



Cumberland
Council



Ordinarily Available Provision at SEN Support Guidance for schools and settings

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Introduction

In line with our statutory duty, this guidance has been produced to set out the provision we in Cumbria, expect to be ordinarily available to all children and young people with SEND in mainstream schools, academies, free schools, early years and post-16 providers (in this document the term 'settings' will be used to refer to all the aforementioned educational establishments unless stated otherwise). It has been developed with a range of key professionals and experts in specific areas. Its aim is to provide support, information and advice in a clear and accessible way.

This document has been developed as part of a suite of support materials including:

- **The SEND Toolkit** -The Cumbria Toolkit for Special Educational Needs and Disability (SEND) is aimed at all educational providers and settings supporting Cumbrian children and young people aged 0-25 years.
- **SEND Handbook** -The SEND Handbook is a public document designed to provide guidance to schools and settings, parents, professionals and children and young people with special educational needs and disabilities (SEND) about how we intend to meet responsibilities for identifying and addressing SEN in Cumbria.
- **SEND in a Nutshell** - The 'SEND in a Nutshell' is a method of data analysis which helps senior leaders understand their school context both regionally and nationally. It provides a starting point for whole-school development planning. The document provides a template for using as your ongoing SEN Register whilst giving you key insights into national data and census information. The aim is to start discussions on SEND pedagogy, provision, resourcing and growing expertise, and help you to evaluate SEND within your schools according to the Four Broad Areas of Need. This supports schools to prioritise SEND within their development plans by presenting formats and tools for strategic, long-term planning and impact evaluation.

In Cumbria we strive to ensure that all children and young people with SEND and their families have positive experiences in school and feel well supported. To achieve this, access to the right support, in the right place and at the right time is essential. Wherever children and young people live in the county, we want them to have their additional learning needs met. For most children attending their local setting, with other children from their community is the best way to ensure this happens. To achieve this for the children and young people in our county, all schools must have a core offer that meets the needs of all children, including those with SEND.

All settings must pay due regard to the legislation and statutory guidance set out below which make it clear that children and young people with SEND have a right to expect their needs to be met and not to be disadvantaged:

Children and Families Act 2014

Special Educational Needs and Disability Code of Practice: 0 to 25 Years 2015 (SEND Code of Practice, 2015)
Equality Act 2010

The SEND Code of Practice 2015, pp 94-95 says:

'A pupil has 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.

A child / young person will have a special educational need if they are making less than expected level of progress. Less than expected rate of progress is defined in the SEND COP as:

- Significantly slower than that of their peers, starting at 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.

As a result, the gap between the child and same age peers widens. This also applies to areas other than attainment.

A child under compulsory school age has special educational needs if they have a learning difficulty or disability and will require special educational provision upon entering school.

Making quality first teaching 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 cost effective and sustainable.

'High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.' (Special Educational Needs and Disability Code of Practice, 2015, p.25.).

It is expected that all settings in Cumbria will:

- Comply with SEN legislation and statutory guidance
- Use their best endeavours to provide and secure an inclusive education for all children and young people with SEN
- Anticipate the reasonable adjustments needed to enable transitioning children and young people with disabilities to access an appropriate curriculum.
- Continue to make reasonable adjustments for the children and young people with disabilities who are on roll so that they are included and able to access an appropriate curriculum





Provision expected to be available at SEN

Settings are expected to identify children and young people with emerging SEN at an early stage. Where a pupil is identified as having SEN, settings should take action to remove barriers to learning and put effective special educational provision in place.

In deciding whether to make special educational provision through SEN Support, a teacher and Special Educational Needs Coordinator (SENCo) should consider all the information gathered from within the setting about the child or young person's progress. This should include high quality and accurate formative and summative assessment, using effective tools and early assessment materials. Formative assessment happens during the learning process and teachers should modify approaches depending on what formative assessment tells them. Summative assessment is typically at the end of a unit of work where learners may receive an outcome for that unit, for example a grade. To support assessment, settings should have access to a range of diagnostic tests, observational checklists and dynamic forms of assessment which could involve: observing and recording responses in different environments; identifying strengths and weaknesses; identifying learning rates and learning styles. This will help determine the support that is needed and whether it can be provided by adapting the settings core offer or whether something different or additional is required. This is the start of a graduated approach to SEN Support. This is called the graduated approach because it may take several cycles of Assess, Plan, Do, Review, including different strategies being tried to inform next steps.

SEN support should take the form of a four-part cycle (assess, plan, do and review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.



