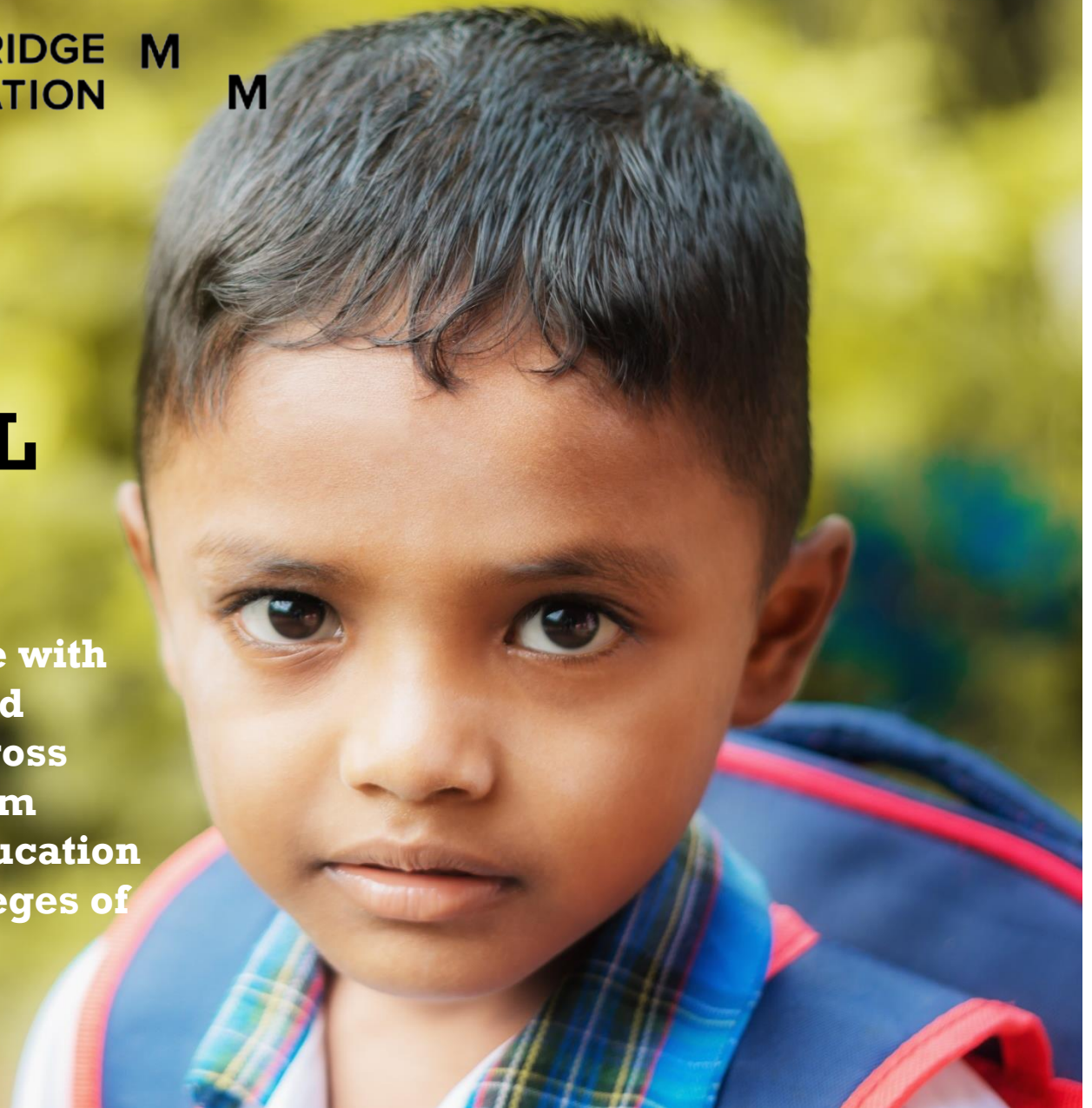


ORDINARILY AVAILABLE EDUCATIONAL PROVISION

**for children and young people with
Special Educational Needs and
Disabilities (SEND) in and across
Barnet maintained mainstream
schools, academies, early education
settings, sixth forms and colleges of
further education.**



Section 1

Introduction



Section 1: Introduction

What does this guidance document do?

This guidance document describes the provision that should be ordinarily available in state funded education settings in Barnet.

What does this description of ordinarily or normally available educational provision for SEN provide?

A benchmark / baseline / common set of expectations about what provision should be made for the majority of children and young people with SEN, within the structure for funding early education settings, schools, academies, free schools and colleges of further education.

Who should read this document?

- Schools and education settings should read this in the context of their responsibility to operate a Graduated Response to assessing, planning for, reviewing and providing for the majority of pupil and student needs in their settings.

Note regarding funding

- Ordinarily available provision is made from funding ordinarily available to the setting through their core or delegated budget. The education setting must always consider their graduated response and show evidence of interventions over time, before they consider that it may be necessary for an EHC assessment to take place.

How will this document help?

- This document will help schools and Local Authority officers to make decisions:
 - At a setting level as plans are made to meet pupil or student needs, and
 - At a Local Authority level when a Panel considers whether there is evidence that in spite of the setting applying the Graduated Response over a reasonable period of time, provision is needed for the pupil that is over and above what is ordinarily available.

What is this document NOT?

This is not a tick list and must be read in the context of the SEND Code of Practice and the national High Needs funding approach.

Section 1: Introduction

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Section 1: Introduction

Introduction

1. Purpose

This document provides a framework to describe educational provision that should be ordinarily available for children and young people between the ages of 2 and 19 who have SENs and whose educational provision is made available at SEN Support.

2. Structure and framework

The statutory guidance set out on the “Special Educational Needs and Disability Code of Practice: 0-25 years” (DFE January 2015) provides the structure and framework for the identification, assessment of SEND.

3. Supplementary reading

Essential supplementary reading is provided for those in further education and early education settings. DFE supported professional guidance is also available, in particular that available through the SEND Gateway (NASEN) and other relating to specific types of SEN and disability.

4. Funding

The DFE has aligned the way it funds educational settings to provide for children and young people with SEND, with the statutory framework that is set out in the SEND Code of Practice (that are available to them in their budgets to put in place a range of processes, approaches and provision).

5. Inclusive education

Most children and young people with SEND are provided for within inclusive education, with some of these being placed at SEN Support. For some children their SENs and disabilities will be provided for through high quality, differentiated teaching, whereas others may need some special arrangements, such as small group teaching in some subjects, environmental adaptations, use of assistive technology, or some individualised and small group support and teaching at times each day or through the week, or assistance in play, social communication and interaction.

6. A range of approaches

This document describes a wide range of approaches that can be expected to be ordinarily available for children and young people, including those at SEN support. It cannot describe every intervention or strategy but indicates the type of arrangements that are typically available. Having discussed the development of this document with professional staff, some parents and some school and setting-based professionals, a wider exploration of documents and guidance by established organisations have been considered, including OFSTED, DFE, (the National Association for SEN) NASEN, the Council for Disabled Children (CDC) and various disability specific organisations. These are listed in footnotes throughout the document. It describes how the graduated approach and the Assess, Plan, Do and Review Cycle should be operated and describes approaches, strategies and arrangements that should be put in place by the education setting.

Section 1: Introduction

7. What should be Ordinarily Available

There is also a brief reminder about how education settings are funded and the importance of a description of what provision should be “ordinarily available”, to assist parents, settings and the Local Authority when consideration takes place about whether or not a child or young person may need educational provision at a level above that which is described as “*ordinarily available*”.

Principles for all professionals working with children and young people who have SEN or disabilities.

8. Principles

The DFE¹ sets out the following principles that should be observed by all professionals working with children and young people who have SEN or disabilities. These include:

Enabling and ensuring that the views of children, young people and their parents/carers are taken into account, and that they are involved in discussions and decision about their individual support (SEND Code of Practice,

Collaborating with partners in education, health and social care to provide support

Identifying the needs of children and young people

Making high quality provision to meet the needs of children and young people

Focusing on inclusive practices and removing barriers to learning

Helping children and young people to prepare for adulthood from the earliest age possible

Section 1: Introduction

High needs funding – how the system works²

9. Core funding and top-up funding

There are 2 main components of the national high needs funding system. These are **core funding** and **top-up funding**. Core funding is a part of each school's and academy's budget, according to the schools' funding formula. It also has two parts. In schools and academies, the 2 parts of Core funding are:

- Element 1 The age-weighted pupil unit funding, and
- Element 2 Funding to meet the first £6,000 of additional support, that is within the school's delegated budget Core funding makes provision that is "ordinarily available".

10. F.E. Colleges and Sixth Forms

For Colleges of further education and sixth forms, Element 1 represents the funding that all students attract for their study programmes. Lower level SEN support reaches the college through the institution's disadvantage funding, which is part of their mainstream 16-19 funding allocation. Element 2 funding is only provided as a part of funding for students with higher level needs and who require provision that is not ordinarily available. If the total costs for a student amount to £6,000 or less, the student is not described as a High Needs student.

11. Numbers of place in Colleges and Sixth Forms

Colleges plan in advance with Local Authorities so that they know how many places on what type and level of course are needed for young people with SEND. The SEND Code of Practice (para 7:28) explains that, "All school and academy 6th forms, sixth form colleges, further education colleges and 16-19 academies are provided with resources to support students with additional needs including young people with SEN and disabilities."

12. Core Provision in F.E. Colleges and Sixth Forms

These colleges and sixth forms receive an allocation based on a national funding formula for their "core" provision. This core provision ensures that there is capacity to make special educational provision that is ordinarily available for many of their students with additional needs, including SEN and disabilities.

13. The High Needs funding system

The High Needs funding system does not apply for institutions that provide only for children under 5. Early education grant funds 570 hours of early education for children who are 3 and 4, and for some 2-year olds. The Local Authority provides some discretionary enhanced funding, and access to a specialist education support service, to help early education settings provide for young children with SEND. There is no element within early education grant that is driven by formula and therefore able to fund the equivalent of Element 2. More information is available on the Barnet Local Offer.

14. Early Years SEN Inclusion Funding (EY SENIF)

Barnet's Early Years Special Educational Needs and Disability Inclusion Fund (EY SENIF) enables services to access additional funding for individual children with complex special educational needs and disabilities who may require this additional provision in order to meet their potential. Barnet funded private, voluntary, independent early years settings (including registered child minders) and maintained school nurseries can apply for Early Years Special Educational Needs Inclusion Funding (EY SENIF). To find out more about the criteria and how to apply for EY SENIF, visit the 'Early Years' section on the Barnet Local Offer.

Section 1: Introduction

Defining Ordinarily Available provision – what do we mean by ‘ordinarily available’

15. The SEN Code of Practice (para 6:15) says

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that **ordinarily available** to pupils of the same age.”

16. Provision that mainstream schools, academies and colleges make available for children and young people from their own budgets

Provision and funding made available by mainstream schools, academies and colleges for children and young people. For early education settings, it includes provisions funded by Early Years SEN Inclusion Funding (EY SENIF) from the Local Authority for a small number of children, in addition to the early education grant.

17. Further...

Ordinarily available provision is what is made for children whose special educational provision can be reasonably provided from the resources ordinarily available to the school. The SEND Code links high quality teaching with ordinarily available provision, explaining in para 6:15 that “*higher quality teaching ordinarily available to the whole class is likely to mean that fewer pupils will require such support.*”

18. A graduated response

The SEND Code of Practice described a graduated response and the Assess, Plan, Do and Review cycle (see later) through which children and young people, placed at SEN Support have their needs met.


19. Expectations

Paras 6:96 – 6:99 of the SEND Code, explain that schools (including academies) are expected to:

- i. Make provision available for children with SEND from their delegated budgets
- ii. Provide high quality teaching
- iii. Plan the use of their SEN resources to support the progress of children with SEND, in the context of their other resources, such as pupil premium
- iv. To be clear about the provision they make for SEN from within their Core budget (Elements 1 and 2) and up to a nationally prescribed threshold

20. Equity of decision making

Therefore, a description of the type of provision that should be ordinarily available across Barnet will assist in ensuring equity in decision making about when a child or young person might need higher level provision through an EHC assessment and possibly an EHC Plan, and therefore the distribution of Element 3 funding to schools, Colleges and settings.



