

**SCHOOL ACTION/SCHOOL ACTION PLUS**

**DESCRIPTORS OF SPECIAL EDUCATIONAL PROVISION –  
SECONDARY**

**MARCH 2005**



**SCHOOL ACTION/SCHOOL ACTION PLUS  
DESCRIPTORS OF SPECIAL EDUCATIONAL PROVISION – SECONDARY**

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## **SCHOOL ACTION/SCHOOL ACTION PLUS DESCRIPTORS OF SPECIAL EDUCATIONAL PROVISION – SECONDARY**

### **INTRODUCTION**

The Government's Special Educational Needs (SEN) strategy, as described in 'Removing Barriers to Achievement' (DfES 2004), aims to embed inclusive practice in every school, by developing teachers' skills and strategies for meeting the needs of Students with Special Educational Needs.

The Government's November 1998 Programme of Action for meeting Special Educational Needs announced that it would amend regulations to require Local Education Authorities (LEA's) to set out their detailed arrangements for the special educational provision which schools might normally provide from their budgets. These Descriptors of Special Educational Provision build upon information previously published by Derbyshire in April 2002, in accordance with the Regulations 2001.

Within the 2001 SEN Code of Practice the Graduated Response describes intervention at School Action and School Action Plus which is **additional to and different from** the differentiated curriculum provided for all pupils. In making such provision, schools are expected to draw upon their 'normally available resources'. This means resources which are delegated to schools through the Derbyshire LMS scheme, comprising funding for Age Weighted Pupil Numbers (AWPN), Non-Statement Special Needs (NSSN) and social deprivation, as well as allocations of standards fund, standards grant and devolved capital funding.

From April 2005, Funding for secondary school pupils who have previously had statements of SEN with extra teaching time and/or 8 hours or less TA will be merged with NSSN funding, and distributed on a formula basis.

**The Derbyshire SEN Descriptors outline additional and different provision for pupils at School Action and School Action Plus. They have been produced by Local Inclusion Officers, following a detailed audit of SEN provision in Derbyshire Secondary schools. Consultation has taken place with specialist services and Secondary SENCOs to ensure that the Descriptors reflect good practice in Derbyshire schools. We are grateful for their contributions.**

The Descriptors link with other important documents, available to schools through the Derbyshire Net for Learning (Extranet):

- Derbyshire's Strategy for Students and Young People with SEN 2003 – 8.
- Derbyshire's Framework for Evaluating Educational Inclusion.
- DCC Primary SEN Descriptors.
- DCC Descriptors of SEN Provision (Primary).

## THE DESCRIPTORS

The Descriptors are set out in the following tables. They indicate provision which the LEA expects schools to make at School Action and School Action Plus for pupils with:

- Moderate and specific learning difficulties
- Behaviour, emotional and social needs
- Autistic spectrum disorders
- Specific language impairments
- Visual impairments
- Physical impairments and/or medical conditions
- Hearing impairments

For each group of pupils, detailed information outlines the LEA's expectations at School Action and School Action Plus in terms of:

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

The Descriptors will be used for monitoring provision made for pupils at School Action and School Action Plus and will be available to parents.

<b>School Action</b>			
<b>Cognition and Learning: General and Specific Learning Difficulties</b>			
<b>Level and Description Of Difficulty</b>	<p>Low attainments ranging from: below level 3 at the start of Keystage 3 to below level 4 at the end of Keystage 3. This would reflect attainment levels typical of two-thirds of chronological age: 8 year level at age 12, 10 year level at age 15.</p> <p>Such pupils may also be socially and emotionally immature and have limited interpersonal skills. They will have difficulties with written and oral communication; they may have poor learning habits and concentration difficulties, be poorly motivated and resistant to learning.</p> <p>Some pupils in this category will have very specific difficulties [dyslexia, dyspraxia] affecting literacy skills, spatial and perceptual skills and fine and /or gross motor skills.</p>		
<b>Assessment, Planning &amp; Review</b>	<b>Teaching Environment and grouping</b>	<b>Curriculum</b>	<b>Resources</b>
<p><b>Identification</b></p> <ul style="list-style-type: none"> <li>• End of Keystage levels</li> <li>• CATs</li> <li>• Standardised tests</li> <li>• Teacher observation</li> <li>• Information from other agencies</li> <li>• Advice from other professionals</li> <li>• Views of young person and parents</li> </ul> <p><b>Assessment</b></p> <p>Schools will have access to a range of:</p> <ul style="list-style-type: none"> <li>• diagnostic tests</li> <li>• observational checklists,</li> <li>• dynamic forms of assessment which involve:</li> <li>• observing and recording responses in different environments,</li> <li>• identifying strengths and weaknesses,</li> <li>• identifying learning rates and learning styles.</li> </ul>	<p>All staff should be aware of the needs of individual pupils through systems which promote effective information sharing.</p> <p>Access to additional adult (s) to provide up to 3 hours shared or individual support per week for work on IEP targets and access to TA support for curriculum access in some subjects.</p> <ul style="list-style-type: none"> <li>• Reduced numbers in teaching groups for low ability students</li> <li>• Group and/or individual work on IEP targets for basic skills and other identified areas of need.</li> <li>• Flexible grouping which will provide opportunities to work with peers of similar ability and also allow opportunities to work with peers who provide good role models for communication skills and co-operative and independent application to task.</li> <li>• Access to peer supported learning, through Buddy schemes.</li> </ul> <p>In Keystage 4 as above and:</p> <p>Small group teaching for Awards Courses</p>	<p>Teachers are aware of the implications of a range of learning difficulties and adapt the planning and delivery of their subject teaching accordingly.</p> <p>Teaching and learning should where possible reflect pupil's preferred learning style.</p> <ul style="list-style-type: none"> <li>• Group teaching and learning which is Multisensory and well structured, with opportunities for repetition and consolidation of skills in literacy and numeracy.</li> <li>• Concrete practical-based learning activities.</li> <li>• Pre and post tutoring in subject specific vocabulary.</li> <li>• Strategies to extend concentration and attention to task.</li> <li>• Strategies to support problem solving, and ability to sequence learning steps to task completion.</li> <li>• Additional activities to assist with developing fluent handwriting and/or opportunities to develop word processing skills.</li> </ul>	<p>Budgetary allocation in each faculty to develop SEN teaching methods, curriculum and resources.</p> <p>Access to advice from SENCO, Heads of department.</p> <p>Teaching Assistants experienced in meeting the needs of pupils with moderate and specific learning difficulties.</p> <p>Access to a named Key worker – teacher or TA who will act as a stable reference point.</p> <p>Access to Learning Support Department containing appropriate specialised programmes and materials to develop learning, and social skills.</p> <p>Access to Learning / Pastoral Base during unstructured times of the day.</p> <p>Access to a Homework Club.</p> <p>DfES KS3 Framework for Teaching English / Mathematics.</p> <p>Derbyshire File for Language Friendly Schools.</p>

<p><b>IEPs</b></p> <p>Group and individual IEPs will reflect levels of need.</p> <p>Assessment informs IEP planning.</p> <ul style="list-style-type: none"> <li>• IEPs will have SMART targets.</li> <li>• Subject teachers / departments will plan to implement aspects of the IEP in their curriculum area.</li> <li>• IEP will specify teaching arrangements and resources.</li> <li>• IEPs will be reviewed regularly and will include success criteria.</li> </ul> <p>Pupil and parents will be involved in target setting and review and pupils will clearly understand the targets that they are working to achieve.</p> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>• IEPs will be reviewed regularly - at least twice a year.</li> <li>• Systematic records will be maintained.</li> <li>• Success is acknowledged and celebrated.</li> <li>• New targets are set as a result of the review.</li> <li>• Pupils are increasingly involved in the process of target setting and review.</li> </ul>	<p>Pupils with specific learning difficulties should have support arrangements that do not involve grouping with students with general learning or cognitive difficulties.</p> <p>Regular small group activities for specific IEP programme work utilising appropriate materials for pupils with specific difficulties and in class support from subject teachers and TAs.</p>	<ul style="list-style-type: none"> <li>• Alternative forms of recording which enables pupils to demonstrate knowledge without the requirement for extended written work.</li> <li>• Support for study skills and work planning, mind mapping techniques etc.</li> <li>• A system of negotiated rewards or strategies to improve motivation.</li> <li>• Support for homework and arrangements to ensure that tasks are clearly recorded and that arrangements are in place to ensure lesson based material are available to pupils who have difficulty with recording.</li> <li>• Support to develop personal organisation in response to Timetabling and managing possessions and equipment.</li> <li>• Successful learning outcomes to support confidence and self esteem.</li> <li>• Additional guidance to support options.</li> </ul> <p>In Keystage 4 as above and:</p> <ul style="list-style-type: none"> <li>• Alternative Curriculum through Entry Level Course, alternative accreditation, work related learning and college opportunities.</li> <li>• College Links for post 16 education.</li> <li>• Programmes to develop Life Skills.</li> <li>• Access to work experience.</li> </ul>	<p>ICT equipment and appropriately structured software to develop and support basic skills.</p> <p>Connexions Service</p> <p>Teaching Assistants experienced in meeting the needs of pupils with specific learning difficulties.</p> <p>Commercial programmes which are specifically designed to deliver multi-sensory teaching and learning opportunities to increase basic skills.</p> <p>Access to word processing packages which could be enhanced with predicative spelling and text generation facilities. Voice activated software Software to support mind mapping and planning of written work.</p> <p>The Derbyshire File for Dyslexia Friendly Schools.</p>
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All teachers should be aware of the impact of dyslexia and dyspraxia on the way a pupil learns and should adapt teaching to accommodate preferred learning styles. Regular planning of specifically differentiated work to ensure effective inclusion -

- Access to specialist teaching programmes for dyslexia.
- Effective spelling strategies which include Simultaneous Oral Spelling and syllabic spelling approaches. Regular provision of subject specific spelling lists and specialist dictionaries.
- Sensitive marking policies.
- Focussed work to develop study skills, mind mapping, organisation of ideas and ability to sequence learning steps to achieve successful outcomes.
- Strategies to support weak spatial and perceptual skills.
- Provision of materials which reduce or support note-taking, copying and the production of diagrams/charts where pupils have specific difficulty with these types of tasks.
- Support to ensure effective recording and differentiation of homework tasks.
- Strategies and resources to compensate for weak visual and auditory memory and weak recall of rote facts.

