



**Walsall Council**

**Walsall Children's Services**

## **The Walsall Education Local Offer**

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### **The Local Offer**

The local offer is designed to assist schools and parents in identifying which children and young people with SEND who would previously have had their additional needs met via School Action, School Action Plus, School Action Intensive and some Statements. Under the new funding arrangements (School funding reform: next steps towards a fairer system) these children and young people will now have their needs met in school via the local offer (up to the value of AWPU plus the notional SEN budget).

## Overarching Principles

Schools need to take a prompt and proactive approach to identifying and addressing the needs of children and young people with special educational needs and disabilities from the start and to developing staff skill and expertise at every level of the school – strategic, policy, management and classroom level. Effective whole school action can reduce both physical barriers and curriculum access barriers and can help promote emotional health and wellbeing. A commitment to having a well trained SENCo who is a member of the Leadership Team, can influence appropriate decision making and inform on staff training needs, is vital in enabling schools to deliver an effective whole school approach which is based on a culture that children and young people with SEND are everyone's responsibility

A whole school approach includes:

- a commitment to providing effective intervention which ensures good progress from the learner's starting point
- safeguarding, including effective E~Safety, anti bullying strategies, and interventions
- behaviour support
- effective pupil voice in place that has impact, especially in planning transition across all phases
- engagement with multi agency processes including initiating these processes where appropriate to increase inclusion
- effective and evaluated action to increase involvement of parents in the support provided to their child/children
- whole school and targeted training focused on meeting the needs of children with SEND
- effective record and tracking systems in place to measure impact of support provided and progress of pupils
- building independence for individual learners
- enabling individual children and young people to make effective transition and progress through education, training and learning

In adopting a whole school approach it is important to note that reasonable adjustments and differentiated approaches are not mutually exclusive and the strategies and approaches laid out in this document are not exhaustive. A whole school approach will also mean that the school is in a position to demonstrate that all children within the school are making the requisite progress that Ofsted will seek to measure when they carry out inspection.

A whole school approach should include consideration of the use of nurture groups, an evidence based approach to supporting pupils with SEND in the form of emotional, social and behavioural difficulties in an inclusive manner. This approach can address barriers to learning which may arise from these difficulties in an inclusive and supportive manner via short term and focused intervention.

**Early Years (0-5):** Four guiding principles shape practice in early years settings and are set out in the Statutory Framework for the Early Years Foundation Stage. These are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- children develop and learn in different ways and at different rates.

The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities. Ongoing assessment is an integral part of the learning and development process.

Between the age of 2 and 3 years, practitioners must review the child's progress, identifying the child's strengths and any areas where progress is less than expected and provide a short written summary for the parents/carers. Any significant emerging concerns identified special educational need or disability must result in a targeted plan, developed by the practitioner, to support the child's future learning and development. This should include other professionals, e.g. SENCO, as appropriate.

**Post-16(19-24\* LLDD):** All providers will be expected to apply the principles of the DfE paper 'Study Programmes for 16-19 year olds' June 2012. This is an inclusive approach which applies to all students including those with LLDD, including those with the most learning difficulties and disabilities.

***\*Study programmes apply to 19-24 year old students with a learning difficulty assessment or an Educational and Health care Plan who are still in Further Education***

For descriptors (Profiles) of the different physical, sensory, behavioural, communication, and learning needs that children and young people with SEND may experience see Appendix A

## Teaching and Staffing

Teachers and other staff must have high expectations of children and young people with SEND and the skills to ensure they learn. This means that all teaching and support staff need to have access to an ongoing programme of training and support to enable them to identify the specific needs of each pupil. Plans which overcome a range of barriers to learning, including managing challenging behaviours, and which enable staff to deliver effective teaching leading to better outcomes including learners making good progress should be in place. Performance management will effectively identify professional development needs and opportunities. The availability of SENCo time to enable these practitioners to fulfil their responsibilities and effectively influence practice is essential and forms part of the SENCo's ongoing monitoring and leadership role. Strategies to support teachers, teaching and the sharing of good practice include team teaching, modelling, shadowing etc. Leadership Team monitoring should identify good practice for sharing and areas for development. This always leads to positive action.

Leadership Team responsibility includes ensuring that the following are available:

- class or subject teachers who are responsible for working with each pupil on a daily basis delivering individualised or group learning
- additional support to enable participation in unstructured times of the day as required
- access to small group, in class teacher or TA support that can be used flexibly to support learning and understanding and to secure progress
- a SENCo with responsibility for monitoring, reviewing and evaluating the implementation and impact of strategies, teaching and resources, adjusting the teaching and support as appropriate in order to support learning and progress
- in the EYFS phase the SENCo should have a role to play in monitoring the EY Profiles, using the evidence and information to identify needs and appropriate interventions
- tracking of progress by classroom teacher and SENCo which feeds in to the whole school development
- advice by specialist teachers, educational psychologists and/or SALT on teaching strategies or provision and use of equipment
- agreement for additional time for the learner to complete tasks with advice and support of SENCo
- agreement to additional support, reasonable adjustment and access to additional resources required for successful task completion
- appropriate questioning to secure learner understanding
- ensuring effective feedback to learners on how to further improve their work and meet their individual learning targets
- active engagement of the learner in reviewing and monitoring progress
- access to extra curricular activities with appropriate support
- liaising with parents/carers and sharing interventions and strategies

- transitions plans are in place between key stages and between year groups as appropriate

**Early Years (0-5):** Schools and settings are expected to meet the needs of all children through a range of practice which is additional and differentiated to meet the child's needs, and builds on the 2 Year Old progress check (if available)

**Post-16(19-24 LLDD):** Schools, colleges and other training providers will be expected to identify a member of teaching/tutorial staff with overall responsibility for putting together and overseeing an individual's study programme.

