April 2023

SEN Support Guidance

Provision Expected at SEN Support (PEaSS)

Provision Expected at SEN Support

This guidance outlines the provision the Norfolk SEND Local Area expects to be made available by mainstream schools, academies, free schools, early years and post-16 providers.

In Norfolk, we are committed to ensuring that all our children and young people with special educational needs and disabilities (SEND) Flourish through early identification, being well supported, having their needs met and achieving their potential.

We want children and young people with SEND and their families to have positive education experiences through access to the right support, in the right place and at the right time. Wherever children and young people live in the county, we want them to have their additional learning needs met. We know that for most children they are best served by attending their local school, with other children from their local community. To achieve this for the majority of children and young people in our county, all education settings must have a core offer that meets the needs of all children, including those with SEND.

In keeping with our statutory duty this guidance has been written to set out the core provision that we, as a Norfolk SEND Local Area, expect to be made available for all children and young people with SEND. It has been co-produced and developed by a range of key SEND professionals in education settings, health and SEND services, as well as family groups and young people; we hope that it provides support and advice in a clear and accessible way.

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1. Introduction

The 'Provision Expected at SEN (Special Educational Needs) Support' (PEaSS) document sets out the provision that Norfolk SEND Local Area expects to be made available to support children and young people (CYP) identified as needing SEN Support. This offer should be available in all mainstream schools in Norfolk. This includes academies and free schools, early years settings, post-16 providers, and Specialist Resources Bases (SRBs). This document will refer to these as settings, unless stated otherwise. The PEaSS should also be used to inform settings' SEN Information Reports, where relevant, and internal policies and procedures.

All settings must have due regard for the following legislation and statutory guidance:

- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0-25 Years (SEND Code of Practice, 2015)
- Equality Act 2010

They make it clear that children and young people with SEND have a right to expect their needs to be met and not to be disadvantaged.

The Norfolk SEND Local Area expects all settings to comply with the SEND legislation and statutory guidance, therefore all settings must:

- Change policy and practice to reflect the SEND reforms and therefore use their best endeavours to provide and secure an inclusive education for all children and young people with SEND
- Anticipate the reasonable adjustments needed to enable children and young people at points of transition in their education with additional and different needs to access an appropriate curriculum, including the wider life of the setting (see Norfolk Accessibility Strategy)

1.1 The importance of co-production

Co-production with the child or young person and their family is an essential element of SEN Support. The CYP and their families' voices must be listened to and be instrumental in the development of SEN Support to ensure that their aspirations, desired outcomes and views are taken into account. Settings should work in co-production with CYP and their families to:

- share information and plan SEND services together
- support them to take an active role in decision making
- enable them to support learning at home (e.g. through support groups, coffee mornings, curriculum events or signposting to key information and support services)

A one-page profile is a helpful tool to include the views of families and the CYP and to reflect how they want to be supported.

Norfolk has a co-produced a SEND participation strategy to put the views of CYP and families at the heart of special educational needs and/or disabilities (SEND). Everyone should be involved and have a say in things that happen in their lives. Coproduction resources and best practice participation guidance for professionals can be found on the SEND Local Offer.

Norfolk SEND Youth Forum have created some guidance on how CYP with SEND want to be supported. An Easy Read version of this document is available to download on the PEaSS webpage.

How we want to be supported

Norfolk SEND Youth Forum are a group of children and young people from 11-25 years old with Special Educational Needs (SEN) and Disabilities.

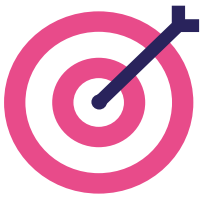
We are **unique** and we all need **different things**. We all need help sometimes, but we do not always feel able to ask for it.

You can help **by asking us** how we want to be supported and **what we need** to help us.

These are our ‘top tips’ for adults who support us:

Don’t judge us before you get to know us. Talk to us and listen to what we have to say.

Make sure that we understand what kind of help and support is available to us.



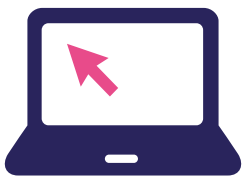
Understand that we might find it difficult to ask for help. Check in to make sure that we have understood and to help us focus.

Make sure there is a named, trusted adult that we can talk to.

Give us extra time to think, to understand and to answer questions. It takes the pressure off!

Use short clear instructions broken down into small steps.

Remind us about what we need to do if we forget.



Support us to use things that might help us, like a fidget toy or a laptop to help with writing.

Give us time and space to calm down if we are feeling annoyed or frustrated.

1.2 Norfolk context for SEND

The Norfolk Area SEND Strategy (NASS) sets out the priorities for supporting children and young people with SEND in Norfolk and what needs to happen to change lives together. The strategy provides a summary of the local context and a snapshot of data around SEND in Norfolk.

Statistics for SEND in Norfolk are also available in the Local Area Special Educational Needs and Disabilities report for Norfolk County Council.

1.3 Inclusive practice in Norfolk settings

We want Norfolk to be a county where all children and young people can flourish. This includes accessing education settings where they are given the opportunities and support to achieve their full potential.

To support inclusive practice in Norfolk settings, Norfolk County Council have developed an Inclusion and Provision Self-Evaluation Form (IPSEF). The IPSEF is a framework that settings can use to review their current practice and demonstrate their compliance against the Ofsted framework, legal requirements and this PEaSS document. It is intended to effectively be a 'one-stop tool' for settings to evaluate themselves. It is recommended that settings complete an IPSEF annually and that this is an integral part of their self-evaluation processes.

The IPSEF focuses on:

- Culture and ethos. Including high expectations for all learners, an inclusive curriculum and quality continuous professional development
- Provision (linking to the provision sections in the PEaSS). Provision which is responsive to and anticipates a range of needs
- Building Independence. Working with CYP with SEND and their families to support participation in decision making, build independence and prepare for transition to different stages of education, employment or adulthood

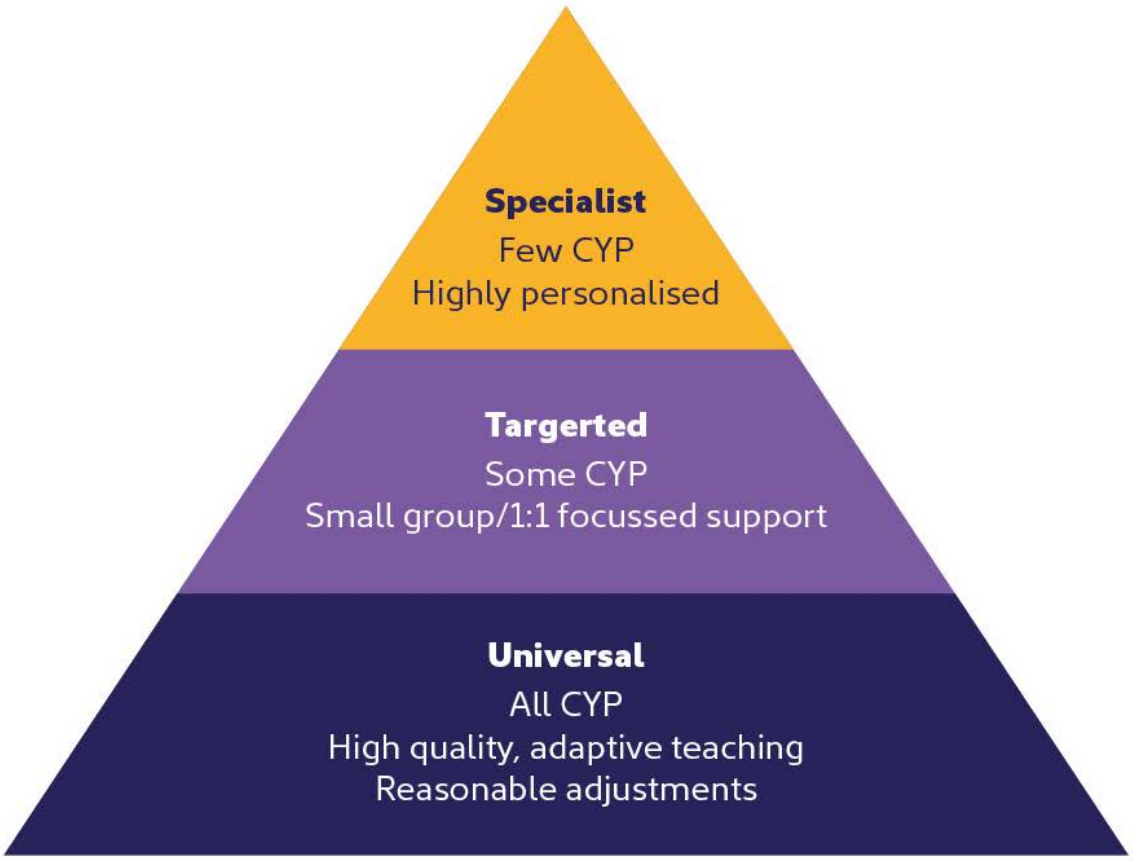
Ensuring that effective transitions are in place at every stage and particularly at phase transfer is essential.

2. SEN Support

The Norfolk SEND Local Area expects settings to be able to:

- Identify children and young people with emerging SEND at an early stage and put into place appropriate provision
- Make accurate assessments of need and/or barriers to learning
- Engage other professionals as appropriate

Levels of provision can be grouped into universal, targeted and specialist, as shown in the diagram below. This triangular shaped diagram shows specialist provision is for the few children and young people who need highly-personalised support at the top. The next level of provision is called targeted and is for those children and young people who need small groups and one-to-one focused support. Universal provision is for all children and young people and is described as high quality, adaptive teaching and reasonable adjustments:



Universal provision

This is the provision available to all children and young people. It forms the foundation for all other provision or support in settings and comprises high-quality teaching that is made available to all. When there is a comprehensive universal offer of inclusive provision, most children will have their learning needs well met. This will reduce demand for more targeted intervention and provision.

"Universal provision is based on inclusive approaches to teaching and learning which benefit all children but are essential for those with SEND. Reasonable adjustments for individual needs are made to ensure settings are, for example, dyslexia-friendly, communication-supportive and adaptive for any sensory and physical needs that pupils may have." (Supporting SEN, Universal Provision nasen, 2020).

Targeted provision

Even when high-quality universal provision is in place, additional support or targeted provision will be required for some children to support them to make progress. This may include small group or one-to-one support using evidenced-based interventions, for example, from 'What works?' Whole School SEND or the Education Endowment Foundation (EEF).