<b>School Action Plus</b> <b>Cognition and Learning: General and Specific Learning Difficulties</b>			
<b>Level and Description Of Difficulty</b>	Low attainments ranging from: below level 3 at the start of Keystage 3 to below level 4 at the end of Keystage 3. This would reflect attainment levels typical of two-thirds of chronological age: 8 year level at age 12, 10 year level at age 15. Such pupils may also be socially and emotionally immature and have limited interpersonal skills. They will have difficulties with written and oral communication; they may have poor learning habits and concentration difficulties, be poorly motivated and resistant to learning. Some pupils in this category will have very specific difficulties [dyslexia, dyspraxia] affecting literacy skills, spatial and perceptual skills and fine and /or gross motor skills.		
<b>Assessment, Planning &amp; Review</b>	<b>Teaching Environment and grouping</b>	<b>Curriculum</b>	<b>Resources</b>
<p><b>Identification</b></p> <p>As for School Action with arrangement for graduated approach to ensure more carefully focussed support.</p> <p><b>Assessment</b></p> <p>Arrangements as for School Action with:</p> <ul style="list-style-type: none"> <li>• Further detailed analysis of strengths and weaknesses.</li> <li>• Assessments by outside agencies Educational Psychologist, Speech and Language Therapist, Occupational Therapist, And Physiotherapist.</li> </ul>	<p>As for School Action and: Access to additional adult (s) to provide up to 8 hours shared or individual support per week for work on IEP targets and access to TA support for curriculum access in some subjects.</p> <ul style="list-style-type: none"> <li>• Mainstream classes with possible creation of additional sets for core subjects.</li> <li>• At least 3 additional weekly literacy and numeracy teaching sessions, delivered by a combination of additional teaching and TA until pupils reach a functional reading age in excess of 9 years and competence at life skills maths level.</li> <li>• In-class support in targeted subject areas.</li> <li>• Support arrangements which involve withdrawal teaching are delivered in settings that are motivational to staff and pupils.</li> <li>• Regular access to learning support base.</li> </ul>	<p>As for School Action and:</p> <ul style="list-style-type: none"> <li>• Small group or individual teaching using structured cumulative materials to develop basic skills, with opportunities for overlearning and revision.</li> <li>• Consistent levels of planned differentiation in most subjects.</li> <li>• Simplified language reinforced by visual materials and modelling approaches to compensate for mild to moderate language delay, where this is part of a pattern of general learning difficulties.</li> <li>• Focussed work to ensure vocabulary development in subject specific areas.</li> <li>• Tutor/mentor offering daily support for organisational skills.</li> <li>• Intervention strategies for the regular specialised delivery of social skills programmes in small group settings e.g. Social Stories, role play.</li> <li>• Mentoring.</li> <li>• Strategies and support materials to help compensate for weak memory skills.</li> <li>• Opportunities to follow oral based Modern Foreign Language Courses.</li> <li>• A system of negotiated rewards or strategies to improve motivation.</li> </ul>	<p>As for School Action and:</p> <p>Access to advice from external agencies – EP, LIO, and therapists.</p> <p>TAs experienced in supporting pupils with general and specific learning difficulties who may be department or pupil focussed.</p> <p>Key worker – teacher or TA who will act as a stable reference point.</p> <p>Access to Learning Support Department containing appropriate specialised programmes and materials to develop learning, and social skills.</p> <p>Access to Learning / Pastoral Base during unstructured times of the day.</p> <p>Access to a Homework Club.</p> <p>DfES KS3 Framework for Teaching English / Mathematics.</p> <p>Derbyshire File for Language Friendly Schools.</p> <p>ICT equipment and appropriately structured software to develop and support basic skills.</p>

<p><b>IEPs</b></p> <p>Individual IEPs will reflect level of need.</p> <p>Ongoing assessment informs IEP planning.</p> <ul style="list-style-type: none"> <li>• IEPs will have SMART targets.</li> <li>• Subject teachers / departments will plan to implement aspects of the IEP in their curriculum area.</li> <li>• IEP will specify teaching arrangements and resources.</li> <li>• IEPs will be reviewed regularly and will include success criteria</li> <li>• IEPS will incorporate specialist advice from external agencies</li> <li>• Pupil and parents will be involved in target setting and review and pupils will clearly understand the targets that they are working to achieve.</li> </ul> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>• IEPS will be reviewed regularly - at least twice a year.</li> <li>• Systematic records will be maintained.</li> <li>• Success is acknowledged and celebrated.</li> <li>• New targets are set as a result of the review.</li> </ul> <p>Pupils are increasingly involved in the process of target setting and review.</p>	<p>In Keystage 4 as above and:</p> <ul style="list-style-type: none"> <li>• Flexible teaching arrangements which include alternative/ vocational courses.</li> <li>• Timetabling that allows for reduced options in order to facilitate supported study options in other subjects.</li> <li>• In-class and study support for up to 25% of the week.</li> <li>• Links with FE colleges.</li> </ul> <p>Support arrangements which include appropriate on /off site arrangements for Awards and Alternative / Vocational Courses.</p> <p>Pupils with specific learning difficulties should have support arrangements that do not involve grouping with students with general learning or cognitive difficulties.</p> <p>IEP programme work utilising appropriate materials for pupils with specific difficulties in class support from subject teachers and TAs to assist with Study Skills and organisation and planning of written work.</p>	<ul style="list-style-type: none"> <li>• Support for homework and arrangements to ensure that tasks are clearly recorded and that arrangements are in place to ensure lesson based material are available to pupils who have difficulty with recording.</li> <li>• Support to develop personal organisation in response to timetabling and managing possessions and equipment.</li> <li>• Successful learning outcomes to support confidence and self esteem.</li> <li>• Specialist guidance about choice of options to inform Keystage 4 planning/grouping.</li> </ul> <p>In Keystage 4 as above and:</p> <ul style="list-style-type: none"> <li>• Teaching arrangement for alternative curriculum through entry level course, alternative accreditation, work related learning and college opportunities.</li> <li>• Programmes to develop Life Skills.</li> <li>• Access to work experience.</li> <li>• Support for organising and completing extended coursework, including access to alternative methods of recording and note taking.</li> </ul> <p>Arrangements to extend pupil participation within the curriculum, to prevent disaffection and promote engagement with school work, independent learning and self monitoring</p> <p>As for School Action and:</p> <ul style="list-style-type: none"> <li>• Regular planning of specifically differentiated work to ensure effective inclusion.</li> <li>• Access to specialist teaching programmes for dyslexia.</li> </ul>	<p>Connexions Service.</p> <p>Alternative accreditation schemes e.g. Youth Awards.</p> <p>College Links for post 16 education.</p> <p>Arrangements for examination concessions as appropriate.</p> <p>Revision guides</p> <p>Teaching Assistants experienced in meeting the needs of pupils with specific learning difficulties.</p> <p>Commercial programmes which are specifically designed to deliver multi-sensory teaching and learning opportunities to increase basic skills.</p> <p>Access to word processing packages which could be enhanced with predicative spelling and text generation facilities.</p> <p>Voice activated software Software to support mind mapping and planning of written work.</p> <p>The Derbyshire File for Dyslexia Friendly Schools.</p> <p>Examination concessions as appropriate.</p>
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|  |  | <ul style="list-style-type: none"><li>● Focussed work to develop study skills, mind mapping, organisation of ideas and ability to sequence learning steps to achieve successful outcomes.</li><li>● Support for revision in developing timetables and production of materials to supplement pupils own work.</li><li>● Support for essay writing and report writing and completion of coursework.</li><li>● Strategies to support weak spatial and perceptual skills.</li><li>● Provision of materials which reduce or support note-taking, copying and the production of diagrams/charts where pupils have specific difficulty with these types of tasks.</li><li>● Support to ensure effective recording and differentiation of homework and course work tasks.</li><li>● Strategies to ensure pupils adopt a metacognitive approach to their learning.</li><li>● Strategies to maintain positive self image.</li><li>● Learning mentors.</li></ul> |  |
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<b>School Action</b>			
<b>Behaviour, Emotional and Social Development (BESD)</b>			
<b>Level and Description of Difficulty</b>	The student presents persistent emotional or behavioural difficulties that have not been ameliorated by differentiated learning opportunities or by the behaviour management techniques usually employed in the school. The difficulties may include: distractibility which disrupts the teaching and learning process; failure to make progress anticipated across many areas of the curriculum accompanied by signs of frustration, disillusionment, mood swings, non-co-operation or non-attendance. There may be emerging problems with peer group relationships that affect classroom dynamics and require teacher intervention.		
<b>Assessment, Planning &amp; Review</b>	<b>Teaching Environment &amp; Grouping</b>	<b>Curriculum &amp; Teaching Methods</b>	<b>Resources</b>
<p>The student's strengths and weaknesses in emotional and behavioural development may be analysed using behavioural checklists such as the QCA EBD Scales (QCA 2001).</p> <p>Baseline recording of particularly difficult or significant behaviours should be made in order to carry out an "ABC analysis" of behaviour(s) to inform interventions and evaluation (Antecedents, Behaviour, and Consequences).</p> <p>IEPs will be set using "SMART" behavioural targets [some may be shared with other students in a Group Education Plan (GEP) where there are students with similar presenting behavioural problems in a class].</p> <p>There will be systematic monitoring and recording of student progress in terms of the effectiveness of interventions arising from the IBP.</p> <p>Regular reviews will be held. Parents/carers and student should be involved. Review will focus on behavioural progress, and the setting of new targets.</p>	<p>Grouping arrangements or additional support in the classroom are used flexibly to promote behavioural progress</p> <p>School-based individual or group counselling or pastoral support sessions may be of benefit. Opportunities for individual discussion and support should be available for a minimum of 15 minutes per week.</p> <p>Consideration should be given to the use of support strategies for students whose needs are emotional rather than behavioural.</p> <p>Pastoral support given to a student because they have EBD should supplement usual pastoral care arrangements. It should be available daily, from the Head of Year, SENCO or tutor. Schools should also consider the use of peer resources in the support of students experiencing emotional and behavioural difficulties.</p> <p>Key personnel for each student should be clearly identified to the student.</p>	<p>IEP behavioural targets focus on development of appropriate behaviours and elimination or reduction in inappropriate behaviours, and where appropriate would focus on raising self esteem and confidence. Specific rewards and sanctions will need to be incorporated. School should consider using clear sanctions and rewards systems within its Behaviour Policy where outcomes are communicated at least weekly.</p> <p>Appropriate behaviour and expectations are taught alongside the academic curriculum.</p> <p>Student and parent/carer involvement in the behavioural programmes will be clearly defined.</p> <p>Access to National Curriculum with suitable differentiation of the methods of delivery to accord with the presenting behavioural difficulties.</p> <p>Teachers should be encouraged to assess the appropriateness of the environment, the teaching and learning strategies used and the delivery style in order to ensure maximum engagement. They may choose to use the Behaviour Support Service Intervention 360 documentation to facilitate this.</p> <p>Clearly defined outcomes will be agreed with all parties for both appropriate and inappropriate behaviours.</p>	<p>Provision of support for up to 3 hours per week.</p> <p>Class or subject teachers are responsible for ensuring that the individualised or group behavioural programme is delivered on a daily basis, There may be some additional TA time provided under the guidance of the SENCO, Head of Year, or class tutor as appropriate. (e.g. individual for a minimum of 15 minutes per week)</p> <p>The SENCO, or Head of Year or class tutor facilitates assessment, planning and monitoring. All interventions should be reported and analysed in order to promote future planning.</p> <p>Behaviour Support Service or Educational Psychologist may provide some occasional advice on strategies, staff training or appropriate curriculum.</p> <p>Connexions Service involvement.</p> <p>Parental/carer involvement in programmes is particularly desirable. All agencies should work together to ensure that parental involvement is achieved where possible.</p> <p>Consideration should be given to the use of Information Technology, Audio Visual Support, Timeout rooms, to support a</p>

