths are as learners as well as their barriers

Support CYP in the classroom

✓ Check understanding by asking CYP to explain what they have to do

✓ Make explicit links with previous learning

✓ Explicitly teach CYP metacognitive strategies, including how to plan, monitor, and evaluate their learning

✓ Model your own thinking to help CYP develop their metacognitive and cognitive skills

✓ Explicitly teach CYP how to organise and effectively manage their learning independently

✓ Give explicit instruction, teaching skills and concepts in small steps:

• using examples and non-examples;

• using clear and unambiguous language;

• anticipating and planning for common misconceptions; and

• highlighting essential content and removing distracting information (EEF Guidance Report)

Visual impairment needs

✓ Check if a CYP has been prescribed glasses

✓ Address the CYP by name

✓ Ensure classrooms and corridors are kept clutter free.

✓ Be consistent with classroom layout so the CYP can access all areas.

✓ Minimise glare from board and lights.

✓ Avoid shiny surfaces which may reflect light and cause dazzle.

✓ Intersperse short spells of visual activity with less demanding learning activities.

✓ Give CYP their own copy of materials differentiated as appropriate.

✓ Try out different paper/Smartboard colours to try to find best contrast.

✓ Check with the CYP where it is best to sit.

✓ Limit copying from the board.

✓ Model and verbalise what you are thinking and writing.

✓ Plan and use multi-sensory teaching approaches– use of multiple senses including vision, hearing, tactile and movement.

Hearing impairment needs

✓ Check if a CYP has been prescribed hearing aids; check that they are wearing them.

✓ Check that seating optimises learning – seat where the CYP can see your face and get the CYP's full attention before speaking.

✓ Always face the CYP when speaking and keep hands away from mouth.

✓ Plan and use multi-sensory teaching approaches– use of multiple senses including vision, hearing, tactile and movement

✓ Use rich and varied language – trying to stick to short words and restricted vocabulary can limit natural speech patterns and full meaning.

✓ Ensure you have child or young person's full attention before important information is given.

✓ Allow more thinking time. Don't expect the CYP to be able to listen and copy from the board at the same time.

✓ Give clear, simple and positive instructions with visual support if necessary e.g. visual timetable.

✓ Provide key words and/or additional visual support as prompts or to reinforce learning.

✓ Repeat words, directions, and activities. Repeat what other CYP say as they may have a softer tone that is harder to hear.

✓ Model and teach active listening along with signals for when careful listening is required.

✓ Use targeted questioning to check understanding as well as what was said.

✓ Write key or new vocabulary on the board, particularly for teaching introductions and conclusions to lessons.

✓ Divide listening time into short chunks.

✓ Use visual aids to support understanding.

✓ Keep unnecessary noise to a minimum

Multisensory impairment

✓ Whole staff awareness of the implications of multisensory impairment including hearing and visual difficulties and knowledge of strategies that facilitate the inclusion of children with multisensory impairment.

✓ Appropriate whole school policies for supporting children with multisensory impairment.

✓ Appropriate classroom and whole school environment established to support listening and vision (e.g., good classroom/ hall acoustics and lighting, seating so that CYP they can see and hear the teacher, white board).

✓ Health and safety and risk assessments policies to be in place and appropriate risk assessments completed, including PEEPs

✓ Minimise unwanted distractions (auditory, visual, tactile, vestibular and olfactory).

✓ Provide a tidy, well organised classroom with clear labelling of resources.

✓ Use a personal signifier to identify yourself.

✓ Give extra processing time.

✓ Use routine and consistency to support understanding.

✓ Provide real life learning with real objects and experiences whenever possible.

✓ Pre-teaching and post-learning can take account of the learner processing information at a different rate.

✓ Break any tasks into manageable chunks and allow the child or young person to have sensory breaks as applicable. A sensory break may be a calming or rousing activity, as per their sensory diet, which enables the child or young person to regulate their senses and continue to work on focused tasks

Physical disability

All schools/settings have an accessibility plan which outlines how CYP can access the curriculum and access the school building. In addition if a school has a child with complex/physical needs:

- ✓ All staff trained on the relevant physical needs and understand the implications of the child's condition

- ✓ Schools/settings regularly carry out sensory/environmental audits

- ✓ Teachers build up an accurate profile of the CYP's disability, strengths, needs, learning styles and interests

- ✓ Assessment clearly shows CYP's strengths and teachers know the steps they will have to take to ensure that CYP with PD can access teaching and learning and make progress

- ✓ Staff need to be fully trained in manual handling if this is relevant to the child's needs

- ✓ Risk assessments should be in place

- ✓ Personal care assessment and plan should be in place if appropriate (see personal care template)

- ✓ Transition points should be carefully planned for (see individual pupil accessibility audit template)

- ✓ Schools/settings plan all class trips and social activities well in advance so that adjustments can be made to fully include the CYP with physical disabilities.

- ✓ Clearly understood systems in place for staff to routinely seek information about CYP's physical needs/concerns

- ✓ Clear understood systems in place for staff to regularly seek the views of parents about their CYP's physical/medical needs.