Specialist provision

For a few CYP, personalised and bespoke support may be required to meet their needs in addition to what is offered through universal and targeted provision.

2.1. High-quality teaching

The Norfolk SEND Local Area expects all settings to provide high-quality teaching. Additional intervention and support cannot compensate for a lack of good quality teaching (SEND Code of Practice, 2015, p. 99). Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils require additional support.

'High-quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. This is the first step in responding to pupils who have or may not have SEN.' (SEND Code of Practice, 2015, p. 99).

This is reflected in the Teachers' Standards, particularly Standard 5, which states that teachers must 'adapt teaching to respond to the strengths and needs of all pupils.'

The EEF guidance report SEN in Mainstream Schools states that supporting CYP with SEN should be part of a proactive approach to supporting all pupils, not an 'add-on.'

It sets out 5 key strategies aimed at supporting pupils with SEN.

1. Create a positive and supportive environment for all pupils without exception
2. Build an ongoing, holistic understanding of your pupils and their needs
3. Ensure all pupils have access to high quality teaching
4. Complement high quality teaching with carefully selected small group and one-to-one interventions
5. Work effectively with teaching assistants

Research from the EEF identifies 5 specific approaches (the 'five-a-day' principle) which teachers can integrate daily into their practice to support learning and improve outcomes for all CYP, including those with SEN. Teachers should use these as a starting point for classroom teaching for all CYP, including those with SEN. The five approaches are:

- Explicit instruction
- Cognitive and metacognitive strategies
- Utilising scaffolding
- Flexible grouping
- Using technology

Many of the strategies included in this document form part of high-quality teaching approaches. High-quality teaching considers the barriers to learning and how these can be overcome. In addition to whole setting approaches such as communication or dyslexia friendly environments, some of the everyday strategies include:

- Differentiated resources
- Using a range of adaptive teaching strategies
- Environmental considerations

2.2. Special Educational Provision

Some children and young people need educational provision that is 'additional to or different from' the universal offer and high-quality teaching. This is 'special educational provision' under Section 21 of the Children and Families Act 2014. 'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.' (SEND Code of Practice, 2015, pp 94-95)

'Schools and colleges must use their best endeavours to ensure that appropriate provision is made for those who need it.' (SEND Code of Practice, 2015, p.25) In deciding whether to make special educational provision through SEN Support, the Special Educational Needs Coordinator (SENCo or SENDCo), in discussion with teacher(s), the CYP and family, should consider all the information gathered about the child or young person's progress. This will help to determine the support that is needed and whether it can be provided by adapting the setting's core (universal) offer or whether something 'different or additional' is required.

Families must be formally informed, verbally and in writing, that special educational provision is being made. In post-16 institutions this information should be discussed with the student, who might be accompanied by a parent, advocate, or other supporter. (SEND Code of Practice, 2015, p.115)

This is the start of the graduated approach to SEN Support.

The Local Offer - information about what is available across Norfolk for children and young people with SEND.

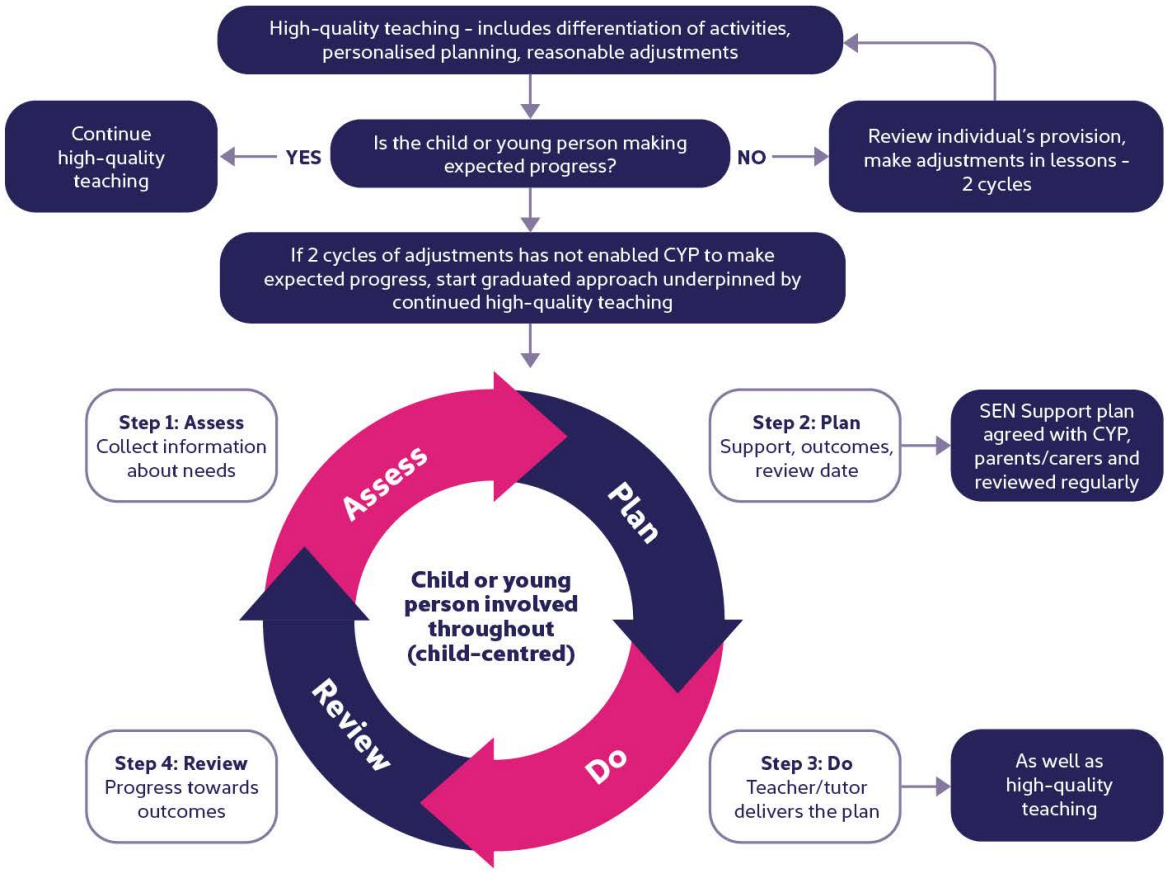
2.3 The graduated approach (assess, plan, do, review)

Settings should adopt a graduated approach with four stages of action: assess, plan, do and review (APDR) to ensure that a CYP's needs are fully understood.

The Graduated Approach: Assess, Plan, Do Review – SEND Code of Practice 2015, pp100–102

This is called the graduated approach/response because it may take several cycles of intervention and different strategies being tried before support needs are understood and met.

The diagram below provides an overview of the APDR cycle.



The graduated approach: assess, plan, do, review.

The graduated approach starts with high-quality teaching, reasonable adjustments, differentiation or adaptive teaching and personalised planning. Provision for a CYP should be reviewed and monitored, and adjustments made accordingly. Should a CYP's progress continue to be of concern, then this should be discussed with the CYP and their family before commencing the APDR cycle below.

Step 1: Assess

The CYP's needs are identified so that the right SEN Support is given. It is important that needs are identified, and appropriate support is put in place at an early stage. It is expected that settings will have systems in place to identify CYP who may have a special educational need. These may include tests, checklists, screening tools and pupil observations.

Norfolk County Council actively promotes the Identification of Needs Descriptors in Educational Settings (INDES). These allow settings to both identify and quantify need and provide a standardised language across the county.

Identification of need should include:

- Asking the family and the CYP for their views
- Undertaking assessments and tracking progress
- Talking to professionals who work with the child

A setting should have arrangements in place to access more specialist assessments and provision from external agencies or professionals as part of its universal offer.

Step 2: Plan

- The child's place of learning and family agree on the outcomes that the SEN Support intends to achieve
- Everyone who is involved in the process has a say in deciding what kind of SEN Support will be provided. Together they decide a date to review
- The plan will be written down. This is so that everyone is clear what different, additional support is going to be put in place

A robust SEN Support plan:

- Accurately reflects the needs of the CYP
- Enables everyone involved in supporting the CYP to have a clear, agreed understanding of the support that will be put in place and why
- Supports effective information sharing (including at key points of transition)
- Informs the teacher(s) and others working with the CYP of specific outcomes (targets/goals) agreed and how these will be reached
- Evidences the APDR cycle - the identification of need, what has been tried so far, and the impact of any additional support
- Allows schools and staff to plan for progression, monitor the effectiveness of teaching strategies and monitor the provision for additional support needs within the setting
- Supports the CYP to become more involved in their own learning and take ownership of their targets/goals
- Helps families to understand how their child will be supported at school and what they can do to help at home
- Provides evidence for funding applications and referrals to external support services, if required
- Evidences the graduated approach prior to a statutory needs assessment request, if appropriate

Step 3: Do

- The place of learning will put the planned SEN Support into place
- The teacher(s) remains responsible for working with the CYP daily
- Everyone involved with the CYP will work closely together

Step 4: Review

- The SEN Support will be reviewed by the time agreed in the plan
- Everyone who is involved in the process should decide together:
  - Whether the SEN Support is having a positive impact
  - Whether the outcomes have been, or are being, achieved
  - Whether new outcomes need to be identified
  - Whether the support needs to continue or different support needs to be tried

The setting's graduated approach should be clearly and accessibly set out in the SEN information report, which must be reviewed and updated annually and published on its website. Further information on SEN information reports and a best practice guide is available on the Norfolk SEND local offer.

2.4 Equipment and SEND Training

The Norfolk SEND Local Area expects all settings to:

- Enable access to low-cost resources for children and young people with SEND e.g. technology, writing slopes, pen grips
- Seek advice from relevant agencies, where appropriate
- Provide appropriate SEND training for their staff. Settings are expected to understand the needs of their children and young people and to identify how best to ensure that their staff are equipped to understand and meet their needs.

In order to meet the needs of some children and young people with high or complex needs, settings may require specialist advice, resources, training, or assistive technology. Norfolk County Council provides more specialist equipment and software through agencies including Access Through Technology (ATT) and the Virtual School Sensory Support and offers a range of SEND support services to help Norfolk settings meet the needs of learners with SEND.