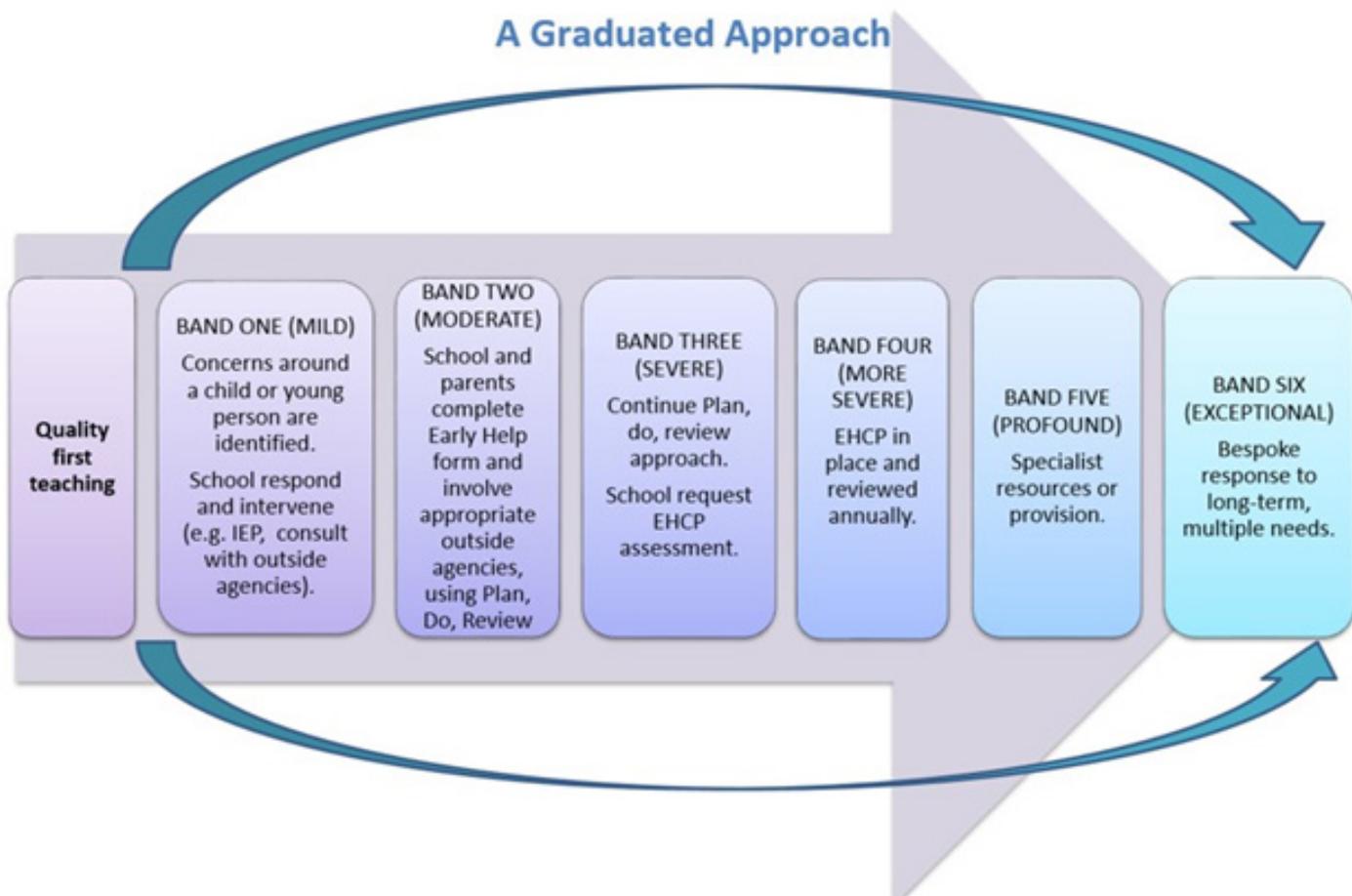


The Graduated Approach

Assess, Plan, Do, Review – SEND Code of Practice, 2015, pp100-102.

The graduated approach draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles to match interventions to the SENs of children and young people.

The model of a graduated approach also applies to meeting the needs of children with Education, Health and Care Plans in both mainstream and special schools at each level of the Cumbria banding system.





Quality First Teaching and good classroom

Quality First Teaching is a high quality, inclusive teaching style for all children and young people. It is aimed at ensuring all learners can receive instruction from the teacher and not from a teaching assistant outside of the classroom.

It has long been considered that what works well for pupils with SEN will also be beneficial for those without (albeit to a lesser extent). Quality First Teaching is thought to be the best way to reduce, from the start, the number of children who need extra help with learning and behaviour.

High Quality Teaching is indicated in the 2015 government document Special educational needs and disability Code of Practice: 0 to 25 years. The Code of Practice (2015) focuses on what schools can do to support those with additional needs. Chapter 6.37, pg. 99:

'High quality teaching, differentiated for individual pupils, is the starting point in responding to pupils who have or may have SEN. Additional intervention and SEN support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.'

To effectively include all children / young people in the teaching and learning process, high-quality personalised teaching should be based upon:

- Clear objectives that are shared with the children / young people
- Careful explanation of new vocabulary
- Lively interactive teaching styles
- An expectation that children and young people will be enabled to accept responsibility for their learning and work independently

Quality First Teaching places a strong focus on pupil participation in learning and includes:

- Pedagogical (teacher) content knowledge
- **Small Step Planning**
- **Plan for Error**
- Making the implicit explicit
- Providing appropriate levels of challenge
- **Metacognitive skill development**
- **Effective use of teacher modelling**
- **Assessment for learning (AFL) strategies**
- Examples and Non-Examples

- Ensuring 100% Participation
- Purposeful Practice- focused attention with the specific purpose of improving performance

Quality First Teaching involves teachers providing the following:

A well organised classroom with labels and picture symbols

Clear lesson structure with objectives presented orally and visually

Clear explanations of realistic targets and how to reach them

Instructions given in small chunks with visual clues

Talking through processes and reflecting and evaluating at the end of a process

Checking understanding by asking children or young people to explain what they have to do

Demonstrating understanding in a variety of ways

Activities of varying length appropriate to task and need of class/individual learner

A range of groupings including some pairing activities

Activities and listening arranged to allow for more 'kinaesthetic' activities

Specifically, targeted and motivating praise

Memory supported by explicit demonstrations and modelling with good examples used as necessary. Making connections with the real world

Classroom support that is planned for and used to maximise learning

Clear and consistent expectations for children / young people

Relevant and interesting extension activities when work is completed quickly

A focus on big ideas, demonstrating a love of learning. This can include working beyond the syllabus

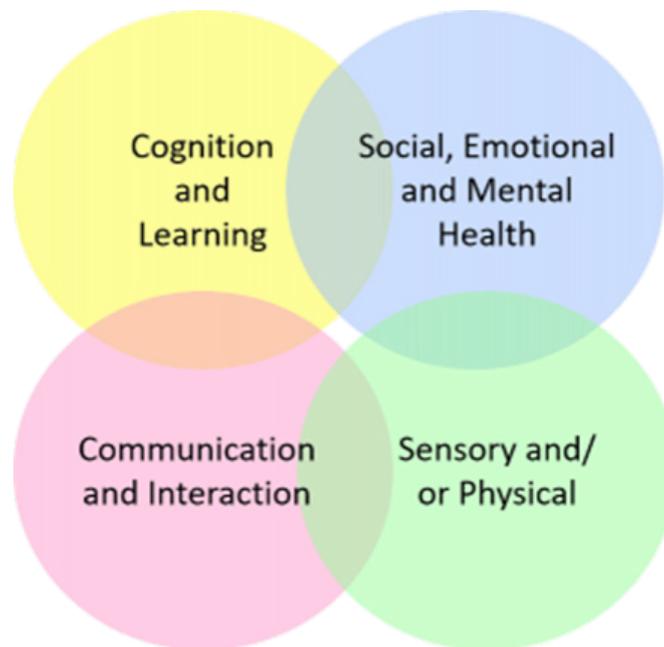
The tables below list recognised approaches to engage and motivate all pupils and reduce the need for support with their learning and/or behaviour.

Lesson should include:	Teachers should provide opportunities for:
Freedom and Flexibility	Reflecting on and talking through a process
Consistency of Expectations	Reflecting and evaluating at the end of a process
Explaining and illustrating	Exploring and investigating
Guided learning	Choosing tasks
An element of humour	Working with different people within well thought out group work
Directing and telling	Developing independence
The chance to have fun	Working at individual pace
Explanations of clear targets and to reach them	Interesting and relevant extension activities when work is completed quickly
Summarising and reminding	Making useful mistakes, and learning from them in a supportive environment
Practical work	Taking risks when working
Study skills taught through subjects	Extended interaction and dialogue
Treating children as intellectual equals	Challenging beliefs and perceptions
Variety	Alternative forms of recording
Chances to have the whole class involved	Working beyond the syllabus
Quizzes and competitions	Questioning and being curious
Thinking activities	Investigation and problem solving
Drama and role play	Making connections with the real world
Activities of varying length appropriate to task and need of class/individual learner	Demonstration (teacher and other pupils)
Time limited tasks	Consolidating and embedding learning
A focus on big ideas	Demonstrating their own love of learning



Areas of Need

The Department for Education has identified four broad areas which cover a range of needs. These are defined in the Special Educational Needs and Disability Code of Practice – 0-25 years, January 2015.