***\*Study programmes apply to 19-24 year old students with a learning difficulty assessment or an Educational and Health care Plan who are still in Further Education***

## Assessment and Intervention Planning

Teachers have to be confident in identifying the most effective way of ensuring that the child or young person has the support they need to ensure they learn and make good progress. Under current Ofsted requirements schools are expected to have robust systems for tracking and monitoring achievements for all children and particular groupings such as SEND. Therefore teachers will plan support to help every child or young person progress well. This planning will differentiate between the needs of children with SEND and those who may simply be struggling with learning and need access to a range of school based catch up services. Leadership Team has responsibility to ensure all staff are appropriately trained and are confident in identifying need and agreeing appropriate interventions.

In order for this to happen effective assessment and intervention planning should result in the closing of any gap between the needs of children with SEND and their peers and the development of their independent learning. This includes ensuring the following:

- that Assessment for Learning principles are employed
- use of previous records and base line assessments e.g. KS1 will use early years outcomes
- systematic monitoring of pupil progress regarding the effectiveness of interventions and making any necessary changes
- use of externally validated resources e.g. RAISE ONLINE, Progression Materials, Performance Matters, EYFS, 2 Year Progress check etc to identify areas of development and good practice
- that IEP targets are SMART, include consultation, advice and assessment from external agencies as appropriate and are reviewed termly with the pupil, their parent/carers and other agencies (as appropriate)

The impact of the above strategies should result in an assessment of the needs of individual pupils which focuses on the reasons for any inadequate progress. This should include consideration of classroom environment, learning styles, analysis of strengths and weaknesses, progress in relation to time, peers starting at a similar level, age related expectations, emotional wellbeing and attitude to learning. Ensuring that transition planning, across all phases, is pupil/person centred will ensure that impact of specific interventions is sustained.

Children and young people are expected to make the following progress:

- a child in KS1 should make at least 8APS progress across years 1 and 2
- a child in KS2 should make at least 3APS across the year ~ or 1APS a term
- children should make 3 levels of progress between KS2 and 4

from their starting point.

Children who do not make the expected progress must be identified and appropriate interventions put into place to support progress (see Appendix B for Walsall CS Learning Development Indicators). Schools must remember that Ofsted are looking for accelerated

progress (see Appendix C for Ofsted Subsidiary Guidance) Information is provided via SID to assist schools with this work and guidance is provided in Progression Materials which includes progress charts for children working at P levels.

**Early Years (0-5):** Schools and settings are required to deliver learning which adheres to the four guiding principals set out in the Statutory Framework for the Early Years Foundation Stage. These are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- children develop and learn in different ways and at different rates.

Practitioners must review the child's progress, identifying the child's strengths and any areas where progress is less than expected and any significant emerging concerns identified special educational need or disability must result in a targeted plan, developed by the practitioner, to support the child's future learning and development. This should include other professionals, e.g. SENCO, as appropriate.

**Post-16(19-24 LLDD):** Arrangements for provision and assessment of Level 2 English, mathematics in most cases, or appropriate adjustments according to the level of study programme and individual needs.

***\*Study programmes apply to 19-24 year old students with a learning difficulty assessment or an Educational and Health care Plan who are still in Further Education***

## Access to the Curriculum

Having high aspirations for children and young people, taking a whole school approach to remove any barriers to curriculum access while ensuring that the curriculum remains appropriately challenging and relevant requires a range of approaches. Children and young people with SEN and those with a disability should have access to a broad balanced and suitably modified curriculum that is effectively differentiated in all areas, including the effective use of assessment for learning and in particular questioning and self assessment.(See Appendix B for Walsall Children's Services Learning Indicators)

At the Early Years Foundation Stage the seven areas of learning and development must shape the educational programmes delivered in early years settings, including opportunities to develop choice making and turn taking.

This includes adopting the following to ensure full curriculum access as appropriate to each pupil:

- partner work including self and peer assessment
- use of a differentiated curriculum
- Specialist teaching, including HI and VI provision
- SENCo support
- booster groups
- pragmatics groups
- direct instruction
- precision teaching
- writing and/or numeracy focus groups
- SALT programmes
- small group teaching
- small group work, including short term specific focus groups
- 1:1 sessions, use of Learning Mentors, peer tutoring
- differentiated or pupil specific workstations
- pre teaching, including target specific
- timetabled ICT support programmes
- additional time to complete SAT's
- corrective and paired reading
- modification of resources
- Wave 2 and 3 interventions
- opportunities for independent learning

This is not an exhaustive list

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- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- children develop and learn in different ways and at different rates.

The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities. Ongoing assessment is an integral part of the learning and development process and practitioners must review the child's progress, identifying the child's strengths and any areas where progress is less than expected. Any significant emerging concerns identified special educational need or disability must result in a targeted plan, developed by the practitioner, to support the child's future learning and development. This should include other professionals, e.g. SENCO, as appropriate.