<p>Consideration should be given to an identification, assessment, and planning, monitoring and reviewing cycle for students whose difficulties emanate from emotional problems.</p> <p>Clear systems will be in place to ensure role definition and liaison between pastoral staff and Learning Support Department staff.</p>		<p>Students will be encouraged to develop appropriate role models within school.</p> <p>Students should be actively included in programmes to address social and life skills as well as the school's PSHE provision.</p> <p>There should be a focus on emotional needs using strategies such as Circle Time.</p>	<p>differentiated curriculum for a student who has difficulties in engaging in traditional curriculum delivery methods.</p> <p>Daily pastoral support from the Head of Year, SENCO or class teacher.</p>
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**School Action Plus**  
**Behaviour, Emotional and Social Development (BESD)**

<p><b>Level and Description of Difficulty</b></p>	<p>Despite carefully planned and executed interventions at School Action, the emotional and behavioural difficulties have not improved. External professionals and other agencies now become involved, requiring careful co-ordination within the context of the school. The increased difficulties may include: greater distractibility more severely disrupting the teaching and learning process; continuing failure to make progress across many areas of the curriculum accompanied by signs of frustration, disillusionment, mood swings, non-co-operation or non-attendance. There may be increasing problems with peer group relationships that affect classroom dynamics and require considerable teacher intervention.</p>		
<p><b>Assessment, Planning &amp; Review</b></p>	<p><b>Teaching Environment &amp; Grouping</b></p>	<p><b>Curriculum &amp; Teaching Methods</b></p>	<p><b>Resources</b></p>
<p>Further analysis of the student's strengths and weaknesses in emotional and behavioural development on the QCA EBD Scales (QCA 2001) or other checklist indicates continuing or widening problems.</p> <p>In assessing planning and reviewing it is expected that schools will have regard to advice given by specialist agencies and use this accordingly.</p> <p>Ongoing recording of particularly difficult or significant behaviours for new baseline(s). The recording strategies used should enable clear analysis of presenting behaviours, causation and outcomes for all involved.</p> <p>Revised IEPs will be set following consultation with external professionals such as Behaviour Support Teachers, Educational Psychologists, Local Inclusion Officers and professionals from the Child, Adolescent and Family Therapy Service (CAFTS), Student, Adolescent Mental Health Service (CAMHS) or Social Services, Connexions, EWO's and Parent</p>	<p>Mainstream class or set with access to individual or small group tuition within the classroom and/or periods of withdrawal for up to 8 hours per week.</p> <p>The teaching of appropriate behaviour and expectations should be organised in group sizes where numbers are managed to allow the development of social interaction skills. (Groups of 5 for 1 hr per week)</p> <p>In some cases the facility to attend in-school behaviour centres may be appropriate</p> <p>Shared placements with Student Support Centres may also be appropriate</p> <p>Individual counselling from external agencies (e.g. Educational Psychologist / BSS) may be appropriate.</p> <p>Consideration should be given to the use of support strategies for students whose needs are emotional rather than behavioural. These may include, circle of friends, discussion groups, mentoring / buddying.</p>	<p>Students will require a structured behavioural management programme in conjunction with external agencies. All agencies involved should understand the fundamental principle behind the programme and be committed to it.</p> <p>Student and parent/carer involvement in the behavioural programme will be clearly defined.</p> <p>Continuing and developing differentiation of curriculum will be required. Teachers should be further encouraged to assess the appropriateness of the environment, the teaching and learning strategies used and the delivery style in order to ensure maximum engagement. They may choose to use the Behaviour Support Service Intervention 360 documentation to facilitate this. Schools may choose to investigate commercially produced behaviour management programmes.</p> <p>Teachers may require training in strategies that are more likely to engage a student with behavioural difficulties. There may need to be a restructured individual timetable within the context of an inclusive curriculum.</p> <p>Throughout the continuum of SAP, students</p>	<p>Provision of support for up to 8 hours per week.</p> <p>INSET time for teachers on strategies likely to engage a student with EBD.</p> <p>Considerable additional TA or teacher support time provided under the guidance of the SENCO or Year Head, or class tutor.</p> <p>The SENCO should lead on assessment, planning and evaluation in liaison with pastoral staff. The SENCO should use recognised behaviour scales in order to produce a full diagnostic assessment of the ABC's.</p> <p>Class /subject teachers will need support in the delivery of the programme if it is to be sustained over a long period of time.</p> <p>Behaviour Support Service, Educational Psychologist or other external agencies will provide advice and input.</p> <p>Parental/carer involvement in programme development for school and home is essential.</p> <p>Consideration should continue to be given</p>