- ✓ Reasonable adjustments are consistently applied throughout the school, including environmental and sensory adaptations (e.g. additional hand rails, provision of an individual workstation to reduce sensory processing difficulties, or appropriate positioning in the classroom).

- ✓ CYP have additional classroom resources as required, such as sloping board, adapted cutlery/chairs/scissors and pencil grips etc.

- ✓ Some CYP will need an adapted and flexible day and the pace of lessons should take account of CYP's fatigue levels

- ✓ Clear school processes and routines so that staff ensure that CYP with PD who need to leave lessons early/arrive late are made aware of: lesson content and homework tasks.

- ✓ In discussion with CYP and family planned rest breaks/sensory breaks/time out special consideration for assessments

- ✓ Timetabling and location of rooms facilitate access for CYP, this may require staff moving rooms rather than the CYP

- ✓ The school ensures special arrangements, including access arrangements (including extra time, rest breaks, use of a reader, assistive technology, scribe, modified materials) are planned and in place for all assessments and test situations in school.

- ✓ Give additional time to process and respond to instructions or information

- ✓ CYP access modified or adapted learning materials

- ✓ CYP access alternative methods of recording, maximising the use of technology both at school and home to support continuity of usage

- ✓ Where appropriate adapted sport and PE activities, toys and play

- ✓ Careful consideration of CYP groupings to maximise opportunities to interact and learn with others and foster independence

- ✓ Some CYP will require additional adapted resources, e.g. electronic text, a learning platform/safe storage to access learning materials

- ✓ Some CYP will need access to specialised equipment or modifications to standard classroom furniture, e.g. use of a footstep, wobble chair

- ✓ Implications arising from medical/orthopaedic interventions, such as absences and missed assessments, are proactively planned for and managed.

Utilising Technology

- ✓ Plan for the effective use of ICT as an access strategy e.g. speech-supported or sign-supported software e.g. Dragon or Read Write Text Help

- ✓ Use of ICT and auxiliary aids e.g. iPads, view finders, enlarged texts, coloured overlays

- ✓ More guidance on the successful use of technology can be found in the EEF guidance report [Using Digital Technology to Improve Learning](#).

Identifying the needs of learners: Sensory and/or physical needs – Universal: All

Universal high quality teaching that is adapted to meet the needs of individual learners at all levels of need.

Universal services involved at all levels of need as appropriate.

Many children, especially in the early and primary years have some degree of hearing loss which may affect one, or two ears and may be fluctuating in nature. Likewise some children and young people will have a form of visual impairment and, for example, may wear glasses or contact lenses. Some CYP may have both a hearing impairment and visual impairment that has been identified by medical practitioners. These needs can be temporary or long term but it cannot be assumed that they have a special educational need. CYP can also have a wide range of both medical and physical needs and most will have their needs met by universal approaches. These CYP may need short term support to access the curriculum and learning but it cannot be assumed that they have a special educational need. In this broad area of need it is likely that needs have already been identified with advice by professionals given to schools and settings.

What can we see? **Assess**	How should we respond? **Plan & Do**	What strategies/support can we put in place?
It is likely that VI /HI /PD needs will already have been identified, with advice available as appropriate. However, the following indicators may signal an unmet sensory or physical need The CYP has observed emerging and/or fluctuating difficulties or deterioration in the following areas: VI	Discussion with the CYP parents/carers, to establish their views and experience of the CYP and their needs Check that hearing and vision have been recently checked Check any relevant health records	Plan appropriate strategies from universal inclusive teaching as well as short term intervention and support approaches as appropriate. All CYP who fall in this broad area of need will benefit from (based on their need): - Appropriate classroom and whole school listening environment established (e.g. good classroom/hall acoustics and lighting, all CYP

What can we see? **Assess**	How should we respond? **Plan & Do**	What strategies/support can we put in place?
The CYP may - not respond to non-verbal instructions e.g. facial expressions - lose their place when reading, skip lines or struggle to find text on a page - avoid reading - squint at text, close or cover one eye - make errors when copying off the board - bump into furniture/people, knock things over - find it difficult to pick up things up that have been dropped - lack confidence - find it difficult to concentrate when reading and/or writing - have deteriorating handwriting – may be unusually small or	If appropriate contact the School Nursing Service (5-19) to discuss hearing, sight or medical concerns. https://cchp.nhs.uk/cchp/explore-cchp/school-health-nursing If in KS1 check EYFS data and records Check attendance data Check appropriate whole school policies for supporting children with physical and medical needs are in place including supporting CYP with multisensory impairment. Check health and safety and risk assessments policies are in place. Where a CYP needs support or assistance with toileting, put in place an individual Personal Care Plan which has been agreed with the CYP, parents and school Check CPD needs of staff: whole staff awareness of the implications of visual,	seated so that they can see and hear the teacher). - All adults and CYP encouraged to talk at the appropriate volume and pitch for learning to take place. - Appropriate seating position in class - Use of ICT and auxiliary aids e.g. IPads, view finders, enlarged texts, coloured overlays - Curriculum differentiation that takes account of individual needs - Personalised learning goals - Strategies that encourage independence, self-esteem and independence – targeted grouping and seating plan - Access to appropriate ICT, tools and equipment e.g. pencil grips, sloping boards - Structured opportunities to develop and support social relationships