Section 2 People, Policies and Processes

Section 2: People, Policies and Processes

Ordinarily Available Provision – People, Policies and Processes

21. Descriptors

These descriptors set out what can be reasonably expected of schools, early education settings, colleges and sixth forms as they make provision for children and young people with SEN from within the ordinarily available provision.

22. Teachers and Early Years staff are:

- responsible and accountable for the progress and development of pupils in their class, including where support staff are involved.
- appropriately qualified and experienced
- supported to gain skills and knowledge in areas that will improve their teaching and support of child or young person with SEN
- able to access support and guidance from the SENCO in school
- supported to access advice and training where needed
- responsible for differentiating the curriculum to accommodate the needs of all pupils and students in the class
- equipped with the skills to implement the assess, plan, do and review cycle effectively

23. All Staff:

- are aware of the needs of the pupil or student as necessary
- have access and are familiar with planning documents, pupil passports, pupil profiles, learning plans
- are clear about what is expected of them in relation to named pupils/students and groups of pupils/students.
- plan to implement a child or young person's individual targets into their teaching where the child or young person is in their teaching group.

24. Adults support learning in the classroom and Early Years settings by:

- being familiar with how the child or young person learns, and the child or young person's individualised targets.
- assisting with pre-teaching, including on subject vocabulary, new concepts, early experience of practical activities
- facilitating involvement of pupil in whole or small group learning activities
- teaching daily programme of skills / concepts in fixed timetable periods, and monitored by subject or class teacher
- classroom presence to refocus, encourage, explain, facilitate responses
- supporting targeted subject areas, being prepared for what is to be taught and understanding the learning needs of the pupil/student.
- making sure transactional supports are consistently available (e.g. schedules, and within task check lists)
- to monitor the impact of any support provided

25. Staff are trained in the needs of the early years child / pupil / student and understand how to:

- communicate instructions
- communicate new knowledge and concepts

Section 2: People, Policies and Processes

- provide opportunities for skills reinforcement and practice
- recognise when a child is using behaviour to communicate
- deliver specific programmes / interventions

26. In maintained schools and nursery schools, and Academies

The SENCO:

- is a qualified teacher
- requirements for SENCO qualification are in place where necessary³
- plays an important role in the strategic development of SEN policy and provision in the school.
- has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- has sufficient time and resources to carry out these functions.
- has access to sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.⁴
- supports staff with guidance, advice and direct assistance in the assessment and interventions for children at or who are being considered for SEN support in the school
- advises the leadership team of what is necessary with regard to staff and resources.

27. In Early Years settings (including a Childminder)

- the SENCO role involves:
 - o ensuring all practitioners in the setting understand their responsibilities to children with SEN
 - o ensuring all practitioners understand their setting's approach to identifying and meeting the needs of young children with SEN
 - o advising and supporting colleagues
 - o ensuring the close and continuing involvement of parents, and that their views inform action taken by the setting
 - o liaising with external professionals
- The Area SENCO is provided by the Local Authority and works across early years' settings, so that:
 - o There is expertise and experience amongst local early years settings to support children with SEN
 - o There is guidance and advice from an experienced practitioner to settings
 - o Sufficient and appropriate SEN related training is in place
 - o Impartial information is made available to parents
 - o Links between health, education and social care are facilitated
 - o The process of transition to full time education is supported and planned

Section 2: People, Policies and Processes

28. In Colleges of Further Education and sixth form Colleges

There is a named person in the college with oversight of SEN provision to ensure co-ordination of support, similar to the role of the SEN Co-ordinator (SENCO) in schools. This person should contribute to the strategic and operational management of the college.⁵ The College should have access to and make good use of specialist skills and expertise to support the learning of students with SEN.

FE Colleges should be involved in transition planning between schools and college. All students should be asked before or at entry to declare if they have a learning need, disability or medical condition which will affect their learning.⁶

SEN support should be evidence based, informed by effective practice elsewhere and personalised to the students.

29. Policies and Processes

Policies are in place which address issues to do with equality of access⁷, SEN and behaviour, children with medical needs

The school's SEN Information Report is on its web-site. Nursery schools must prepare a report on the implementation of their SEN Policy⁸. The EYFS Stage Framework includes information on how to identify and support children with SEN and Disabilities, and the Early Years Outcomes guide all early education providers in understanding the outcomes they should be working towards.

Schools and Colleges must have regard to the SEN Code, use their "best endeavours" for pupils and students with SEN and co-operate with the Local Authority to identify and meet the needs of young people with SEN.

Schools and Colleges must not discriminate against disabled children or young people, and must make reasonable adjustments to prevent them being placed at a substantial disadvantage. Providers should have a policy that reflects this and relates to the Equality Act 2010.⁹

Early years settings must make information available to parents about how they support children with SEN and disabilities.

30. Record Keeping

Schools, academies and Colleges determine their own approaches to record keeping, ensuring evidence based and accurate recording of plans, interventions, progress and other impact measures. In Early Years settings, records must be maintained on individual children, as required by the EYFS framework, and must be available to parents.

In Colleges the ILR (Individualised Learner Record) data is recorded accurately and in a timely way, compatible with funding rules. The student profile should be kept up to date, recording support and discussions with the student, and accurate evidence of what support has been provided over what time with what impact – especially in relation to achieving outcomes.¹⁰

31. External Support

The school, academy, or College has arrangements in place so that staff and students can access specialist advice, assessment and intervention from:

- specialist teachers (such as autism, dyslexia, inclusion, behaviour, hearing and visual impairment, physical disability)
- educational psychology

Section 2: People, Policies and Processes

- speech and language therapy
- occupational and physiotherapy
- school health services
- CAMHS
- PRU advice and support
- SENDIASS (SEN and Disability Information and Advice Support Services) – previously Parent Partnership

Multi-agency support for pupils whose needs extend beyond SEN and relate to community or family support, is coordinated through a Common Assessment Framework (CAF) as required

32. Engagement with parents

Parents/carers are offered advice on how best to support the young person at home towards the outcomes set at SEN Support.

Early Years providers must review each child's progress when the child is between 2 and 3 and provide parents with a short written summary of their child's development, focusing particularly on:

- Communication and language
- Physical development, and
- Personal, social and emotional development

In further and continuing education, the young person should be supported to involve his or her parents in discussions about education and learning.

33. Preparing for Adulthood¹¹

All those who work with children and young people with SEN or disabilities, should support them to prepare for adult life from their earliest years, so they achieve the best outcomes in:

- Employment
- Independent living
- Health, and
- Community participation

Preparation for adult life should be a more explicit element of the support and planning for teenagers.

From Year 9 onwards, EHC Plan Reviews must focus on preparing for adulthood outcomes. (SEND Code of Practice para 8.10)

Schools and Colleges should work together to provide taster courses, link programmes and mentoring so that young people with SEND become familiar and more confident about their transition to College.¹²

Independent Careers Guidance is provided to all students between 13 and 18 years of age, including colleges of further education and sixth forms.

A young child with a joyful expression is climbing a playground structure. The child is wearing a blue and green striped winter jacket, a colorful knit hat with a penguin design, and red shoes. They are holding onto a dark grey metal bar. The background shows a green and orange safety mat on the ground.

Section 3

The Graduated Approach

and the
Assess, Plan,
Do, Review
cycle

Section 3: The Graduated Approach

The Graduated Response

34. Introduction to the Graduated Response

Educational provision that is ordinarily available for children and young people who attend Barnet maintained schools, academies in Barnet, early education settings in Barnet and colleges of further education and sixth forms that provide for Barnet learners, is inextricably linked with how these institutions are funded to provide for SEND. It is also inextricably linked with the specification of what these education settings should do, and what processes they should follow.

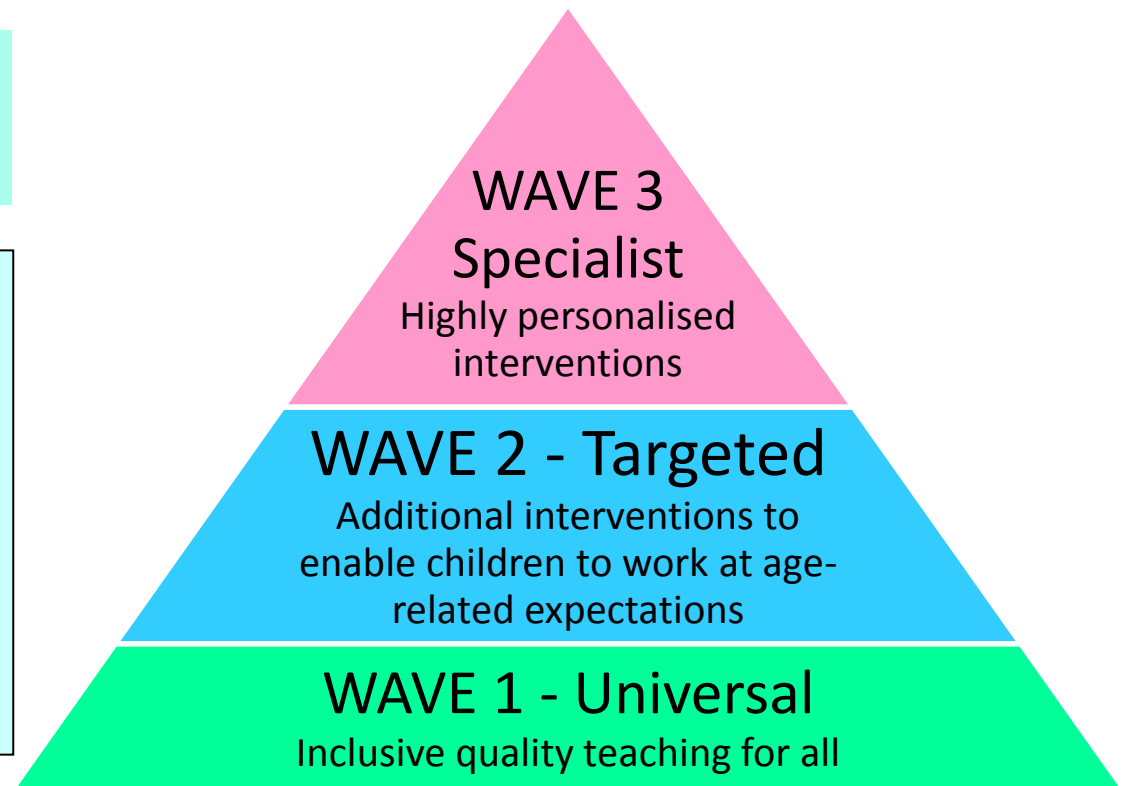
35. Four stages of action

Schools must provide a graduated response to children's SEND, including a graduated approach to support. The four stages of action are described as Assess, Plan, Do and Review.

THE GRADUATED APPROACH WAVES OF INTERVENTION

The graduated approach starts at whole-school level through Wave One universal provision: Quality First Teaching that is inclusive teaching for all pupils.