3. Descriptors of Needs and Provision

3.1 Communication and Interaction: Speech, Language and Communication Needs

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

3.1.1 Need: Communication and Interaction (Speech, Language and Communication)

Children and young people may have one or more of these learning profiles and may experience one of more of these difficulties:

Attention and Listening	Tick box
Difficulty paying attention during a shared activity, to an activity for an age-appropriate length of time and listening to instructions whilst busy doing something else	
Finds tasks with spoken instructions harder to complete than tasks where listening is not required	
Easily distracted and tends to prefer activities of their own choosing	

Understanding	Tick box
Difficulty understanding age-appropriate spoken instructions, abstract concepts (e.g. big, little, bravery), everyday words, longer and more complex spoken language e.g. listening to a story or multiple instructions (choose a pencil in a colour you like, then draw round your hand carefully on the big yellow paper), questions starting with words such as when, where, who, what, why, how, age-appropriate subject specific /curriculum vocabulary	
Difficulty in remembering spoken information long enough to use it	

Spoken Language	Tick box
Uses a smaller range of words and shorter sentences than other children of their age, wrong words for things and/or uses general words such as 'thingy' 'that' 'put' and 'get'	
Sounds muddled or disorganised when talking in longer sentences	
Difficulty in structuring sentences and expressing thoughts, opinions and knowledge clearly	
Has a stammer/stutter, a neurological difficulty in the speech messaging system interrupting the flow of speech. Sounds, syllables or words may be repeated, stretched out or stuck completely and speech can become tense and effortful. Children may become less willing to communicate, especially if there have been negative reactions to their speech	
Misses out the small words and/or tends to repeat back what the adult has said	
Difficulty describing events in a way that is easy for the listener to understand	
Unable to use spoken language to convey their thoughts, feelings and wishes	

Speech Sounds	Tick box
Difficulty recognising the difference between speech sounds	
Substitutes one sound for another, has obvious difficulties in forming speech sounds	
Difficulties with rhythm, intonation and resonance of speech	
Misses out sounds from words, misses off ends of words or never uses some speech sounds	
Difficulties using clear speech sounds in a whole sentence or conversation	

Social Communication and interaction	Tick box
Difficulty using language in social interactions	
Difficulties in maintaining a topic of conversation	
Difficulty with the social use of language, requiring some direct teaching – eye contact, initiating conversations, attention, taking the listener's perspective (empathy)	
Difficulties understanding the rules of conversation	
Difficulty responding appropriately to non-literal language, irony and jokes	
Difficulty understanding visual and written inference (reading between the lines) e.g. they all laughed at the red boots	

Learning and cognition (including behaviour for learning)	Tick box
Uneven or spiky learning profile (may have particular strengths and difficulties) or slower processing speeds (for example taking longer to read and understand questions)	
Difficulty in making connections, generalising skills and responding to adult direction	
Difficulty showing empathy, predicting own response and those of others	
Noticeable gap between attainment and ability	
Poor understanding of social conventions (e.g. personal space) and expectations, leading to possible social isolation. May show literal interpretation of things	
May experience frustration, leading to behaviours which challenge or may be unsafe	

3.1.2 Provision expected to be available: Communication and Interaction (Speech, Language and Communication)

Promoting positive communication environments is the responsibility of all members of staff in the setting. In addition to high-quality teaching, it is expected that settings will provide some of the following, where appropriate, to meet the needs of the CYP.

	Suggested whole-setting approaches	Tick box
1	Identify a lead professional to be a Communication Champion	
2	Audit whether the environment is 'communication friendly' (e.g. using checklists from ICAN)	
3	Implement a whole setting approach (e.g. ELKLAN Communication Friendly Settings)	
4	Ensure that staff are aware of speech milestones by age	
5	Provide training for all staff to develop understanding and confidence around supporting SLCN	
6	Use a recommended screening tool to enable teachers to identify need and plan provision	
7	Use consistent visuals across the setting to reinforce key routines and expectations and support learning	
8	Support families by signposting to resources and sources of information and support	

	Suggested SEN support strategies in the classroom	Tick box
1	Keep verbal instructions simple and use them in the order you want things to be carried out	
2	Give directions before starting the activity or stop the activity to clarify if needed	
3	Give CYP thinking time (at least 10 seconds) to respond and then, if necessary, repeat what you said	
4	Check for understanding - ask the CYP to tell you what they have to do	
5	Cue the CYP into a change of topic of conversation/presentation - say 'Now we are going to talk about ...'	
6	Frame questions carefully (decide whether to ask open or closed questions)	
7	Use the CYP's name before asking a question or giving an instruction	
8	Give time for 'partner-talk' before expecting them to answer a question	
9	Actively teach CYP strategies for what to say and do when they do not understand	
10	Support oral presentations /explanations with pictures, real objects, symbols or action	
11	Put up a list of the key vocabulary for a particular topic or lesson and teach the meaning of each word	
12	Consider pre-teaching of key words and concepts needed in lessons	

	Suggested SEN support strategies in the classroom	Tick box
13	Use symbols to support spoken language and text (e.g. Widgit)	
14	Provide visual, verbal or written scaffolds (e.g. talk mats, writing frames)	
15	Use visual summaries of discussions such as mind-maps, flow charts, diagrams, comic strips	
16	Regular personalised or small group work	
17	Allow extra time to complete tasks and be aware of the additional fatigue the CYP may experience	
18	Provide reasons and opportunities for children to communicate (e.g. don't pre-empt child's needs)	

Suggestions for the SENDCo:		Tick box
1	Use a screening tool such (e.g. NELI, WellComm or appropriate alternative) to identify need, inform and plan next steps and/or provision. Further details at Just One Norfolk, Screening and Intervention	
2	Use a recommended programme of intervention either independently or as advised by the Speech and Language Therapist (SaLT), Educational Psychologist (EP) or Specialist Teacher. Further details may be found for early years and school age intervention tools	
3	Access training and implement advice regarding augmentative communication strategies as recommended by the SaLT via Norfolk and Waveney Children's Speech and Language Therapy Service	
4	Consider a referral to Access through Technology (ATT) for specialist advice and training	
5	Consider a referral to Speech and Language Therapy	
6	Signpost families to the communication section of Just One Norfolk	
7	Access training and specialist equipment as advised by a speech and language therapist	
8	Consider a School 2 School referral for advice, support and/or training	
9	Consider outreach advice and support from an appropriate SLCN Specialist Resource Base (SRB)	
10	Access training to support delivery of interventions	
11	Seek advice on specialist arrangements for examinations and assessments	

Questions to consider:

- Has hearing and/or vision been checked?
- Is the environment suitable for good listening and attention?
- Are there a lot of distractions when delivering SaLT interventions?
- Are children sitting in the most appropriate place?
- Are children given enough time to think about and answer questions?
- Does the setting's cycle of support (assess, plan, do, review) continue while specialist advice is sought?

Training for staff may include

- Accessing resources and guidance and free online training from Norfolk and Waveney Children's Speech and Language Therapy (SaLT) Service
- Elklan packages
- Tools and training from Speech and Language UK
- SLCN Level 4 qualification from Eastern SEND Partnership (offered in conjunction with tutoring sessions delivered by NCC)
- Whole School SEND training webinars and resources

3.2 Communication and Interaction: Social Communication and Interaction

'Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.' (SEND Code of Practice, 2015 pg 97)

3.2.1 Need: Communication and Interaction (Social Communication and Interaction)

Children and young people may have one or more of these differences and may require significant adaptations to be made. It is important to consider how a CYP might present in their community and their setting.

Cognition, Learning and Behaviours	Tick box
Uneven learning profile (may have particular strengths and differences)	
Lacks motivation in particular subjects due to content or skills such as writing	
Noticeable gap between attainment and ability	
Differences in making connections, generalising skills and responding to adult direction	
Poor organisational skills in some situations	
Difficulty attending to, starting or completing tasks	
Difficulty in keeping their attention on one thing	
Anxiety about new tasks, situations or change (this could be due to sensory overload e.g. being overwhelmed by visual, auditory and/or physical stimulation)	
Intense special interests and obsessive behaviours	
Repetitive and restricted patterns of behaviour (e.g. insistence on sameness, repetitive motor movements, speech or play, sensory differences)	

Social Communication	Tick box
Poor understanding of social conventions (e.g. personal space) and expectations, leading to possible social isolation	
Difficulty showing empathy, predicting own response and those of others	
Difficulty understanding the rules of conversation e.g. taking turns in conversation, commenting on what another has just said etc	
Difficulty in maintaining a topic of conversation outside of their interest	
Difficulty responding appropriately to non-literal language, irony and jokes	
Differences with the social use of language e.g. eye contact, initiating conversations, attention, taking the listener's perspective (empathy)	
Difficulty understanding visual and written inference (reading 'between the lines')	
May struggle with group learning work	
May experience frustration, leading to behaviours which challenge or may be unsafe	

3.2.2 Provision expected to be available: Communication and Interaction (Social Communication and Interaction)

Promoting positive communication environments is the responsibility of all members of staff in the setting. In addition to high-quality teaching it is expected that settings will provide some of the following, where appropriate, to meet the needs of the CYP:

	Suggested whole-setting approaches:	Tick box
1	Curriculum teaching and learning to promote resilience and support social and emotional learning	
2	Use the Autism Education Trust Competency Framework and its Autism Standards to evaluate current practice	
3	Include areas identified from the Autism Standards to inform the setting improvement plan	
4	Support families by signposting resources and sources of information and support (e.g. Autism Anglia, ASD Helping Hands and Family Action Norfolk and Waveney ASD/ADHD Support Service)	
5	Use consistent visuals around the setting to reinforce key routines and expectations	
6	Provide staff training for all staff to understand autism and how to support autistic CYP	
7	Refer to NHS guidance on improving the sensory environment for autistic people (Sensory-friendly resource pack and 'Ten sensory principles' poster)	

	Suggested SEN support strategies in the classroom	Tick box
1	Refer to guidance on Just One Norfolk: Supporting Children's Social Communication Needs: 'Supporting learning in the classroom'	
2	Teach pupil-specific behavioural skills (e.g. how to ask for help)	
3	Use the Autism Education Trust Competency Framework as a self-reflection tool to identify which aspects of your autism practice require further development	
4	Have clear and consistent routines in place in the classroom	
5	If the CYP becomes anxious, allow them to go to an agreed quiet/calm area or make other reasonable adjustments	
6	Incorporate time for sensory circuits – this may be appropriate for the whole class not just individual CYP with autism	
7	Be aware that CYP's facial expressions may not reflect their true feelings	
8	Use alternative means of communication/augmentative communication strategies (access training for staff and CYP)	
9	Explicitly teach social skills	
10	Deliver interventions/use resources to support social communication skills e.g. small group work, negotiating activities, turn-taking/sharing, role-play, Social Stories or Comic Strip Conversations	
11	Provide a structure for unstructured times where appropriate and encourage social interaction through break/lunchtime clubs, focusing no shared interests or using a buddy system	
12	Ensure there is good communication with families and the CYP, particularly around homework, special events and planning trips (e.g. using a home-school book, involving families when planning trips)	
13	Engage with resources for early intervention, such as Portage, to ensure positive transitions into early years settings	