**Secondary Specific:** schools and providers should consider use of specific subject area teaching assistant and resources, off site provision, additional time to complete coursework, ASDAN and work experience as appropriate

**Post-16(19-24 LLDD):** all students will have a study programme from September 2013, which Ofsted will be monitoring on inspection. Study Programmes will include:

- progress to a level higher than prior attainment
- qualifications which are stretching rather than easy to pass
- qualifications of good/suitable size and level of rigour that will enable genuine progression to meaningful employment, training or higher levels of education
- programmes will enable all to achieve English and mathematics GCSE A\*-C or take English or maths provision that will lead to significant progress towards this, if this has not already been achieved
- all students will participate in value-added non-qualification activity and work experience, whenever appropriate.

These expectations are intended to be broad and flexible enough to meet the needs and interests of all full and part time students, irrespective of the field they wish to pursue or ability, including Learners with Learning difficulties and Disabilities.

N.B. Most substantial academic programmes at level3 (e.g. A level programmes) currently meet these criteria, provided the young person has already achieved a grade c in English and maths.

The requirement for young people to achieve – or work towards- at least a grade C in English and maths is part of a broader ambition to increase significantly the number of young people continuing to study maths post-16 by 2021. While it is not formally part of the Study Programme, schools and colleges should encourage young people to continue with their study of maths once they have

achieved a level 2 qualification, in light of the value placed on mathematical ability by employers and higher education institutions.

This also applies to vocational qualifications

Employability skills are important at all levels

Study Programmes should lead to an ambitious positive destination for all.

***\*Study programmes apply to 19-24 year old students with a learning difficulty assessment or an Educational and Health care Plan who are still in Further Education***

## Resources

Providing a differentiated, challenging, aspirational and supportive curriculum includes providing access to a range of specific resources as detailed on the schools current provision map.

This includes, but is not limited to:

- a range of Quality First Teaching and Wave 1 resources to include Inclusion Development Programmes, Circle Time
- a range of Wave 2 resources to include RML Freshstart, Springboard, Talking Partners, Beat Dyslexia, ABC Behaviour Charts, Social Use of Language programmes
- a range of evidence based Wave 3 resources to include Wave 3 Maths, Toe by Toe, Alpha 2 Omega, provision of or access to specialist equipment e.g. laptop, specialist seating, ICT programmes including Wordshark, Numbershark and Clicker

**Early Years (0-5):** Four guiding principles shape practice in early years settings and are set out in the Statutory Framework for the Early Years Foundation Stage. These are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- children develop and learn in different ways and at different rates.

The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities. Ongoing assessment is an integral part of the learning and development process. Inclusion Development Programmes for Early Years, Behaviour Management charts and access to specialist equipment should all be.

All settings delivering early years, nursery and reception learning could consider the Toy Library as an additional resource.

### Secondary Specific

- Progress units

**Post-16(19-24 LLDD):** the co-ordination of vocationally relevant work experience for all students, particularly those with LLDD is critical and required to ensure that young people with SEND are supported into the world of work. Appropriate links should therefore be developed and maintained with employers to support the development and delivery of relevant study programmes

***\*Study programmes apply to 19-24 year old students with a learning difficulty assessment or an Educational and Health care Plan who are still in Further Education***

## Pastoral Care and Emotional Well Being

Removing barriers and providing an inclusive, welcoming and supportive environment which enables children and young people to flourish and reach their maximum potential will require all schools to address the specific pastoral and well being needs of children and young people with SEND.

Supporting the Pastoral Care and Emotional Well Being of children and young people is lead by a whole school approach which articulates clear policies particularly in relation to behaviour management, anti bullying and inclusion. Specific strategies might include SEAL or SEAD, the identification of safe areas and strong partnership working with parents and carers. Recognition of the link between positive behaviour management and academic progress will support the pupil in making good progress. Headteacher or senior leadership engagement at this level will be important.

At a group level consideration should be given to social skills groups, which might include friendship groups, nurture groups and lunchtime groups, peer mentors or buddies and anger management work.

At an individual level specific interventions and strategies could include Circle of Friends, anger management programmes, use of time out and/or designated spaces.

Active involvements of parents and carers through the home school liaison mechanisms will increase as the child or young person's level of needs are identified. Developing effective multi agency links and a partnership approach will be essential in ensuring the needs of individuals are met.

**Early Years:** specific consideration to attachment and nurturing as a whole school approach and the use of SEAD should be considered.

**Secondary Specific:** access to IAG should be provided and consideration of person centred transition planning for young people with SEND from Year 9 onwards

**Post-16(19-24 LLDD):** schools, colleges and other training providers will be expected to identify a member of teaching/tutorial staff with overall responsibility for putting together and overseeing an individual's study programme. Co-ordination of vocationally relevant work experience for all students, particularly those with LLDD is essential if this group of young people are to be appropriately supported into the world of work. Appropriate links should therefore be developed and maintained with employers to support the development and delivery of relevant study programmes

### **Next Steps**

The classroom in particular is a complex environment which has a major effect on both pupils and teachers and schools vary widely in the extent to which they successfully help children to overcome their difficulties and make good progress.