<p>Partnership might also be involved.</p> <p>There will be systematic monitoring of student progress in terms of the effectiveness of the revised interventions arising from the new IEP.</p> <p>Regular reviews with all professionals will be held. Parents/carers and student should be involved. The school will ensure that the time scale for student feedback is appropriate and that appropriate mechanisms are in place for communication with parents.</p> <p>Consideration should be given to an identification, assessment, and planning, monitoring and reviewing cycle for students whose difficulties emanate from emotional problems.</p> <p>Clear systems will be in place to ensure role definition and liaison between pastoral staff and Learning Support Department staff.</p>	<p>Additional levels of pastoral care should include;</p> <ul style="list-style-type: none"> <li>• Social support groups such as Circle of Friends weekly</li> <li>• Individual support such as daily mentoring by a skilled adult.</li> <li>• Peer support strategies at key times.</li> <li>• Clear communication throughout the school management system with weekly updates.</li> <li>• Strategies similar to Positive Play and Brain Gym</li> <li>• Nurture Groups</li> <li>• Positive support</li> <li>• Anger management</li> </ul>	<p>should be supported through a variety of strategies for up to a third of their time in school. Strategies could include;</p> <ul style="list-style-type: none"> <li>• Increasing adult/student ratio in the classroom</li> <li>• Using supported group work within the classroom</li> <li>• Using strategic withdrawal for specific skills work or therapeutic input (play, art or music therapy, social stories, and role play / drama games as available in the setting or through BSS resources.)</li> <li>• Strategic use of equipment to sustain learning e.g. I.C.T audiovisual equipment.</li> </ul>	<p>to the use of Information Technology, Audio Visual Support, Timeout Rooms to support a differentiated curriculum for a student who has difficulties in engaging in traditional curriculum delivery methods.</p>
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<b>School Action Autistic Spectrum Disorder (ASD)</b>			
<b>Level and description of difficulty</b>	<p>The student has difficulties with communication, interaction and imagination, which impede his or her access to learning and the curriculum. These difficulties persist despite differentiated learning opportunities provided by the school. The incidence of ASD seems to be increasing and schools can expect to have one or more students with ASD at sometime.</p> <p>The difficulties may include: inability to interpret social cues, poor social timing, lack of social empathy, rejection of normal body contact or unawareness of other people's personal space, inappropriate eye contact, lack of social conversation skills, literal use and interpretation of speech, rigidity and inflexibility of thought processes, resistance to change, solitary play and unusually focussed special interests.</p>		
<b>Assessment, Planning &amp; Review</b>	<b>Teaching Environment &amp; Grouping</b>	<b>Curriculum &amp; Teaching Methods</b>	<b>Resources</b>
<p>The student's strengths and weaknesses in social communication, interaction and flexible thinking are observed and recorded in a variety of situations during the school day.</p> <p>IEPS will be set using 'SMART' targets that focus on social communication, interaction, flexible thinking and independence.</p> <p>Class and subject teachers will plan to implement aspects of the IEP in their lessons. The IEP will specify teaching arrangements and resources. It will include strategies that reflect the student's preferred learning style e.g. the use of visual cues, routines and consistency of language use. IEP's will be reviewed regularly and will include success criteria. Parents and students will be involved in target setting and review and students should have an understanding of the targets they are working to achieve. Success will be celebrated.</p>	<p>There should be consistency within the classroom in terms of organisation, structure, routines, space and place, with identified pathways and areas.</p> <p>In the classroom written or drawn visual supports for tasks and/ or personal organisation will be needed. Such support may also be used to manage change [e.g. visual timetables etc]</p> <p>Grouping arrangements or additional support in the classroom are used flexibly to promote social interaction, language use, understanding and use of imagination.</p> <p>Individual or small group support should be available for at least 3 hrs per week. Peer support systems may be established and developed. This may be of particular benefit in unstructured times.</p>	<p>Students should have access to:</p> <ul style="list-style-type: none"> <li>Flexible teaching arrangements</li> <li>Help in acquiring, comprehending and using language.</li> <li>Help in articulation.</li> <li>Help in acquiring literacy skills.</li> <li>Where needed help in using augmentative and alternative means of communication</li> <li>Support in using different means of communication confidently for a range of purposes.</li> <li>Support in organising and coordinating oral and written language.</li> </ul> <p>The structured promotion of social interaction, communication, imagination and independence should be integral within the content and delivery of the academic curriculum.</p> <p>IEP targets will be addressed through small group and class work within the curriculum framework.</p> <p>Life Skills will be taught in Key Stage 4. There will be use of routines and structured tasks, immediate reward systems, peer awareness and sensitivity and peer support within the content, delivery and organisation of the curriculum.</p>	<p>Individual or small groups should be available for up to 3 hrs per week.</p> <p>TA time may be used to break down tasks into appropriately staged tasks as part of the individual support.</p> <p>Class or subject teachers are responsible for working with the student on a daily basis to address the student's needs. There may be some additional TA time provided under the guidance of the SENCO, Head of Year or class tutor as appropriate to work within the student's curriculum and individual needs framework.</p> <p>In the classroom written or drawn visual supports for tasks and/ or personal organisation will be needed. Such support may also be used to manage change [e.g. visual timetables etc]</p> <p>The SENCO, Head of Year or class tutor will facilitate assessment, planning, implementation and monitoring. The SENCO will also advise subject teachers.</p>

<p>There should be a cycle of identification, assessment, planning, implementation, monitoring and review.</p>		<p>Teacher explanation should be explicit and consistent.</p> <p>Within the curriculum, vocabulary, inference, active listening and active response to instruction may need to be specifically taught.</p> <p>School should include ASD's in their in-service training programme and <b>all</b> staff should know, for example, how to meet, greet and redirect a student with an ASD [and how not to do it...].</p> <p>Strategies used to facilitate transfer from one school/teacher to another, may include Passports, a familiarisation book of photos of the new environment, a file of coping strategies / equipment and social stories.</p>	<p>The Educational Psychologist, other support services and connexions may offer occasional advice about strategies, training or appropriate curriculum.</p> <p>Materials to support awareness, planning and practice in school and the classroom include: DfES guidance about autism and information from websites, including the National Autistic Society.</p> <p>Derbyshire Local Education Authority guidance; A Student With Autism in My Classroom; Guidance on Aspergers Syndrome in Secondary School; The Autism Friendly School File.</p> <p>Withdrawal facilities should be provided for times of stress.</p> <p>The student's potential for learning is likely to be promoted by the use of objects, visual supports [pictorial or written] and vocabulary lists.</p>
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**School Action Plus  
Autistic Spectrum Disorder (ASD)**

<p><b>Level and description of difficulty.</b></p>	<p>Despite carefully planned and executed interventions at School Action, the student continues to have difficulties with communication, interaction and imagination which impede his or her access to the curriculum. The difficulties within the triad of Autistic Spectrum Disorder are more clearly evident and severe: impaired language development, rigidity and inflexibility of thought and behaviour, difficulties with social interaction and communication, sensory issues.</p>		
<p><b>Assessment, Planning &amp; Review</b></p>	<p><b>Teaching Environment &amp; Grouping</b></p>	<p><b>Curriculum &amp; Teaching Methods</b></p>	<p><b>Resources</b></p>
<p>Further analysis of the student's strengths and weaknesses in social communication, interaction, flexible thinking, unusual behaviours, environmental intolerance and basic skill levels. Revised IEPs will be set following consultation with external professionals such as Autism Outreach staff, Educational Psychologists, CAFTS or Speech and Language Therapists if they are involved with the student. Ongoing assessment will inform IEP planning which will incorporate advice from external professionals. The IEPs will have SMART targets which reflect the student's priority needs. Class and subject teachers will plan to implement aspects of the IEP in their lessons. The IEP will specify teaching arrangements and resources. It will include strategies that reflect the student's preferred learning styles.</p> <p>IEPs will be reviewed at least twice a year and will include success criteria. Parents and students will be involved in target setting and review and students should have an understanding of the targets</p>	<p>There should be consistency within the classrooms in terms of organisation, structure, routines, space and place, with identified pathways and areas.</p> <p>Classroom supports may include the use of a visual timetable, prompt and/or instruction sheets, visually identified expectations and teaching outcomes, frequent visual supports for teaching and also signalling and signing. Teachers will expect to use several or all of these strategies.</p> <p>There will be some opportunities for individual or small group work within the classroom or on a withdrawal basis to address specific needs identified in the student's IEP, small group work or support in this context is for up to one third of the students time in school.</p> <p>Grouping arrangements or additional support in the classroom are used flexibly to promote social interaction, language use, understanding and use of imagination.</p> <p>Peer support structures with</p>	<p>All strategies used at School Action can be continued but with increased structure and precision.</p> <p>Students should have access to:</p> <ul style="list-style-type: none"> <li>• Flexible teaching arrangements</li> <li>• Help in acquiring, comprehending and using language.</li> <li>• Help in articulation.</li> <li>• Help in acquiring literacy skills.</li> <li>• Where needed help in using augmentative and alternative means of communication</li> <li>• Support in using different means of communication confidently for a range of purposes.</li> <li>• Support in organising and co-ordinating oral and written language.</li> </ul> <p>Staff utilise strategies to reduce behaviour difficulties caused by information overload [e.g. the Student rocking the desk] such as breaks built into the lesson plan for the Student. There may be other stress producing factors to be addressed such as sensory or social overload. The preparation of strategies would require about an hour a week</p> <p>Strategies such as Social Stories may be used to promote appropriate behaviour. This will link</p>	<p>Reference should be made to the School Action guidance.</p> <p>There is a named person who knows about Autistic Spectrum Disorders within the school to whom the student and parents may refer e.g. SENCO. This person will also advise subject teachers.</p> <p>There will be regular advice and input from external agencies such as Educational Psychologists, Autism Outreach Service, Local Inclusion Officer and in Key Stage 4 Connexions. Up to 8 hours additional TA or teacher support time provided under the guidance of the SENCO, Head of Year or class tutor.</p> <p>Classroom supports may include the use of a visual timetable, prompt and/or instruction sheets, visually identified expectations and teaching outcomes, frequent visual supports for teaching and also signalling and signing. Teachers will expect to use several or all of these strategies. Social Stories This would require 20 minutes, 3 times per week.</p>