	Suggested SEN support strategies in the classroom	Tick box
14	Support spoken explanations with charts, diagrams, pictures, real objects or actions	
15	Allow the CYP to work alone rather than in a group if necessary. If in a group, give clear roles within the group and put the rules and roles into writing or pictures	
16	Seat the CYP in an area of the classroom free from busy displays and distractions, for example, consider whether then CYP may benefit from having a separate workstation away from sensory distractions	
17	Be aware of any sensory sensitivities (smell, clothing, touch, noise) and consider reasonable adjustments that can be made in response (e.g. use of ear defenders). Ensure a proactive approach to this, pre-empting sensory responses	
18	Use visual prompts on cards or photos, or consistent non-verbal signs (sit, look, listen, hand up, wait, quiet) to make the social behaviours expected explicit	
19	Consider alternatives to written recording (e.g. use of mind maps, talking tins, speech-to-text, photographs)	
20	Use technology to support engagement and as a tool for writing and learning	
21	Support CYP to develop awareness of their feelings and support emotional regulation using a variety of tools and strategies e.g. Zones of Regulation, The incredible 5-point scale	
22	Make reasonable adjustments to the learning environment (e.g. consistent seating, visual timetable, first/then or now/next board, timings of breaks and transition arrangements within the school day, use of timers)	
23	Set tasks with clear goals and break them down into step-by-step form. Ask questions pitched at their level of understanding (e.g. Blanks levels)	
24	Use metacognition and self-regulation approaches to support CYP to reflect on their learning explicitly. Teach strategies for planning and evaluating their learning	
25	Provide extra time to think and respond to questions (e.g. '10 second rule')	
26	Use symbols to support language and text (e.g. Widgit)	

Suggested SEN support strategies in the classroom		Tick box
27	You may need to avoid asking the CYP to talk or write about imagined experiences and tasks which require empathy	
28	Be aware that some CYP may have difficulty understanding gestures, facial expressions, tone of voice and jokes	
29	Avoid the use of irony, sarcasm, figurative language, rhetorical questions, idioms (e.g. 'pull your socks up,' 'it's raining cats and dogs,' 'in a minute')	
30	You may need to prepare the CYP for any changes of routine well in advance and prepare them for the lesson by outlining to them what it will be about	
31	Consider how the curriculum/learning activities could be adapted to suit special interests and promote engagement	

Suggestions for the SENDCo:		Tick box
1	Signpost to staff the guidance and resources on the Just One Norfolk page: 'Supporting Children's Social Communication Needs'	
2	Request training (e.g. Making Sense of Autism) or support from Autism specialists (e.g. EPSS)	
3	Whole School SEND Autism Resource Suite	
4	Monitor the impact of support e.g. AET Progression Framework	
5	Plan targeted support and seek advice from external providers, including referrals to appropriate services	
6	Support staff to explicitly teach social skills through programmes such as ELSA, THRIVE, PATHs®, Time to Talk, Socially Speaking or Talkabout	
7	Consider if a referral to School 2 School (S2S) referral or outreach from an appropriate Specialist Resource Base (SRB) is needed	
8	Consider a referral to the Access Through Technology team for specialist advice and training	
9	Be aware of the constraints of testing when ascertaining a CYP's cognitive ability, attainment and progress and being flexible in approach to meet the needs of individuals	
10	Seek advice on specialist arrangements for examinations and assessments	

Questions to consider:

- Has hearing and/or vision been checked?
- Have the learner's needs been considered to ensure that assessments are appropriate, accurate and informative? Could the assessment be done in a different way to ensure a true picture is gained?
- Have you audited your environment – what stimulus is there that may distress a learner with ASD? What's behind the teacher when they are teaching?
- Consider making a video of a point in time of your day and see what you notice? (noise, visuals, distractions)
- Does the setting's cycle of support (assess, plan, do, review) continue while specialist is sought?
- Do you have a holistic understanding of the child; interests, home context, needs etc.?
- Do you have appropriate space for regulation time and quiet working etc?

Training for staff may include

- Autism Education trust (AET)/EPSS free training Making Sense of Autism
- AET training and resources
- Supporting Children's Social Communication Needs
- Elklan, Time to Talk, Socially Speaking, Talkabout
- Using Social Stories/Comic strip conversations
- Supporting CYP with Sensory Processing issues
- Visiting other settings with good provision for supporting the needs of autistic CYP
- Whole School SEND training webinars and resources

3.3 Cognition and Learning

'Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD)... Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.' (SEND Code of Practice 2015, pp.97-98)

3.3.1 Need: Cognition and Learning

Children and young people may have one or more of these differences and may require significant adaptations to be made.

Cognition and Learning	Tick box
The development / progress in learning for a CYP is at a slower rate and additional support is needed	
The CYP is attaining at a level significantly below age-related expectation	
There is evidence to suggest that the gap between the CYP and their peers is increasing	
The CYP may give up easily or disengage	
The CYP may appear anxious about new tasks, situations or change	
May be easily distracted and or/distract others	
May have poor organisational skills	

3.3.2 Provision expected to be available: Cognition and Learning

Enabling CYP to access a broad and balanced curriculum is the responsibility of all members of staff in the setting. In addition to high-quality teaching it is expected that settings will provide some of the following, where appropriate, to meet the needs of the CYP.

	Suggested whole-setting approaches:	Tick box
1	Ensure the curriculum promotes resilience and social and emotional development	
2	Curriculum includes teaching and learning to promote independence and organisational skills	
3	Provide training for all staff to promote understanding and confidence in supporting a wider range of cognition and learning needs	
4	Adopt whole-setting approaches e.g. dyslexia-friendly school	
5	Teach, model and practice a range of metacognitive strategies see EEF website	

Suggested SEN support strategies in the classroom:

	General Support	Tick box
1	Adapt homework (including alternative recording methods) to enable the CYP to complete as independently as possible	
2	Provide accessible resources and strategies to promote independent learning (e.g. word banks, writing frames, assistive technology)	
3	Allow rest breaks, as concentration and motor effort are demanding and the CYP is likely to be easily fatigued	
4	Promote appropriate interpersonal skills with other CYP	
5	Ensure assessments focus on how the pupil is learning, more in-depth analysis of strengths and weaknesses and progress in relation to time	

Supporting memory		Tick box
1	Use simple, clear language in the right order when giving instructions	
2	Provide visual prompts as a reminder	
3	Revisit prior learning at the start of each session	
4	Model, coach and reinforce skills, providing examples of new concepts drawn from CYPs real-life experiences	

Supporting speed of processing		Tick box
1	Give time for thinking and processing (10 second rule)	
2	Check understanding regularly. Revisit prior learning at the start of each session	
3	Break down tasks into small, ordered steps to be completed one by one, building on prior learning	
4	Use pre-teaching and link new learning and vocabulary to what the CYP already knows	
5	Colour code spatially confusable items (e.g. x sign in one colour, + sign in another)	
6	Offer peer to peer support (e.g. give time to think and talk to a partner before answering a question)	

Supporting reading, writing and spelling		Tick box
1	Enable recording using alternatives to writing including the use of assistive technology (e.g. Clicker, PPT, poster, dictation speech to text, pictures/ diagrams/maps, sorting statements or pictures into categories)	
2	Provide materials which reduce the needs for note-taking or copying (e.g. technology, mind maps, flow charts, photocopied notes or slides)	
3	Provide technology to support with reading of texts. Text to speech is available on most devices.	
4	Use multi-sensory teaching approaches for spelling, wherever possible (e.g. letter formation on sandpaper, tracing, writing in the air)	
5	Consider small group or one-to-one evidence-based interventions e.g. What works for Literacy Difficulties?	

Supporting reading, writing and spelling		Tick box
1	Teach strategies to improve organisation (e.g. organisation of materials, use of diaries, workplans, checklists of equipment)	

Supporting fine/gross motor skills		Tick box
1	Refer to the OT digital library of resources on Just One Norfolk (you will need to create a professional login to access this resource)	
2	Check seating – desk should be at elbow height. CYP should be able to sit right back in their chair with knees bending back at right angles and feet flat on the floor. Put a box or large book under feet if necessary	
3	Ensure CYP are able to see the teacher and the IWB clearly without turning	
4	Seat CYP away from distractions with plenty of space each side of them – the CYP should have their writing arm on the outside edge of shared table	
5	Use writing aids (e.g. slope, non-slip mat, pencil grips, triangular or thick-barrelled pencils, pens or paintbrushes, easy-write pens, adapted scissors, adapted ruler, templates or stencils)	

Supporting fine/gross motor skills		Tick box
6	Enlarge text. Use larger-lined books or paper, columns or boxes, squared paper or assistive technology	
7	Use visual reminders to support handwriting (e.g. alphabet (capital letters and lower case) and numeral formation guide on the table)	
8	Choose resources that don't require manipulation (e.g. number line rather than counters in maths) or pair with a buddy to support	
9	Teach the CYP to talk themselves through visual and spatial tasks (e.g. learn verbal model for letter formation: 'b - start at top, down, halfway up, round, down')	
10	Provide opportunities to develop keyboard skills and learn to use touch typing games and software to improve familiarity of keyboard and more efficient typing skills	
11	Timetable regular opportunities to develop fine or gross motor skills	

Suggestions for the SENDCo:		Tick box
1	Check whether the CYP has had a recent sight and hearing test	
2	Monitor the impact of support (e.g. use screening tools)	
3	Ensure staff are trained and able to support students with a range of learning difficulties, including Specific Learning Difficulties (SpLD). This might include support from external specialist professionals	
4	Request support from Educational Psychology and Specialist Support (EPSS) or alternative provider	
5	Consider advice and support from Children's Occupational Therapy Service brackets (settings can access referral information vis the professionals portal on Just One Norfolk – a login is required)	
6	Seek advice and outreach support from a Specialist Resource Base (SRB) – this will include the Dyslexia Outreach Service in Norfolk	

Suggestions for the SENDCo:		Tick box
7	Consider a referral to Access Through Technology (ATT) for specialist advice and training	
8	Consider a School 2 School referral for advice, support or training	
9	Monitor to ensure recommendations from outside agencies/specialists are implemented in classrooms	
10	Seek advice on arrangements for examinations and assessments	
11	Access EEF guidance and resources	

Questions to consider

- Has hearing and/or vision been checked?
- Does the setting foster good home/school relationships?
- Are effective lines of communication between the setting and CYP/families open and accessible?
- Is the setting consistent in its approach to meeting need?
- Does the setting's cycle of support (assess, plan, do, review) continue while specialist advice is sought?