What can we see? Assess	How should we respond? **Plan & Do**	What strategies/support can we put in place?
large, or letters may be poorly formed - hold text close or far away and/or may hold equipment unusually close or at a strange angle - have a poor or unusual sitting posture - have signs of poor hand-eye co-ordination - tire easily HI The CYP may: - ask you to repeat instructions - say they haven't heard/understood what you have said - have difficulties with receptive and expressive language	hearing difficulties and medical needs and knowledge of strategies to facilitate the inclusion of CYP. Check staff are confident to meet the needs of specific CYP Check there are appropriate whole school policies e.g. medical needs, feeding, manual handling, evacuation plans Assess and identify needs across the curriculum – identify barriers to learning Check school/setting Accessibility Plan to review curriculum offer/participation how you communicate with parents Review current provision. Has the CYP accessed high quality teaching across the curriculum? Discuss concerns with SENCO Collate current assessments. Carry out further assessments as necessary	- If and as appropriate, identified and specific times for the CYP to have rest breaks during the school day. - Flexible focused small group support based on need e.g. guided group work, pre-teaching, post-teaching

What can we see? Assess	How should we respond? **Plan & Do**	What strategies/support can we put in place?
- have difficulties with attention and concentration - not always understand verbal (spoken) information - find it difficult to follow instructions or be slow to start tasks after being given instructions - sometimes miss or misunderstand key information - find it difficult to express their needs - have issues with friendship groups or issues with socialising with peers. They may withdraw from social situations - have difficulties processing auditory information, including verbal and non-verbal information	Signpost child or young person, parents and staff to relevant information and services in the South Glos Local Offer including services related to Hearing Impaired and Multi-sensory Impairment Contact Sensory Support Service for advice and information Contact HI team to request SIS information and advice Contact Speech and Language Therapy (SALT) to discuss concerns Links to HI team VI team Health visitors OT Inclusion Support Service Therapeutic Services Specialist resource bases:	

What can we see? **Assess**	How should we respond? **Plan & Do**	What strategies/support can we put in place?
- find it difficult to listen when there is background noise - have difficulties acquiring and retaining vocabulary (may be observed as vocabulary gaps or poor language) - become upset by loud sounds - be difficult to understand if the context is not known - use alternative means of speech to try and express themselves e.g. gestures, taking and pointing - have grammatically immature speech - frequent colds/ear infections - acquisition of phonic skills MSI Some CYP have some degree of combined hearing and vision impairment (identified by medical practitioners).	Emersons Green Primary Brimsham Green Secondary	

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What can we see? Assess	How should we respond? **Plan & Do**	What strategies/support can we put in place?
The hearing impairment may be temporary or permanent. Their visual impairments may range from relatively minor visual conditions to sight impaired. It may affect one (unilateral) or both (bilateral) ears and eyes. Some CYP's multisensory needs will be met by universal approaches. This may mean that the CYP will need support for their hearing and vision needs e.g. hearing aids, enlarged texts, different background colours. PD The CYP may - have difficulties in throwing, catching, balance safety in Physical Education - have difficulties in Motor control – fine and gross delay - have difficulties with spatial orientation issues		

What can we see? **Assess**	How should we respond? **Plan & Do**	What strategies/support can we put in place?
- have minor physical difficulties – hand eye coordination - need supervision or support for medical conditions, diet and toileting, dressing and/or mealtimes - have needs that impact on CYP's self-esteem and social relationships - work at a slower pace due to fatigue - take medication which affects concentration and mood		

How do we track and record progress and outcomes? ➡ **Review**

Following the whole school assessment cycle, in consultation with CYP's family, there will be regular reviews of children and young people's progress and attainment. Reviews are key to any assessment process and should be fully recorded

After an agreed amount of time if progress is not made through universal provision, high quality teaching that is adapted to meet the needs of individual learners, the SENCo, in discussion with parents may agree the CYP has a special educational need.

Identifying the needs of learners: Sensory and/or physical needs – Targeted: Some

Universal high quality teaching that is adapted to meet the needs of individual learners at all levels of need.

Universal services involved at all levels of need as appropriate.

Some CYP's hearing, visual, multi-sensory, physical or medical needs cannot be met by universal approaches over a sustained period of time. These CYP will require a graduated approach which draws on increasingly detailed interventions and support approaches and where appropriate specialist expertise in successive cycles of assessment, planning, intervention and review; ensuring that interventions closely match needs.