Where a potential special educational need has been identified, this cyclical process becomes increasingly targeted and personalised.¹³

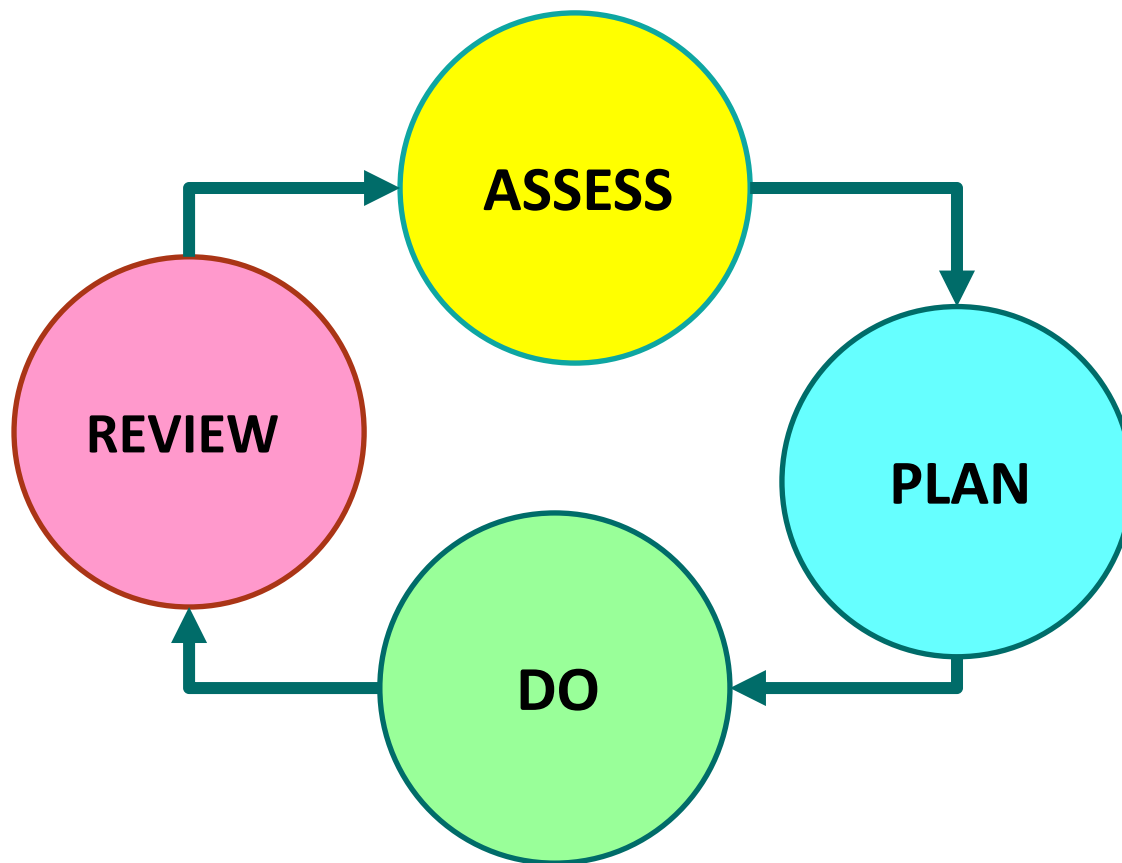


Section 3: The Graduated Approach

36. Demonstrating application of the APDR cycle

Schools (and other settings) should demonstrate, through evidence, the application of the Assess/Plan/Do/Review (APDR) cycle over time.¹³ Earlier decisions and actions are revisited and reviewed. New approaches and plans are put into place. External help and advice is accessed where necessary¹⁴

THE ASSESS, PLAN, DO, REVIEW (APDR) CYCLE



‘... a four-part cycle through which earlier decisions and actions are **revisited, refined and revised** with a growing understanding of the pupil’s needs and of what supports the pupil in making **good progress and securing good outcomes.**’

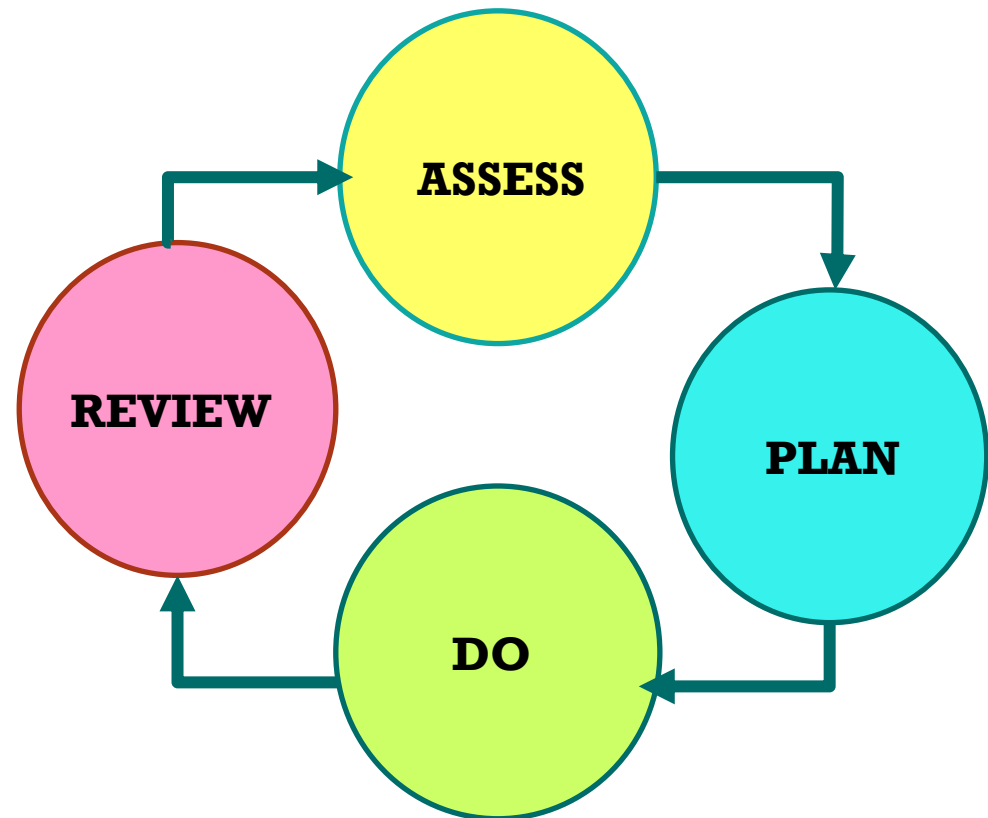
(SEND code of practice)

Section 3: The Graduated Approach

WHY IS THE APDR CYCLE IMPORTANT?

The APDR cycle helps to do the following:

- Monitor and track in more detail the progress of the child/young person;
- Give a growing understanding of needs;
- Identify barriers to learning and adjust the curriculum and provision accordingly;
- Gather information in a cyclical approach to assess need, plan and provide support and review and evaluate that support so it can be adjusted accordingly;
- Ensure new approaches and plans are put into place with external help and advice where necessary;
- Secure good progress and outcomes.



Resources to support you

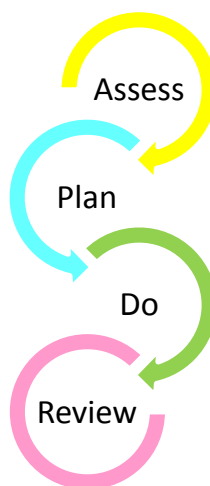
Barnet SENCO Toolkit and My Support Plan

<https://www.barnetlocaloffer.org.uk/pages/home/information-and-advice/how-to-get-help/different-types-of-support>

Section 3: The Graduated Approach

The Assess, Plan, Do and Review Cycle

| Assess | | |
|---|------|-----|
| Action | Date | Who |
| Gather information about pupil's current skills and level of attainment, and other relevant data to gain a holistic picture of need | | |
| In school assessment tools such as observations, discussions with key staff, screening and/or diagnostic tools to identify & assess needs | | |
| Any relevant assessments carried out by external agencies e.g. EP, SaLT, Advisory Teachers etc. | | |
| Pupil and parent/carer views | | |
| Review | | |
| Action | Date | Who |
| A review meeting takes place which involves parents/carers, the SENCo, relevant school staff and any specialist services that may be involved. This includes the pupil's views. | | |
| Discussion focuses on: <ul style="list-style-type: none"> - What's working? - What's not working? - Have outcomes been achieved? - What needs to change? - What will we do next? | | |



| Plan | | |
|--|------|-----|
| Action | Date | Who |
| Planning takes place with parents/carers, the SENCo, relevant school staff and any specialist services involved to agree what needs to happen | | |
| The individualised plan reflects priority needs specifies outcomes and is clear about how progress will be measured and reviewed and, where possible, is shared with the pupil | | |
| Interventions & targeted support are outlined, including the advice of specialist professionals and the SENCo | | |
| A time limit is agreed for interventions and a clear date set for review | | |
| Do | | |
| Action | Date | Who |
| The plan is implemented as agreed and parents/carers are kept informed using approaches such as home school diary, weekly email exchange, etc | | |
| The SENCO, teachers and support staff will continue to work collaboratively to ensure support is in place and progress is being made towards outcomes | | |
| Continue to observe and record evidence of support and progress as part of daily APDR | | |
| Special interests, strengths and favourite activities are utilised to motivate and engage the pupil | | |



**Section 4
Inclusive
Practice:
Expectations
for Settings**

Section 4: Inclusive Practice: Expectations for Settings

Ordinarily Available Provision – Inclusive Practice: Expectations for Settings

These descriptors set out what can be reasonably expected of schools, early education settings, colleges and sixth forms as they make provision for children and young people with SEN from within the ordinarily available provision.

| | Expectations for settings | Possible Strategies | Comments |
|-------------------|--|---|----------|
| Assessment | Formative assessment and feedback are a feature of lessons and evident in marking and assessment policy | <p>Marking policies are adapted to take account of individual pupil need.</p> <p>Class and subject teachers make regular assessments of progress for all pupils and identify those whose progress:</p> <ul style="list-style-type: none"> • is slower than that of peers from the same baseline • where the attainment gap is not closing and may be widening <p>A wide range of assessment strategies and tools are used to ensure a thorough understanding of pupils.</p> <p>Data systems enable easy access by staff to information about pupils' learning and additional needs.</p> <p>Pupils have regular opportunities to evaluate their own performance.</p> <p>The impact of interventions is evaluated and different approaches are explored to ensure best outcomes for pupils.</p> | |
| | Arrangements are in place to manage reasonable access arrangements for tests, national tests and public examinations | <p>Settings make adaptations to assessment arrangements as part of their everyday practice. This is used to establish the pupils' normal way of working.</p> <p>Arrangements could include:</p> <ul style="list-style-type: none"> • Additional time • Use of a reader / scribe / laptop • Rest breaks <p>Please refer to relevant examination board guidelines.</p> <p>Adapted resources are used in class and assessments to support normal way of working.</p> | |

Section 4: Inclusive Practice: Expectations for Settings

| | | | |
|--|---|---|--|
| | <p>A regular cycle of Assess, Plan, Do and Review is used to ensure that pupils with SEND are making progress</p> | <p>Pupils' strengths and barriers to learning are clearly identified.</p> <p>Staff are aware of pupils' starting points so that expected progress can be measured across each key stage.</p> <p>Assessment is used to inform planning and interventions.</p> <p>Targeted teaching takes place regularly (from weekly to daily) and is recorded to support the APDR process.</p> <p>Consideration is given for individual pupils' developmental patterns. Other methods are used to demonstrate holistic progress (e.g.: Support Plans, Case Studies, etc).</p> <p>Barnet SENCO Toolkit https://www.barnetlocaloffer.org.uk/pages/home/information-and-advice/how-to-get-help/different-types-of-support</p> <p>Barnet My Support Plan: https://www.barnetlocaloffer.org.uk/pages/home/information-and-advice/how-to-get-help/different-types-of-support</p> | |
|--|---|---|--|

Section 4: Inclusive Practice: Expectations for Settings

| | Expectations for settings | Possible strategies | Comments |
|--------------------------------|---|--|----------|
| Teaching & Learning Strategies | <p>High quality and differentiated teaching is in place and has been observed and supported by the SENCO and school leaders</p> | <p>Strong, positive relationships are established between staff and students.</p> <p>A broad and balanced curriculum is available and accessible to all pupils.</p> <p>Teachers have high expectations and use appropriate assessment to set ambitious targets.</p> <p>Structured teaching is used according to pupil needs e.g.: visual timetables, clear concise instructions with written or visual prompts (e.g.: now and next cards), particularly during transitions.</p> <p>Pupils are given time to process information before being asked to respond.</p> <p>Tasks are broken down into small manageable steps. These steps are shown explicitly.</p> <p>The pace and order of activities is varied to main interest and attention of all pupils.</p> <p>Strategies to improve motivation, attention and emotional well-being are embedded in to and across day to day learning activities and experiences.</p> <p>Learning Walks with a focus on Inclusion and SEND serve to support the development of best practice.</p> | |
| | <p>The additional needs of pupils is understood and responded to, and planning incorporates more detailed specialist advice</p> <p>Differentiation ensures inclusion and access to the curriculum and a suitable mix of challenge and success across for pupils</p> | <p>All staff are made aware of the nature of the child or young person’s learning needs, teaching strategies and how support is provided.</p> <p>Adjustment of pace, consideration of the order and/or number of activities to maintain attention, focussed work to ensure subject-specific vocabulary is identified and taught, strategies to develop organisational skills, managing equipment, promoting independence skills and the presentation of information (e.g. information is presented visually as well as orally).</p> | |

Section 4: Inclusive Practice: Expectations for Settings

| | | | |
|--|--|---|--|
| | | <p>Additional adults will be used creatively and flexibly to teach and support learning, directed by the class or subject teacher and according to the child or young person's needs; examples include:</p> <ul style="list-style-type: none"> • refocusing attention • facilitate understanding of a task or written text • reinforce taught concepts in learning activities • assist in social interaction • assist in curriculum access / adaptation • support students during transitions between tasks and locations • promote independence • facilitate social use of language. <p>Learning activities that include physical activity or movement are well organised, structured and planned to promote full access to practical activities.</p> <p>At KS4 flexible teaching arrangements may include:</p> <ul style="list-style-type: none"> • Alternative/vocational courses • Timetabling for reduced options to facilitate supported study options • Links with FE colleges • Cross school arrangements may be planned for alternative accreditation in order to deliver full curriculum entitlement. • Support arrangements (on/off site) for Awards and Vocational Courses. • Where work experience takes place, there is increased supervisory/planning support. • Work related learning and college opportunities. | |
| | <p>Pupils have the opportunity to work in different ways, e.g.: independently, in a variety of small groups and steps to success or similar is used to promote independence, scaffold and support pupils</p> | <p>Teaching in mainstream classrooms enables individual and small group teaching and can be enhanced with teaching on a withdrawn basis where necessary.</p> <p>Individualised teaching approaches and learning responses are in place, depending on the needs of the child or young person.</p> | |

Section 4: Inclusive Practice: Expectations for Settings

Children will have targeted teaching in the identified areas of learning either individually, in pairs or small groups.