Training for staff may include:

- Programmes such as neurodiversity and Every Teacher is a Teacher of SEN
- Whole School SEND training webinars and resources
- EEF guidance
  'Five a day' principles and video
- Mathematics
  Improving mathematics in the Early Years and KS1
  Improving mathematics in Key Stages 2 and 3
- Literacy
  Preparing for literacy (EY)
  Improving literacy in KS1
  Improving literacy in KS2
  Improving literacy in secondary schools

3.4 Social, Emotional, Mental Health

'Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour, so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools...' (SEND Code of Practice 2015, p.98.)

The SENDCo will communicate and liaise with families and CYP alongside leaders within the setting and external professionals where appropriate.

3.4.1 Social, Emotional and Mental Health (SEMH) specific high-quality teaching

Settings should implement a whole setting approach to emotional health and well-being.

Leadership and management that:

- Promotes emotional health and wellbeing across the school community
- Has a committed senior management team that sets a culture within the setting that values all pupils; fosters a sense of belonging; and makes it possible to talk about problems in a non-stigmatising way
- Has a senior mental health lead, in line with government guidance
- Works with families through regular contact/liaison regarding their CYP's needs, worries and wishes
- Monitors the provision of mental health and wellbeing support, including resources and interventions
- Undertakes regular whole school audits

An ethos and environment that:

- Promotes respect and values diversity
- Sets high expectations of attainment for all pupils with consistently applied support
- Promotes the health and wellbeing of all pupils in the school, identifying priorities and a clear process of planning, doing and reviewing to achieve the desired outcomes
- Uses various resources available to promote the well-being of pupils in their setting e.g. resources from Anna Freud
- Plays a role in supporting CYP to be resilient and mentally healthy
- Develops a supportive setting and classroom climate and ethos which builds a sense of connectedness, focus and purpose, the acceptance of emotion, respect, warmth, relationships and communication and the celebration of difference

Curriculum, teaching and learning that:

- Promotes resilience and supports social and emotional learning, including positive behaviour, social development and self-esteem
- Explicitly teaches social and emotional skills, attitudes and values, using well-trained and enthusiastic teachers and positive, experiential and interactive methods (and integrates learning into mainstream processes of school life)
- Teaches children of all ages about mental health and emotional well-being
  - Resources to support mental health from the SEND Local Offer
  - Anna Freud Schools in Mind
  - The PSHE Association
  - MindEd: a free online training tool, provides information and advice for staff on CYP's mental health and can help to signpost staff to targeted resources when mental health problems have been identified

Relationships Education, Relationships and Sex Education and Health Education

All pupils will receive a programme of Relationships Education, Relationships and Sex Education and Health Education (RSHE) that prepares them with the knowledge, values, and interpersonal skills to live safely, healthily and happily in the modern world, so they can take full advantage of the personal, social and academic opportunities available to them. To support this for pupils with SEND:

- High-quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparing for adulthood outcomes, as set out in the SEND Code of Practice, when teaching these subjects to those with SEND
- Schools should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example those with SEMH needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects
- In special schools and for some SEND pupils in mainstream schools there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law

Enabling student voice to influence decisions that:

- Ensure CYP's opinions and wishes are taken in to account and that they are kept fully informed, so they can participate in decisions taken about them

Staff development to support their own well-being and that of students:

- Teacher wellbeing is relevant for whole setting wellbeing
- All staff should feel confident in promoting emotional wellbeing and supporting children with mental health difficulties

Targeted support and appropriate referral:

- Settings should have clear systems and processes in place to help staff to identify CYP with possible mental health problems; providing routes to escalate issues with clear referral and accountability systems
- Settings should work closely with other professionals to have a range of support services that can be put in place depending on the identified needs (both within and beyond setting). These should be set out clearly in the setting's published SEND policy

3.4.2 Need: Social, Emotional, Mental Health

It is important to consider how a CYP might present both at home and in school. Needs may present in a variety of ways including:

Social, Emotional, Mental Health	Tick box
Low self-esteem in some areas which requires support to raise confidence and self-belief	
Displays behaviours that interfere with own learning and with the learning of others	
Withdrawn and isolated – limited communication, difficulties communicating feelings	
Poor concentration	
Engages in attention-seeking (or needing) behaviour and regularly seeks approval from adults and peers	
Poor organisational skills	
Giving up easily or disengaging	
Difficulties in making and sustaining appropriate relationships with adults and peers	
Can often be easily influenced by others or in contrast can persuade others to do something against their will	
Difficulties with sharing and turn taking	
Poor attendance and/or reluctance to participate	
Difficulty in accepting responsibility for own actions	
Occasionally be verbally and physically aggressive towards others requiring intervention to support regulation of response	

Social, Emotional, Mental Health	Tick box
Sometimes engages in behaviours that pose a high risk or harm to themselves or others	
At times, challenges rules and authority, and requires support to conform	
CYP with medical conditions, physical and sensory needs as well as CYP who are/have been in care and/or are adopted may also have particular SEMH needs	

3.4.3 Provision expected to be available: Social, Emotional, Mental Health

Enabling CYP to access a broad and balanced curriculum is the responsibility of all members of staff in the setting. In addition to high-quality teaching, it is expected that settings will provide some of the following, where appropriate, to meet the needs of the CYP.

	Suggested whole-setting approaches:	Tick box
1	Have a clear policy, consistently applied, to manage behaviour positively	
2	Provide staff development to support their own wellbeing and that of CYP	
3	Curriculum teaching and learning (RSHE, Citizenship etc) to promote SEMH	
4	Implement a whole-setting approach (e.g. PATHS®, nurturing schools or mentally healthy schools) and help CYP explain, understand and find ways to manage their emotions through explicit teaching, modelling and reinforcement teaching, modelling and reinforcement	
5	Ensure all staff have an awareness of the early signs of mental health problems (e.g. the good mental health programme or the writing for mental health toolkits from Action for Children)	
6	Consider Norfolk Steps training to support early intervention and help manage complex or behaviours that challenge	

Suggested whole-setting approaches:		Tick box
7	Have effective pastoral systems which support emerging difficulties at an early stage	
8	Work with and support parents and carers (e.g. support groups, coffee mornings, signposting key support services)	
9	Provide appropriate training about SEMH and mental health to ensure staff confidence	
10	Identify a senior lead for mental health who has completed the DfE senior mental health lead training, as well as a mental health champion training	
11	Encourage multi-agency working to ensure effective support for families e.g. parent support adviser, Early Help process	

Suggested SEN support strategies in the classroom:

Environment		Tick box
1	Have clear classroom routines and explicit expectations for behaviour and work	
2	Display classroom rules and routines for pupils to refer to and use visual prompts as reminders	
3	Provide structure, organisation and predictability in the classroom environment	
4	Provide visual support prompts (e.g. 'Five things to do if you are stuck with your work')	
5	Allow access to an identified quiet or 'calm-down' space	

Relationships and communication		Tick box
1	Plan targeted opportunities to build positive relationships with CYP	
2	Identify a key person to talk about worries and support with problem solving	
3	Seat pupil by a more confident or settled peer or 'buddy'	

Social and emotional learning		Tick box
1	Teach CYP specific behavioural skills (e.g. how to ask for help)	
2	Model, coach and reinforce skills for collaborative group work	
3	Build self-confidence by finding out what CYP know about or are good at, and celebrating this	
4	Give them a responsibility or special role to increase self-esteem	

Teaching		Tick box
1	Understand the causes of behaviour and use effective approaches to behaviour management	
2	Set tasks with clear goals, outputs and timescales for completion	
3	Use short, clear instructions; revisit and reinforce these during lessons	
4	Make tasks short, with frequent breaks and opportunities to move around	
5	Provide 'scaffolding' in the form of writing frames, word mats, relevant classroom displays, access to technology	

Teaching		Tick box
6	Remind them of a rule or expectation, rather than 'telling them off.' Label the behaviour, not the CYP. Say what you want them to do, rather than what you don't	
7	Make an effort to 'catch them being good' and praise. Use private signal system to let the CYP know when they are off task or behaving inappropriately	

Suggestions for the SENDCo:		Tick box
1	Staff should receive sufficient and suitable training to support CYP with SEMH needs	
2	Consider small group or individual support (e.g. nurture, THRIVE, ELSA, Benjamin Foundation)	
3	Identify need and monitor the impact of interventions (e.g Strengths and Difficulties Questionnaire (SDQ) and/or the Boxall Profile)	
4	Contact the Norfolk Inclusion and SEND Team at inclusionandsend@norfolk.gov.uk or phone **01603 307736**	
5	For details of all mental health services for children and young people in Norfolk and Waveney: www.justonenorfolk.nhs.uk (**0300 300123**)	
6	Seek specialist support for CYP including referrals to appropriate services e.g. Early Help; Norfolk and Suffolk NHS Foundation Trust; Starfish, Supporting Smiles (previously Point 1)	
7	Request support from Educational Psychology and Specialist Support (EPSS) or alternative provider	
8	Consider outreach advice and support from an appropriate Specialist Resource Base (SRB)	
9	Consider a School 2 School Support (S2S) referral for advice, support and/or training	
10	Seek advice on specialist arrangements for examinations and assessments	

Questions to consider

- Has hearing and/or vision been checked?
- Type of need CYP has and how best to describe the need?
- What are the CYP's strengths and protective factors?
- What is the impact of the CYP's behaviour or attitude on themselves, others and their environment?
- How prolonged or persistent is the need?
- What has happened in the CYP's life? Has there been any changes of behaviour?
- When does the behaviour occur? Is there a marked contrast between behaviour at home and school?
- Have you engaged with the services in your part of Norfolk?
- Is a risk assessment necessary?
- Have families and CYP been provided with advice numbers?
  - Just One Number: **0300 300 0123** Advice for children, young people, school staff, families
  - Chat Health: **07480635060** Text messaging service for 13–19-year-olds to confidentially seek help about a range of issues, make an appointment with a school nurse, or find out how to access other local services, including emotional support or sexual health services
  - Kooth for 11- 25s Online Advice Live chat, 7 days a week until 10pm, articles, advice, live forums www.kooth.com
  - Parent line: **07520 631590** for families of a CYP (0-19 years) living in Norfolk. Text messaging service to talk to practitioners for health-related advice or information
  - For out of hours enquiries please call First Response on **0808 196 3494**
- Does the setting's cycle of support (assess, plan, do, review) continue while specialist advice is sought?