Cognition and learning

Where children and young people learn at a slower pace than others their age, they may:

- Have difficulty in understanding parts of the curriculum
- Have difficulties with organisation and memory skills
- Have a specific difficulty affecting a particular part of their learning such as in literacy or numeracy

The term 'learning difficulties' covers a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple difficulties (PMLD). Specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia come under this term.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which present themselves in many ways. They may:

- Have difficulty in managing their relationships with other people
- Be withdrawn
- Behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing

This broad area includes attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder. It also includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression, self-harming and eating disorders.

Communication and interaction

Where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Children and young people with an Autistic Spectrum Disorder are likely to have difficulties with social interaction.

Sensory and/or physical needs

Where children and young people have visual and/or hearing impairments, or a physical need that means they must have additional on-going support and equipment.

The following tables set out set out traits or behaviours that you may see in in children and young people in each area of need. It provides suggestions of strategies and interventions a setting could implement to support these needs. These suggestions are not exhaustive and it is not expected that settings implement all of the suggested strategies/interventions. SEN practice should be varied according to the age and individual needs of each child or young person.



Communication and Interaction need

'Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.' (SEND Code of Practice, 2015, p.97.)

What you may see (The difficulty/barrier, how this presents and the impact on the learner)	What can help (Provision – strategies, interventions and resources)
<p>Young children with C&I needs may be pre- verbal. This can lead to:</p> <ul style="list-style-type: none"> • Withdrawn behaviours • Appearing to be in a 'world of their own' • Frustration, resulting in challenging behaviours • Poor progress not associated with a learning need. 	<ul style="list-style-type: none"> • A multisensory approach. • Makaton. • Symbol communication e.g., PECs. • Visual support. • Objects of Reference timetable • Now and Next boards and sequence strips. • Communication support software e.g., Communicate in Print or Widget. • Introduce language through rhyme and song. (Particularly useful in early years) • All attempts to speak are supported.
<p>Children and Young People with Communication and Interaction needs may have:</p> <ul style="list-style-type: none"> • Difficulty understanding or using social communication – the 'unspoken rules.' • Social isolation and vulnerability. • Can appear rude or aggressive. • Makes mistakes in social interactions and lacks the skills to repair. • Appearing to struggle with boundaries, e.g., open discussion of matters considered private or social taboos. 	<ul style="list-style-type: none"> • Comic strip conversations/story boards. • Autism Education Trust (AET) approaches. • Explicit teaching of social rules, the reasons and benefits of their use - in correct context/setting • Explicit teaching for social problem solving through story, planned play, discussion, development of personal strategies and through mentoring • Use of a social development programme e.g., Lego Therapy • Lunch/ break time clubs. • Modelling and role play. • Grouping learner with social communication difficulties with socially competent peers. • Use of prompting to support generalisation of what has been learnt. • "Now (you are doing this) and Next (you are going to be doing that)" boards. • Consider, in collaboration with the learner and parents/carers, peer awareness training. • Use an audit tool to review whether the environment is 'communication friendly' such as those available from the Communication Trust and ensure that staff are aware of speech milestones by age • Consider staff training in Speech & Language difficulties

<p>What you may see (The difficulty/barrier, how this presents and the impact on the learner)</p>	<p>What can help (Provision – strategies, interventions and resources)</p>
<p>Children and Young People may have difficulties with language and non-verbal communication:</p> <ul style="list-style-type: none"> • Not knowing that whole class/group instructions are meant for them – can appear that learners are reluctant or unwilling to follow instructions. • Interpreting language literally; struggling to understand idioms, some jokes and sarcasm, which can lead to vulnerability and embarrassment. • Struggling to differentiate or misinterpreting tone of voice. • Initiating interactions inappropriately – shouting out, touching others to get attention, interrupting. • Difficulty in understanding body language. • Difficulty in recognising and interpreting facial expressions. 	<ul style="list-style-type: none"> • Use the learner’s name to gain their attention before giving instructions. • Keep instructions concise • Explain sarcasm, idioms and figures of speech. • Use visual supports, pictures and symbols to support verbal communication • Provide simple ‘tick list’ of instructions for task • Be aware of your own use of body language/tone of voice to communicate - this can be missed or misinterpreted. • Be aware that learners may not be able to read facial expression as a form of communication. • Awareness of own tone of voice (calm and not too loud). <p>Awareness of the impact of language and social communication difficulties on peer relationships and potential vulnerability; careful consideration of grouping and be vigilant to misunderstandings leading to conflict or ridicule.</p> <ul style="list-style-type: none"> • Social rules displayed visually and referred to explicitly. • Consider, in collaboration with the learner and parents/carers, peer awareness training to aid understanding of each other and celebrate differences • Identify interventions that are evidenced based, for example from the SEND Gateway or the Education Endowment Foundation (EEF) toolkit • Autism Spectrum Condition - Resources for Professionals Cumbria’s Family Information Directory • Developmental Language Disorder (DLD) Speech, Language and Communication Needs – SEND Handbook

Cognition and Learning Need

'Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD)... Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.' (SEND Code of Practice, 2015, p.97.)

What you may see (The difficulty/barrier, how this presents and the impact on the learner)	What can help (Provision – strategies, interventions and resources)
<p>Difficulties with learning (where despite; appropriate teaching and learning opportunities, approaches and interventions, and as are result of developing an understanding of the learner’s needs, the rate of progress is reducing or static and the gap between same age peers with a similar starting point is increasing).</p> <p>Learners will have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and underdeveloped social skills.</p> <p>They will have difficulties with problem solving.</p> <p>Difficulty with:</p> <ul style="list-style-type: none"> • Pace of whole class teaching and learning. • Acquiring basic numeracy skills. • Understanding basic mathematical concepts e.g., time. • Understanding and/or remembering classroom instructions. • Distinguishing between Who? What? Where? When? How? and Why? questions. • Understanding verbal explanations. • Memory (short-term, working or long term). • Learning, remembering and using appropriate curriculum vocabulary. • Verbal and non-verbal problem solving • Executive functioning skills • Processing visual and verbal information rapidly <p>You may also see:</p> <ul style="list-style-type: none"> • A lack of confidence and reluctance to take risks with new learning situations. • Distractibility, passivity, or tiredness. • Low self-esteem. • High level of dependence on adult support. • A tendency to copy peers. • Reluctance or inability to ask for help. 	<p>Assessment through teaching to identify the areas of need in consultation with the learner and diagnostic assessment by the teacher or SENCo to inform a programme of intervention.</p> <ul style="list-style-type: none"> • Clear and concise instructions, breaking down longer instructions and giving one at a time, supported by visual information where possible • Visual timetable. • Visual cues and prompts. • Social Stories™. • Give time before response is needed. • Pre-teaching – e.g., provision of a teacher or TA (overseen by a teacher) to help prepare the learner for the new topic. • Post teaching to support mastery learning • Shared next steps – so they know what to expect. • Differentiated resource – teach the curriculum appropriate to the child, not their chronological age so that access to learning is sequential and appropriate • Small group and individual support targeted in developing skills needed, building on what the child is able to already able to achieve through small steps approach. • Planned opportunities for success and celebrate those successes. <p>Whole-setting approaches</p> <ul style="list-style-type: none"> • Work towards being a dyslexia-friendly school • Have dyspraxia-friendly and dyscalculia-friendly classrooms • Ensure the curriculum promotes resilience and social and emotional development • Teach, model and practice with CYP a range of metacognitive strategies see EEF website • Cognition and Learning - SEND Handbook