If, despite the application of a combination of the interventions described in this document the school is unable to support the child or young person to make good progress from their starting point consideration should be given to moving to the High Needs process

## Appendix A

### SEN Profiles

#### COMMUNICATION and INTERACTION:

##### Speech and Language

The ability to communicate with good speech and language skills is an essential life skill for all children and young people if they are to reach their full potential; it underpins a child's social, emotional and educational development. Some children will need additional support to develop these skills and many children with SEN have strengths and difficulties in one, some, or all areas of speech, language and communication.

Speech language and communication have a significant impact on the ability of children and young people to understand and achieve in all subjects as they underpin the basic skills of literacy, mathematics, personal learning and thinking skills. Language development is generally associated with early years education and although this is critical phase in developing these skills, both language and communication skills continue to develop throughout the teenage years.

The range of speech, language and communication skills difficulties experienced by children and young people will include those with a formally diagnosed speech and language delay or disorder e.g. a stammer and those who may experience learning difficulties or demonstrate Autistic Spectrum features. These difficulties may be exhibited through:

- difficulties in understanding the meaning of language
- difficulties in articulation and phonology
- difficulties with expressive language, putting words into meaningful sentences and/or forming structured sentences appropriate to the child's age and development
- difficulty with vocabulary acquisition
- difficulties with listening and attention skills

As a consequence children and young people with a speech, language and communication difficulty may face difficulties in social interaction with peers, pragmatic skills and social communication. In addition they will face difficulties in accessing the curriculum which will in turn impede their ability to learn ensure at least satisfactory and preferable good progress from the learner's starting point.

##### Communication Needs: Autistic Spectrum

Autistic spectrum conditions are characterised by a triad of impairments in social relationships, social communication and imaginative thought. They may show themselves in the following ways:

- difficulties in attuning to social situations and responding to normal environmental cues; evidence of emerging personal agendas which are increasingly not amenable to adult direction
- a tendency to withdraw from social situations and an increasing passivity and absence of initiative
- repressed, reduced or inappropriate social interactions extending to highly egocentric behaviour with an absence of awareness of the needs or emotions of others
- impaired use of language, either expressive or receptive; this may include odd intonation, literal interpretations and idiosyncratic phrases and may extend to more bizarre expressive forms and limited expression, reducing the potential for two-way communication
- limitation in expressive or creative peer activity extending to obsessive interests or repetitive activities.

As a result these children face a substantial barrier to learning, significant difficulties in accessing the curriculum and may therefore perform at a level substantially below that of their peer group. Children and young people on the autistic spectrum are present across the continuum of ability and will require specialist support and assistance to access the curriculum. Without such help they will be unable to make good progress in line with their peers.

### **Physical Medical and Sensory Needs**

Pupils with motor disabilities and severe medical problems are most frequently identified at the pre-school stage. Exceptions to this would be pupils experiencing severe trauma, possibly as the result of an accident or illness, leading to long term disability. The causes of these difficulties are wide ranging and 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 (Duchene)
- 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 disabilities arising from this wide spectrum of need may show themselves in the following ways:

- difficulties in accessing the physical environment of the school
- difficulties in accessing educational facilities and equipment
- difficulties in accessing whole school and class activities, including assessments
- difficulty in accessing practical lessons safely e.g. Technology, Sciences
- difficulties in accessing all areas of the curriculum especially practical subjects such as Physical Education and Technology
- difficulties in accessing information and communication technology

- difficulty in achieving independent self-care skills
- difficulties in communicating through speech and other forms of language
- emotional stress
- physical fatigue
- physical difficulties with associated complex learning and social needs
- physical need with associated multi-sensory difficulties.

This group of children and young people are likely to need additional support in the form of human resource to support them in school and in their learning. This could include, but is not restricted to:

- support to aid safe curriculum access and response
- support to enable/support safe access to school life
- support to achieve equal access (where feasible) and maintain adequate progress through the allocation of additional resources/individual specialised equipment and/or a structured personalised curriculum
- support to meet primary care needs, including feeding/continence management
- support to enable the child to participate with peers in response to challenges in the school environment

Children and young people with physical disabilities span the entire continuum of ability. They do not necessarily have cognitive learning difficulties. Many, however, do need specialist help in order to access the curriculum as without such help they will be unable to make adequate progress. The key test of how far the child's learning needs are being met is whether they are making adequate progress.

### **Medical Needs**

A medical diagnosis or a disability does not necessarily imply special educational needs. Some medical conditions will affect a child's progress and performance intermittently, others on a continuous basis throughout a child's school career. It may not be necessary for a child or young person with any particular diagnosis of a medical condition to need any form of additional educational provision or support at any phase of education. It is the impact of the medical diagnosis upon the child's educational needs that must be considered. Some pupils may not require school-based SEND provision but they have medical conditions that, if not properly managed, could hinder their access to education.

Medical conditions may have a significant impact on a child's experiences and the way he or she functions in school. There are a number of medical conditions which can affect children, such as congenital heart disease, epilepsy, asthma, cystic fibrosis, haemophilia, sickle cell anaemia, diabetes, renal failure, rheumatoid disorders, leukaemia or childhood cancer. A child may also be involved in a serious road accident resulting in a head injury (acquired brain injury). The impact may be direct in that the condition may affect cognitive or physical disabilities, behaviour or the emotional state. The impact may also be indirect, perhaps disrupting access to education through unwanted effects of treatments or through the psychological effects that serious or chronic illness or disability can have on a child and the family.

Through their commitment to identifying and removing barriers to a child or young person's learning and ensuring that a culture in which children and young people with SEND are everyone's responsibility within the school is embedded and robust schools can ensure that children with medical needs do make progress.