Training for staff may include:

- On demand SEMH training modules:
  Module 1– An introduction to SEMH
  Module 2 – neuroscience
  Module 3 – Wellbeing and resilience
  Module 4 – Social scaffolding
  Module 5 – Understanding anxiety, low mood, stress and trauma
- Training for Mental Health Leads and Senior Mental Health Leads
  Norfolk funded Mental Health Champion Training
- DfE funded training 'National Educational Leaders in Mental Health'
  (contact bianca.finger-berry@norfolk.gov.uk for details)
- Whole School SEND training webinars and resources
- EEF guidance 'Improving Social and Emotional Learning in Primary Schools'

3.5 Physical and/or Sensory Needs

'Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), deafness or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation [e.g. mobility and independent living skills] support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.' (SEND Code of Practice 2015, p.98.)

CYP with sensory and/or physical needs may be making progress, however, there is a risk that they may begin to fall behind.

3.5.1 Deafness

Deafness may be temporary (e.g glue ear) or permanent. It may affect one ear (unilateral) or both (bilateral). The hearing loss may be mild, moderate, severe or profound. If the loss is a conductive loss, hearing levels may fluctuate.

High-Quality Teaching Provision for CYP with deafness

- Arrangements in place for regular (daily where required) monitoring and checking of specialist equipment e.g. hearing aids and radio aids, by setting staff
- Deaf Awareness training for all staff
- Promotion of independence and social inclusion
- Assessment, advice and recommendations from Virtual School Sensory Support (VSSS)
- Differentiated learning opportunities and reasonable adjustments are made to create a good acoustic environment and ensure access. Strategies may include:
  - improving the acoustic environment and minimising background noise
  - consistent and effective use of hearing technologies
  - differentiation of the curriculum to meet the needs of the individual learner
  - effective pre- and post-tutoring, repetition
  - checking for understanding
  - careful and consistent assessment and ongoing monitoring
  - focused individual and small group activities to allow for learning in a smaller and quieter environment
  - visual aids
  - vocabulary handouts
  - ensuring any videos/DVDs/online content are accessible to deaf pupils
  - giving the pupil opportunities to rest if they're experiencing fatigue
  - ensuring that all teaching staff have high expectations for deaf pupils in the school
  - deaf awareness training for all staff

Useful documents (you need to join the National Deaf Children's Society (NDCS) to access these, but membership is free).

- Deaf-friendly early education and childcare
- Deaf-friendly teaching: for primary school staff
- Deaf-friendly teaching: secondary
- Supporting the achievement of deaf children who use English as an additional language (EAL)
- Teaching phonics to deaf children: guidance for teachers

3.5.1a Need: Deafness	Tick box
Diagnosed fluctuating conductive hearing loss e.g. glue ear	
Diagnosed long term conductive hearing loss	
Diagnosed unilateral (one-sided) hearing loss	
Diagnosed permanent hearing loss	
Children with an undiagnosed, temporary hearing loss e.g. glue ear	
Poor listening skills in certain situations	
Delayed speech and language	
Difficulty maintaining attention	
Difficulty following instructions	
Hearing loss is impacting on learning	
Difficulties in making and maintaining friendships	

3.5.1a Need: Deafness	Tick box
Specialised assessments demonstrate that learning is below expected level for chronological age or is at risk of falling behind peers	
Are all listening devices e.g. hearing aids, cochlear implants and radio aids functioning optimally in order to access speech?	
Does the CYP feel included in the school environment?	
Do CYP have equal access to curriculum, premises, information and assessment?	
Are there opportunities to meet with other deaf peers?	
May need alternative communication approach e.g. Total Communication, Sign Bilingualism and Oral/Aural	

3.5.1b Provision expected to be available: Deafness

Being inclusive to CYP with sensory needs is the responsibility of everyone in the setting. CYP with diagnosed hearing loss may be supported by Virtual School Sensory Support. In addition to high-quality teaching, it is expected that settings will provide some of the following, where appropriate, to meet the needs of the CYP:

	Suggested whole-setting approaches:	Tick box
1	Curriculum teaching and learning to promote resilience and support social and emotional learning	
2	Raise awareness by providing appropriate training for staff	
3	Promote independence and social inclusion and a curriculum that supports this	
4	Check whether the environment is suitable for good listening and attention	
5	Consider whether any basic modifications could be made to improve acoustics	

	Suggested SEN support strategies in the classroom	Tick box
1	Where new concerns are identified, complete the checklists: Identifying Deafness – Early Years / Educational Settings and talk to parent carers to find out if the CYP has had a recent hearing test	
2	If concerns still exist, refer to Just One Norfolk or GP	
3	Ensure arrangements are in place for regular monitoring and checking of specialist equipment (e.g. hearing aids and radio aids)	
4	Use pre- and post-teaching to prepare CYP for lessons (e.g. explaining new words and concepts and checking understanding)	
5	Allow extra time to complete tasks and be aware of fatigue the CYP may experience due to the effort they have to put in	
6	Check CYP are sitting in the most appropriate place, where they are able to read text, hear and lip-read	
7	Use short simple instructions. Give one at a time and check for understanding	
8	Repeat instructions first in the same words, but then, if the CYP does not understand, simplify your language	
9	Ensure hearing aids and other assistive listening devices are used in all lessons (e.g. radio aids, soundfield system) as appropriate and advised by Virtual School Sensory Support (VSSS)	
10	When other CYPs contribute, ensure that they speak one at a time / paraphrase their contributions back to the class	
11	Reduce background noise as much as possible	
12	Check lighting is appropriate (e.g. to aid lip reading). Ensure light is on teacher's face (light source behind CYP). Don't stand with your back to the window.	
13	Use the CYP's name before asking a question or giving an instruction	

Suggested SEN support strategies in the classroom		Tick box
14	Avoid writing on the board or interactive whiteboard while speaking, as you will not be facing the CYP	
15	Provide additional support during speaking and listening activities	
16	Agree a private signal that the CYP can use to show you they have not understood	
17	Explicitly teach and explore the meaning of new vocabulary and concepts introduced	
18	Share new concepts and vocabulary with parent carers to consolidate and extend at home	
19	Give CYP enough time to think about and answer questions (10 second rule)	
20	Provide additional support during speaking and listening activities	
21	Regular personalised/small group learning to target identified areas of need	
22	Monitor social and emotional wellbeing and inclusion	
23	Use a specialist language programme (e.g. Elklan or reading programme)	

Suggestions for the SENDCo:

- Access advice and support from Virtual School Sensory Support (VSSS)
- They may offer:
  - Hearing aid checks using specialist equipment
  - Specialist language assessments
  - Monitoring of social and emotional well-being and inclusion
  - Opportunities to champion the Voice of the Child
  - Advice on specialist arrangements for examinations and assessments
  - Personalised programmes of work and language development
  - Advice on good acoustic environment - consideration of soundfield systems
  - Regular direct input, where appropriate (e.g. pre and post tutoring for curriculum, language programme)
  - Access to additional specialist curriculum delivered by VSSS (e.g. Deaf Studies/PUD (Personal Understanding of Deafness) in order to support deaf CYP to manage their hearing loss and technology
  - To promote independence and social inclusion in an appropriate way (e.g. participation in activities – nurture groups, sports and events)
  - Referral and ongoing support as appropriate from the VSSS Child Psychotherapist
  - Seek advice on referral to speech therapy
  - Seek advice about accessing a Deaf Resource Base
- Monitor to ensure that reasonable adjustments are implemented consistently in class
- Access information and resources from the National Children's Deaf Society

Questions to consider

- Is the environment suitable for good listening and attention?
- Are CYP sitting in the most appropriate place?
- Are CYP given enough time to think about and answer questions?
- Are there basic modifications that can be made to improve acoustics?
  - What can schools do to improve listening conditions?
  - Creating good listening conditions
- Is the CYP's technology being used optimally?
- Are 'Deaf friendly' teaching strategies being used throughout the setting?
- Does the setting's cycle of support (assess, plan, do, review) continue while specialist advice is sought?

Training for staff may include

- Deaf awareness training
- Glue ear training
- Training for teaching assistants
- Bespoke training for staff in meeting needs of a deaf CYP and supporting their use/ management of their listening devices

3.5.2 Vision impairment (VI)

Vision Impairment needs may include recognisable ophthalmological conditions which may impact on learning.

For example:

- A diagnosed eye condition which impacts on learning and may require specialist training, resources and/or equipment
- Reduced visual acuity (clarity) and/or field loss in one or both eyes, which affects learning
- Poor spatial awareness
- Eccentric viewing (CYP looking in a different direction to that which is expected)

High Quality Teaching Provision for CYP with vision impairment:

- Resources in place to support inclusive learning including wider issues around settings including safe mobility and off-site visits
- Ensure that CYP do use glasses to correct vision if required
- Understanding of the impact of eye conditions on learning and the needs related to identified VI, including the complexities inherent in learning and wider support despite the "single" diagnosis
- Use information and resources available to assist with increased awareness of implications of VI on learning and support
- Anticipate the needs of the local community of VI
- Consistent response to CYP with an eye condition e.g. knowledge of VSSS
- Understand the VSSS referral process
- Identify when interventions are required from VSSS: for example, the CYP is noticed by staff in the setting to be experiencing difficulty in making use of existing support mechanisms.
- Work with VSSS (and other agencies) to understands the needs around transition into and out of setting and support this process

Resources may include RNIB (e.g. eye condition leaflets), VIEW (e.g. teaching and learning strategies), NatSIP (e.g. accessibility guidance for assessment).