<p>they are working to achieve. Success will be celebrated. There should be an ongoing cycle of identification, assessment, planning, implementation, monitoring and review.</p> <p>There may be specific targets relevant to particular curriculum areas and these are agreed with the appropriate staff members.</p>	<p>appropriate guidance for the supporting students may provide opportunities for the development of social interaction and communication skills. On the advice of specialist services, this could include circles of friends, mentoring or buddying.</p> <p>The school realises that Students with ASD are very vulnerable to bullying and has support/monitoring in place.</p>	<p>in with the teaching of life skills and preparation for employment in Key Stage 4.</p> <p>Approaches such as TEACCH may inform the curriculum and teaching methods. There will be the use of rule based learning, immediate feedback and structured reward systems.</p> <p>Peer awareness and sensitivity, and peer support in and out of the classroom will be necessary.</p> <p>Within the curriculum, and for social situations, vocabulary and inference, active listening and active response to instruction will need to be taught specifically. Curricular language will benefit from 'scaffolding' approaches.</p> <p>There will be continuing and developing differentiation of the delivery of the curriculum. The student may require some individualised curriculum content, within the context of an inclusive curriculum to address some specific needs.</p> <p>Strategies used to facilitate transfer from one school/teacher to another, may include Passports, a familiarisation book of photos of the new environment, a file of coping strategies / equipment and social stories.</p>	<p>TEACCH This would require 15 minutes at the start of key lessons – 2.5 hrs a week.</p> <p>The 'Buddy' model of peer support will take about 0.5 hrs to manage.</p> <p>Specific language programmes may require about 2 hrs a week</p> <p>These will require about 2 hrs a week preparation time.</p> <p>Withdrawal facilities should be made available for times of stress. Students may require individual counselling following incidents. Regular opportunities to meet with the SENCO or other identified key person e.g. once a fortnight may be helpful.</p> <p>There will be an ongoing commitment to training for all appropriate staff in school and for whole school information and training as appropriate.</p>
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**School Action  
Specific Language Impairment (SLI)**

<b>Level and description of difficulty</b>	The student has specific difficulties with language, which impede his or her access to learning and the curriculum. The student has poorly developed receptive and expressive language skills that do not follow the normal pattern. Despite good social intent the student's social interaction is limited. The student may demonstrate frustration or stress. Possibly have motor difficulties and may be over physical with other students. There is a marked difference between the student's understanding and use of language and his or her cognitive, social and adaptive skills.		
<b>Assessment, Planning &amp; Review</b>	<b>Teaching Environment &amp; Grouping</b>	<b>Curriculum &amp; Teaching Methods</b>	<b>Resources</b>
<p>The student's strengths and weaknesses in expressive and receptive language are observed and recorded. This may include reference to the student's understanding and use of vocabulary, grammatical structure, conversational skills and speed of language processing. The student may take cues from the actions of other students. The student may not readily ask for help or clarification.</p> <p>IEPs will be set using 'SMART' targets that focus on developing understanding and use of language. Class and subject teachers will plan to address aspects of the IEP in their lessons. Some subject areas may have specific targets within the IEP. The IEP will specify teaching arrangements and resources.</p> <p>IEPs will be reviewed regularly [at least termly] and will include success criteria. Parents and students will be involved in target setting and review and students will clearly understand the targets they are working to achieve. Success will be celebrated. There should be a cycle of identification, assessment, planning, implementation, monitoring and review.</p>	<p>The physical environment should be methodically organised and conducive to good listening and attention.</p> <p>Classroom supports may include the use of rebus systems, visual timetables and prompt sheets.</p> <p>Grouping in class should provide opportunities for peer support, the development of social understanding and inference together with structured opportunities for conversation. Support or small groups should be available for at least 3 hrs per week.</p>	<p>Teaching methods may include the use of visual aids, signalling and signing to support understanding in lessons.</p> <p>IEP will be addressed through small group and class work within the curriculum framework. There should be opportunities to facilitate peer awareness and support. Teacher explanation should be consistent, use repetition and be delivered with a mild tone and manner.</p> <p>There may need to be specific teaching of vocabulary, comprehension and inference, use of language, sentence structures, the speech sound system, sequencing and active listening skills. Staff may also need to use prompts and 'scaffold' tasks to promote independent working.</p> <p>Possible fine motor difficulties will be addressed through differentiated resources, tasks and expected outcomes. School should address the needs of Speech and Language Impaired (SLI) students in their in – service training as appropriate.</p> <p>Strategies used to facilitate transfer from one school/teacher to another may include Passports, social stories a file of coping strategies including important questions and statements.</p>	<p>TA support or small groups should be available for at least 3 hrs per week.</p> <p>Class or subject teachers are responsible for working with the student on a daily basis to address the student's needs. There may be some additional teaching assistant time provided under the guidance of the SENCO, the year head or class tutor as appropriate to work within the student's curriculum and individual needs framework.</p> <p>The SENCO, Head of Year or class tutor will facilitate assessment, planning, implementation, monitoring and review.</p> <p>The SENCO will support and advise subject teachers.</p> <p>Reference should be made to Derbyshire File for Language Friendly Schools.</p>

**School Action Plus  
Specific Language Impairment (SLI)**

<p>Level and description of difficulty</p>	<p>Despite carefully planned and executed interventions at School Action, the student has continuing difficulties with receptive and expressive language skills. There is a marked difference between the student's understanding and use of language and his or her cognitive, social and adaptive skills although the student is likely to show some underachievement. The student may clearly demonstrate frustration or stress, possibly have motor difficulties and may be over physical with other students. A speech and language therapist will be involved with the student who will have a diagnosis of Specific Language Impairment.</p>		
<p><b>Assessment, Planning &amp; Review</b></p>	<p><b>Teaching Environment &amp; Grouping</b></p>	<p><b>Curriculum &amp; Teaching Methods</b></p>	<p><b>Resources</b></p>
<p>There will be further analysis of the student's strengths and weaknesses in receptive and expressive language [see also School Action]. A speech and language therapist will be the key professional involved in this.</p> <p>Revised Individual Education Plans will be set following consultation with Local Inclusion Officers and Educational Psychologists, as appropriate.</p> <p>Ongoing assessment will inform IEP planning which will incorporate advice from external professionals.</p> <p>The IEP will have 'SMART' targets, which reflect the student's priority needs. Class and subject teachers will plan to implement aspects of the IEP in their lessons.</p> <p>The IEP will specify teaching arrangements and resources. It will include strategies that reflect the student's preferred learning styles.</p> <p>IEP's will be reviewed at least termly and will include success criteria.</p>	<p>The physical environment should be methodically organised and well defined and labelled using writing and drawings</p> <p>There will be some opportunities for individual or small group work within the classroom or on a withdrawal basis to address specific needs identified on the student's IEP.</p> <p>Careful choice of working and leisure partners and groups will facilitate social interaction. These will change according to the activity and also to give a variety of social experiences and learning.</p> <p>There will need to be recognition of the stress and unhappiness that SLI can cause. Rewards and recognition are important as is the provision of a place / activity for difficult times.</p>	<p>Classroom support and teaching methods will include a variety of visual materials to aid comprehension, support speaking and the use of language and facilitate personal/ task organisation.</p> <p>IEP will be addressed individually, through small groups and class work within the curriculum framework. The advice of the professional will be followed and will inform teaching and learning tasks. Programme generalisation will be supported within the classroom.</p> <p>There will be opportunities to facilitate peer awareness and support. Social language skills will be developed according to a structured programme with opportunities for frequent revisiting.</p> <p>Teacher explanation should be consistent, use repetition and be delivered with a mild tone and manner. The student will benefit from being told the main points of a lesson beforehand so that decoding language does not get in the way of learning – or learning does not get in the way of understanding language structures.</p> <p>There will need to be specific teaching of vocabulary, comprehension and inference, use of language, sentence structures, the</p>	<p>Preparation of materials will require about 1 hr a week of TA support.</p> <p>IEPs programmes will require about 5 hrs a week of TA support.</p> <p>There is a key worker (SENCO / Tutor) who is informed about the needs of the student to whom the student and parents may refer. There will be regular advice and input from external agencies including the Local Inclusion Officer Service, and Educational Psychologists. Decoding Language This will require about 1.5 hrs of TA support.</p> <p>Upto 8 hours TA time will be provided under the guidance of the SENCO, year head or class tutors.</p>

<p>Parents and students will be involved in target setting and review and students will clearly understand the targets they are working to achieve. Success will be celebrated. There should be an ongoing cycle of identification, assessment, planning and review. There may be specific targets relevant to particular curriculum areas and these are agreed with the appropriate staff members.</p>		<p>speech sound system, sequencing and active listening skills.</p> <p>Staff will also need to use prompts and 'scaffold' tasks to promote independent working.</p> <p>Possible fine motor difficulties will be addressed through differentiated resources, tasks and expected outcomes.</p> <p>Students will need to be taught organisational strategies and their understanding of events and change will need support.</p> <p>School should address the needs of SLI students in their in-service training as appropriate.</p> <p>Strategies used to facilitate transfer from one school/teacher to another, may include Passports, social stories a file of coping strategies including important questions and statements.</p>	<p>Use of the Derbyshire Language Friendly Schools File.</p> <p>To be taught organisational strategies and to improve their understanding of events and change will need support.</p> <p>There will be an ongoing commitment to training for all appropriate staff in school and for whole school training and information as appropriate.</p>
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**School Action  
Visual Impairment**