### **Sensory Needs: Visual Impairment**

Children and young people with visual impairment span the entire continuum of ability. They do not necessarily have cognitive learning difficulties; they do, however, need specialist help in order to access the curriculum. Without such help they will be unable to make good progress. Children with a visual impairment will include children who have:

- a defect in the field of vision e.g. tunnel vision or loss of central vision
- a deteriorating eye condition
- significantly reduced visual acuity (6/18 or worse) in both eyes which cannot be corrected by glasses

The key test of how far the child's learning needs are being met is whether they are making good progress in line with their peers.

### **Sensory Needs: Hearing Impairment**

Children and young people with a significant degree of hearing impairment may require a bilingual learning environment where they can learn and socialise with both deaf and hearing peers using both British Sign Language and English. These children will typically have a diagnosis of permanent, severe and profound hearing loss (a loss of 71dB or greater).

Some children may have a moderate hearing loss (loss of between 41dB's and 70dB's) and have additional needs, e.g. they cannot follow classroom talk, fully understand verbal instruction, understand taped materials, participate in specific classroom activities e.g. group discussion.

For both groups of children their hearing difficulties significantly affect their understanding and processing of the spoken word resulting in a significant delay in their receptive and expressive language. These delays severely limit the child's participation in classroom activities, and their social communication and interaction with their peers. These language and communication difficulties can lead to frustration, emotional and/or behavioural difficulties. The child's difficulty means that they are unable to follow classroom routine and maintain attention without a high level of structure and adult support. Presentation of these difficulties can include:

- apparently persistently ignoring and/or misunderstanding instructions
- difficulties in understanding or responding to verbal cues
- difficulties in communicating through spoken language/interactions with peers and adults
- difficulties with language-related topics and in understanding new/complex concepts
- frustrations and anxieties arising from a difficulty to communicate, leading to associated behavioural difficulties and peer relationships
- a tendency to rely on peers, observing behaviour and activities to cue into expected responses
- a tendency to withdraw from social situations and an increasing passivity and absence of initiative
- increasing use of additional strategies to facilitate communication
- requires additional systems to support all aspects of communication, for example, BSL, additional audiological equipment

Children and young people with hearing impairment span the entire continuum of ability. They do not necessarily have cognitive learning difficulties; they do, however, need specialist help in order to access the curriculum. Without such help they will be unable to make good progress in line with their peers.

### **Emotional, Social Behavioural Difficulties:**

Whether or not a child is judged to have emotional and behavioural difficulties will depend on the nature, frequency, persistence, severity and cumulative effect of the behaviour, in context, compared with expectations for a child of the age concerned. However, children with emotional, social and behavioural difficulties have special educational needs. In terms of the legislation, they have 'learning difficulties' because they are facing barriers which cause them to have significantly greater difficulty in learning than most of their peers. These factors affect their achievement and sometimes that of others. They are persistent (if not necessarily permanent) and constitute learning difficulties. They may be multiple and may manifest themselves in many different forms and levels of severity. They may become apparent through withdrawn, passive, depressive, aggressive or self-injurious tendencies. Passivity can be just as much an indicator of an emotional or behavioural difficulty as overtly bad conduct, but can be often overlooked or not taken seriously. Many children with emotional and behavioural difficulties are unable to trust or to form relationships with peers or adults.

The reasons why children develop emotional and behavioural difficulties may have single point of origin or a number of causes. These may be associated with school, family or other environments or physical or sensory impairments. Children with emotional and behavioural difficulties cover the range of ability found in schools, but generally behave unusually or in an extreme fashion to a variety of social, personal, emotional or physical circumstances. Their behaviour may present in a number of different ways, including:

- at a personal level e.g. through low self-image, anxiety, depression or withdrawal; or through resentment, vindictiveness or defiance
- in a verbal way e.g. the child may be silent or may threaten, or interrupt, argue or swear a great deal
- in a nonverbal way e.g. through clinginess, truancy, failure to observe rules, disruptiveness, destructiveness, aggression or violence
- at a work skills level e.g. through an inability or unwillingness to work without direct supervision, to concentrate, to complete tasks or to follow instructions

These behaviours affect their achievement and sometimes that of others. For some children their cognitive learning difficulties will have caused or aggravated their emotional and behavioural difficulties, often accompanied by a significant loss of self-esteem. For other children their emotional and behavioural difficulties may have given rise to their cognitive learning difficulties, by impeding access to the curriculum through e.g., the aggression, depression or hyperactivity they have displayed. Some children may be bright but frustrated or suffering from serious emotional difficulties.

The classroom in particular is a complex environment which has a major effect on the behaviour of both teachers and pupils. There is a substantial body of evidence which shows that schools in general have a significant effect on children's behaviour and schools can make the situation better or worse depending on how they respond. Appropriate action may ensure that any difficult behaviour is kept within manageable limits, or even be prevented from developing in the first place. Without an appropriate response, children and young people will be unable to make good progress in line with their peers.

## **Cognition and Learning**

Children who demonstrate features of moderate, severe or profound learning difficulties will have difficulty in processing information, acquiring effective literacy and numeracy skills, have communication difficulties, have difficulties with problem solving and concept acquisition, have memory problems and reasoning difficulties. They may also experience physical co-ordination difficulties.