3.5.2a Need: Vision impairment (VI)	Tick box
Problems with balance	
Resistance to visual activities e.g. reading	
Poor spatial awareness	
Eccentric viewing (CYP looking in a different direction to that which is expected)	
Poor/reduced ability re colour differentiation	
Unexplained tiredness and headaches	
Poor hand-eye co-ordination	
A diagnosed eye condition which impacts on learning and may require specialist training, resources and/or equipment	
Reduced visual acuity (clarity) and/or field loss in one or both eyes, which affects learning (near and distance vision)	
Specialised assessments demonstrate below expected level for chronological age or is at risk of falling behind peers	
VI impacts on mobility and orientation	
VI impacts on self-help and independence skills	
Difficulties with establishing and maintaining friendship which can lead to social isolation	
Supports the interventions from Virtual School Sensory Support and the input required to develop habilitation and independence skills (Section 17 assessment)	

3.5.2b Provision expected to be available: Vision impairment

Being inclusive to CYP with sensory needs is the responsibility of everyone in the setting. CYP with diagnosed VI may be supported by Virtual School Sensory Support. In addition to high-quality teaching, it is expected that settings will provide some of the following, where appropriate, to meet the needs of the CYP:

	Suggested whole-setting approaches:	Tick box
1	Raise awareness and understanding by providing appropriate training for staff	
2	Curriculum teaching and learning to promote resilience and support social and emotional learning	
3	Curriculum promotes independence and social inclusion	
4	Ensure shared spaces and corridors are clear and tidy to allow easier movement	
5	Audit accessibility regularly e.g. do the edges of steps and stairs have a good contrast? Are pathways clearly defined? Accessibility Auditing Toolkit	

	Suggested SEN support strategies in the classroom:	Tick box
1	As soon as concerns are identified, complete the checklist: Identifying Vision Impairment	
2	Identify appropriate differentiation or modifications to the curriculum or to the environment and assessment and exam materials and recording of answers	
3	Consider how the classroom is organised (e.g. Is the space clear and tidy to allow easier movement? Are frequently used resources kept in the same accessible place, and labelled? Is the level of lighting right for the CYP?	
4	Ensure CYP has all the curriculum materials and equipment required and that these are organised and contained consistently and securely (e.g. nonslip mat, a high sided tray or container with compartments)	
5	Use pre-teaching to prepare CYPs for lesson (e.g. explaining concepts that rely on vision for understanding)	

Suggested SEN support strategies in the classroom:		Tick box
6	Avoid the CYP having to look directly into a light source – do not sit or stand with the light behind you	
7	Adapt the format and content of homework tasks to maximise accessibility	
8	Ensure CYP consistently uses any learning aids or assistive technology supplied	
9	Include as many multi-sensory real-life learning experiences as possible	
10	Be aware that facial expressions, hand gestures and body language may not be seen or may be indistinct. Give verbal information to replace or supplement	
11	Use real/tactile experience to replace or supplement visual input or stimuli	
12	Check that the CYP is sitting in the most appropriate place	
13	Use clear, well-spaced print suitably contrasted with the background according to individual needs (for x, y colour on z background)	
14	Adapt the format and content of tasks to maximise accessibility – think of font type and print size for example	
15	Ensure CYP has an individual copy of print materials being read or written on the IWB. Ensure an appropriate format is used (e.g. large print, Braille)	
16	Think about whether a dark pen would help the CYP and whether paper with darker ruled lines is appropriate	
17	Monitor noise levels in the classroom carefully, as these have significant impact on concentration	
18	Allow additional time to complete tasks and be aware of fatigue that the CYP may experience because of the extra effort needed	
19	Raise the position of text e.g. sloping desk, reading stands	

Suggested SEN support strategies in the classroom:		Tick box
20	Use non-glossy, non-reflective paper and clear photocopies of originals (not faint, blurred versions)	
21	When alerting CYP to an action, artefact, illustration or example don't just point - describe what you want the CYP to take notice of and if necessary, describe what it is	
22	Provide individual copies of prompts and information on classroom walls e.g. working walls, posters, key vocabulary lists	
23	Reduce the need for extensive handwriting and ensure that the CYP has access to the most appropriate medium for recording their work	
24	Explicitly teach and explore the meaning of any new vocabulary and concepts introduced	

Suggestions for the SENDCo:		Tick box
1	For new concerns, talk to families about arranging a vision test	
2	Seek advice on specialist arrangements for examinations and assessments	
3	Virtual School Sensory Support (VSSS) may offer strategies as follows:	
4	Advice and guidance on modified access to learning	
5	Advice and guidance on modifications to exams and assessment	
6	Suggested teaching strategies to meet the needs of individual CYP	
7	How to recognise the different needs inherent in different eye conditions	
8	Advice and guidance to teaching staff on developing ways to support progress	

Suggestions for the SENDCo:		Tick box
9	Opportunities to champion the Voice of the Child	
10	Visual stimulation activities designed to meet the needs of CYP	
11	Support the CYP to express their needs and have an in depth understanding of the implications of their eye condition	
12	To work with settings and other agencies to support transition through phases	
13	To work with Health and Social Care to ensure systems are in place to identify CYP with VI	
14	To support the implementation of specialist skills e.g. use of Braille and tactile learning, adaptive technology, touch typing and habilitation skills	
15	To promote independence and social inclusion in an appropriate way e.g. participation in activities such as nurture groups, sports and events	
16	Referral and ongoing support as appropriate from the VSSS child psychotherapist, as well as other agencies	
17	Monitor to ensure that reasonable adjustments are implemented consistently in class and across the learning experience	

Questions to consider

- Is the CYP sitting in the most appropriate place?
- Is the CYP given enough time to think about and answer questions?
- Are there basic modifications that can be made to improve the environment?
- Does the setting's cycle of support (assess, plan, do, review) continue while specialist advice is sought?

Training for staff may include

- Training in the use of specialist/adaptive equipment to support access to learning
- Training for staff in meeting needs of a vision impaired CYP

3.5.3 Multi-Sensory Impairment (MSI)

VSSS uses the NatSIP sensory classification from the NatSIP Eligibility Framework. For MSI this consists of an element of vision loss and an element of hearing loss. The MSI classification will be given for the highest of the two sensory classifications (i.e. a mild hearing loss and a severe vision loss gives a severe multi-sensory impairment.)

When a CYP has an identified multi-sensory impairment (MSI) there needs to be a recognition that it is a disability which reduces the compensation usually available for the CYP with a single sensory impairment using the alternative sense. This will have an impact on the ability to communicate, move safely and process information. The majority of CYP with MSI will either be on the assessment pathway or have an EHCP in place.

3.5.3a Need: Multi-Sensory Impairment (MSI)

Multi-Sensory Impairment (MSI)	Tick box
A combination of a diagnosed hearing loss and a diagnosed vision loss	
Tires easily and attention and concentration will lapse at times	
Isolated from peers and finds social interaction challenging	
Communication with adults and peers is challenging	
Difficulty accessing the curriculum and other information e.g. assembly, notices, lunch arrangements, clubs etc.	
Needs support to access the settings e.g. mobility, orientation and dependence	

See descriptors for both vision and hearing impairment.

3.5.3b Provision expected to be available

Being inclusive to children and young people with sensory needs is the responsibility of everyone in the setting. This may involve engagement with the Virtual School Sensory Support. In addition to high-quality teaching and the descriptors in the deafness and VI sections, the following will be required:

- Whole setting training – Multi-Sensory Impairment training from VSSS so all staff understand the needs of the CYP, including teachers, teaching assistants and midday supervisory assistants
- This could include the following and will involve the class teacher(s) being supported by the qualified teacher of MSI from VSSS:
    - Good awareness of functioning of CYP's hearing and vision and the impact of this on learning

Adaptation of materials and activities, for example:	Tick box
Enlarged print	
Tactile models	
Activity cues	
Seating arrangements	
Decluttering	
Access to information and keeping on task	
Scaffolding of activities i.e. giving sensitive support whilst optimising independence	
Encouragement to develop friendships	
Breaks as appropriate	
Home-school book	

Adaptation of materials and activities, for example:	Tick box
An individual communication approach may be required e.g. timetable with tactile cues, a communication passport to help with consistency amongst staff/ family	
Teaching Assistant (preferably Intervenor trained) to provide support for the CYP to access the curriculum; additional information; access the environment; encourage the development of friendships; support medical needs	
Habilitation for mobility and life skills as appropriate delivered by a qualified Habilitation Officer	
Environmental audit and adaptations by MSI Teacher/Habilitation Officer	
CYP will need adaptations and reasonable adjustments to access the curriculum and additional information	
Ongoing assessment and advice from a qualified Teacher of the MSI	
Transition is a particularly challenging time for CYP with MSI. Consideration should be given to capturing the aspirations and wishes of the CYP pre-transition	

See training and questions to consider from deafness and VI, above.

3.5.4 Physical Needs (including coordination difficulties)

'Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.' (SEND Code of Practice 2015, p.98.)

HQT Provision for CYP with physical needs

- With adaptations and reasonable adjustments to the environment children and young people can be independent

3.5.4a Need: Physical Needs

Needs may present in a variety of ways including:	Tick box
Frequent trips and falls	
Cautious on steps or stairs	
Bumps into people or furniture etc regularly	
Gross motor skills lack fluency and lag behind peers	
Use of mobility or walking aids (e.g. wheelchair or walking frame)	
May dislike PE and similar activities	
Slow to change before/after PE and clothes/shoes on incorrectly	
Difficulties with pencil skills or handwriting	
Difficulties manipulating concrete resources in maths	
Difficulties with fine motor activities such as threading, craft, scissors	
Progress across the curriculum may be affected by a condition or medication	

Needs may present in a variety of ways including:	Tick box
Requires support to develop independence	
Able to participate in classroom activities, but difficulties in undertaking certain tasks have a significant impact on pace of work	
Concerns around social inclusion	
May act the 'clown' to hide difficulties	
Difficulties with self-esteem, confidence, and emotional well-being	
Physical needs may affect their relationships with peers	
May have medical devices to support feeding or breathing for example	
May require support with toileting	

3.5.4b Provision expected to be available: Physical Needs

Being inclusive to CYP with physical needs is the responsibility of everyone in the setting. If a physical need is identified, support a referral to a specialist service (e.g. occupational therapy), then follow advice. In addition to high-quality teaching, it is expected that settings will provide some of the following, where appropriate, to meet the needs of the CYP:

	Suggested whole-setting approaches:	Tick box
1	Curriculum teaching and learning to promote resilience and support social and emotional learning	
2	A curriculum that promotes independence and social inclusion	
3	Raise awareness by providing appropriate training for all staff	
4	Ensure shared spaces and corridors are clear and tidy to allow easier movement	
5	Audit accessibility (e.g. Do the edges of steps and stairs have good contrast? Are pathways and edges clearly defined?)	