<p>What you may see (The difficulty/barrier, how this presents and the impact on the learner)</p>	<p>What can help (Provision – strategies, interventions and resources)</p>
<p>Difficulties with working memory:</p> <ul style="list-style-type: none"> • Struggles with pace of teaching and learning. • Struggles to follow instructions – can do the first step. • Easily distracted. • Unable to complete homework even if explained and differentiated. • Fails to complete tasks. • Poor organisation. • Copies/follow others. • Appears anxious and/or avoidant of tasks or activities. • May not ask for help or is highly dependent on adult support. 	<p>Give the 'big picture' and context at the start of a new topic and revisit throughout.</p> <ul style="list-style-type: none"> • Note-taking as an approach for all. • Provide working walls, word maps, lists, checklists, task boards, templates and storyboards. • Visual support/reminders – multisensory approach. • Aim to provide 'check-in' support rather than constant individual attention. • Provide opportunities for repetition and overlearning. (Mastery learning) • Memory activities and games to support the development of strategies to support memory.
<p>Specific learning difficulties affecting one or more aspects of learning including reading, spelling, writing, handwriting, arithmetic, or mathematical reasoning and/or memory which significantly impacts their ability to learn and demonstrate their learning.</p> <p>(N.B. a small number of children may have a formal diagnosis/educational determination, for example, dyslexia, dyscalculia or dyspraxia. For all areas of need any provision or support should be provided in line with the needs of the child or young person and is NOT dependant on any formal diagnosis.)</p> <p>Difficulty with (some or all of the following):</p> <ul style="list-style-type: none"> • Auditory processing of sounds. • Phonological awareness – segmenting and blending phonemes. • Decoding words. • Difficulties with learning phonics beyond the simple alphabetic code. • Reading - Inaccurate or slow. • Visual processing of letters or numbers • Poor word recognition skills. • Writing - requires much effort. • Frequent and inconsistent spelling errors. • Handwriting and formatting on the page. • Copying from a worksheet, screen or board. • Acquisition and retention of mathematical concepts e.g., Place Value. • Remembering number facts and inability to use efficient calculation strategies to solve number problems e.g., counting on fingers rather than using number facts. • Mathematical reasoning. • Working memory 	<ul style="list-style-type: none"> • Acknowledge and encourage good oral contributions whenever possible. • Metacognition approaches – learning to learn by trying to understand the learner's difficulty and asking them what helps. • Use strategies and approaches recommended in advice from assessments and consultations. • Evidence-based interventions to develop skills e.g. Precision Teaching • Make simple adaptations e.g., font, line spacing, coloured paper, lighting etc. • Encourage the learner to celebrate their strengths and achievements in all areas of life. <p>Reading:</p> <ul style="list-style-type: none"> • Allow extra time to read and absorb information. • Consider using Text to Speech software. • Avoid asking the child to read in front of others unless they want to. • Teach strategies to help track words on the page. <p>Spelling:</p> <ul style="list-style-type: none"> • Mark written work on content rather than spelling. • Highlight/tick the correct parts of the word rather than errors. • Provide high frequency word / topic word lists. • Use inbuilt accessibility features of tablets, phones or laptops e.g., speech to text functions. • Use dyslexia friendly software • Use colour to highlight spelling patterns.

<p>What you may see (The difficulty/barrier, how this presents and the impact on the learner)</p>	<p>What can help (Provision – strategies, interventions and resources)</p>
<p>Avoidant or disruptive behaviour when being asked to engage in literacy- or numeracy-based tasks.</p> <ul style="list-style-type: none"> • Variation in performance day by day. • Poor organisation skills. • Anxiety when asked to read out loud. • Poor written expression with a limited quantity of writing when compared to verbal expression. 	<p>Writing / Handwriting:</p> <ul style="list-style-type: none"> • Reduce written homework requirements. • Substitute an alternative task (e.g., work on NESSY or Wordshark) for spelling test. • Allow and encourage alternative methods other than handwriting when recording work. • Use of a scribe or voice recording for some tasks. • Provide relevant spellings for the pupil in weekly spelling tests. • Encourage and support word processing for written work where possible. • Check suitability of chair/desk, posture and paper placement. • Provide with left/right-handed pens and pencils as appropriate. <p>Working memory:</p> <ul style="list-style-type: none"> • Chunk instructions one step at a time and check understanding throughout task. • Allow extra time for the pupil to write down written instructions or give assistance. • Provide and teach how to use working walls, word maps, lists, checklists, task boards templates and story boards as appropriate. • Provide opportunities for repetition and over-learning. • Support pupils to copy from the board allowing extra time or provide a personal copy to have on their desk. • Aim to provide “check-in” support rather than constant individual attention. • Give homework tasks and important instructions in pictorial or written form. • Encourage use of different coloured pens to highlight work and provide markers. • Allow pupil to take photograph of anything written on a board which they need • Provide pupil with electronic notes of lesson <p>Mathematics:</p> <ul style="list-style-type: none"> • Ensure that sorting, matching, and ordering skills are in place • Check that the child understands numbers • Teach the language of maths • Use manipulatives such as Numicon. • Talk through number concepts aloud, communicating thinking in a verbal, diagrammatic and written form. • Use number games. • Use of visual programmes such as Number Shark to target gaps in learning.

What you may see (The difficulty/barrier, how this presents and the impact on the learner)	What can help (Provision – strategies, interventions and resources)
	<ul style="list-style-type: none"> • Follow a structured approach to build understanding of concepts. • Acknowledge and encourage good oral contributions whenever possible. • Metacognition approaches – learning to learn by trying to understand the learner’s difficulty and asking them what helps. • Use strategies and approaches recommended in advice from assessments and consultations. • Evidence-based interventions to develop skills. • Make simple adaptations e.g., font, line spacing, coloured paper, lighting etc. • Encourage the learner to celebrate their strengths and achievements in all areas of life.

Social, Emotional and Mental Health Need

‘Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, 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. Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils’ mental health and behaviour difficulties in schools..’