<b>Level and Description of Difficulty</b>	<p>The student has a level of visual impairment which requires some modifications to be made to the presentation of the curriculum, the school or classroom environment, or the classroom management of the student e.g. positioning in class, use of equipment etc. Impaired functional vision in the educational setting is the key criterion. While it is difficult to categorise these pupils they may include those with:</p> <ul style="list-style-type: none"> <li>▪ poor visual acuities (for example 6/12 to 6/18)</li> <li>▪ ocular motor difficulties</li> <li>▪ visual field loss</li> <li>▪ progressive conditions where the present impairment is very slight.</li> </ul> <p>Where a student exhibits more than one of these difficulties it is more likely that they will be at School Action Plus. If the student has visual perception difficulties this will compound the problems associated with all of the above.</p>
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<b>Assessment, Planning &amp; Review</b>	<b>Teaching Environment &amp; Grouping</b>	<b>Curriculum &amp; Teaching Methods</b>	<b>Resources</b>
<p>School should receive advice from Support Service for Visual Impairment, following a full assessment of student's functional vision in the educational setting. School will facilitate the assessment, providing space, liaison time, and details of their own observations.</p> <p>IEPs will be written based on SSVI advice. IEPs will be reviewed regularly, in line with the SEN Code of Practice.</p> <p>School will facilitate monitoring by SSVI teacher. At School Action this could be less frequent than termly. This will include liaison time with SENCO, constituting perhaps 30 minutes. The SENCO will communicate information to all relevant staff.</p> <p>The monitoring and review cycle will vary depending on the needs of the student.</p> <p>The SENCO in consultation with subject teachers will monitor the student's progress and their visual access to the curriculum on an ongoing basis. Any concerns will prompt a request for additional advice or intervention from SSVI.</p>	<p>The student should remain part of the mainstream lessons for all activities except in exceptional circumstances eg risk to own health and safety.</p> <p>The student's position in the room will need to be considered for access to visual stimuli.</p> <p>Social interaction with other Students may need to be encouraged through sensitive grouping arrangements.</p> <p>If grouping by ability, care should be taken that cognitive ability is the criterion used rather than the impaired ability to access materials.</p>	<p>All areas of the curriculum should be accessible with appropriate adaptation or modification where necessary.</p> <p>Teachers must have regard to advice submitted by SSVI as well as parents, health professionals etc, in how they present the curriculum e.g.</p> <ul style="list-style-type: none"> <li>▪ use of whiteboard</li> <li>▪ accessibility of printed materials</li> <li>▪ speed of work</li> <li>▪ physical position of student</li> <li>▪ exam arrangements</li> </ul> <p>Some in class support may be necessary from time to time in certain subjects or with certain topics including practical subjects. This should be provided by school if the total TA support package for the Student does not exceed 3 hours.</p> <p>As visual impairment is about the ability to access the visual world, and not about a cognitive difficulty, care must be taken to maintain appropriately high expectations in curriculum achievement.</p>	<p>Student may benefit from using specialist equipment e.g.</p> <ul style="list-style-type: none"> <li>▪ sloping reading/writing boards</li> <li>▪ low power magnifiers</li> <li>▪ dark pens/pencils</li> <li>▪ dark lined books/paper</li> <li>▪ large print materials (e.g. reference books)</li> <li>▪ bright PE equipment</li> </ul> <p>In general, expensive specialist items will be provided by DCC via SSVI, while smaller and/or consumable items will be provided by the school.</p> <p>Very occasionally printed material may need to be enlarged. It would be expected that school would use their own resources for this up to a maximum of 3 hours total TA support time for the student (including direct support).</p>

**School Action Plus  
Visual Impairment**

<b>Level and Description of Difficulty</b>	<p>The student has a significant level of visual impairment which requires modifications to be made to the presentation of the curriculum, the school or classroom environment, and the classroom management of the student e.g. positioning in class, use of equipment etc. They may require some printed materials to be modified. They will likely require the provision of some specialist equipment. Significantly impaired functional vision in the educational setting is the key criterion.</p> <p>The student will usually have a poor visual acuity (sharpness of vision) - for example 6/18 or worse. This may be compounded by other problems such as visual field loss, monocular vision, ocular motor impairment, visual perception difficulties or the presence of degenerative conditions.</p>
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<b>Assessment, Planning &amp; Review</b>	<b>Teaching Environment &amp; Grouping</b>	<b>Curriculum &amp; Teaching Methods</b>	<b>Resources</b>
<p>School should receive advice from the Support Service for Visual Impairment on 01246 204851, following a full assessment of student's functional vision in the educational setting. School will facilitate the assessment, providing space, liaison time, and details of their own observations.</p> <p>IEPs will be written with cognisance of SSVI advice and will be reviewed regularly, in line with the SEN Code of Practice.</p> <p>SSVI will contribute to IEP writing and review. The specialist teacher should be invited to IEP meetings, and will attend when appropriate and possible.</p> <p>School will facilitate monitoring and/or support by SSVI teacher. This will usually be once or more per term. It will require liaison time with SENCO, constituting perhaps 30 minutes or more. SENCO will communicate information to all relevant staff</p> <p>The monitoring and review cycle will vary depending on the needs of the</p>	<p>The student should remain part of mainstream lessons for most activities.</p> <p>Withdrawal sessions for individual or small group work may be necessary to:</p> <ul style="list-style-type: none"> <li>▪ complete tasks made slower by the visual impairment</li> <li>▪ prepare student for a class activity / learning experience</li> <li>▪ reinforce mainstream work</li> <li>▪ provide additional hands on experience of materials or presentations</li> <li>▪ provide additional experiences of the environment</li> <li>▪ learn particular skills to improve curriculum access e.g. touch typing or use of magnifiers and other specialist equipment</li> <li>▪ increase social interaction with peers</li> <li>▪ learn mobility skills</li> </ul> <p>The above may require up to 8 hours of TA support per week, provided by the school. SSVI will teach some of these skills to the student but they will still require reinforcement. SSVI will provide guidance and advice for this.</p>	<p>All areas of the curriculum should be accessible with appropriate adaptation or modification where necessary.</p> <p>Teachers must have regard to advice submitted by SSVI as well as parents, health professionals etc, in how they present the curriculum e.g.</p> <ul style="list-style-type: none"> <li>▪ use of whiteboard</li> <li>▪ accessibility of printed materials, and how they should be adapted</li> <li>▪ modification of teaching methods used</li> <li>▪ speed of work</li> <li>▪ physical position of student</li> </ul> <p>Additional in class support may be necessary in certain subjects or with certain topics. This should be provided by school if the total TA support package for the Student does not exceed 8 hours.</p> <p>As visual impairment is about the ability to access the visual world, and not about a cognitive difficulty, care must be taken to maintain appropriately high expectations in curriculum achievement.</p>	<p>Student may benefit from using specialist equipment e.g.</p> <ul style="list-style-type: none"> <li>sloping reading/writing boards</li> <li>magnifiers</li> <li>large print materials</li> <li>accessibility software for ICT</li> <li>larger computer monitor</li> <li>separate TV monitor</li> <li>dark pens/pencils</li> <li>dark lined books/paper</li> <li>large print materials</li> <li>bright PE equipment</li> </ul> <p>In general, expensive specialist items will be provided by DCC via SSVI, while smaller and/or consumable items will be provided by the school.</p> <p>Some adaptations to the school environment may be necessary e.g. vertical blinds, highlighting of hazards etc. These should be incorporated into the school accessibility plan</p> <p>Some printed materials or other learning materials/equipment may need to be modified.</p>

<p>student and the school.</p> <p>The SENCO in consultation with subject teachers will monitor the student's progress and their visual access to the curriculum on an ongoing basis. Any concerns will prompt a request for additional advice or intervention from SSVI.</p>	<p>The student's position in class will need to be considered for access to visual stimuli.</p> <p>Social interaction with other students may need to be encouraged through sensitive grouping arrangements.</p> <p>If grouping by ability, care should be taken that cognitive ability is the criterion used rather than the impaired ability to access materials.</p>		<p>SSVI can assist in this but it would be expected that school would use support time for this from their own resources up to a maximum of 8 hours total TA support time for the student (including direct support).</p>
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**School Action  
Physical Impairment/Medical Conditions**