What can we see? **Assess**	How should we respond? **Plan & Do**	What strategies/support can we put in place?
Some CYP visual, hearing, multi-sensory or physical medical needs cannot be met by universal approaches over a sustained period of time. These difficulties may interfere with their ability to access the curriculum. They may also impact on their emotional health, social interactions and behaviour. VI These CYP may have: - difficulties in accessing the curriculum	In discussion with family place CYP on SEN Register as SEN Support (Code K) In addition to universal assessment and planning approaches, some CYP will require: - In consultation with the SENCo a thorough assessment of need before planning provision. This to include review of curriculum access, progress and attainment as well as other	Some CYP may require an adapted curriculum to meet their sensory and/or physical needs and may require additional intervention and support approaches. Some CYP may require access arrangements for external tests and exams. Continue with any relevant strategies from Universal: All plus: VI - Specific teaching strategies that are appropriate to the needs of a CYP with visual impairment.

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What can we see? **Assess**	How should we respond? **Plan & Do**	What strategies/support can we put in place?
- assessed moderate vision loss that cannot be corrected, or to be registered sight impaired by an Ophthalmologist - a diagnosed eye condition e.g. cerebral visual impairment - difficulties reading the board from a distance. - difficulties reading normal print - acuities between 6/19 and 6/36 Snellen/Kays (LogMAR 0.5-0.78) - difficulties sharing text books and worksheets. - accessing computer software - vision loss which can impact on their ability to access the curriculum - challenges in participating socially with other CYP.	diagnostic tests as appropriate - A qualified Teacher of the Deaf, Teacher of the Visually impaired to undertake specific assessments to determine needs - Close home-school links, so school are aware of changes in circumstances that may impact on the CYP's sensory and/or physical needs. - Sensory Audits - Risk assessments and care plans that are co-produced with parents and the CYP - Liaison and consultation with external professionals and support services, where appropriate, including the Sensory Support Service and Integra	- Learning materials presented in an accessible format with extra time planned where appropriate - Use of specialist equipment. - Use of auditory reinforcement. - Appropriate seating arrangements with adjustments made to ensure the CYP has a good listening environment - Planned opportunities to develop communication skills. - Opportunities to improve social skills. - Structured approaches to develop communication skills as well as self-esteem. - Opportunities to provide social interaction communication and self-esteem building in both structured and unstructured situations as appropriate. - A programme of support to develop literacy skills. - Carefully monitored access to low visual aids.

What can we see? **Assess**	How should we respond? **Plan & Do**	What strategies/support can we put in place?
- difficulties in participating in PE and games as well as other aspects of mobility. - difficulties with independent working and self-help skills HI CYP may or may not have hearing aids/cochlear implants. Hearing difficulties may show themselves in the following ways: - often appearing to ignore and/or misunderstand instructions. - difficulties in understanding or responding to verbal cues - difficulties listening at a distance of more than two meters - difficulties in communicating through spoken language/interactions with peers and adults.	- Where there are suspicions of physical or medical difficulties, schools should advise parents to seek medical advice (e.g. G.P., School Nurse). - Agree how best to communicate aspiration, need, outcomes and provision to staff: Person centred Co-produced All about me/Pupil passport/One page profile Mint Seating Plan (some schools use this system to communicate learning needs of CYP and share information of classes) - Assess, plan, do, review support plan written with CYP and family and reviewed at least three times a year. Where additional/different targeted provision is planned for, it is important that there are clear and	- Access to specialist ICT equipment. - Access to low vision aids (e.g. CCTV). - Modification and adaptation of all curriculum materials (e.g. enlarged text, tactile diagrams and maps, Moon and large print). - Regular and frequent access to the Sensory Support Service for CYP with Visual Impairment to provide specialist interventions and approaches. HI - Involvement of a teacher of the deaf for one off or occasional advice/training/specialist equipment. - Help to develop language and literacy skills through appropriate differentiation of oral and written language, activities and materials. - Access to additional targeted teaching in small groups, or individually on a daily basis if appropriate.

What can we see? **Assess**	How should we respond? **Plan & Do**	What strategies/support can we put in place?
- difficulties with language-related topics and in understanding new/complex concepts. - frustrations and anxieties arising from a difficulty to communicate, leading to associated difficulties and peer relationships. - tendency to rely on peers or visual cues observing behaviour and activities to cue into expected responses. - tendency to withdraw from social situations - Increasingly using additional strategies to facilitate communication. - frustrations and anxieties related to understanding or accepting the hearing loss and implications MSI	expected outcomes linked directly to the provision - Bespoke training delivered by Sensory Support Services, Integra, Education Psychology Service so that staff develop skills, knowledge and understanding in meeting individual needs of CYP. Staff know and understand the impact of the combined sensory loss on accessing learning - Regular assessments, monitoring and maintaining of audiological equipment, assistive and access technology - Check school/setting Accessibility Plan to review curriculum offer/participation how you communicate with parents - Check school behaviour and equality policy and check 'reasonable adjustments' are made to support the CYP individual needs	- Clear and precise instructions supported by visual clues as appropriate (e.g. key words, pictures) - Teachers know to cue a CYP in to who is talking or when there is a change of topic - Repetition of answers in class/group discussion. - Additional time for processing questions/information. - Careful monitoring of language and literacy skills. - Pre-teaching of subject based concepts and vocabulary - Language programme implemented with advice from Teacher of Deaf and SALT. - Opportunities to improve social skills, interaction, communication skills and self-esteem as appropriate. - Access to specialist amplification systems such as radio aids.