(SEND Code of Practice 2015, p.98.)

What you may see (The difficulty/barrier, how this presents and the impact on the learner)	What can help (Provision – strategies, interventions and resources)
<p>Behaviour is a form of communication. It is important to understand that communication, in order to be able to put in place effective interventions which result in long term change.</p> <p>All of the descriptions provided represent how behaviours or presentation can be perceived by others. It is important to see these behaviours within the context of survival instincts, anxiety and underpinned by possible language and or learning needs.</p>	<ul style="list-style-type: none"> • Provide a secure base (safe and predictable environment). • Implement whole-setting programmes such as nurturing schools or mentally healthy schools • Uses resources available to promote the well-being of pupils in their setting e.g., resources from Anna Freud • Consider the reason/purpose of behaviour – what is the context/history? • Routines and changes are communicated in advance. • Careful consideration of seating position. • Where possible, make tasks relevant and interesting, linked to the learner’s strengths and development needs.

<p>What you may see (The difficulty/barrier, how this presents and the impact on the learner)</p>	<p>What can help (Provision – strategies, interventions and resources)</p>
<p>Flight responses:</p> <ul style="list-style-type: none"> • Verbal and physical aggression. • Violence towards property and/or people. • Inappropriate language. • Blaming others. • Pushing friends away. • Inflexibility and/or unable to follow rules or instructions. • Disrespectful. • Self-harming/self-sabotaging behaviours. • Refusal to follow instructions or comply with behavioural norms. • Stealing. • May appear to be being dishonest. • Moving to another area without notice or permission (absconding). • Hiding. • Inability to manage unstructured/free time. • Avoiding tasks and activities. • Hyperactive. • Hypervigilant. • Agitated. • Fidgety. • Immature behaviours, tone of voice. • Withdrawal from social engagements. • Passive with neutral expression. • Compliant – which can lead to vulnerability. • Providing only 'yes' and 'no' answers. • Self-harm. • Unable to accept praise. • Unable to show enjoyment of seemingly positive experiences. <p>Freeze behaviours:</p> <ul style="list-style-type: none"> • Unable to absorb information and act upon it - forgetful. • Distracted, difficulties with concentration and engagement. • Not listening or interacting. • Appears confused. 	<ul style="list-style-type: none"> • Think carefully about lesson content in relation to learner's known previous life experiences ensure opportunity for discussion if topic reflects pupils own adverse childhood experiences. • Use of strategies and approaches to develop understanding of presenting behaviours, e.g., ABC charts and the Iceberg approach. • Use of diagnostic profile for assessment such as Boxhall profile or SNAPS. • Use of SDQ for obtaining views of self by the young person and parents as well as staff • Consider movement breaks. • Support co-regulation. • Consider learning breaks. • Adopt a Key Person approach. • Provide support and/or organised activities during unstructured times. • Exit cards. • Develop risk assessments with parents and the pupil. • Ensure consistent rules, boundaries and schedules whilst remaining willing to offer some flexibility. • Offer a safe place within the classroom and offer to co-regulate when necessary. • Use of restorative conversations • Offer a 'safe' and familiar task when emotions are heightened. • Develop strategies/ scripts/ actions to support self-regulation • Support verbal input with visuals (demonstration, images, objects, key words). • Assessment through teaching, e.g., are there parts of the curriculum that they find easier to manage than others? Use these to develop confidence. • Small group work, e.g., friendship or social skills, nurture groups. • Play-based activities. • Establish interests. • Buddying/Peer Mentoring. • Giving responsibility for looking after someone else. • Unpicking the behaviours – negative and positive behaviours – what lies behind them? • Seek advice around self-harming or risk-taking behaviours – a multi-professional approach. • Identifying what is not right through engagement with the learner. • Looking back, when did the behaviour start to change? • Liaison and collaboration with home is essential to understand the wider picture. • Provide substitutes for self-harming behaviours, e.g., elastic bands. • Clear reward system which is acceptable to the child to support positive behaviours and progress

<p>What you may see (The difficulty/barrier, how this presents and the impact on the learner)</p>	<p>What can help (Provision – strategies, interventions and resources)</p>
<p>Physical symptoms that are medically unexplained, e.g., soiling, stomach pains</p>	<ul style="list-style-type: none"> • Provide activities that are stress reducing, e.g., games, dance, colouring, gardening, animals, forest school. • Keep a log and analyse pattern or trends to identify trigger. • Liaison with Health and parents to identify the cause.
<p>Attention difficulties including ADHD and ADD and any neurodevelopmental disorder..</p> <ul style="list-style-type: none"> • Inattentiveness: • Hypervigilant • Having a short attention span and being easily distracted. • Appearing forgetful or losing things. • Being unable to stick to tasks that they perceive as tedious or time-consuming, but concentrates well on tasks which they enjoy and are interested in. • Appearing to be unable to listen to or carry out instructions. • Mind too busy to hear and process complex instructions • Constantly changing activity or task. • Having difficulty organising tasks. • Relies on visual processing <p>Hyperactivity and impulsiveness</p> <ul style="list-style-type: none"> • Being unable to sit still, often fidgeting. • Struggling to concentrate on tasks. • Poor working memory. • Excessive physical movement. • Excessive talking. • Being unable to wait their turn. • Appearing to act without thinking. • Interrupting conversations. • Appearing to have little or no sense of danger. • Spontaneous and goal orientated 	<ul style="list-style-type: none"> • Understanding the reasons - is there a pattern? • Allowing plenty of time for movement or frequent small concentration periods. • Have a clear structure to the day. • Provide clocks and timers on desk. • Have clear expectations regarding behaviours and a clear and consistent response to behaviours. • Being aware of times of the day that may be more difficult. • Make reasonable adjustments that need to be made in line with Equalities Legislation. • Use known interests or hobbies to engage in activities and discussion. • Provide regular opportunities for exercise and brain breaks.
<p>Attachment Difficulties (including Attachment Disorder)</p> <ul style="list-style-type: none"> • Appears anxious. • Appears withdrawn. • May experience intense and overwhelming emotions exhibited as anger or 'loss of control'. • May appear to lack inhibitions e.g., hugging people they don't know or appearing to be 'over friendly' towards children and adults. • Finding it difficult to join in with play or interactive games. • Appearing to 'sabotage' situations where things are going well. • May avoid eye contact. • Struggles with impulse control. • Struggle with cause and effect thinking. • Lacks self-belief and confidence (has low self-esteem). 	<ul style="list-style-type: none"> • Nurture group/nurture ethos. • Liaise with parents and carers for shared understanding. • Robust and careful transition when the child starts school, which includes consideration of life history. • All staff trained and aware of any child with attachment difficulties and how to respond to them (at a single child level). • Consideration of reasonable adjustments to and changes that could be made to the discipline procedures/behaviour policies. • Consideration of family context and the range of children that may have attachment difficulties, e.g., adopted, forces children, looked after children. • Liaison with external professionals.