	Suggested SEN support strategies in the classroom:	Tick box
1	Ensure that the classroom is clear and tidy, and the layout allows ease of movement	
2	Ensure frequently used resources are clearly labelled and easily accessible	
3	Provide access to a key worker when required (e.g. additional assistance may be required to access the curriculum, manage the condition and move around the site)	
4	Ensure CYP consistently uses any learning aids or assistive technology as advised and provided by specialist services (e.g. specialist chairs, standing frames)	
5	Allow extra time to complete tasks and be aware that the CYP may experience fatigue	

Suggested SEN support strategies in the classroom:		Tick box
6	Ensure that the CYP is sitting in the most appropriate place in the classroom	
7	If required, use alternative and augmentative communication under guidance from SaLT	
8	Use technology to maximise access to the curriculum and information	
9	Risk assess and review accessibility of extracurricular activities, trips and visits at an early stage	
10	Allow any reasonable adjustments to uniform that are required	
11	Adapt the format and content of tasks, including homework, to maximise accessibility	
12	Provide additional emotional support to ensure wellbeing	
13	Refer to the cognition and learning section for strategies to support fine and gross motor skills	
14	Refer to the OT digital library of resources on Just One Norfolk (you will need to create a professional login to access this resource)	

Suggestions for the SENDCo:		Tick box
1	Access assessment, advice and recommendations from health professionals	
2	Provide access to a key worker when required e.g. assistance in moving around the site	
3	Arrange condition specific training (e.g. cerebral palsy, epilepsy, diabetes) or training in specific therapy programmes as recommended by NHS professionals	
4	Ensure medical/care plans or intimate care plans are in place	
5	Facilitate delivery of therapy programmes (e.g. Speech and Language Therapy, Physiotherapy, Occupational Therapy)	

Suggestions for the SENDCo:		Tick box
6	Conduct a risk assessment and consider site accessibility	
7	Consider whether a personal emergency evacuation plan is needed	
8	Where needed, referral for moving and handling training within the school environment	
9	Facilitate programmes to develop specific identified gross and fine motor skills as advised by specialist services (e.g. OT and physiotherapy)	
10	Request training in the use of specialist equipment to support access to learning	
11	Consider a referral to Access Through Technology (ATT) for specialist advice and training	
12	Seek advice on specialist arrangements for examinations and assessments	
13	Monitor to ensure that reasonable adjustments are implemented consistently in class	
14	Signpost staff to resources on the Norfolk and Waveney Children's Speech and Language Therapy (SaLT) service and the OT digital library of resources on Just One Norfolk (you will need to create a professional login to access this resource)	

Questions to consider:

- Does the CYP need a personal emergency evacuation plan?
- Has the setting made reasonable adjustments to accommodate?
- Does your setting need to review its accessibility plan?
- Does the setting's cycle of support (assess, plan, do, review) continue while specialist advice is sought?

Training for staff may include

- Appropriate early years training in Portage 'small steps' approach to learning
- Training for use of specialist equipment or for use of medical devices
- Moving and handling training
- Training in specific therapy programmes as recommended by NHS professionals
- Condition specific training e.g. cerebral palsy, epilepsy, diabetes
- Whole School SEND training webinars and resources

4. Roles and responsibilities

4.1 Board's (including Governors and Trustees) responsibilities

All boards have legal duties under the Children and Families Act 2014 and must have regard to the SEND Code of Practice 2015 statutory guidance. Academies must also meet these requirements by virtue of their funding agreement.

Boards are also under a duty in the Equality Act 2010 'to take such steps as it is reasonable to have to take to avoid the substantial disadvantage' to a disabled person. The reasonable adjustment duty includes three key requirements to make sure that disabled people are not at a substantial disadvantage:

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

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

- There should be an individual on the board or a committee with specific oversight of the school's arrangements for SEND. School leaders should review regularly how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of their approach to school improvement
- When considering an appeal from a parent or young person, the First-tier Tribunal (Special Educational Needs and Disability) must have regard to the SEND Code of Practice 2015. The Tribunal will expect LAs, early education settings, schools and colleges to be able to explain any departure* from the Code, where it is relevant to the case it is considering

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

(Point 76, page 86 Governance Handbook, October 2020)

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

4.2 Headteacher's/Principal's responsibilities

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

Headteachers:

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

(Part 5, headteachers' standards 2020.)

The Norfolk SEND Local Area expects headteachers to:

- Be committed and motivated by a moral purpose that empowers all children, young people and staff to excel
- Be resilient leaders
- Understand how children and young people learn, and deliver curriculums that meet all the needs of their learners
- Champion best practice and secure excellent achievements for all children and young people
- Develop effective relationships with other professionals in order to improve academic and social outcomes for all children and young people
- Use evidence-based research to drive improvement for all learners
- Value Continued Professional Development (CPD) and ensure that all staff have access to regular high-quality CPD

4.3 Special Educational Needs Coordinator's (SENDCo) responsibilities

The expectation is that SENDCos have a thorough knowledge and understanding of the Special Educational Needs and Disabilities Code of Practice 2015.

Early Years

In a maintained nursery school setting, there must be a qualified teacher designated as the SENDCo in order to ensure the detailed implementation of support for children with SEN. This individual should also have the prescribed qualification for SEND Co-ordination or relevant experience.

In Private, Voluntary and Independent (PVI) settings the EYFS framework requires there to be arrangements in place for meeting children's SEN and PVI settings are expected to identify a SENDCo.

Childminders are encouraged to identify a person to act as SENDCo and childminders who are registered with a childminder agency or who are part of a network may wish to share that role between them.

The role of the SENDCo in Early Years provision involves:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN.
- Advising and supporting colleagues
- Ensuring parents/carers are closely involved throughout and that their insights inform action taken by the setting
- Liaising with professionals or agencies beyond the setting

Training is available through the Level 3 Early Years SENCo award.

Schools

'In schools the SENCo must be a qualified teacher working at the school...It may be appropriate for a number of smaller Primary schools to share a SENCo employed to work across the individual schools...' (SEND Code of Practice, 2015; pp108-109.)

The key responsibilities of the SENDCo in schools may include:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively [this will include sourcing the relevant training for staff]
- Liaising with parents/carers of pupils with SEN

- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their families are informed about options and a smooth transition is planned
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date (SEND Code of Practice, 2015; pp108-109)

'A newly appointed SENCo must be a qualified teacher and, where they have not previously been the SENCo at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment. A national award must be a postgraduate course accredited by a recognised higher education (HE) provider.' (SEND Code of Practice, 2015, p.108)

SENDCos have an important role to play with the headteacher and governing body, in determining the strategic development of SEN policy and provision in the school. They will be most effective in that role if they are part of the school leadership team. They have a day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans. They provide professional guidance to colleagues and will work closely with staff, parents/carers and other agencies. They should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high-quality teaching.

SENDCos should be given sufficient time and resources to carry out the aforementioned functions. This should include providing the SENDCos with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

Post-16 providers

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

4.4 Teachers' responsibilities

Teachers are expected to:

- Make the education of their pupils their first concern
- Be accountable for achieving the highest possible standards in work and conduct
- Act with honesty and integrity
- Have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and be self-critical
- Forge positive professional relationships
- Work with parents/carers in the best interests of their pupils

(Teachers' Standards (2011) updated 2021)

A teacher must:

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

(The Teachers' Standards (2011), updated 2021, Section 5)

Therefore, the Norfolk SEND Local Area expects teachers to:

- Be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff

High-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

In deciding whether to make special educational provision, the teacher and SENDCo should consider all the information gathered about the pupil's progress. This information gathering should include an early discussion with the pupil and their parents/carers.

These early discussions with families should be structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents/carers' concerns, the agreed outcomes sought for the child and the next steps.

Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents/carers. This should then help determine the support that is needed and whether it can be provided by adapting the setting's core offer or whether something different or additional is required.

4.5 Teaching Assistants' (TAs) responsibilities

The expectation is that TAs must be aware of the TA Standards including the teaching and learning standards.

Teaching assistants are expected to:

- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities

(TA Standards, June 2016)

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

Recommendations on the use of TAs in everyday classroom contexts:

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

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

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

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

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

(Education Endowment Foundation, 2015)

5. When things are not working

Families should follow the educational settings' complaints policy and procedure. In the first instance, this usually involves initially contacting the CYP's teacher or tutor. If concerns are not resolved, you may then wish to contact the SENDCo or Inclusion Manager of the setting. If you continue to be concerned, you could escalate your concern to the Headteacher or Principal. Ultimately, you may choose to make an official complaint to the settings Governors/Trustees. This process should be clearly set out in the settings Complaints Policy and Procedure which should be readily available on the setting website.

Support for parent carers

If you would like support attending meetings at a setting or would like advice about how to approach your child's setting with questions or concerns, there are organisations that can help, including:

Norfolk SENDIASS (Information, Advice and Support Service)
www.norfolksendiass.org.uk
01603 704070

Mediation and Disagreement resolution
KIDS SEN Mediation Service
www.kids.org.uk/send-mediation
03330 062835

Further information about local and national SEND support groups and events can be found on the Norfolk SEND Local Offer.

6. List of Terms and Abbreviations

Term/Abbreviation	What it means
ASC/ASD	Autistic Spectrum Condition/Autistic Spectrum Disorder
APDR	Assess, plan, do, review cycle
BATOD	British Association of Teachers of the Deaf
C&I	Communication and Interaction
C&L	Cognition & Learning
CAMHS	Child & Adolescent Mental Health Services
CPD	Continuing Professional Development
CYP	Child and/or young person/people
DfE	Department for Education
DoH	Department of Health
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
EPSS	Education Psychology and Specialist Support
EY	Early Years
FE	Further Education
HI	Hearing Impairment (deafness)
IEP	Individual Education Plan
INDES	Identification of Needs Descriptors in Education Settings
IPSEF	Inclusion and Provision Self-Evaluation Framework

Term/Abbreviation	What it means
LA	Local Authority
LSA	Learning Support Assistant
MLD	Moderate Learning Difficulties
MSI	Multi-Sensory Impairment
NatSIP	National Sensory Impairment Partnership
Norfolk SEND Local Area	All stakeholders in SEND in Norfolk including families, CYP, family groups, local authority and setting representatives
NDCS	National Deaf Children's Society
OT	Occupational Therapist/Therapy
PD	Physical Difficulty
PfAL	Preparing for Adult Life
PMLD	Profound and Multiple Learning Difficulties
RNIB	Royal National Institute of Blind People
SALT	Speech and Language Therapist
SEMH	Social, emotional and mental health
SENCo or SENDCo	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disabilities
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulty
SpLD	Specific Learning Difficulty
SRB	Specialist Resource Base

Term/Abbreviation	What it means
TA	Teaching Assistant
ToD	Teacher of the Deaf
VI	Vision Impairment
VIEW	Vision Impairment Education Workforce
VSSS	Virtual School Sensory Support

SEND
NORFOLK