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What can we see? **Assess**	How should we respond? **Plan & Do**	What strategies/support can we put in place?
These CYP may have: - a diagnosed eye condition which may be reduced near or distance vision or cerebral vision impairment - a hearing loss and/or vision loss which can impact on their ability to access the curriculum PD Physical difficulties or impairment may arise from: - physical, neurological or metabolic causes such as cerebral palsy, achondroplasia, or spina bifida. - severe trauma, perhaps as a result of an accident, amputation or serious illness. - degenerative conditions, like muscular dystrophy e.g. Duchenne.	- Appropriate whole school policies e.g. medical needs, feeding, manual handling, evacuation plans - Staff are trained in 'Moving and handling' of children and young people with physical difficulties - Systems in place for staff to have information on CYP's medical needs and if relevant learning needs - Clear policies and procedures for communicating information to staff, including supply teacher cover - Implement strategies up to agreed financial levels: AWPU plus up to a maximum of £6,000 - If appropriate refer CYP to SEN Cluster for strategic leadership funding or individual CYP funding (submit costed provision map)	- Support in acquiring, comprehending and using speech and language in structured and unstructured situations. - Specific pre-teaching of subject based concepts and vocabulary. MSI - All sensory channels (vision, hearing, touch) have been planned for to enable the CYP to access the curriculum PD - Modifications to the classroom and whole school environment - Mobility breaks - Motor skills interventions such as Fun Fit and Smart Moves Reception to KS2 http://www.smartcc.co.uk/smart-smartmoves.html - Access to appropriate technology such as one touch mouse, alternative augmented recording methods

What can we see? **Assess**	How should we respond? **Plan & Do**	What strategies/support can we put in place?
- moderate or severe gross motor and/or fine motor dysfunction in conjunction with other learning difficulties e.g. dyspraxia and autistic spectrum disorders. - moderate or severe difficulties with fine and/or gross motor movements without any specific attributable causes. Physical difficulties may result in: - difficulties in safely accessing the physical environment, facilities and equipment, whole school and class activities, including assessments, practical lessons, information and communication technology. - difficulty in achieving independent self-care skills. - difficulties in communicating through speech and other forms of language.		- Flexible, adult assistance as necessary to access the curriculum, manage their condition, or move with safety around the environment - Flexible support in school to include dressing and undressing, and toileting - Appropriate size and height chairs/tables to encourage a correct posture and to support fine motor function and writing - Access to wobble cushions, wedge cushions, weighted garments - Strategies to reduce or provide alternative methods of recording written work - Leaving lessons early and/or arriving late - Inclusive PE activities

What can we see? Assess	How should we respond? **Plan & Do**	What strategies/support can we put in place?
- emotional stress and physical fatigue		

How do we track and record progress and outcomes? ➡️ **Review**

Reviews are key to the 'assess, plan, do, review' process and should be fully recorded. Reviews should include specific reference to progress towards desired outcomes and targets.

Reviews of progress should take place at least three times a year. Parents and carers *should always* be invited to review progress. CYP's views *should always* be sought as part of the review process. Where appropriate reviews should involve input from external professionals involved with the CYP

Assess, plan, do, review support plan which should include:

- ✓ Parental and CYP views

- ✓ Any agreed actions, record of desired outcomes, provision in place and timescale for actions and review

- ✓ Collated assessment data

- ✓ Any external support – what was put in place and the difference it made

How do we review the quality, effectiveness and impact of provision?

- ✓ Discussion with CYP and their family on the progress the CYP has made towards their targets

- ✓ The effectiveness and impact of the strategies used

- ✓ Where appropriate input from external professionals involved with the CYP

What can we see? **Assess**	How should we respond? **Plan & Do**	What strategies/support can we put in place?

If targets are not met, strategies/resources should be changed or targets changed. A review allows for earlier decisions and actions to be revisited, refined and revised, leading to a growing understanding of the CYP's needs and of what supports them in making good progress and securing good outcomes.
 	
When reviewing progress that has made the CYP may:
 	
   ✓ no longer need SEN provision and their needs will be met through universal approaches
 	
or
 	
   ✓ continue to need SEN provision at SEN Support level as their needs cannot be met through universal approaches
 	
or
 	
   ✓ require more targeted personalised support
 	
Golden Thread: ➡ Aspiration ➡ Need ➡ Outcome ➡ Provision
 	
Note: For the vast majority of children and young people identified at SEN Support their needs will be met, throughout their schooling, through high quality universal provision and targeted support. The cyclical process of assess, plan, do, review will become increasingly personalised drawing on more personalised approaches, more frequent review and more specialist expertise in successive cycles in order to tailor interventions to meet the particular needs of CYP. SEN Clusters will support schools in meeting high needs of CYP identified at SEN Support. This may be at a whole school, strategic level or at a CYP, individual level.		