What you may see (The difficulty/barrier, how this presents and the impact on the learner)	What can help (Provision – strategies, interventions and resources)
<ul style="list-style-type: none"> • Seek to make relationships but have difficulty sustaining them due to their own emotional needs and difficulties understanding the needs of others. • Can be unpredictable and responses to situations may be inconsistent. • Need to feel in control of their world as a survival mechanism. • Have difficulties managing emotions as they may not have had appropriate modelling of regulation in younger years. • Feel insecure and may not feel confident to follow guidance of others. • Looks to belong socially but may make wrong friendship choices as they seek acceptance. 	
<p>Low level disruption or behaviours that appear to want to draw attention, e.g., talking out of turn, frequent interruptions to learning, fiddling with objects.</p>	<ul style="list-style-type: none"> • Differentiated use of voice, gesture and body language. • Focus on reducing anxiety and thereby behaviours. • Flexible and creative use of rewards and consequences e.g., 'catch them being good'. • Positive reinforcement of expectations through verbal scripts and visual prompts. • Time out/quiet area in the setting.
<p>Difficulty in making and maintaining healthy relationships.</p>	<ul style="list-style-type: none"> • Small group/nurture group activities to support Personal Social and Emotional development. • A range of differentiated opportunities for social and emotional development, e.g., buddy systems, friendship strategies, circle time. • Uses resources available to promote the well-being of pupils in their setting e.g., resources from Anna Freud • Restorative approaches.
<p>Other useful resources</p>	<ul style="list-style-type: none"> • MindEd: a free online training tool, provides information and advice for staff on CYP's mental health and can help to sign post staff to targeted resources when mental health problems have been identified • The PHSE Association • The good mental health programme • Writing for mental health toolkits from Action for Children

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 from a specialist teacher with a mandatory qualification (MQ) in VI/HI/MSI) and/or equipment to access their learning, or habilitation [e.g., mobility and independent living skills] support. Children and young people with an MSI have a combination of vision and hearing difficulties.

What you may see (The difficulty/barrier, how this presents and the impact on the learner)	What can help (Provision – strategies, interventions and resources)
<p>Learners may experience not being able to:</p> <ul style="list-style-type: none"> • Independently get around the school building easily or at all, e.g., past furniture in the classroom, down corridors, into all outside areas with friends or unable to read signs and posters due to visual needs. • Be safe in case of a fire (not using lift) • Going to a care suite for personal care because learner needs: <ul style="list-style-type: none"> - to be hoisted by an adult - to use special toilet equipment - to take a long time in the toilet - help with catheterisation - o hold onto rails. • Having to go to a different place from friends because of need to: <ul style="list-style-type: none"> - keep warm - avoid sunlight 	<ul style="list-style-type: none"> • Complete school accessibility plan • Ensure accessibility is on the school development plan. • Provide alternative social areas, e.g., indoor rooms for breaktimes. • Ensure student has practised emergency evacuations and that all staff are trained and aware of the procedures (PEEP) completed for individual students). • Consider peer awareness-raising activities and approaches. • Building resilience approaches. • Complete an intimate care agreement with the child or young person • Seek advice from appropriate external professionals on suitability of equipment on suitability of equipment. • Listen to the pupil voice and provide a toilet pass if needed. • Timetable so that pupil is not always missing key teaching and has access to a full a curriculum as possible, taking in to account their needs.
<p>Have difficulties with written work:</p> <ul style="list-style-type: none"> • Recording ideas may be very slow • May be difficult to read • Never be finished • Full of mistakes • May need to use assistive technology. <p>During learning tasks, learners may:</p> <ul style="list-style-type: none"> • Appear confused • Not able to copy from the board • Be very tired • Unable to get started. 	<ul style="list-style-type: none"> • Plan and provide opportunities for success with a focus on the learner’s strengths and areas of interest. Consider multi-sensory learning opportunities. • Ensure that learners have easy access to the equipment they require. • Ensure that differentiation of tasks and adaptation of resources is undertaken with close collaboration between the learner, teacher and any support staff. • Check in with the learner regularly. • Take account of activities that the learner cannot participate in during planning to avoid exclusion and ensure activities are differentiated/modified to enable the pupil to participate. • Ask the learner and their family what helps at in the classroom and at home. • Where possible, reduce homework tasks to help manage fatigue.

<p>What you may see (The difficulty/barrier, how this presents and the impact on the learner)</p>	<p>What can help (Provision – strategies, interventions and resources)</p>
<p>Difficulties with the sport/PE curriculum means the learner may:</p> <ul style="list-style-type: none"> • Refuse or be unable to join in. • Be very self-conscious • Get angry or upset • Take a long time to change • Fall over easily • Get left behind during games. 	<ul style="list-style-type: none"> • Share what is planned with the learner and ensure that they can be included in all activities in a way that is purposeful for them. • Build in routines that take account of time taken for changing. • Ensure that participation in sporting activities has been included within the risk assessment document. • Disability sport taster days. • Inclusive school clubs, e.g., Boccia.
<p>May have gaps in learning due to:</p> <ul style="list-style-type: none"> • Illness and/or medical appointments • Time out of class for personal care or therapy needs 	<ul style="list-style-type: none"> • Provide pre and post teaching to consolidate any missed teaching points – not lunchtime or break time. • Provide on-line access to learning where possible if out of school for a prolonged period. • In liaison with the learner and parents/carers, consider reducing the curriculum load.
<p>Social and emotional impact of difficulties:</p> <ul style="list-style-type: none"> • May seek out adults. • May play with younger pupils. • May be socially isolated. • May wish to get away from my close adult support. • Find that alternative activities are offered that are not fun. • Feel sad that they cannot travel, meet with friends or have them to stay out of school. • May negatively impact on approach and attitude to learning experience varied mood because: <ul style="list-style-type: none"> - their condition is getting worse - sometimes have a lot of pain - friends have 'moved on' leading to a sense of being left behind. 	<ul style="list-style-type: none"> • Consider, in liaison with the child or young person and their parents/carers, providing peer awareness training or start a peer support group • Circle of friends approach. • Buddy system. • Mentoring. • Allocation of a key person/worker. • Close liaison with parents/carers in relation to overall well-being and mood. • Seek guidance and advice from other professionals involved in the care of the learner to ensure a full understanding of the impact on the 'whole person' of the condition or disability. • Provide hobby/interest activities during unstructured times. • Seek the child or young person's views about their inclusion in special events and school trips.
<p>Other useful resources</p>	<ul style="list-style-type: none"> • Comprehensive information on Blind or Vision Impairment (B/VI) SEND Handbook • Comprehensive information Deafness & Hearing impaired – SEND Handbook • Comprehensive information on Physical/Medical Difficulties – SEND Handbook • National Deaf Children's Society (NDCS) • Phonics Guidance; National Sensory Impairment Partnership (NatSIP) • Royal National Institute for the Deaf (and hard of hearing) www.rnid.org.uk • For those with complex disabilities www.sense.org.uk • Children's Occupational Therapy Service • Sensory Education Session



Early Help Assessments

When an additional need is identified for a child or young person, whether social, emotional, developmental or educational, an Early Help Assessment form can be started to gather information. The emphasis is on assessing all aspects of a child or young person's strengths, needs and circumstances, developing a plan to meet identified needs and reviewing progress systematically.