<p><b>Level and Description</b></p> <p><i>Of Difficulty</i></p>	<p>The student will have a defined physical or medical condition that may be subject to regular medical review / intervention. Such students may:</p> <ul style="list-style-type: none"> <li>• Use specialist aids relating to their disability, i.e. ankle foot orthosis, wrist splint.</li> <li>• Utilise limited, low-tech specialist equipment to enhance their curriculum access, e.g. word-processor, adapted ruler, foot box.</li> <li>• Require limited adult assistance with practical aspects of the curriculum or self help skills or personal care.</li> </ul> <p>In addition the student's needs may impact on their self-esteem and social relationships.</p>		
<p><b>Assessment, Planning &amp; Review</b></p>	<p><b>Teaching Environment &amp; Grouping</b></p>	<p><b>Curriculum</b></p>	<p><b>Resources</b></p>
<p>Assessment will draw on assessments already undertaken as part of standard educational practice i.e. primary records, baseline assessments or QCA assessments.</p> <p>The student's strengths and weaknesses will be identified through a range of activities – observation, checklists, dialogue with staff, curriculum-related assessment, criterion-referenced assessment, non-standardised tests and/or diagnostic tests and may be supplemented by standardised tests.</p> <p>IEPs will be set using SMART targets.</p> <p>There will be thorough monitoring of student progress in terms of the effectiveness of the interventions arising from the IEP.</p> <p>Regular review meetings should be held to which parents/carers and the students are invited. The focus of these meetings should be on progress made and the effectiveness of strategies employed. Setting new targets will be a key component of these meetings.</p>	<p>Flexibility is used in grouping arrangements and the use of additional support to promote independent learning. Individual support and/ or groupings should be considered for up to 3hrs per week. This could be in the form of strategic peer support or support from a TA.</p> <p>Classroom setting/management takes account of social relationships.</p> <p>Flexibility in timetabling arrangements or rooming to allow accessibility.</p>	<p>Access to the National Curriculum (including 'P' Scales) or alternative accreditation will be provided with suitable differentiation (including alternative activity when appropriate) and support, particularly in Physical Education and practical activities within all areas. Possible guidance and advice from physiotherapy and/or occupational therapy services.</p> <p>Specific skill development or ameliorative activities in support of IEP targets may be required.</p> <p>Consideration should be given to the use and management of low-tech aids or equipment (including basic word processors where appropriate).</p>	<p>Subject teachers are responsible for working with the student on a daily basis, delivering any individual programmes. Individual support and groupings should be considered for up to 3hrs per week.</p> <p>Some additional support may be required at periods throughout the day. The SENCO facilitates assessment, planning and monitoring in consultation with subject teachers.</p> <p>Specialist teachers from The Support Service from Physical Impairment, Educational Psychologists, Physiotherapists or Occupational Therapists <i>may</i> provide some <i>occasional</i> advice on strategies, equipment or staff training.</p>

**School Action Plus**  
**Physical Impairment/Medical Conditions**

<p><b>Level and Description Of Difficulty</b></p>	<p>Despite having received concentrated support under School Action the student has continuing difficulties that require more specialised advice from external agencies. Such students will have a defined physical or medical condition and will usually be subject to regular medical review/intervention. They will have impairment of motor functions, affecting dexterity or mobility within school, which would without intervention, directly obstruct or hamper the Student's access to the curriculum. They may:</p> <ul style="list-style-type: none"> <li>• Utilise specialist equipment to ameliorate difficulties with either curriculum access and/or daily living activities.</li> <li>• Require Health Care Plans using the framework – Supporting pupils with medical needs.</li> <li>• Require a level of adult assistance to access the curriculum, manage their condition, or move with safety around the environment.</li> <li>• Exhibit fatigue, lack of concentration or motivation due to their condition that is having a marked effect on classroom performance.</li> </ul> <p>In addition the student's needs may impact on their self-esteem and social relationships.</p>		
<p><b>Assessment, Planning &amp; Review</b></p>	<p><b>Teaching Environment &amp; Grouping</b></p>	<p><b>Curriculum</b></p>	<p><b>Resources</b></p>
<p>IEP's will be set using SMART targets, taking into account the Student's full needs. The drafting of this will require consultation and advice from one or more of the following: Specialist Teacher, Educational Psychologist, Moving and Handling Adviser, Speech and Language Therapist, Occupational Therapist, Physiotherapist.</p> <p>There will be regular, detailed monitoring of the student's progress in terms of the effectiveness of interventions arising from the IEP.</p> <p>Regular reviews should be held to which parents/carers and the students are invited. The review should focus on student progress, effectiveness of strategies, new information or factors, and the setting of new targets.</p> <p>The student's progress, strengths and weaknesses will have been monitored using a range of activities – baseline assessments, observation, checklists,</p>	<p>There will be access to considerable small group/in-class, TA/teacher support. Individual support and groupings should be considered for up to 8hrs per week.</p> <p>A range of differentiation techniques is widely used to promote full access to practical activities. Most students will require access to a base for therapy/amelioration or developmental programmes and/or special arrangements for personal and hygiene needs.</p> <p>Consideration will need to be given to timetabling and location of rooms.</p> <p>Regular additional support in specified lessons e.g. Technology</p> <p>Daily physiotherapy programme: Occasional help with physical aids e.g. splints, AFO's.</p> <p>Independence skills programme e.g. typing, managing own aids, ICT.</p>	<p>Access to the National Curriculum (including 'P' Scales) or alternative accreditation will be provided with suitable differentiation (including alternative activity when appropriate) and support, particularly in Physical Education and practical activities within all areas.</p> <p>Individual programmes to support IEP targets and external agency advice will be provided.</p> <p>There will be focus on the <i>educational</i> implications of the physical/medical condition but there may also be therapy targeted at these difficulties.</p> <p>Additional or personal access to Information Communication Technology (high and low technology), alternative methods of recording, specialist aids and adaptations</p>	<p>Advice from The Support Service for Physical Impairment on 01332 834782 and other external support services should be sought to inform and/or guide curriculum adaptation, implementation of the IEP and offer direct support to the student. Multi-agency collaboration will usually be essential due to the overlap of educational, social or health needs.</p> <p>Subject teachers are responsible for delivering the IEP in conjunction with the SENCO.</p> <p>Additional TA/teacher time will be given with advice/support from SENCO and outside specialists (i.e. Specialist Teacher for Physical Impairment). This may be for up to 8 hrs per week and be delivered by a TA or other appropriate adult e.g. lunchtime supervisor as outlined in Teaching and Grouping.</p>

<p>dialogue with staff/external agencies, non-standardised tests and/or diagnostic tests and standardised tests.</p>	<p>Some support needed in safely moving around the school.</p> <p>Have regard to risk procedures affecting safety of Student ( fire evacuation procedures, practical subjects etc)</p> <p>TA support up to a maximum of 8 hours.</p>	<p>may be necessary to facilitate access to the curriculum. Consideration will need to be given to training and management of equipment.</p> <p>Consideration should be given to exam concessions.</p>	<p>The LEA may make specialised transport arrangements to and from school. The school will need to consider the implications of the Disability Discrimination Act (DDA) for school visits and extra curricular activities.</p> <p>The school may need to make reasonable adjustments to its environment and some building adaptations may be necessary.</p> <p>Specific I.C.T programmes on the advice of the Specialist Teacher.</p> <p>Consideration should be given to the identification of a key worker.</p>
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**School Action  
Deaf and Hearing Impaired**

<p><b>Level and Description Of Difficulty</b></p>	<p>Mild fluctuating loss: The student has a loss, which comes and goes and is usually related to having catarrh linked to a cold. Monaural hearing loss: The student has a hearing loss in one ear only. The loss can be of varying degrees, from mild to profound. The student may have a hearing aid, but this is not usually the case.</p>		
<p><b>Assessment, Planning &amp; Review</b></p>	<p><b>Teaching Environment, Adapations &amp; Aids</b></p>	<p><b>Curriculum</b></p>	<p><b>Resources</b></p>
<p>IEPs will be set using SMART targets, taking into account the student's full needs. The drafting of this will require consultation and advice from outside agencies (i.e. Specialist Teacher, Educational Psychologist, Speech and Language Therapist,</p> <p>There will be regular, detailed monitoring of the students progress in terms of the effectiveness of interventions arising from the IEP.</p> <p>Regular reviews should be held to which parents/carers and the students are invited. The review should focus on student progress, effectiveness of strategies, new information or factors, and the setting of new targets.</p> <p>The student's progress, strengths and weaknesses will have been monitored using a range of activities – baseline assessments, observation, checklists, dialogue with staff/external agencies, non-standardised tests and/or diagnostic tests and standardised tests.</p>	<p>Fluctuating hearing loss is less common in the Secondary School. No additional support should be needed although some long term permanent fluctuating hearing loss may occur.</p> <p>All staff should be aware of the student's hearing loss and its implications in school.</p> <p>The student should be advised so that their good side is to the teacher and others who may be speaking.</p> <p>The person who is speaking should identify himself or herself in some way so that the student can locate the speaker before they begin to speak. This is particularly important in group discussion.</p> <p>The student should be made aware of safety measures in technology rooms, science labs etc and staff should ensure that they have heard and understood all instructions.</p> <p>Where the student wears a hearing aid they should be encouraged to wear it as instructed by the audiologist, ENT consultant, or TOD. Any concerns or observations about the student's use of the prescribed aid should be fed back through the parent or TOD to the</p>	<p>The Teacher of the Deaf (TOD) may make observations of the student in the classroom and from those observations and subsequent discussion with the teacher make some suggestions of how the school can best meet the student's needs.</p> <p>If the student sometimes wears a hearing aid the TOD will give advice and guidance as to its use and maintenance.</p> <p>Where there is some language delay linked to the hearing loss the TOD will give advice and guidance on the implications for this and how you can aid language development, in the school environment.</p> <p>The TOD will visit on referral and then following that on request if there are further concerns, or as agreed by school, family and service.</p> <p>The TOD may provide support, information, advice and guidance.</p>	<p>The Support Service for Deaf and Hearing Impaired may already be aware of the student through a Health Service referral. If not, the school should make a referral to the service.</p> <p>Advice and guidance will be given from the Support Service for Deaf and Hearing Impaired (SSDHI). A Teacher for the Deaf (TOD) will visit school if requested and talk to staff about the implications of this type of loss and the best ways to help the student.</p> <p>Support of up to 3 hours' TA may be needed to work on their language development and perhaps social skills and behaviour.</p>

audiologist/ENT consultant to help them decide what aid is best for the student in that situation.