Identifying the needs of learners: Sensory and/or physical – Specialist: Few

Universal high quality teaching that is adapted to meet the needs of individual learners at all levels of need.

Universal services involved at all levels of need as appropriate.

A **few** children and young people with sensory and/or physical needs do not respond to universal or targeted support delivered over a sustained period of time and require more specialised intervention and provision. These children and young people have long standing difficulties which are likely to have a significant impact on their ability to access the curriculum, learn new skills and communicate and build relationships with others. Even with increasingly targeted intervention and support, a few CYP will have observed **persistent** and **significant** difficulties with a high and complex level of need, specifically related to their sensory and/or physical needs. The CYP may require a higher level of adult support along with a highly personalised approach including personalised interventions and support. These CYP may have an Education, Health Care plan while others will continue to have their needs met through a specific and focused SEN Support plan. A few CYP who require a EHC needs assessment will often be identified through close liaison with health professionals and medical services.

What can we see? **Assess**	How should we respond? **Plan & Do**	What strategies/support can we put in place?
Even with increasingly targeted intervention and support, a few CYP will have observed persistent and significant difficulties with a high and complex level of need, specifically related to their sensory and/or physical needs. The CYP may have:	In addition to universal and targeted assessment and planning approaches a few CYP will require - additional specialist assessments in order to contribute to a specific and focused SEN support plan or EHCP - Through thorough assessments using both quantitative and	Continue with any relevant strategies from Universal: All, Targeted: Some, plus - access to a curriculum that has been adapted to meet CYP'S sensory and/or physical needs - a clear range of strategies and approaches to support differentiated day-

What can we see? **Assess**	How should we respond? **Plan & Do**	What strategies/support can we put in place?
- significantly reduced hearing and/or vision - deteriorating or progressive conditions - severely delayed language development - combined visual and hearing difficulties which are long term and usually severe/profound in one of the senses - a need for the curriculum to be delivered through sign language or alternative modes of communication - particular and significant social/emotional or medical needs which require sustained specialist provision - a need for communication support at break times and lunch times - a requirement for alternative modes of communication	qualitative measures an agreed baseline from which progress can be measured - Regular contact with a qualified Teacher of the Deaf, and/or Teacher of the Visually Impaired and /or qualified teacher of Multi-Sensory Impaired. Visit frequency determined by the National Sensory Impairment Partnership (NATSIP) criteria https://www.natsip.org.uk/ Agree how best to communicate aspiration, need, outcomes and provision to staff. This could be done through consultation and planning meetings offered by the Educational Psychology Service: - Person centred - Co-produced - All about me/Pupil passport/One page profile - Mint Seating Plan (some schools use this system to communicate	to-day teaching, agreed by all those involved, based on specialist advice - for a few CYP a high level of adult attention and care - a requirement for a high level of mobility and independent living skills teaching as an intrinsic part of the curriculum (Habilitation Support, Sensory Support Service) https://sensorysupportservice.org.uk/about-us/ - highly structured and individualised programmes and interventions to support learning throughout the curriculum - high levels of adult support to deliver specialised programmes of support for individual CYP - additional support for language and communication skills including literacy - a consistent approach to multi-sensory communication. Individual programmes used to manage emotional and

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What can we see? **Assess**	How should we respond? **Plan & Do**	What strategies/support can we put in place?
- require significant therapies and/or medical interventions - require adult support to navigate around the school - require adult support to access and use equipment safely in practical lessons e.g. science/cooking - additional learning difficulties and disabilities High level of social anxiety and/or profound lack of social engagement which leads to inability to communicate with others without support	learning needs of CYP and share information of classes) If a CYP has an EHCP Agree how to clearly communicate the EHC plan and any specialist reports Any additional training for teachers and support staff is arranged in liaison with Sensory Support Service and Inclusion Support Service Continue to act on external advice from educational and health agencies as necessary Carry out and review further assessments as advised by outside agencies Continue cycle of Assess, plan, do, review meeting (support plan) SENCo, teacher, CYP and family at least three times a year with agreed actions, provision and outcomes linked to the provision.	behavioural needs throughout the school day. - additional support to develop social and emotional skills - a few CYP may require a highly modified learning environment to meet individual needs. They may also require a high level of care and supervision - a few CYP will need a highly personalised curriculum which is closely matched to identified long and short term outcomes identified in CYP support plan or EHCP - sessions by: qualified teacher of the deaf, visually impaired, teacher of assistive technology - highly personalised and targeted provision that addresses the CYP needs is planned, with agreed outcomes and review points - CYP's communication needs to be supported through the use of alternative and augmentative communication