Where there is a consensus of opinion amongst parent/carers and professionals that the child's rate of progress overtime in relation to prior attainment is a concern schools should refer to the learning development indicators (Appendix B)

## Appendix B

### LEARNING DEVELOPMENT INDICATORS

The SEN Code of Practice describes in detail how schools should identify, assess and make provision for children and young people with special educational needs through a 'Graduated Response' which recognises a continuum of special educational needs. It is only when a child/young person's needs call for actions and teaching strategies which are 'additional to' or 'different from' the differentiated classroom provision for all children/young people that they may be considered as having special educational needs. The purpose of the Learning Development Indicators (LDIs) is to support consistent identification of level of need for children and young people with SEN in Walsall schools. Use of the LDIs should support school to reflect, at organisational level, about:

- how they identify children and young people with SEN
- what they then do
- how they measure impact, and
- how they feed this into the monitoring cycle

**It should be noted that the LDIs are indicators and not criteria and schools are advised to take a holistic view of individual pupil's needs.**

#### **Using Learning Development Indicators Guidance**

The test for the appropriate level of intervention is whether or not the child is making adequate progress. The child's progress will indicate the effectiveness of the support. Opportunities to assess progress are provided by the review procedures that schools put in place.

#### **Monitoring Pupil Progress**

The Special Educational Needs Code of Practice (2001) describes in detail how schools should identify, assess and make provision for children with special educational needs through a graduated response. This recognises a continuum of special educational needs. In an increasingly inclusive education system, many schools are rapidly developing ways of differentiating the curriculum and providing support for individual needs which could be applied to anyone at some point in their school life. It is only when their needs

call for actions and teaching strategies which are additional to or different from the differentiated classroom provision that they may be considered as having 'special educational needs'.

The SEN Code of Practice recognises that each child is unique and that there is

*"... a wide spectrum of special educational needs that are frequently inter-related, although there are also specific needs that usually relate directly to particular types of impairment". (SEN CoP 7:52)*

**Many children will have needs that span two or more of the four broad areas of need therefore progress in all these areas should be considered, communication and interaction; cognition and learning; behavioural, emotional and social; and sensory, physical and/ or medical.**

### **Monitoring Pupil Progress in the Foundation Stage**

It should be noted that the National Foundation Stage Profile (QCA) provide the Learning Development Indicators for the Foundation Stage. 'The Early Learning Goal' is the statement that identifies the expected level of development for the average child at the end of the Foundation Stage or Reception year. The Foundation Stage acknowledges that all children develop at different rates within different bands of their learning, sometimes stepping over or returning to bands.

The expected attainment at the end of the Foundation Stage is that using the ages & phases profile children have secure learning and are performing at expected levels, or that they are exceeding expected levels for a child or their age or that they have yet to secure their learning which is judged to be emerging

### **Monitoring Pupil Progress in KS1 and KS2**

Key Stages 1 and 2 will need to refer to the Foundation Stage Profile information and appropriate records. The tables contained in this document give more detailed guidance.

### **Monitoring Pupil Progress in KS3 and KS4**

Many children at Key Stages 3 and 4 will already have been identified as having Special Educational Needs by the time they have reached secondary school age. Children entering Year 7 with SEN, may already be at School Action, School Action Plus or have a statement. There will occasionally however, be children who have a special educational need that has not been identified or who find the demands of secondary education particularly challenging, and secondary SENCOs can draw upon records from the primary phase, SATs information and secondary baseline assessments carried out by many schools at the start of Year 7.

In Key Stage 4 there are many alternative pathways for accreditation where young people's needs are met. At School Action, the young person may be receiving support from the SEN department, in some lessons, from TA's or via advice from the SENCO. In some cases the young person may be receiving additional support in basic key skills and life skills within a small group setting.

At School Action Plus the school will need to provide additional literacy, numeracy, communication or behavioural support and / or additional staffing so that the young person can access the curriculum and off site provision.

**LEARNING DEVELOPMENT INDICATORS**  
**Behaviour, Emotional and Social Development**  
**GUIDANCE**

The following tables illustrate learning development indicators that may apply at different stages of the Graduated Response. These are not intended to be used as ‘criteria’ and are examples. These indicators would apply for different year groups and key stages as a guide to concerns and appropriate levels of support.

<p><b>Early Years and School Action</b>  Concerns on which a move to School Action might take place include the following:</p> <ul style="list-style-type: none"> <li>➤ difficulties understanding and using appropriate social behaviour despite regular learning opportunities and good adult modelling and stress reduction programmes (e.g. SEAL, TaMHS)</li> <li>➤ emotional and behavioural difficulties that are not ameliorated by available behaviour management techniques and differentiated learning opportunities employed by school</li> <li>➤ observed behavioural, emotional and social difficulties outside the range expected at an age appropriate developmental stage</li> <li>➤ difficulties are likely to include failure to make progress across many areas of the curriculum accompanied by signs of frustration, mood swings or reluctance to co-operate</li> <li>➤ distractibility that has a disruptive effect on teaching and learning</li> </ul>	<p><b>Early Years and School Action Plus</b>  Concerns on which a move to School Action Plus might take place differ in terms from those at Early Years/ School Action in <b>frequency, severity and persistence</b> despite targeted support. They may include the following:</p> <ul style="list-style-type: none"> <li>➤ concerns persist despite an appropriately planned, implemented and resourced individualised behaviour programme of support at Early Years or School Action</li> <li>➤ continuing emotional and/or behavioural difficulties leading to frequent episodes of challenging behaviour in a range of social and learning situations</li> <li>➤ significant difficulties outside the expected developmental range that substantially and regularly interfere with the child’s own learning and/ or that of others</li> <li>➤ despite intervention, continuing failure to make progress across many areas of the curriculum accompanied by signs of increasing frustration and anxiety, severe mood swings, non-co-operation or excessive passivity</li> <li>➤ severe distractibility that has serious disruptive effects on teaching and learning</li> </ul>
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- emerging difficulties with peer group relationships