Students with a monaural loss are sometimes not identified until later than usual. This may mean that their early experiences (prior to diagnosis) leave them with longer-term effects upon their language development and perhaps social skills and behaviour.

**School Action  
Deaf and Hearing Impaired**

<b>Level and Description Of Difficulty</b>	<p>Mild permanent hearing loss:          The student has a hearing loss that is permanent. This may be conductive (middle ear) or could have a sensory neural (inner ear) element. The student sometimes has a hearing aid. This could be worn all of the time but sometimes only when needed most, or at identified times.          As above plus –          Students with a mild loss should function well in a school environment providing all staff are aware of their needs. However all students are individuals and the effects of a mild loss on one student may be greater than on another.          Therefore the effects of a mild loss should not be ignored or minimised, if you have any doubt about the way the student is functioning in school, their language development or their access to the curriculum please contact the Support Service for Deaf and Hearing Impaired on 01332 833956.</p>
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<b>Assessment, Planning &amp; Review</b>	<b>Teaching Environment, Adapations &amp; Aids</b>	<b>Curriculum</b>	<b>Resources</b>
<p>As above for assessment, planning and review.</p>	<p>Where the student wears a hearing aid they should be encouraged to wear it as instructed by the audiologist or ENT consultant. Any concerns or observations about the student's use of the prescribed aid should be fed back through the parent, or TOD to the audiologist/ENT consultant to help them decide what aid is best for the student in that situation.            Ensure that you have the student's attention before speaking to them.            Speak clearly but without overmouthing or shouting.            Seat the student where they can clearly see you when you speak to the class.            Repeat and rephrase if the student has not understood.            Ensure understanding, as they may say they have understood when they have not.            Try to give as much visual representation to what you say as possible. The use of pictures, key vocabulary lists, diagrams, etc are all useful.            Cue the student in to when someone else is speaking in a group discussion and where possible repeat what the other student has said.            Ensure that the lighting in the classroom</p>	<p>Advice and guidance will be given from the Support Service for Deaf and Hearing Impaired (SSDHI). A Teacher for the Deaf will visit school if requested and talk to staff about the implications of this type of loss and the best ways to help the student.</p> <p>The TOD will observe the student in the classroom, discuss their observations with staff and advise as to their needs with regard to their hearing impairment and its implications in school.</p> <p>The TOD will visit following referral and then as agreed between schools, home and service, as appropriate to need. This is likely to be no more than termly.</p> <p>Where other professionals are working with the student or family the SSDHI will liaise and plan jointly with them, the school and the family.</p>	<p>Support of up to 3 hours' TA may be needed to work on their language development and perhaps social skills behaviour or to prepare resources.</p>

is good and that the student can see clearly at all times.  
Tell the student what the session will be about so that they are clued into the topic before you start.

Discuss with the student where they find it easiest to hear and when it is difficult for them, make changes accordingly.

Support of up to 3 hours may be needed to work on their language development and perhaps social skills behaviour or to prepare resources.

**School Action and School Action Plus  
Deaf and Hearing Impaired**

<p><b>Level and Description Of Difficulty</b></p>	<p><b>Moderate permanent hearing loss:</b> The loss is permanent and can be conductive but is likely to also have a sensory neural element. The student usually wears a hearing aid all of the time. Students with a moderate hearing loss may vary in the effects this has upon their communication and language development. Most students with a moderate loss will be able to participate in all aspects of school with minimal additional support and with only periodic advice from a TOD to school staff. Other students, where the effects of the loss are more marked and severe, and where their functioning in school is of a lower level than would be expected, there may be a greater need for supported provision, with higher levels of in-class support and greater involvement of a TOD.</p>		
<p><b>Assessment, Planning &amp; Review</b></p>	<p><b>Teaching Environment &amp; Grouping</b></p>	<p><b>Curriculum</b></p>	<p><b>Resources</b></p>
<p>IEPs will be set using SMART targets, taking into account the student's full needs. The drafting of this will require consultation and advice from outside agencies (i.e. Specialist Teacher, Educational Psychologist, Speech and Language Therapist,</p> <p>There will be regular, detailed monitoring of the student progress in terms of the effectiveness of interventions arising from the IEP.</p> <p>Regular reviews should be held to which parents/carers and the student's are invited. The review should focus on student progress, effectiveness of strategies, new information or factors, and the setting of new targets.</p> <p>The student's progress, strengths and weaknesses will have been monitored using a range of activities – baseline assessments, observation, checklists, dialogue with staff/external agencies, non-standardised tests and/or diagnostic tests and standardised tests.</p>	<p>As above plus –</p> <ul style="list-style-type: none"> <li>▪ Teachers should try to stay in one place whilst talking to allow the student to be able to have a good view of the face at all time.</li> <li>▪ The person who is speaking should identify himself or herself in some way so that the student can locate the speaker before they begin to speak. This is particularly important in-group discussion.</li> <li>▪ The student should be encouraged to wear the hearing aids as suggested by the audiologist, ENT consultant or Teacher of the Deaf. Any concerns or observations about the student's use of the prescribed aid should be fed back through the parent to the audiologist/ENT consultant, or to the TOD to help them decide what aid is best for the student in that situation.</li> <li>▪ The student should be made aware of safety measures in technology rooms, science labs etc and staff should ensure that they have heard and understood all instructions.</li> </ul>	<p>As above plus –</p> <p>It is likely that a TOD is already liaising with the family and will have been working with them for some time. They will be an important link between school, health, social services and the family.</p> <p>The TOD will provide advice and guidance to school staff about the use and maintenance of hearing aids and radio aids where appropriate.</p> <p>They will be responsible for the on-going provision and maintenance of radio aids, and sound field systems and they will liaise with the health authority with regard to the hearing aids.</p> <p>They will talk to staff about deaf awareness and how best to help the student.</p> <p>They will talk to groups of student's about deaf awareness and how they can best help their hearing impaired classmate.</p> <p>The TOD will observe and assess the student and report to staff about their needs in connection to their hearing impairment and its implications in school.</p> <p>The TOD will assess, where necessary, the language levels of the student, for both receptive and expressive language development and will advise staff about how best to communicate with the student and support their language development in school.</p>	<p>Support of up to 8 hours' TA may be needed to work on their language development and perhaps social skill, behaviour or to prepare resources.</p> <p>The TOD will liaise closely with the SENCO and Subject Teacher any additional classroom support to ensure that they are aware of the needs of the student and how best to create a classroom environment that will enable optimum listening and learning conditions for the student.</p>

	<ul style="list-style-type: none"><li>▪ Where a radio aid is used the TOD will give advice and support in its best use. All staff should be aware of how to use the radio aid and in which situations it is most beneficial to the student.</li></ul> <p>Where it is considered that sign support in school would be beneficial to the student school staff should take advice from the SSDHI and wherever possible they should develop sign language skills to enable the student to best communicate and access the curriculum. It is anticipated that in cases such as these there will be some level of in-class support available.</p>	<p>The TOD will advise on presentation of learning materials, and modification and differentiation according to their needs. The TOD will advise on exam concessions, where appropriate and provide written information to aid application. Where other professionals are working with the student or family the SSDHI will liaise and plan jointly with them, the school and the family. Where an IEP is in place the TOD will plan jointly with the school to identify appropriate targets and review progress. The TOD will contribute towards the on going monitoring of the student's progress across all areas with regard to the implications of their hearing impairment. Where the student uses sign support the TOD will advise staff on where they can learn sign language and may be able to set up in-house courses for staff in school. The funding for this will be discussed and dependent upon resources.</p>	
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## **TRANSFER ARRANGEMENTS FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

For pupils preparing for phase transfer there needs to be well planned, thorough transition procedures which may include:

- Close liaison and planning with all professionals working with pupils
- Additional preparatory visits by some students, including meeting of key personnel
- Visits by Learning Support staff to Key Stage 2 setting to observe/familiarise themselves with pupil(s)
- Liaison with parents to discuss needs and provision in new setting
- Information on pupils' needs and strategies to meet those needs given to all staff
- Support for school organisation, expectations and routines both prior to and on entry
- Student mentors/buddy support to facilitate transfer
- Use of passports or information cards.

## **GLOSSARY**

CATs – Cognitive Ability Tests

Differentiated curriculum – work adapted to suit Students individual learning styles

ICT – Information Communication Technology

IEP – Individual Education Plan

PSHE –Personal Social and Health Education

SMART targets – pupil targets which are Specific, Measurable, Achievable, Realistic and Time-limited

The Derbyshire series of 'Friendly' files (Dyslexia, Language & Autism) are available in schools. Additional copies can be purchased by contacting Trisha Glaister on 01629 580000 Ext 2815.

## REFERENCES

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- Removing Barriers to Achievement – The Government’s Strategy for SEN DfES 2004.
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- New Mainstream Special Educational Needs Arrangements (Primary) - Documentation for Schools May 2003
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- Derbyshire Strategy for Students and young people with Special Educational Needs 2003-8
- Special Educational Needs Code of Practice November 2001
- Derbyshire File for Dyslexia Friendly Schools
- Derbyshire File for Language Friendly Schools
- Derbyshire File for Autism Friendly School.
- Student with Autism in my Class – Joined Up Training Group