What can we see? **Assess**	How should we respond? **Plan & Do**	What strategies/support can we put in place?
	For a few CYP, a co-ordinated multiagency plan such as My Plan+ will be essential and may include Social Workers, Family Support Workers, Children and Young People's Service (CYPS) and other community and charity groups. These CYP may require a Education, Health Care needs assessment of their special educational needs which may lead to an EHC plan Liaise with named local authority 0-25 SEND officer for child or young person if needs change etc. Implement strategies up to agreed financial levels: Universal funding (AWPU) plus up to £6,000 and any additional top up as detailed in the EHC plan	systems e.g. Picture Exchange Communication System (PECS), Makaton, tablets and/or bespoke communication aids - care plans implemented as appropriate

How do we track and record progress and outcomes? ➡ **Review**

If there is no EHC plan continue to plan, track and record progress and outcomes through the assess, plan, do review cycle. Reviews should take place at least three times a year. Parents and carers *should always* be invited to review progress. CYP's views *should always* be sought as part of the review process. Support plans should include:

What can we see? **Assess**	How should we respond? **Plan & Do**	What strategies/support can we put in place?

	✓ Parental and CYP views
	
	✓ Any agreed actions, record of desired outcomes, provision in place and timescale for actions and review
	
	✓ Collated assessment data
	
	✓ Any external support – what was put in place and the difference it made
	
	✓ Any agreed actions, record of desired outcomes, provision in place and timescale for actions and review
	
	If targets are not met, strategies/resources should be changed or targets changed. A review allows for earlier decisions and actions to be revisited, refined and revised, leading to a growing understanding of the CYP's needs and of what supports them in making good progress and securing good outcomes.
	
	If a CYP has a EHC Implementation plan ' My Plan' – the assess, plan, do, review cycle will act as a working document an ongoing record which is updated three times a year and will include:
	
	    ✓ Record of CYP and parents' views
	
	    ✓ Ongoing assessments
	
	    ✓ SMART targets
	
	    ✓ Record of implemented and reviewed resources and strategies
	
	    ✓ Record and review of any external support
	
	    ✓ Records of any completed observations or evidence that helps build a profile of the learner: strengths and barriers	

What can we see? **Assess**	How should we respond? **Plan & Do**	What strategies/support can we put in place?

How do we review the quality, effectiveness and impact of provision?

- ✓ Discussion with CYP and their family on the progress the CYP has made towards their targets
- ✓ The effectiveness and the impact of the strategies used

If targets are not met, strategies/resources should be changed or targets changed. A review allows for earlier decisions and actions to be revisited, refined and revised, leading to a growing understanding of the CYP's needs and of what supports them in making good progress and securing good outcomes.

If a CYP has an EHC plan the SENCo will co-ordinate an annual review to ensure that the provision specified in the EHCP is up-to-date and relevant to the child or young person's needs. Teachers and other staff will contribute to this. The CYP should be at the heart of the review and the review should be carried out in partnership with the parents/carers

When reviewing the progress that has been made a CYP may:

- ✓ no longer need such intensive, personalised SEN provision and their needs will be met through targeted and/or universal approaches

or

- ✓ continue to need intensive, personalised SEN provision as needs cannot be met from targeted approaches

or

- ✓ need even more intensive, personalised SEN provision

What can we see? **Assess**	How should we respond? **Plan & Do**	What strategies/support can we put in place?
Golden Thread: ➡️ Aspiration	➡️ Need ➡️	Outcome Provision

Further support

Resource	Link
PDnet (the Physical Disability Network) offers a range of evidence-based strategies to support pupils with physical disabilities: Free training to develop staff awareness and understanding of physical disability and the impact it can have on learning. Each module is about an hour in length	http://pdnet.org.uk/ http://pdnet.org.uk/resources/effective-practice-hub/ https://pdnet.org.uk/online-learning/
Natsip (The National Sensory Impairment Partnership) has a dedicated page for SENCOs and school practitioners with a range of links to organisations to support specific types of sensory impairment plus advise on strategies and support for children with sensory impairments	https://www.natsip.org.uk/sensory-learning-hub What works database: https://www.natsip.org.uk/index.php/slh-home/know

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Resource	Link
RNIB Links to useful resources and a document listing teacher-reviewed resources for blind and partially-sighted learners. Also has a library.	www.rnib.org.uk/services-we-offer-advice-professionals-education-professionals/education-resources
Clearvision Visual Impairment A postal lending library of braille and tactile books	http://www.clearvisionproje ct.org/
Guide Dogs Provide a range of services for CYP to lead independent, fulfilling lives	www.guidedogs.org.uk
Paths to Literacy Website with resources for CYP who are blind or visually impaired	https://www.pathstoliteracy.org/
NDCS Charity for deaf children – information and resources Creating good listening conditions	www.ndcs.org.uk https://www.ndcs.org.uk/information-and-support/education-and-learning/creating-good-listening-conditions