- significant and persistent difficulties in forming and maintaining relationships with peers, affecting classroom dynamics and requiring considerable teacher intervention

**The pupil needs additional targeted support to:**

- follow class instructions/ routines consistently
- develop skills to understand and manage their own feelings
- manage transition/change in routine
- develop age appropriate social skills

Consultation via the Education Service

**The pupil needs individualised support to:**

- follow class and individual instructions/ routines consistently and conform to school rules and expectations in a variety of social and learning situations
- develop skills to understand and manage their own feelings
- manage transition/change in routine
- develop age appropriate social skills

Consultation via the Education Service

## LEARNING DEVELOPMENT INDICATORS

### Sensory / Physical / Medical GUIDANCE

The following tables illustrate learning development indicators that may apply at different stages of the Graduated Response. These are not intended to be used as 'criteria' and are examples. These indicators would apply for different year groups and key stages as a guide to concerns and appropriate levels of support.

Early Years/School Action	Early Years/School Action Plus
<ul style="list-style-type: none"> <li>➤ sensory, physical impairment or complex health needs <i>may</i> impact upon children's abilities (<i>cognition and learning and/or behaviour/social and emotional development and/or communication and interaction</i>)</li> <li>➤ the child/young person is likely to have a mild or unilateral hearing loss or a mild or monocular visual loss or have light sensitivity</li> </ul> <p><b>the pupil needs additional targeted support to:</b></p> <ul style="list-style-type: none"> <li>• access to the curriculum with <b>1limited modification and/or intervention from 3specialist services</b> specifically tailored to meet on-going needs</li> <li>• access the curriculum using specialist equipment and/or advice</li> <li>• ensure safe access to the learning environment</li> </ul>	<ul style="list-style-type: none"> <li>➤ sensory, physical impairment or complex health needs negatively impacts upon children's abilities (<i>cognition and learning and/or behaviour/social and emotional development and/or communication and interaction</i>)</li> <li>➤ the child/young person is likely to have a moderate or high frequency hearing loss or a moderate or fluctuating / degenerative visual loss</li> </ul> <p><b>the pupil needs individualised support to:</b></p> <ul style="list-style-type: none"> <li>• access to the curriculum with <b>2considerable modification and/or intervention from 3specialist services</b> specifically tailored to meet on-going needs</li> <li>• access the curriculum using additional specialist equipment and/or direct intervention from specialist services</li> <li>• ensure safe access to the learning environment</li> </ul>

**<sup>1</sup>Limited modifications may include:**

*specialist equipment e.g. hearing aid, writing slopes, low visual devices  
reasonable changes to school's organisation, policies and procedures*

**<sup>2</sup>Considerable modifications may include:**

*additional support in the classroom or around school with mobility/personal care  
additional specialist equipment e.g. FM system, assistive technology, specialist seating, modifications to the environment  
adaptations to the curriculum over and above that typically expected of the school (e.g. curriculum delivered in small steps to ensure success or specific individual programmes of work)*

**<sup>3</sup>Specialist Services include HI and VI Services, Occupational Therapy, Physiotherapy and Speech and Language Therapy**

## LEARNING DEVELOPMENT INDICATORS

### Specific Speech Language and Communication Needs (SLCN) Guidance

The following tables illustrate learning development indicators that may apply at different stages of the Graduated Response. These are not intended to be used as 'criteria' and are examples. These indicators would apply for different year groups and key stages as a guide to concerns and appropriate levels of support.

<p><b>Early years /School Action</b> Speech, language or communication needs (SLCN) which have a <i>moderate impact</i> on the child's social and/or educational development (e.g. difficulties in speaking and listening, use of appropriate language and /or following instructions).</p> <ul style="list-style-type: none"> <li>➤ associated difficulty in learning despite the provision of a differentiated curriculum over time</li> <li>➤ evidence of some rigidity and inflexibility of behaviour</li> </ul> <p><b>the pupil needs additional targeted support to:</b></p> <ul style="list-style-type: none"> <li>➤ enable access to the curriculum with <b>limited</b> modifications and/or intervention by Speech &amp; Language Therapy Service to meet on-going needs</li> </ul>	<p><b>Early years /School Action Plus</b> Severe and specific SLCN resulting in ongoing communication or interaction difficulties that:</p> <ul style="list-style-type: none"> <li>➤ impede the development of social relationships and appropriate behaviour</li> <li>➤ cause a substantial barrier to learning</li> <li>➤ result in the child failing to access the curriculum</li> </ul> <p>Severe speech, language and communication difficulties associated with a sensory or physical difficulty</p> <ul style="list-style-type: none"> <li>➤ as above</li> <li>➤ requiring additional equipment / resources</li> <li>➤ requiring direct intervention/advice from a specialist service</li> </ul> <p>Severe speech, language or communication needs associated with learning, emotional or behavioural difficulties with the result that the child :</p> <ul style="list-style-type: none"> <li>➤ is making little or no progress</li> <li>➤ is working at a level substantially below his peers</li> <li>➤ significant anxiety rigidity and inflexibility of behaviour</li> </ul> <p><b>the pupil needs individualised support to:</b></p> <ul style="list-style-type: none"> <li>➤ enable access to the curriculum with <b>considerable</b> modification and/or intervention by Speech &amp; Language Therapy to meet on-going needs</li> <li>➤ support to manage transition/change in routine</li> </ul>
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- support to manage transition/change in routine