For more information on Early Help Assessments and advice on the completion of the Early Help process see the SEND in the Early Help Process.

Education, Health and Care

An EHC plan is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life.

An EHC needs assessment should **not** normally be the first step in the process. If, despite the interventions put in place, and the completion of at least two cycles of the assess, plan, do, review (following advice from specialists), and following an **Early Help Assessment** the child or young person does not make expected progress then the school or parents may consider requesting an Education, Health and Care plan.

For more information on EHCPs see Cumbria's **SEND Toolkit section 4.1**



Part 2 – Key Information & Roles and Responsibilities

Key Information

Schools **MUST** publish key information about the support and adjustments they offer. The 2014 SEND reforms placed a legal duty on schools and settings to publish information about the available extra support for children and young people. This information must be clear and meaningful so parents can use it to understand how their child will access support if they need it.

The main sources of SEND information for parents to access from a school are:

- SEND Information report
- SEND Policy
- Accessibility Policy

Note: A school's SEN Information Report and SEN Policy are two distinct documents.

SEND Information Report – Required to be updated Annually

Schools (but not Early years settings) must publish a **SEN information report** about the provision and support they provide for children and young people with special educational needs and disabilities (SEND). The information to be included in the SEN information report is set out in the **Special Educational Needs and Disability Regulations 2014 Schedule 1**. The SEN information report should be updated annually. Any changes occurring during the year should be updated as soon as possible. Schools must publish this information on their school website so that young people, parents and other professionals can find it easily. A template/model SEND information report can be found on the **Key website for school leaders**.

SEND Policy

The law says all schools must have policies that say what they do. A SEND policy is one of those policies. SEND policies contain technical information and detail. It should explain the school's mission, values, vision and aims for pupils with extra support needs. It should include information about the laws and rules that affect the day-to-day processes of the school.

A SEND policy should include:

- A brief statement referring to relevant local guidelines, national regulations.
- A list of groups, individuals and documents consulted when making the policy.
- Cross-references to other documents and links to other policies, where helpful.
- Roles and responsibilities of staff.
- Monitoring and evaluation arrangements and evidence used to show progress has been achieved.
- It should be signed by the Chair of Governors or Chair of Committee.
- The date the policy was accepted by the schools governing body should be included and a date for its next review.

The SENCo has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans. A SEND policy template checklist can be found [here](#).

Accessibility Plan

Every school must have a school accessibility plan. The plan should show how settings plan to improve accessibility for special educational needs pupils and when these improvements will be made. The plan must be published. It must outline how the school will:

Improve the physical environment
Make improvements in the provision of information
Increase access to the curriculum

The plan must be reviewed at least every 3 years.

The Key (for school leaders) website provides a '**step-by-step**' guide to writing and reviewing an accessibility plan.

Schools can also increase access for individual pupils by making 'reasonable adjustments.' These can be simple changes such as making sure that all lessons take place in ground floor classrooms for a class where one of the pupils uses a wheelchair and the school does not have a lift.

For more information on Accessibility plans, see the **SEND Toolkit** section 5.3

Responsibilities of Boards, Governors & Trustees

All boards have legal duties under the Children and Families Act 2014 and must have regard to the SEND Code of Practice 2015 statutory guidance. Academies must also meet these requirements. Boards are also under a duty in the Equality Act 2010 'to take such steps as it is reasonable to have to take to avoid the substantial disadvantage' to a disabled person. The reasonable adjustment duty includes three key requirements to make sure that disabled people are not at a substantial disadvantage:

- To make adjustments to any provision, criterion or practice
- To make alterations to physical features
- To provide auxiliary aids and services.

In practice, the functions these duties require of the board can be delegated to a committee, an individual or to the executive leader; although the responsibility is still with the board itself to ensure that the functions are carried out. It should decide, with the executive leader, the school's policy and approach to meeting children and young people's SEND requirements, including those with and without an Education, Health and Care (EHC) plan.

- There should be an individual on the board or a committee with specific oversight of the school's arrangements for SEND. School leaders should review regularly how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of their approach to school improvement.

The board should reassure itself that the key responsibilities of the SENCo are drawn up and monitor the effectiveness of the way the responsibilities are carried out against a list of illustrative activities, as described in the SEND Code of Practice: 0 to 25 years (6.84-6.94). **The board should also reassure itself that the SENCo has sufficient time and resources to carry out their role effectively.**

See also:

- **Governance Handbook, October 2020)**
- **School Governance (Roles, Procedures and Allowances) (England) Regulations 2013**

Departure from the SEND Code of Practice 2015 must be in the best interests of the child or young person and not the setting.

Headteacher/Principal Responsibilities

The **headteacher's standards 2020** set out the expectations of those who hold this position. Part 5 of these standards focuses on additional and special educational needs.

Headteachers:

- Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- Ensure the school works effectively in partnership with parents/carers and professionals, to identify the **additional needs** and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- Ensure the school fulfils its statutory duties in relation to the SEND Code of Practice

See the SEND Code of Practice – 'Schools Must' Checklist

The SENCo:

The SENCo has an important role working with the Headteacher and Governing Body, in determining the strategic development of SEND policy and provision in the school. They will be most effective in that role if they are part of the school's Leadership Team. 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 Co-ordination within three years of appointment. A National Award must be a postgraduate course accredited by a recognised higher education provider. It is possible to achieve the Award through accessing the SENCo course through the University of Cumbria
- Should be guided by the legislation and guidance set out in the SEND Code of Practice 2015 Chapter 6.

- Has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual children and young people with SEND, including those who have EHC plans.
- Provides professional guidance to colleagues and will work closely with staff, parents and other agencies.
- 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 children and young people with SEND receive appropriate support and high-quality teaching.

SENCoS should be given sufficient time and resources to carry out the aforementioned functions. This should include providing the SENCoS with sufficient 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.

Early Years

In a maintained nursery school setting, there must be 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 SEND Co-ordination or relevant experience. In Private, Voluntary and Independent (PVI) settings the EYFS framework requires there to be arrangements in place for meeting children's SEN and PVI settings are expected to identify a SENCo.