In-class support for learning is structured, directed by the teacher and results from pre-planning between the teacher and any support staff.

Support will be tailored and adapted according to the child or young person's achievements and progress towards desired outcomes.

Withdrawal activities will be planned to ensure minimum disruption to the child's inclusion and timetable.

Planned and supported arrangements extend the child or young person's participation within the curriculum and develop independent learning and extend self-monitoring.

Enhanced adult support to assist learning is delivered in targeted subject areas, in areas of particular need and can take place in the classroom, in individualised learning spaces, with other pupils in groups or individually, and in the playground or lunch hall according to target and outcome.

Where necessary and appropriate, pupils will have access to targeted programmes to teach social interaction and social understanding. This will include:

- social understanding and social communication
- Learning how to manage and regulate emotions
- Developing empathy
- Developing self-awareness

Section 4: Inclusive Practice: Expectations for Settings

| | Expectations for settings | Possible Strategies | Comments |
|-----------------------------|---|--|----------|
| Working with parents/carers | <p>The setting works in partnership with parents/carers to ensure they are supported and involved in discussions and decisions related to their child</p> | <p>The SEN Information Report is accessible and on the settings' website. This is reviewed on an annual basis.</p> <p>Parents and carers are signposted to the Barnet Local Offer: www.barnetlocaloffer.org.uk and this is referenced on the setting's website.</p> <p>Parents and carers are aware of how they can communicate any information about their child and who they should contact.</p> <p>Parents and carers are aware of the SEN status of their child and the support and interventions in place. They are involved in action planning, setting of targets and/or outcomes and progress reviews.</p> <p>Barnet My Support Plan</p> <p>https://www.barnetlocaloffer.org.uk/pages/home/information-and-advice/how-to-get-help/different-types-of-support</p> <p>Barnet My Support Plan Parent Leaflet</p> <p>https://www.barnetlocaloffer.org.uk/documents/918-my-support-plan-parent-leaflet.pdf</p> <p>Home-school communication channels are specified and understood by all.</p> <p>Students and their families are provided with guidance/support as necessary, including appropriate software and adapted materials to enable assisted learning in school and to enable improved homework outcomes.</p> | |

Section 4: Inclusive Practice: Expectations for Settings

| | Expectations for settings | Possible Strategies | Comments |
|-------------|--|---|----------|
| Environment | The physical environment is adapted to meet the needs of pupils | <p>The physical accessibility of the building and individual learning spaces are assessed.</p> <p>There is an Accessibility Plan in place and this is available on the settings' website.</p> <p>Extra-curricular activities and educational visits are planned to fully include pupils with SEND (in line with Equalities Act 2010), including those with SEMH and physical disabilities. 'Reasonable adjustments' are made.</p> <p>Pupils' views are routinely sought and are used to inform planning for physical or sensory adaptations that they may require.</p> | |
| | Staff are aware of sensory needs and issues that may impact pupils | <p>Pupils' sensory needs are known and used to plan seating arrangements and movement breaks.</p> <p>Left and right-handed are able to use equipment to comfortably.</p> <p>Pupils who wear glasses and/or hearing aids wear them and are seated in the optimum position.</p> <p>Displays are visually accessible to reduce sensory overload.</p> <p>Use of accessible backgrounds and font styles on the whiteboard.</p> <p>Staff are made aware of smells and noises in the room and any particular individuals who may be impacted by these, e.g.: classroom, canteen or music room.</p> | |

Section 4: Inclusive Practice: Expectations for Settings

| | Expectations for settings | Possible Strategies | Comments |
|-----------|---|--|----------|
| Resources | Resources are allocated appropriately to ensure that reasonable adjustments are made flexibly and according to need | <p>Changes are made to the classroom environment such as the physical layout of the classroom.</p> <p>Pupils have access to sensory equipment they may require, e.g.: writing slopes, pencil grips, wobble cushions, fidget toys, ear defenders and weighted blankets.</p> <p>Visual aids and prompts are used to support the use of spoken language.</p> <p>Planned and unplanned learning breaks for individual pupils.</p> <p>Quiet areas of the classroom and/or distraction reduced areas for work or breaks (e.g.: workstation, quiet zone, safe space etc)</p> <ul style="list-style-type: none"> • another supportive area in school during unstructured times of the day, for example lunch time clubs, social skills groups, learning support room • structured peer support in breaks and lunchtimes that is supervised at various levels, for example enabled playground interaction; support to play games; enhanced supervision to enable access to school canteen or meals • peer support that is planned, reviewed and developmentally appropriate. | |
| | Specific resources and strategies are provided to support pupils with overcoming potential barriers to learning | <p>Adaptations to the way in which technology is used to support teaching and learning.</p> <p>Specialist teaching programmes such as:</p> <ul style="list-style-type: none"> • daily precision teaching; • touch-typing; • handwriting; • daily supported reading; • study skills. <p>ICT equipment and appropriately structured software, such as assistive technology, are used to support alternatives to written recording and to promote independence.</p> <p>Homework clubs and differentiated revision guides</p> | |

Section 4: Inclusive Practice: Expectations for Settings

| | Expectations for settings | Possible Strategies | Date |
|-----------------|---|---|------|
| Pastoral | The setting recognises, and responds to, the need for pastoral support for pupils with SEND, taking into consideration individual needs and other relevant contextual circumstances | <p>There is a calm and purposeful climate for learning where pupils feel they belong and their contributions are valid.</p> <p>Pupils can identify an agreed safe space.</p> <p>Pupils can identify named adults / key workers when required.</p> <p>Language used in the classroom promotes positive relationships (e.g.: restorative approaches, emotion coaching, etc)</p> <p>Awareness that pupils with SEND are vulnerable to bullying and ensuring that an appropriate level of support and monitoring is in place.</p> <p>PSHE is used to develop wellbeing and resilience.</p> <p>Peer awareness and sensitivity to difference (including SEND) are promoted at whole school level.</p> <p>Pastoral support arrangements aim to enhance self-esteem, build confidence and enable anxiety management, providing opportunities to use specific approaches, such as buddying, rewards, responsibilities.</p> | |
| | Pupils feel safe and valued and are able to share their opinions and concerns | <p>In-school systems are in place to gather pupils' views (e.g.: School Councils, etc).</p> <p>Pupil voice is encouraged and acted on. For example, in-school systems seek pupil views on preferences for:</p> <ul style="list-style-type: none"> • activities in non-lesson times (e.g. at break and lunchtimes); • behaviour and discipline arrangements; • individual views <p>Opportunities to build social relationships naturally as part of the school day e.g. shared interest clubs or activities.</p> <p>Pupils are consulted on what to do in their free time (e.g. at break and lunchtimes) both inside and outdoors, and are supported, as appropriate, by the provision of activities and opportunities for games and interactions with others.</p> | |

Section 4: Inclusive Practice: Expectations for Settings

| | Expectations for settings | Possible Strategies | Comments |
|---------------------------|--|---|----------|
| Staff skills and training | <p>Teachers and professionals have access to appropriate training opportunities to support children and young people with SEN or disabilities.</p> | <p>There is a planned programme of ongoing CPD in relation to SEND for the whole setting and individual teams and departments.</p> <p>Staff are provided with ongoing professional development to secure expertise at different levels (as stated in SEN COP 0- 25 para: 4:32):</p> <ul style="list-style-type: none"> • awareness (to give a basic awareness of a particular type of SEN, appropriate for all staff who will come into contact with a child or young person with that type of SEN) • enhanced (how to adapt teaching and learning to meet a particular type of SEN, for early years practitioners, class and subject teachers/lecturers and teaching assistants working directly with the child or young person on a regular basis), and • specialist (in-depth training about a particular type of SEN, for staff who will be advising and supporting those with enhanced-level skills and knowledge) <p>Staff who are responsible for delivering specific interventions should have accessed the appropriate training.</p> <p>Time is allocated for staff to reflect on, discuss and evaluated their practice in relation to pupils with SEND to create consistency across the setting.</p> <p>All staff make a positive contribution to the progress of pupils.</p> | |
| | <p>There are effective links and collaboration with outside agencies and specialists</p> | <p>The setting knows when to refer for extra support or advice.</p> <p>The setting works collaboratively with other professionals who are involved with pupils with SEND.</p> <p>When needed, input and advice is sought from specialist advisory teachers for visual impairment, hearing impairment, physical difficulties or Autism.</p> <p>Advice received from other professionals is used to inform teaching and learning, and to ensure best outcomes for the pupil with SEND.</p> | |

Section 4: Inclusive Practice: Expectations for Settings

| | Expectations for settings | Possible Strategies | Comments |
|-------------|--|--|----------|
| Transitions | Support is in place for routine transitions when required | <p>Transitions include:</p> <ul style="list-style-type: none"> • moving around the setting (e.g.: from lesson to lesson) • Moving from structured to unstructured times • Moving from one activity to the next • preparing for weekends and the start of holidays and beginning of term • change of staff • special events: visitors, visits, enrichment activities • Life events <p>Safe space available within the classroom or an identified area of the school. Visual timetables to support transitions. Timers are used to show pupils how long they have to work/how long to finish. Opportunities for respite when required. Plans are made for unstructured times: safe spaces, structured alternatives such as use of the library, games club, and a known key adult.</p> | |
| | Procedures are in place to ensure smooth progression through settings, particularly during all transition phases | <p>Information is actively sought and shared to support successful transitions. Staff are aware of pupils who need additional support, and ensure plans are in place to ensure a smooth transition (e.g.: additional visits to a new setting). Teachers work together between schools to plan and support the transfer or transition between schools of vulnerable learners. Plans are drawn up involving parents and the child or young person, making good use of examples of successful practice including resources developed to support transition, for example http://www.sendgateway.org.uk/resources.transition.html</p> | |