Resource	Link
SENSE SENSE is a national disability charity that supports people with complex communication needs to be understood and connected	www.sense.org.uk
The Ear Foundation An independent charity supporting people of all ages to live well with their hearing loss. .	www.earfoundation.org.uk
NDSC The National Deaf Children's Society provides a range of information for families of children who are deaf or hearing impaired. There are a range of resources Secondary resource These five short films provide simple and easy-to-follow guidance to ensure that deaf pupils can fully participate in the class, access the curriculum and achieve their full potential.	https://www.ndcs.org.uk/information-and-support https://www.ndcs.org.uk/information-and-support/being-deaf-friendly/information-for-professionals/supporting-the-achievement-of-deaf-children-in-secondary-school

Resource	Link
Abilitynet *Adapting technology. Resources, information and webinars*	www.abilitynet.org.uk
Whizz Kids Provider of mobility equipment, support and life skills for learners with disabilities	www.whizz-kidz.org.uk
Inclusive Technology Supplier of hardware equipment and software that helps learners with SEND use a computer, communicate and learn	www.inclusive.co.uk
Widgit Software Supporting fair and equal access to information	www.widgit.com
Muscular Dystrophy UK Providing support and information to children and young people with muscular dystrophy and their families	www.musculardystrophyuk.org
Scope	www.scope.org.uk/support/professionals/teachers

Resource	Link
Providing support and information to children and young people with disabilities, and their families	
CLEAPSS Advice on practical Science and Technology for schools, including health and safety issues	www.cleapss.org.uk
Young Epilepsy Providing support and information to children and young people with epilepsy and associated conditions	www.youngepilepsy.org.uk
Medical Needs Guidance and templates for schools supporting pupils with medical conditions There is a nasen mini-guide which provides further detail: Children with medical needs: what schools and settings need to know	https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3

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Resource	Link
Neurodiversity materials can be found on the Helen Arkell Dyslexia Charity Site – these include webinars, training slides EYFS-Post 16, EYFS-Post-16 checklists to support profile of need	https://www.helenarkell.org.uk/courses/teaching-for-neurodiversity.php
NASEN Mini-guides Understanding the eye care and vision needs of pupils with special educational needs and disabilities Acquired Brain Injury Children with medical needs: What schools and settings need to know	https://nasen.org.uk/uploads/assets/4ad88a36-43d2-476d-ad457cd8f7807fc2/SeeAbilityminiguide24ppWEB.pdf https://nasen.org.uk/uploads/assets/f244438d-1dd2-4eaf-a5548b0ba83b3944/ABIminiguideWEB.pdf https://nasen.org.uk/uploads/assets/f7bff687-5e79-4c89-a0e5c7b6cfa847a4/children-with-medical-needs-miniguide.pdf
Council for Disabled Children The Council for Disabled Children (CDC) has a detailed Early Years Toolkit to help SENCOs implement the Code of Practice. The CDC also has sections for parents, healthcare providers and young people as part of their Resource Hub	https://councilfordisabledchildren.org.uk/
Sensory Support Service	https://sensorysupportservice.org.uk/about-us/

Resource	Link
A service supporting children and young people with a sensory impairment. They work closely with families, early years' settings and schools and offer advice, support, training and direct teaching of specialist skills	

The following checklists from Teaching for Neurodiversity can support teachers identify the needs of CYP who are achieving below the expected level in the classroom. They are not diagnostic tools but can support schools and settings in building a profile of the learner who may have a Special Education Need.

Other key assessment tools that can support identification of need are:

The following checklists from Teaching for Neurodiversity can support teachers identify the needs of CYP who are achieving below the expected level in the classroom. They are not diagnostic tools but can support schools and settings in building a profile of the learner who may have a Special Education Need:

- Early Years : http://www.thedyslexia-spldtrust.org.uk/media/downloads/94-primary-combined-checklist_eyfs.pdf

- Primary: http://www.thedyslexia-spldtrust.org.uk/media/downloads/95-primary-combined-checklist_primary.pdf

- Secondary: http://www.thedyslexia-spldtrust.org.uk/media/downloads/115-secondary-combined-checklist-secondary-paper-based.pdf

- Post 16: http://www.thedyslexia-spldtrust.org.uk/media/downloads/107-post-16-neurodiversity-spld-checklist-post-16-paper-based.pdf

- Electronic all stages: http://www.thedyslexia-spldtrust.org.uk/4/resources/2/schools-and-local-authorities/387/teaching-for-neurodiversity-resources-ndash-engaging-learners-with-send/

VMI-6 - Beery-Buktenica Developmental Test of Visual-Motor Integration – *An all-age screener for visual-motor deficits that can lead to learning, neuropsychological and behaviour problems. Available from:* https://www.pearsonclinical.co.uk/Psychology/Psychology.aspx

Visual/Hearing Impairment assessments - Assessments that would be carried out in collaboration with specialist teachers and healthcare professionals.

Physical and other sensory needs assessments- used to assess sensory processing difficulties. To be carried out with occupational therapist or paediatrician.

Sensory Screening Tool www.visualsupportsandbeyond.co.uk

Biel and Peske Sensory Checklist – Observational checklist that can be used to assess sensory needs including touch, proprioception, vestibular and auditory. Available from: http://www.senplus.ltd.uk/sensory-andor-physical-needs/