Consultation via SALT and/or the Education Service

Consultation via SALT and/or the Education Service

## LEARNING DEVELOPMENT INDICATORS

### Cognition and Learning

#### GUIDANCE

The following tables illustrate learning development indicators that **may** apply at different stages of the graduated response. It should be noted that they are **not** intended to be used as 'criteria'. Schools should refer to the P Scales levels descriptors, given consideration of National Curriculum Attainment Targets and/or Assessing Pupil Progress (APP) grids for English and Maths. Profile/Profile points should also be taken into consideration.

#### Early Years Action & Early Years Action Plus at end of Foundation Stage

Early Years Action	Early Years Action Plus
tbc	tbc

#### School Action and School Action Plus at end of Key Stage 1

School Action	School Action Plus
End of Year 1 working within P 6 – 7	End of Year 1 working within P5-6
End of Year 2 working within P8/1C	End of Year 2 working within P6-7

#### School Action and School Action Plus at end of Key Stage 2

School Action	School Action plus
End of Year 3 Working around National Curriculum levels 1b-1a in core subjects	End of Year 3 Working at National Curriculum levels 1c or below in core subjects
End of Year 4 Working around National Curriculum levels 1a-2c in core subjects	End of Year 4 Working at National Curriculum levels 1b or below in core subjects
End of Year 5 Working around National Curriculum levels 2c-2b in core subjects	End of Year 5 Working at National Curriculum levels 2c or below in core subjects
End of Year 6 Working around National Curriculum levels 2a-3c	End of Year 6 Working at National Curriculum levels 2a or below in core subjects

## Appendix C

### Resources linked to the Waves of Provision

Please note that the following is not an exhaustive list.

<b>Wave 1 resources</b>	<b>Wave 2 resources</b>	<b>Wave 3 resources</b>
<ul style="list-style-type: none"> <li>• Circle Time</li> <li>• Inclusion Development Programme (IDP)</li> <li>• Numicon</li> <li>• Social and Emotional Aspects of Development (SEAD)</li> <li>• Social and Emotional Aspects of Learning (SEAL)</li> </ul>	<ul style="list-style-type: none"> <li>• ABC Behaviour Charts</li> <li>• Additional Literacy Support (ALS)</li> <li>• Further Literacy Support (FLS)</li> <li>• Mind mapping</li> <li>• NLS Early Literacy Support</li> <li>• Paired reading</li> <li>• Paired writing</li> <li>• Pragmatics groups</li> <li>• Reciprocal Teaching</li> <li>• RML Freshstart</li> <li>• Springboard</li> <li>• Social Use of Language Programme</li> <li>• Talkabout</li> <li>• Talking Partners</li> <li>• Writing frames</li> </ul>	<ul style="list-style-type: none"> <li>• A Hand for Spelling</li> <li>• Acceler-Read, Acceler-Write</li> <li>• Access to resources such as specialist seating</li> <li>• Active Literacy Kit</li> <li>• Alpha to Omega</li> <li>• Beat Dyslexia</li> <li>• Better Reading</li> <li>• Partnership</li> <li>• Catchwords</li> <li>• Clicker</li> <li>• Cued Spelling</li> <li>• Every Child Counts</li> <li>• Lego therapy</li> <li>• Lexia Reading System</li> <li>• Lifeboat Read and Spell Scheme</li> <li>• Numbershark</li> <li>• Numicon Catch Up</li> <li>• Precision Teaching</li> <li>• Pre-teaching</li> <li>• Rapid Maths</li> <li>• Rapid Reading</li> <li>• Reading Recovery</li> <li>• The Catch-Up Programme</li> <li>• Toe by Toe</li> <li>• Use of a workstation</li> <li>• Wave 3 Maths</li> <li>• Wordshark</li> <li>• Word Wasp</li> </ul>

## Appendix D

### Ofsted Subsidiary Guidance (September 2012)

- Inspectors should also look at the way the school identifies pupils who have special educational needs. They should find out whether pupils have been identified as having special educational needs, when in fact their progress has been hampered by weak teaching
- note if pupils who receive additional intervention are demonstrating accelerated or sustained progress. This would indicate whether the intervention is effective
- Inspectors need to take into account the proportion of pupils who have attainments below those expected for their age and where these are related to cognitive difficulties. The judgement on these pupils' achievement should be based on an evaluation of their learning and progress relative to their starting points at particular ages, and any assessment measures held by the school. This consideration is likely to be required in special schools for pupils who have moderate, severe or profound and multiple learning difficulties. It may also be appropriate in mainstream schools where there is a specially resourced provision for pupils who have these learning difficulties. When making their evaluation in these schools inspectors should consider the impact of these pupils on the school's overall attainments.