Section 4: Inclusive Practice: Expectations for Settings

| | Expectations for settings | Possible Strategies | Comments |
|-------------------------|---|--|----------|
| Preparing for Adulthood | <p>All those who work with children and young people with SEN or disabilities should support them to prepare for adult life from their earliest years so they achieve the best outcomes in:</p> <ul style="list-style-type: none"> • Employment • Independent living • Health • Community participation | <p>Practitioners are aware of pupils who need additional support for transitions and put procedures in place to ensure smooth progression.</p> <p>Preparation for adulthood is an explicit element of planning and support for young people with SEND.</p> <p>From Year 9 onwards, EHC Plan Reviews focus on preparing for adulthood outcomes (SEND Code of Practice: para 8.10). This should focus on the four key themes: Employment & Higher Education, Independent Living, Good Health and Friends, Relationships & Community Inclusion.</p> <p>Helpful resources to support with preparing for adulthood EHCP outcomes are: 'EHCP: Examples of good practice from Year 9 and beyond' Council for Disabled Children: https://councilfordisabledchildren.org.uk/help-resources/resources/education-health-and-care-plans-examples-good-practice?gclid=EAlalQobChMIwpeF38md4QIVLrvtCh3gcQjqEAAYASAAEgI-yvD_BwE</p> <p>Schools and Colleges should work together to provide taster courses, link programmes and mentoring so that young people with SEND become more familiar and confident about their transition to College (25).</p> <p>Transition programmes are in place to support successful transfers (e.g.: additional visits to a new setting / establishing relationship with a trusted adult, etc).</p> | |
| | <p>Careers Advice appropriate to their needs and targeted support where necessary.</p> <p><i>(Maintained schools and pupil referral units (PRUs) have a statutory duty¹⁵ to ensure pupils from Year 8 until Year 13 are provided with independent careers guidance. Academies, including 16-19 academies, free schools and FE colleges are subject to this duty through their Funding Agreements.)</i></p> | <p>Independent Careers Guidance is provided to all pupils between 13 and 18 years of age, including colleges of further education and sixth forms.</p> <p>Access to Careers Advice and guidance appropriate to needs and targeted support where necessary</p> <p>Some 14-16 year olds may be enrolled in FE Colleges or 6th forms¹⁶</p> | |

Section 4: Inclusive Practice: Expectations for Settings

Ordinarily Available Provision – Inclusive Practice: Expectations for Sixth Form and Colleges

| Expectations for Sixth Form and College Settings | Comments |
|---|----------|
| <p>All young people must continue in learning until their 18th birthday. “Learning” means</p> <ul style="list-style-type: none"> • full time education in school or college, • traineeships, • apprenticeships, or • supported internships. | |
| <p>All students, including those with SEND, should follow a high-quality study programme which provides stretch and progression. Study programmes¹⁷ should be designed to enable students to progress to a higher level of study than their prior attainment. Students should gain qualifications and study English and Maths, where this can be a functional skills qualification instead of a GCSE. For students who are not taking qualifications, their study programme should focus on high quality work experience, and on non-qualification activity which prepares them well for employment, independent living, being healthy adults and participating in society.¹⁸</p> | |
| <p>The 6th form and the student will agree what the study programme is, and the qualification and non-qualification planned hours that make up the programme.</p> | |
| <p>The students Individual Learner Record, records all the planned learning hours and (non-qualification) planned employability, enrichment and pastoral hours.</p> | |
| <p>Work based learning enables students, including those with SEND, to have first-hand experience of work.</p> | |
| <p>A full-time course has a minimum duration of 540 hours¹⁹ and there is no set cap or defined maximum hours. The hours of the programme are those above the minimum that are required by the student to complete the programme. Planned hours can be counted as non-qualification activity.²⁰</p> | |
| <p>Planned hours include:</p> <ul style="list-style-type: none"> • Planned tutor led activity on courses leading to qualifications (where the awarding organisation is recognised by Ofqual) • Planned hours of tutorials, work experience or work preparation | |

Section 4: Inclusive Practice: Expectations for Settings

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| <ul style="list-style-type: none"> Planned hours on other activities relevant to the student’s study that are organised and planned by the College or 6th form | |
| <p>In addition to learning spent on the qualification bearing course, students can take part in enrichment, employability and pastoral activities²¹, that are:</p> <ul style="list-style-type: none"> for informal certificates for tutorial purposes spent on work experience and other work-related activities spent on enrichment, volunteering and/or community activities organised by or on behalf of the 6th form. | |
| <p>Examples of activity include:</p> <ul style="list-style-type: none"> tutorials and one to one sessions for: <ul style="list-style-type: none"> Revision, supported study, mentoring / coaching, citizenship awards / Duke of Edinburgh Award, work experience (support in applications and interview practice) visits to employers organised by the 6th form any activity that offers enrichment to the student and are relevant their learning, personal and social development. | |
| <p>FE and sixth form colleges are required to provide students up to and including those who are 18 years old, with independent careers advice appropriate to their needs including targeted support where necessary.</p> | |

Section 4: Inclusive Practice: Expectations for Settings

Ordinarily Available Provision – Inclusive Practice: Expectations for Early Years Education

| Expectations for Early Years Education | Comments |
|---|----------|
| <p>All early years providers are required to have arrangements in place to identify and support children with SEN or disabilities and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework²². The EYFS framework also requires practitioners to review children’s progress and share a summary with parents. In addition, the ‘<u>Early Years Outcomes</u>’²³ is an aid for practitioners, including child minders, nurseries and others such as inspectors, to help them to understand the outcomes they should be working towards. The Council for Disabled Children has described what it expects to see in “Universal Inclusive Practice” in the early years.²⁴</p> | |
| <p>Early Years education providers work with the statutory framework of the Early Years Foundation Stage.²⁵</p> | |
| <p>If there are significant emerging concerns (or identified SEN or disability) practitioners should develop a targeted plan to support the child, involving other professionals such as, for example, the setting’s SENCO or the Area SENCO, as appropriate. The summary must highlight areas where:</p> <ul style="list-style-type: none"> • good progress is being made • some additional support might be needed • there is a concern that a child may have a developmental delay (which may indicate SEN or disability) | |
| <p>Differentiation</p> <ul style="list-style-type: none"> • Use of props, visual aids to support spoken language and instruction • Smaller activity groups, with children grouped according to developmental stage • Play is supported to assist with experience and enjoyment • Imaginative play is explicitly taught • Enable children who have difficulty speaking to have time to respond • Use signs and symbols to aid expression of needs and wants • Frequent opportunities and incentives for children to communicate • Picture exchange systems • Environment is zoned in a way that the child can interpret • Signals for key times of day – in a manner that is understood by the child • Now and next are reinforced and repeated | |

Section 4: Inclusive Practice: Expectations for Settings

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|---|-----------------|
| <ul style="list-style-type: none"> Personal care and toileting area is able to be used for personal care assistance and teaching skills | |
| Provide opportunities for peer engagement and social skills learning | |
| Support and promote children's emotional development | |
| Resources | Comments |
| Labels, pictures and symbols – used to help the child interpret the environment and also as a means to indicate activity and organisation of the classroom | |
| Staff targeted for planned, timed and structured activities for named children – individually and in small groups | |
| Target named staff for key times, including play, toileting, snacks, arrival and departure – to ensure consistency in approaches by adults | |
| Staff training | |
| Input and advice following discussion and observation from specialist teacher, therapist (e.g.: SLT or OT), educational psychologist, teacher of the deaf, visually impaired, PD or autism. | |
| Enhanced support for transition to school | |
| Strategies | Comments |
| Adults support their communication through gesture, signs, visual supports | |
| Adults use reduced language and allow students processing time | |
| Students understand the purpose and duration of the task; they know what to do, and what will happen next. | |
| Tasks are meaningful and intrinsically motivating. | |
| Help in engagement with more adult direction and interpretation of setting and environment | |
| Staff use praise for positive reinforcement | |
| Physical activity used to refocus on cognitive tasks | |
| Sensory experiences to avoid escalation and provide pleasurable, no pressure breaks | |

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|--|--|
| Adults help students to recognise anxiety and negative emotions and to implement strategies to emotionally regulate themselves | |
| Adults join in with child's selected activity to introduce language, concepts | |
| Direct individual teaching on key tasks / targets / concepts | |
| Assistance with social engagements and play – enabling interaction with peers | |
| Pre-teaching of vocabulary | |
| Use child's special interests to promote joint attention and social communication | |



Section 5

Ordinarily Available by categories of SEND - descriptors of provision to help education settings

Section 5: Ordinarily Available SEN Provision

Ordinarily available – by categories of SEND – help lists

37. Suggestions

The following sections provide suggestions about SEN or disability specific interventions and approaches. Many of the descriptors in the “Teaching and Learning” sections will be applicable to the majority of pupils with SEND. In addition to these brief sets of SEN specific descriptors, there is a list at the end of this document of SEN / Disability specific organisations where there are nationally used frameworks for making provision, developing the school / setting environment etc.

38. Advisory teachers

There are advisory teachers in Barnet, either in specialist provision or as part of the Specialist Teaching Team. They can be contacted via the following email address: specialist.team@barnet.gov.uk

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[Autism](#)

[Specific Learning Difficulties](#)

[Social, Emotional and Mental Health](#)

[Physical Disabilities and complex medical needs](#)

[Speech, Language and communication](#)

[Visual Impairment](#)

[Hearing Impairment](#)

[Multi-Sensory Impairment](#)

Section 5: Ordinarily Available SEN Provision

Ordinarily Available Provision – Cognition and Learning

39. Cognition and Learning – Ordinarily Available Provision

| Teaching and Learning Strategies | Comments |
|--|----------|
| Teachers develop a range of concrete/visual materials to establish concepts and skills | |
| Simplified language reinforced by visual materials and modelling | |
| Developmentally meaningful visual supports during activities to help students structure and identify stages in a task | |
| Appropriate methods and materials included in lessons, applied in a planned and systematic way with careful recordkeeping to evidence impact and effectiveness through outcomes and acquired competencies and skills | |
| Differentiated approaches for content, pace, use of language by teacher, approaches to communicate taught concepts, how learning is recorded and generalised. | |
| Catch up programmes where they are underachieving. | |
| Structured and planned opportunities to: <ul style="list-style-type: none"> ○ follow oral based foreign language courses, ○ be supported by peers in practical lessons such as Art, Science, PE, Technology ○ follow a differentiated programme and learn alongside peers ○ take part in curriculum groups ○ take part in social skills groups and activities ○ access to multi-sensory teaching approaches. | |
| ICT equipment and appropriately structured software is readily available and able to: <ul style="list-style-type: none"> ○ support visual access to the curriculum ○ develop and support basic skills ○ promote alternative approaches to recording ○ develop and practice responses to games, questions | |

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| ○ develop and practice communication skills | |
| Strategies to develop and extend listening and attention, including availability of distraction free environment for some teaching and learning | |
| Everyday assistive devices to aid access to the curriculum (e.g. pencil grips, sloping writing surfaces) are readily available | |
| Support with homework through in-school clubs, and/or after school homework clubs, and/or individually differentiated homework tasks, and/or extra time for activities. | |
| Curriculum and support groups where students are working with peers at different abilities and access to peers to provide role models for language, communication skills and for co-operative and independent application to task. | |
| Peer support approaches are embedded into school practice, for example Circles of Friends, Buddying | |
| Targeted peer and adult support enables independence in social activities at lunchtime and break and supports independence at lunchtime. | |
| Evidence based interventions such as precision teaching and reciprocal teaching. | |

Section 5: Ordinarily Available SEN Provision

Ordinarily Available Provision – The Autism Spectrum

40. Autism – Ordinarily Available Provision

The following is informed by *The Autism Education Trust Autism Standards (Schools)* and *The SCERTS Model: A Comprehensive Educational Approach for Children with Autism Spectrum Disorders*, Prizant, B (2005).

| The Individual Pupil | Comments |
|---|----------|
| Staff are aware of the strengths and differences associated with autism in general and with each individual pupil | |
| The school obtains information about the individual pupil and disseminates this to all relevant staff using pupil profile or passports where appropriate | |
| Information is collected from pupils themselves, parents/carers, previous settings and other agencies | |
| Staff are able to recognise pupils' strengths and interests and consider these when planning: <ul style="list-style-type: none"> • Topics infused with pupils' interests • Pupils priorities strengths and interest are considered when setting targets | |
| Staff are made aware of conditions that co-occur alongside autism, and they are aware of how to access support for individual pupils with a range of needs | |
| Building Relationships | Comments |
| Staff recognise that autistic pupils may need support to develop and sustain relationships | |
| Staff recognise that autism acceptance and understanding is key to supporting positive relationships | |
| Teaching staff know how to support social communication and know how to seek advice in this area, within school and from external agencies | |