GUIDANCE: **role of the SENCo in Early Years**

Post-16 providers

Post-16 Providers should ensure that there is a named person with oversight of SEN provision to ensure coordination of support, similar to the role of the SENCo in schools. This person should contribute to the strategic and operational management of the College. Curriculum and support staff in the college should know who to go to if they need help in identifying a student's SEN, are concerned about their progress or need further advice. (SEND Code of Practice 2015, pp.116-117.) 45





Teachers

Part 1, Section 5 of the Teachers Standards (Dec. 2021) state: Teachers Must

- Adapt teaching to respond to the strengths and needs of all pupils
- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development 12
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Teachers Should:

- Focus on outcomes and provision for the child - be clear about the outcome wanted from any SEN
- Be responsible for meeting special educational needs - use the SENCo strategically to support the quality of teaching and evaluate the quality of support
- Make the education of their pupils their first concern and have high aspirations for every pupil - set clear progress targets for pupils and be clear about how the resources are going to help achieve this
- Involve parents and pupils in planning and reviewing progress - seek their views and provide regular updates on progress towards outcomes
- Remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main classroom or subject teacher; the teacher should still retain responsibility for the pupil. They should work closely with teaching assistants and/or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching (SEND Code of Practice 0-25 years)

Teaching Assistants and other Support staff

The expectation is that TAs must be aware of the **TA Standards**.

Teaching assistants are expected to:

Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities. (**TA Standards**, June 2016)

TAs should also be aware of the seven key recommendations within the '**Making Best Use of Teaching Assistants Guidance Report**':

Recommendations on the use of TAs in everyday classroom contexts:

1. TAs should not be used as an informal teaching resource for low attaining pupils
2. Use TAs to add value to what teachers do, not replace them
3. Use TAs to help pupils develop independent learning skills and manage their own learning
4. Ensure TAs are fully prepared for their role in the classroom

Recommendations on the use of TAs in delivering structured interventions out of class:

5. Use TAs to deliver high quality 1:1 and small group support using structured interventions
6. Adopt evidence-based interventions to support TAs in their small group and 1:1 instruction

Recommendations on linking learning from work led by teachers and TAs:

7. Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions

(Education Endowment Foundation, 2015)

Consequences: Redress

Parents have the following rights of redress, should the school, governors or local authority fail in its duty to provide, or if the parent disagrees with a decision, or feels that there is discriminatory practice:

- The school or local authority complaints procedure
- Disagreement resolution service
- An appeal to the SEN and Disability Tribunal following mediation
- A complaint to OFSTED
- A complaint to the local government and social care ombudsman
- A complaint to the Secretary of State for Education

Support for Parents/Carers

If you would like support attending meetings at a setting or want advice about how to approach your child's setting with questions or concerns, **Cumbria's SEND Information, Advice and Support Service** offer impartial information, advice and support to children and young people with special educational needs and or disabilities and their parents and carers.

List of Abbreviations

AAC - Augmentative and Alternative Communication
ABC - Antecedent, Behaviour and Consequence
ACE - Assessment of Comprehension and Expression
ADD - Attention Deficit Disorder
ADHD - Attention Deficit Hyperactivity Disorder
AET - Autism Education Trust
ASC - Autism Spectrum Condition
AWPU - Age Weighted Pupil Unit
BESD - Behavioural, Emotional and Social Difficulties
BEWOs - Behaviour and Emotional Well-being Officers
BPVS - British Picture Vocabulary Scale
BSL - British Sign Language
B/VI - Blind or Vision Impairment
C and L - Cognition and Learning
CAMHS - Child and Adolescent Mental Health Service
CCC - Cumbria County Council
CCG - Clinical Commissioning Group
CDC - Child Development Centre
CLA - Child Looked After
CoEL - Characteristics of Effective Learning
CoP - Code of Practice
CP - Child Protection
CPD - Continuous Professional Development
CPFT - Cumbria Partnership Foundation Trust
CPS - County Psychological Service
CSE - Child Sexual Exploitation
CYP - Children and Young People
D/HI - Deafness and Hearing Impairment
DfE - Department for Education
DAF - Disability Access Funding
DLA - Disability Living Allowance
DLD - Developmental Language Disorder
ESFA - Education and Skills Funding Agency
EHA - Early Help Assessment
EHCP - Education Health and Care Plan
ELSA - Emotionally Literate Support Assistants
EMH - Emotional Mental Health
ENT - Ear Nose and Throat
EP - Educational Psychologist
ERT - Edinburgh Reading Test
EYFS - Early Years Foundation Stage
FE - Further Education
FSM - Free School Meals
HHTS - Hospital and Home Tuition Service
HLTA - Higher Level Teaching Assistant
IBP - Individual Behaviour Plan
IEP - Individual Education Plan
ILR - Individual Learning Record
LA - Local Authority
LSA - Learning Support Assistant

MAAT - Multi Agency Assessment Team
MLD - Moderate Learning Difficulty
NDCS - National Deaf Children's Society
NHS - National Health Service
NICE - National Institute for Health and Care Excellence
NSPCC - National Society for the Prevention of Cruelty to Children
OT - Occupational Therapy
P.E.E.P. - Personal Evacuation and Egress Plan
PD - Physical Disability
PECS - Picture Exchange Communication System
PEP - Personal Education Plans
PHAC - Paediatric Hearing Aid Clinic
PIVATS - Performance Indicators for Valued Assessment and Target Setting
PMLD - Profound and Multiple Learning Difficulties
PRU - Pupil Referral Unit
PSD - Personal Social Development
PSP - Pupil Support Plan
PUD - Personal Understanding of Deafness
PVI - Private, Voluntary and Independent
QFT - Quality First Teaching
SATs - Specialist Advisory Teachers
SDQ - Strengths and Difficulties Questionnaire
SEAL - Social and Emotional Aspects of Learning
SEMH - Social Emotional and Mental Health
SEN - Special Educational Needs
SENCO - Special Educational Needs Coordinator
SEND - Special Educational Needs and Disability
SEND IAS - Special Educational Needs and Disability Information Advice Support Service
SEND TST - Special Educational Needs and Disability Teaching Support Team
SFA - Skills Funding Agency
SLCN - Speech, Language, Communication Needs
SLD - Severe Learning Difficulties
SLT - Speech and Language Therapist
SOGS - Schedule of Growing Skills
SpLD - Specific Learning Difficulties
SRP - Strategically Resourced Provision
STAP - South Tyneside Assessment of Phonology
STASS - South Tyneside Assessment of Syntactic Structures
TA - Teaching Assistant
TaMHS - Targeted Mental Health in Schools
ToD - Teacher of the Deaf
TVI - Teacher of Children and Young People with Vision Impairment



Translation Services

If you require this document in another format (e.g. CD, audio cassette, Braille or large type) or in another language, please telephone: 0300 303 2992.

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请致电 0300 303 2992

Jeigu norétumète gauti šią informaciją savo kalba,
skambinkite telefonu 0300 303 2992

W celu uzyskania informacji w Państwa języku proszę
zatelefonować pod numer 0300 303 2992

Se quiser aceder a esta informação na sua língua,
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