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|--|-----------------|
| Social understanding, interaction and communication are supported and facilitated in real life contexts | |
| Learning addresses social and emotional needs as well as academic subjects | |
| The school are aware how to collect data relating to social understanding | |
| Curriculum and Learning | Comments |
| Pupils are consulted about their experience of learning | |
| Group work is facilitated where necessary | |
| Support is given when needed by the pupil (i.e.: playtime support may be needed to support social interaction rather than curriculum support) | |
| Settings demonstrate flexibility, making adjustments to activities lessons and timetables where possible to meet the needs of pupils with autism | |
| The setting has activities that are well organised, structured and planned for | |
| Teachers use the pupils' interests to motivate and engage them | |
| Staff adjust the complexity of language to suit the individual pupil | |
| Staff allow pupils time to complete activities at their own pace | |
| Staff are aware that autistic pupils may need additional time to process instructions and information | |
| Pupils are given opportunities to generalise their learning | |
| The school demonstrates equality of access to activities for autistic pupils, including the extended curriculum and exam concessions where appropriate | |

Section 5: Ordinarily Available SEN Provision

| Enabling Environments | Comments |
|--|----------|
| <p>The setting provides individualised visual supports to ensure that the sequence of activities during the day is understandable and predictable, i.e.:</p> <ul style="list-style-type: none"> • Visual timetables • Task checklists • Timers • Now and Next boards • Choice boards • Key communication symbols on lanyards • Object cues and objects of reference | |
| Pupils (and their families) are warned about upcoming changes in routines | |
| Pupils are prepared for transitions to new staff, groups, rooms and peers each year | |
| Transitions are supported with visually presented materials meaningful to the individual | |
| Pupils sensory needs are considered when planning class lessons, lunch times, transitions and breaks, and leisure activities | |
| Pupils have the opportunity to engage in physical and sensory activities that enable them to reach, and sustain, a calm alert state | |
| Staff are trained to recognise and accommodate pupils' sensory needs | |
| Sensory needs are considered when analysing behaviour | |
| Low arousal areas are available within the school to support focused learning as required by the autistic pupil | |

Section 5: Ordinarily Available SEN Provision

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|---|-----------------|
| <p>Staff recognise emotional needs and provide support for emotional regulation using:</p> <ul style="list-style-type: none"> • Emotional regulation schemes e.g.: The Zones of Regulation or The Incredible 5 Point Scale • Access to physical activity • Sensory activities • Calm / withdrawal spaces • Reduced demands / reduced language • Emotion symbols / pictures (e.g.: emotion keyrings) | |
| Staff recognise and support pupils' own strategies to regulate their arousal level (e.g.: allowing child to flap, pace, sing, rote count if it is helping them to stay calm) | |
| Behaviour policies are flexible enough to enable staff to consider the needs of pupils with autism | |
| Responses to behaviours that challenge proportionate, and meaningful interventions are used rather than uniform sanctions | |
| Staff are supported to recognise when behaviour is communicative and/or regulatory | |
| Regular sensory audits, which involve the autistic pupils, and which consider potential sensory challenges and identify how these will be managed in the classroom and larger school environment. | |
| Staff skills and training | Comments |
| There is a named and experienced/ trained member of staff (lead practitioner/SENCO/autism champion) with general knowledge about autism and specific information about individual child or young persons. | |
| There are staff who have participated in autism training and who disseminate information throughout the school e.g.: SCERTS (Social Communication and Emotional Regulation); AET Good | |

Section 5: Ordinarily Available SEN Provision

| | |
|---|-----------------|
| Autism Practice, AET Leading Good Autism Practice; AET Complex Needs, Attention Autism and Structured Teaching | |
| Training about autism at different levels is provided in-house or accessed through external agencies for all teaching and support staff (including office staff, drivers, escorts, and lunch-time supervisors). | |
| Supply staff and new staff are informed about the needs of autistic pupils through an induction programme ensuring that these staff know where to access immediate support. | |
| Policies and processes | Comments |
| Staff are aware of the vulnerability of autistic pupils to bullying including cyber bullying | |
| Staff know how to recognize, record and report bullying | |
| Schools policies include robust bullying prevention | |
| Staff are trained to be aware of the vulnerability of autistic pupils to stress, anxiety and depression | |
| Staff are aware of approaches and interventions to reduce stress and anxiety, and know how to seek help, within the school and from external agencies, to support anxiety related issues for autistic pupils | |
| Staff are aware that physical intervention is particularly difficult for autistic pupils | |
| Physical intervention policies prioritize de-escalation and positive strategies to prevent the need for physical intervention | |
| Places of safety/withdrawal are identified and available for autistic pupils | |

Section 5: Ordinarily Available SEN Provision

Ordinarily Available Provision – Specific Learning Difficulties

41. Specific Learning Difficulties – Ordinarily Available Provision

| Understanding Needs | Comments |
|---|----------|
| Appropriate and informed application of recognised individual reading, spelling, numeracy test | |
| Observational assessments of learning and emotional responses to different learning contexts. | |
| Targeted Interventions | Comments |
| Assessment over time, using structured and robust programmes to develop specific skills. | |
| Staff skills and training | Comments |
| Staff are skilled and able to develop their awareness of all specific learning difficulties (SpLD) | |
| Skilled staff can plan interventions and monitor progress and engage with child and parents. | |
| Skilled staff can identify and help the child or young person to understand their learning strengths and weaknesses | |
| Teaching Assistants (TAs) supported to develop skills, and monitored by the SENCO in delivering daily programmes | |
| Class and subject teachers understand approaches to meeting the needs of child or young person with SpLD and the use of multi-sensory teaching approaches. | |
| Access to a specialist teacher who has followed a recognised course of training (with appropriate accreditation and / or experience) in effective practice in the teaching and assessment of child or young person with SpLD. | |
| All teachers will be aware of the implications and impact of specific learning difficulties on the way a child or young person learns. Teachers adapt curriculum planning and delivery to accommodate to the child or young person's preferred way of learning. | |
| Teaching and Learning Strategies | Comments |
| Pre-planning of lessons and differentiation of delivery and written task expectations | |
| Differentiated reading prompts and materials | |

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|---|--|
| Differentiated and carefully presented numeracy tasks | |
| Strategies and support materials to help compensate for weak working memory. | |
| Support/strategies/interventions (as required) to: <ul style="list-style-type: none"> • A structured approach to teaching reading & phonics; • A structured approach to teaching spelling; • Addressing a variety of learning styles within a lesson; • The use of multi-sensory teaching strategies including visual structure; • Allowing the employment of various methods of recording encouraged e.g. mind mapping, ICT; • Ensuring child strengths as well as difficulties are known to all those working with the child; • Giving study skills support (age appropriate); | |
| Individual and small group tuition either within the classroom and/or on a withdrawn basis working to targets. This might include some bespoke timetabled sessions with regular access to individual teaching. | |
| Access to programmes to develop sequencing and organisational skills | |
| Activities to develop fluent handwriting using a structured programme and addressing underlying fine motor skills and/or opportunities to develop word-processing skills | |
| Access to specialist teaching and learning programmes for literacy difficulties, which are multi-sensory, well-structured with opportunities for repetition and consolidation of skills. | |
| Small group and/or individual teaching using structured cumulative materials to develop basic skills. | |
| Multi-sensory teaching strategies, such as a focus on phonological awareness, a motor skills programme. | |
| Developmentally appropriate materials e.g. audio books. | |
| Functional literacy and numeracy focus at upper KS 2 onwards if appropriate | |
| Child or young person will have access to an additional adult who can provide regular support to: <ul style="list-style-type: none"> • Develop attention and listening skills • Support group work linked to learning areas • Support practical work with concrete/visual materials to establish concepts and skills | |

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- Support over-learning and revision to support child or young person who have difficulty with recording to develop personal organisation in response to timetabling/managing equipment/independence skills.

| Resources | Comments |
|--|----------|
| Opportunities for alternative forms of recording which enable child or young person to demonstrate knowledge without the requirement for an extended written response. | |
| Touch typing | |
| Access to appropriate technology and software | |
| Barnet Guideline for Literacy Difficulties https://www.barnetlocaloffer.org.uk/documents/662-literacy-difficulties-guidelines-for-support.pdf | |
| Evidence based interventions: for example, reference to Brooks (2013) systematic review and evaluation of literacy interventions: http://www.interventionsforliteracy.org.uk/widgets/GregBrooks/What_works_for_children_fourth_ed.pdf | |

Section 5: Ordinarily Available SEN Provision

Ordinarily Available Provision – Social, Mental and Emotional Health

42. Social, Emotional and Mental Health – Ordinarily Available Provision

| Understanding Needs | Comments |
|--|----------|
| Checklists and standardised assessment used to identify needs and monitor progress, e.g.: Boxall Profile; SDQ; QCA Checklist; measure of children’s mental health and psychological wellbeing | |
| Recording, tracking and analysis of behaviour, e.g.: ABC; Functional Analysis | |
| Appropriate referrals to and advice sought from: <ul style="list-style-type: none"> • Advisory Teacher • Educational Psychologist • Mental Health Professionals (e.g.: CAMHS / CAMHS in Schools) • Medical Professionals (e.g.: GP; Paediatrician) • Early Help | |
| Close liaison with relevant professionals and implementation of advice and strategies through the APDR cycle | |
| Policies and Processes | Comments |
| A whole school behaviour policy with robust procedures | |
| A whole school PSHE curriculum that supports social and emotional development, and mental health and wellbeing of all pupils and the wider school community | |
| Risk assessments in place and reviewed where appropriate | |
| Behaviour management plans implemented and reviewed after significant incidents | |
| Pastoral Support Plans implemented for pupils at risk of exclusion | |
| Early identification of school anxiety and implementation of support procedures | |
| A range of different ways for pupils to share worries and concerns with adults in the school | |

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| Effective use of school mentor/buddy system | |
| Environmental | Comments |
| Teaching and learning environment audited frequently and changes made to support positive behaviour and learning e.g. a low stimulus work area; out of class work area/support unit; access to additional support. | |
| Teaching and Learning Strategies | Comments |
| A flexible approach to curriculum delivery which takes into account the pupil's needs and strengths, their preferred ways of learning, the range of subjects studied and a more personalised approach to the timetable. | |
| Small group intervention programmes to support self-regulation/self-management skills | |
| Access to evidence based interventions e.g.: Emotion Coaching; Motivational Interviewing; Mindfulness | |
| Identified places within the classroom and school for withdrawal / calming / respite | |
| Key adults identified to support/mentor identified pupils | |
| Alternative placements e.g.: college courses at KS4 | |
| A range of social and recreational activities are available with supervision and support as required | |
| Staff skills and training | Comments |
| CPD for staff to understand and manage pupils with diverse SEMHS needs | |
| Resources | Comments |
| Universal, Targeted and Specialist Interventions and Services for Social, Emotional & Mental Health (SEMHS) Needs in Barnet https://www.barnetlocaloffer.org.uk/pages/home/information-and-advice/how-to-get-help/different-types-of-support | |
| School Anxiety Pack https://www.barnetlocaloffer.org.uk/pages/home/information-and-advice/how-to-get-help/how-schools-and-other-education-services-can-help/educational-psychology | |

Section 5: Ordinarily Available SEN Provision

Ordinarily Available Provision – Physical Disabilities and complex medical needs

43. Physical Disabilities and complex medical needs – Ordinarily Available Provision

| Understanding Needs | Comments |
|---|----------|
| <p>Specific assessments are undertaken to establish the degree of potential implications for and impact on curriculum access.</p> <p>Assessments may include:</p> <ul style="list-style-type: none"> Physical disability: scope of disability, physical restriction, pain, mobility, independence, self-care, communication, therapy needs Medical needs: effect of medical condition, impact of medication, level of fatigue, level of attendance, restrictions on certain activities, temperature regulation, triggers likely to prompt an emergency response, self-awareness and regulation, communication skills. | |
| Input at class and whole school level to raise peer awareness of the nature of different impairments and the support they can offer. | |
| Pupils and parents are actively engaged in decision making and planning for ongoing provision. | |
| Staff skills and training | Comments |
| Training about PD and medical needs at different levels is provided in-house or accessed through external agencies for all teaching and support staff (including office staff, drivers, escorts, and lunch-time supervisors). | |
| Teachers will be supported by SENCo and physical disabilities (PD) advisory teacher to develop strategies for inclusive practice in the classroom. Opportunities and comprehensive resources for motor skill development offered within the school curriculum. | |
| Teachers and teaching assistants understand the roles and responsibilities of health services, including therapists, and incorporate their advice into planning – learning programmes, healthcare plans. | |
| Training in personal care, moving and handling is provided where necessary. | |

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| Teaching and Learning Strategies | Comments |
|---|----------|
| Class and subject teachers adapt teaching style to take into account specific needs of pupils within lessons and across different subjects. | |
| Flexibility of approach is demonstrated by making reasonable adjustments to activities, lessons (including PE), timetables and their delivery, as necessary. | |
| Flexible grouping arrangements to facilitate both peer and adult support to improve access to the curriculum and encourage independent learning. | |
| Teaching takes account of physical and medical needs, and outcomes are differentiated to allow for a focus on developing their targets. | |
| Adults look for signs of fatigue or frustrations during different lessons or subjects or at parts of the day or week. | |
| Ability to develop positive peer interactions, especially during unstructured times such as the lunch break. | |
| Specific activities are in place to overcome physical difficulties, e.g.: reducing written work. | |
| The curriculum actively promotes positive attitudes to disability. | |
| Alternative ways of recording are used across the curriculum including the daily use of laptop/tablets. | |
| Additional access to ICT, specialist aids and adaptation to facilitate access to the curriculum. | |
| Pace of lessons adjusted with rest breaks built in as required. | |
| Differentiation techniques are widely used to promote full access to practical activities. | |
| The curriculum addresses learning needs (including styles of learning and uneven ability profiles) as well as their emotional wellbeing, their communication needs and life skills. | |

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| Pupils are involved as appropriate in their assessments, plans and reviews to ensure that their voice is fully heard. | |
| There is equality of access to activities, including the extended curriculum, PE, school trips and visits. | |
| Strategies are utilised to facilitate the pupil's ability to understand and make needs known, e.g.: visual supports, signing, as appropriate. | |
| Arrangements made to support formal assessment tasks and public exams such as additional time, amanuensis, rest breaks, use of ICT and enlarged or modified papers. | |
| Full access to the physical environment should be at the forefront of all reasonable adjustments. | |
| Personal care | Comments |
| Assistance with the management of toileting needs should be provided sensitively to allow maximum access to the curriculum, the whole life of the school, and dignity in front of staff and peers. | |
| Responsibility to meet the needs of pupils with delayed personal development; disabled children should not be excluded from any activity due to incontinence, sent home to change, or parents expected to attend school to deal with toileting needs. | |
| Flexible support available; staff who provide intimate care are trained in personal care (eg health and safety training in moving and handling) according to the needs of the pupil. Staff should be fully aware of best practice regarding infection control, including the requirement to wear disposable gloves and aprons where appropriate. | |
| There must be careful communication with each pupil who needs help with intimate care in line with their preferred means of communication (verbal, symbolic, etc) to discuss their needs and preferences. Permission for intimate care should always be sought at an age / developmental appropriate level before starting an intimate procedure. | |
| Any adults assisting with intimate care should be employees of the school. | |
| Trained staff should be available to cover for absences. | |

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| Policies and Processes | Comments |
|---|----------|
| All staff including supply staff and new staff are informed about the needs of students with PD and medical needs through an induction programme ensuring that these staff know how to support the needs of PD child/ young person. | |
| Personalised plans generated in response to assessments and include as relevant access arrangements, health care plans and risk assessments. Plans may take into account; <ul style="list-style-type: none"> ○ Supervision arrangements at unstructured times ○ Administration of any medicines ○ Support to address personal needs such as toileting ○ Environmental audit to inform any necessary adjustments (e.g. ramps, rails, etc) ○ Fire evacuation and medical emergency plans ○ To initiate and review a health care plan to address the student’s needs and emergency procedures. ○ Schools Access Plan in place with clear identified actions and reviewed accordingly. | |
| Introduction of items such as specialist seating, height adjustable work benches to facilitate access. | |
| Furniture organised to allow ease of wheel chair access and appropriate proximity to technology. | |
| Review of pupil seating arrangements to ensure good posture management and easy access to support and teacher input. | |
| Careful positioning of specialist equipment and resources to ensure optimal usage. | |
| Environmental | Comments |
| Clearly defined spaces/areas for personal equipment and places of withdrawal are identified and available for therapies, developmental programmes and / or special arrangement for personal hygiene. | |
| Careful consideration is given to the position of child or young person with PD in the classroom to allow for maximum independence of movement/access to resources and equipment. | |

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| Reasonable adjustments and adaptations are made to the curriculum and the school environment. | |
| Access Audits completed with support from the PD/CMN Team. | |
| Up-to-date Access Plans are available on the school's website. | |

Section 5: Ordinarily Available SEN Provision

Ordinarily Available Provision – Speech, Language and communication

44. Speech, Language and communication – Ordinarily Available Provision

| Environment | Comments |
|--|----------|
| <p>Access to a learning context that facilitates a child or young person's exposure to language and gives consideration to the organisation of space and provision of materials. This includes:</p> <ul style="list-style-type: none">• Learning areas and resources that are clearly defined and labelled with pictures and words.• Space for privacy/quiet areas that can be used for 'down time', smaller group activities and provides a less visually distracting area.• child or young person's work displayed and labelled appropriately, some that invite comments from child or young person.• An appropriate range of fiction and non-fiction books. | |
| Teaching and Learning Strategies | Comments |
| <p>The child or young person has access to structured opportunities in the classroom to support language development that get the balance right between how much the adults talk and how much pupils talk and which may include:</p> <ul style="list-style-type: none">• Small group work facilitated by an adult, within the classroom or on a withdrawal basis.• Interactive book reading facilitated by an adult (e.g. asking predictive questions, joining in with repetitions etc.).• Structured opportunities for students to engage in high-quality conversations with peers and adults.• Attempts to actively include all students in small group activities. | |

Section 5: Ordinarily Available SEN Provision

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| <p>All staff are aware of the importance of high quality interactions with child or young person and use a range of techniques which may include:</p> <ul style="list-style-type: none"> • Acknowledging the child or young person’s needs such as getting down to the child’s level, pacing language used, and confirming contributions. • Supporting them in developing their language skills such as labelling and using appropriate open-ended questions. • Asking questions which help child or young person to think through a response. • Using visual supports to reinforce language including symbols support, visual timetables, talking frames, pictures and props. • Direct language learning such as commenting and extending e.g. telling child or young person the next steps in a piece of communication. • Modelling language responses such as scripting. • Encourage and praise non-verbal communication such as good listening skills and offer specific feedback to children. • Ensuring that the classroom is an “asking friendly” setting to encourage questions. • Access to resources (e.g. ‘toolkit’) developed by the speech and language team to enable schools to provide targeted support. | |
| <p>Targeted support for child or young person may address:</p> <ul style="list-style-type: none"> • Specific SLCN such as vocabulary development, narrative skills, comprehension and inference, use of language, sentence structure, the speech sound system, sequencing and active listening skills. • Social use of language skills • Organisational and sequencing skills • Curriculum skills • Social, emotional and behavioural skills related to SLCN | |
| <p>Staff skills and training</p> | <p>Comments</p> |
| <p>Advice will be sought from professionals including speech and language therapist, the advisory teacher on interventions or other adjustments that need to be made in the classroom.</p> | |

Section 5: Ordinarily Available SEN Provision

Clinic based therapy if advised. Direct involvement of school staff with the therapist to reinforce, teach skills programmes and incorporate into ongoing teaching and learning activities.

- Resource production
- Social language skills
- Support in decoding language
- Specific language teaching
- Organisational strategies

Section 5: Ordinarily Available SEN Provision

Ordinarily Available Provision – Vision Impairment

45. Vision Impairment - Ordinarily Available Provision

| Understanding Needs <i>(where glasses do not correct vision sufficiently to remove significant barriers to learning)</i> | Comment |
|--|-----------------|
| <p>The SENCO and all school staff who teach or have contact with the child or young person, should know about and understand the child or young person’s vision impairment and its implications for their learning, in particular on:</p> <ul style="list-style-type: none"> • Educational progress • Speed of working and access to information • Communication skills, especially reading and writing • Mobility and awareness of the educational environment • Social contact and interaction with peers • Self-esteem and emotional well-being | |
| Teaching and Learning Strategies | Comments |
| <p>As part of supporting a child or young person with vision impairment the school may need to:</p> <ul style="list-style-type: none"> • Plan and deliver differentiated classroom activities to reflect student’s individual needs and ensure full access to all activities. • Give specific consideration to the manner in which the curriculum is presented. • Consider purchasing specialist equipment. • Encourage social interaction with peers through a range of support approaches. • Consider access arrangements for assessments and exams. • Promote positive attitudes towards people with a vision impairment within the school environment and local communities, with advice from the VI team. | |

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| Curriculum Adaptation | Comments |
|---|----------|
| <p>The planning and delivery of the curriculum is adapted to address all their learning needs, as well as support their social, emotional, communication and physical skills.</p> <p>Accessible materials may reduce the amount of support that a child / young person needs. Modified teaching and learning materials are prepared in advance, with pre-planning between teacher and support staff.</p> <p>Use required font size for print.</p> <p>Pre-teaching may help as may follow up tutorial time.</p> <p>Make best use of in-class technology such as white board, I Pads, computers, audio enabled programmes etc. Seek ICT assessment from Barnet SEN ICT Technology Consultant.</p> | |
| Effective use of support for learning | Comments |
| <p>Partnership approaches between the class teacher, the SENCO and the teaching assistant will need careful planning and preparation and targeted use of teaching assistants. Often this is used for pre-teaching and post lesson, checking on grasp of concepts taught and/or resource preparation.</p> | |
| <p>Information to parents on a range of matters including relevant organisations, parent groups and extra-curricular activities, transition planning and general information about Visual Impairment.</p> | |
| Specialist Guidance | Comments |
| <p>School staff to seek advice from external specialists e.g.: Specialist Advisory Teacher for Visual Impairment, Barnet with Cambridge Education.</p> | |
| <p>The specialist advisory teacher can provide support, advice and information to parents on a range of matters including information about the child or young person's visual impairment and what it means to them, transition planning between phases of education and information about other sources of support for them and their child.</p> | |

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| The specialist teacher will keep the child/young person under review, and inform parents/carers and the educational setting how often review is needed, and agreeing dates of monitoring visits. | |
| Health and specialist education staff work collaboratively to support the school / setting, the child and the parents. | |

Section 5: Ordinarily Available SEN Provision

Ordinarily Available Provision – Hearing Impairment

46. Hearing Impairment – Ordinarily Available Provision

| Understanding Needs | Comments |
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| <p>This includes all conditions that result in a pupil being unable to hear sounds within the range of frequencies present in normal speech at volumes less than 20dB louder than the average. The hearing loss may be temporary or permanent, affect one ear or both and may only affect certain frequencies of sound. In addition, the support described is also available to pupils who have Auditory Neuropathy Spectrum Disorder even when there is an absence of hearing loss.</p> | |
| <p>The SENCO and all school staff who teach or have contact with the child or young person, should know about and understand the child or young person’s hearing loss or deafness, and its implications for their learning, in particular on:</p> <ul style="list-style-type: none"> • Educational progress • Attention and focus, and distractibility • Communication skills, especially reading and writing • Their ability to understand and be comfortable in the educational environment • Social contact and interaction with peers • Self-esteem and emotional well-being | |
| <p>As part of supporting a pupil with a hearing impairment the school:</p> <ul style="list-style-type: none"> • Liaises with the Advisory Teacher of the Deaf to assess pupil’s need and identify areas of difficulty • Identifies (with support from the Advisory Teacher of the Deaf) specific strategies to reduce the impact of the hearing loss on learning. <p>For example:</p> <ul style="list-style-type: none"> - supporting the pupil to wear hearing technology - competent and effective use by all staff of specialist equipment such as radio aids - creating good listening conditions for learning - appropriate seating position in the classroom - managing the communication in the classroom to optimise the child’s understanding | |

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| Teaching and Learning Strategies | |
|---|----------|
| Differentiated classroom activities to reflect the pupil's individual needs and ensure full access to and participation in all activities. | |
| Ensure that the delivery of the curriculum is accessible for the pupil with a hearing loss. | |
| A system of protocol is in place so that hearing aids and any additional hearing technology (e.g.: radio aids) can be kept safely and securely and maintained appropriately (e.g.: if batteries need to be replaced or equipment needs charging). | |
| Consider purchasing specialist equipment or software, for example, a soundfield system or subtitling software. | |
| Encourage and facilitate social interaction with peers, explaining to other pupils, if necessary and appropriate, how they can ensure their peer can hear and understand what they are saying. Settings may facilitate communication between pupils in a modified or adjusted manner. | |
| Consider access arrangements for assessments and exams. | |
| Promote positive attitudes towards deaf and hearing impaired people within the school environment with advice from the HI team. | |
| Staff attend training delivered by the HI team. | |
| Speech and Language Therapists will be involved as part of the integrated support from specialist teachers, audiologists and school. They may provide period of direct input and/or monitoring oversight – dependent on pupil need and educational progress. | |
| Specialist Guidance | Comments |
| School staff to seek advice from external specialists e.g.: Advisory Teacher of the Deaf, Barnet with Cambridge Education. | |
| The Advisory Teacher of the Deaf can provide support, advice and information to parents on a range of matters including the choice of communication approaches, transition planning between phases of education, information about the child or young person's hearing loss and | |

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| what it means to them, information about other sources of support for them and their child, help with applying for benefits or obtaining specialist equipment for use at home such as flashing light/vibrating smoke alarms etc. | |
| The specialist teacher will keep the child/young person under review, agreeing with parents/carers and the educational setting how often review is needed, and agreeing dates of monitoring visits. | |
| Health and specialist education staff work collaboratively to support the school / setting, the pupil and the parents/carers. | |
| Acoustic Environment – improving the learning environment | Comments |
| Settings should make simple adjustments to support favourable acoustic conditions in the classroom / setting for a deaf / hearing impaired child. For example, blinds or curtains on windows, non latex tips on chair legs and table legs, use of soft furnishings (e.g.: rugs, hessian fabric on display boards). | |

Section 5: Ordinarily Available SEN Provision


Ordinarily Available Provision – Multi-Sensory Impairment

47. Multi-Sensory Impairment – Ordinarily Available Provision

| Understanding Needs | Comments |
|--|----------|
| The SENCo and all school staff who have contact with the child or young person should understand that multi-sensory impairment refers to a combination of visual and hearing impairment. They should understand that although most people with multi-sensory impairment have useful residual senses, either vision or hearing or both, the combination of impairments of vision and hearing can cause far more difficulty than might be expected from the impact of each separately and is likely to have a significant impact on the learner's access to information, communication and mobility. | |
| The SENCO and all school staff who teach or have contact with the child or young person, should know about and understand the child or young person's multi-sensory impairment and its implications for their learning. They should understand the impact on: <ul style="list-style-type: none"> Educational progress Speed of working and access to information Communication skills Mobility and awareness of the educational environment Social contact and interaction with peers Self-esteem and emotional well-being | |
| Teaching and Learning Strategies | Comments |
| Differentiated classroom activities to reflect the pupil's individual needs and ensure full access to and participation in all activities as appropriate for the individual. | |
| Ensure that delivery of the curriculum is accessible for the pupil in relation to both their hearing loss and visual impairment. | |
| A system of protocol is in place so that hearing aids and any additional hearing technology (e.g. radio aids) can be kept safely and securely and maintained appropriately (e.g. if batteries need to be replaced or equipment needs charging). | |
| Consider purchasing specialist equipment following advice from a specialist VI, HI or MSI teacher. | |

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|--|-----------------|
| Encourage and facilitate social interaction with peers, explaining to other pupils, if necessary and appropriate, how best to communicate with their peer. Settings may facilitate communication between pupils in a modified or adjusted manner. | |
| Consider access arrangements for assessments and exams. | |
| Promote positive attitudes towards people with multi-sensory impairment within the school environment with advice from the MSI team. | |
| Staff Skills and Training | Comments |
| Staff should receive support and training from a specialist teacher for multi-sensory impairment or from specialist teachers for visual impairment and hearing impairment. | |
| If the pupil has a one-one support assistant school should consider sending this member of staff on intervener training, more information about this can be obtained from the specialist teacher for MSI. | |
| Specialist Guidance | Comments |
| <p>School should seek advice from specialist teachers/ Advisors from Barnet with Cambridge Education, this could be one/all/a combination of the following:</p> <ul style="list-style-type: none"> • Specialist Advisory Teacher for Multi-Sensory Impairment • Specialist Advisory Teacher for Visual Impairment • Specialist Advisory Teacher for Hearing Impairment • Habilitation Specialist • SEN ICT Consultant <p>Schools should initially refer to the Specialist Teacher for Multi-Sensory Impairment who can support with decisions about which other professionals should be involved.</p> <p>Details of the support offered by these services is available on the Barnet Local Offer.</p> | |



Section 6 Useful Resources

Section 6: Useful Resources

Other sources of information

47. Other Sources of Information

for Schools and settings in making provision for children and young people with SEN.

The description of provision that should be ordinarily available across maintained mainstream schools and academies in Barnet, aims to help schools make the link between the SEN statutory framework and their use of delegated budgets to support pupils with SEN. There are other sources for support that also provide advice and guidance. The references below and throughout the Guidance will assist schools, early education settings and post 16 providers to develop and improve their SEND provision.

1. CDC – the Council for Disabled Children provides a range of resources to support the implementation of the SEND reforms, including a Briefing for Schools “*What do the SEN and Disability Reforms mean for Schools?*” <http://www.councilfordisabledchildren.org.uk/media/1061292/schools-briefing-sep-15.pdf>
2. NASEN – the National Association for Special Educational Needs – has a SEND Gateway, providing free access to high quality information, resources and training on SEN and disability. www.sendgateway.org.uk . There are case studies http://www.sendgateway.org.uk/resources.html?keyword=&type=resources&sort_by=date&info_type=case-studies that provide real life examples of how children and young people with SENs are taught and supported.
3. The Autism Education Trust – provides Autism competency frameworks for schools, early years settings and post 16 providers, each supported with Autism standards for the particular phase of education. <http://www.councilfordisabledchildren.org.uk/media/1061292/schools-briefing-sep-15.pdf> .
4. National Autistic Society – <http://www.autism.org.uk>
5. The Communication Trust – provides a range of resources, including “*Communicating the Code*” which provides additional information in relation to children and young people with speech, language and communication needs, to support practitioners to implement the SEN Code of Practice. This resource can be found at https://www.thecommunicationtrust.org.uk/media/362413/ctc_all_sections_with_links.pdf , and others, including Communication Checklists “*Making your place great for Communication*” by searching the Communication Trust Web-site on www.thecommunicationtrust.org.uk
6. The Dyslexia Specific Learning Difficulties Trust (The Dyslexia-SpLD Trust) www.thedyslexia-spldtrust.org.uk and a linked micro-site www.interventionsforliteracy provides a number of resources to support schools and other education providers, as well as parents.
7. The Inclusion Development Programme – a part of the Government’s strategy to improve outcomes for children with SENs and first outlined before the current SEN Code of Practice and recent reforms. It provides a suite of materials aimed to support teachers, teaching assistants and trainee teachers to increase their knowledge and skills in working with children and young people with a range of SENs. With information provided through on-line DVD presentations, supported by written guidance, the areas of BESD (now

Section 6: Useful Resources

SEMH), Autism, SLCN and Dyslexia are covered at primary and secondary level, with all except Dyslexia covered for the Early Years foundation stage. www.idponline.org.uk

8. The Downs Syndrome Association has a section on its web-site for professionals <http://www.downs-syndrome.org.uk/for-professionals/> covering stages of education from early years to further education.
9. NATSIP (the National Sensory Impairment Partnership) www.natsip.org.uk provides a range of information to support the learning and development of children and young people with hearing and/or visual impairments from early years to post 16.
10. The RNIB has a professionals' area where it provides guidance on teaching and learning for blind and partially sighted children from early years to young adults. <http://www.rnib.org.uk/services-we-offer-advice-professionals-education-professionals/guidance-teaching-and-learning>
11. The NDCS (the National Deaf Children's Society) has a professionals area where it enables the downloading of professional resources t those working with deaf or partially hearing children and young people_ http://www.ndcs.org.uk/professional_support/other_academic_and_professional_resources/education_resources.html .
12. SCOPE <http://www.scope.org.uk/support/professionals> provides a support and information resource for teachers and other professionals as well as promoting and facilitating links between teachers.
13. pdnet - a network for those supporting learners with physical disability, enables the sharing of a range of professional resources to support the learning and education of children with physical disabilities. www.pdnet.org.uk. Video resources on the SEND Gateway consider the way in which a teaching assistant can provide personal care. https://www.youtube.com/watch?v=C_6KeetE0AQ&index=12&list=PLo71rs7uZTvW2BwGEpkTiXazBzfx8-naN
14. Barnet SENCO Toolkit - <https://www.barnetlocaloffer.org.uk/pages/home/information-and-advice/how-to-get-help/different-types-of-support>
15. Barnet My Support Plan - <https://www.barnetlocaloffer.org.uk/pages/home/information-and-advice/how-to-get-help/different-types-of-support>

References

The DFE "SEND Code of Practice" (January 2015)

The DFE "Schools' Guide on the SEND Code of Practice" (September 2014)

"A quick guide to the SEND Code of Practice: 0-25 years (2014) and its implications for schools and settings" (NASEN) "Further Education: A guide to the SEND Code of Practice" DFE 2014

"Early Years: A Guide to the SEND Code of Practice" DFE 2014

¹ "SEND Code of Practice" DFE Published June 2014; updated May 2015.

² High Needs funding operational guide 16-17

<https://www.google.co.uk/search?q=high+needs+funding+operational+guide&og=high+needs+funding+operational+guide+&aqs=chrome..69i57.7099j0j9&sourceid=chrome&ie=UTF-8>

³ Para 6:90 SEND Code of Practice Jan 2015

⁴ Para 6:91 SEN Code of Practice Jan 2015

Section 6: Useful Resources

⁵ SEN Code of Practice para 7:22

⁶ (p10) https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/348883/Further_education_guide_to_the_0_to_25_SEND_code_of_practice.pdf

⁷ <http://www.legislation.gov.uk/ukpga/2010/15/contents> Equality Act 2010

⁸ Early Years Guide to the SEN Code of Practice Sept2014 (p9)

⁹ Part 6, Chapters 1 and 2 of the Equality Act 2010 <http://www.legislation.gov.uk/ukpga/2010/15/contents>

¹⁰ P11 https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/348883/Further_education_guide_to_the_0_to_25_SEND_code_of_practice.pdf

¹¹ <http://www.preparingforadulthood.org.uk/what-we-do/supported-internships/access-to-work-fund> & p120 SEN Code of Practice Jan 2015

¹² P13 https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/348883/Further_education_guide_to_the_0_to_25_SEND_code_of_practice.pdf

¹³ SEN Support and the Graduated Approach (NASEN 2015) <http://www.sendgateway.org.uk/resources.html?interest=statutory-legal>

¹⁴ SEN Code of Practice: para 6:14 – 6:27; 6:44 – 6:56

¹⁵ under section 42A of the Education Act 1997

¹⁶ <https://www.gov.uk/government/publications/enrolment-of-14-to-16-year-olds-in-full-time-further-education>

¹⁷ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/493452/16_to_19_study_programmes_departmental_advice_Jan_2016_update.pdf

¹⁸ P13 https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/348883/Further_education_guide_to_the_0_to_25_SEND_code_of_practice.pdf

¹⁹ <https://www.gov.uk/guidance/16-to-25-young-people-with-high-needs-funding-principles-for-2015-to-2016#post-16-study-programmes>

²⁰ Check current EFA guidance

²¹ <https://www.gov.uk/guidance/16-to-19-funding-planned-hours-in-study-programmes#planned-hours-and-funding-allocations>

²² <https://www.gov.uk/government/collections/early-learning-and-childcare-guidance-for-early-years-providers>

²³ Early Years Outcomes <https://www.gov.uk/government/publications/eyfs-profile-exemplification-materials>

²⁴ <http://www.foundationyears.org.uk/files/2015/06/Section-3-Universal-inclusive-practice.pdf>

²⁵ <https://www.gov.uk/government/collections/early-learning-and-childcare-guidance-for-early-years-providers>