

Sheffield Special Educational Needs & Disability (SEND) Post 16 years Support Grid



This support grid uses the official categories of need set out by the Special Educational Needs & Disability (SEND) Code of Practice: 0-25 years (2014) and illustrates the Progression Strategies suitable for each. It also indicates the expected support levels to be provided for each and which other services may be able to help.

This grid uses the idea of Quality First Teaching outlined in the Removing Barriers to Achievement (2004) paper and the National Strategies three waves of intervention model. This three waves model proposed that specialist skills were required for some teachers in some schools: advanced skills were required for some teachers in all schools; but core skills were required for all teachers in all schools.

As well as the support outlined in this document it is expected that the needs of a young person will also be addressed through using the range of support detailed in the Sheffield Local Offer:

<http://www.sheffielddirectory.org.uk>

We want all young people with SEND aged 16 and over to be well supported to access good quality education and training opportunities that will prepare them effectively for adult life. Our expectation is that almost everyone will access a study programme, tailored to their individual needs and aspirations that enables them to progress to a higher level of learning than their prior attainment. Study programmes should enable young people to obtain rigorous qualifications and participate in meaningful work experience. For young people who are unable to take qualifications, their study programme should focus on high quality work experience – such as Supported Internships – and on non-qualification activity that prepares them well for employment, independent living, being healthy and participating in society. By the age of 19, we anticipate that the vast majority of young people with SEND will have successfully completed a study programme, achieved agreed outcomes and been well supported to make the transition out of formal education and training and into adult life.

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1. Communication and Interaction- A. Speech and Language				
Funding	Access to the Curriculum	Description of needs	Teaching and Learning Strategies	Levels and Examples of Support
1	<p>Differentiation needed in some subject areas.</p> <p>Emphasis should be placed on developing social and communication skills.</p> <p>Access to appropriate resources.</p> <p>Awareness of the potential need for guidance and support. Staff training</p> <p>Adult support for learning as required..</p>	<p>Mild difficulty with understanding language and communicating.</p> <p>Responds to a range of simple instructions in context/uses simple language to express needs and thoughts.</p> <p>May have some minor difficulties with auditory memory or auditory processing of long or complex information..</p> <p>The student may have some difficulties learning new or technical vocabulary.</p> <p>May struggle with higher level language skills such as prediction, inferencing and reasoning.</p> <p>May have speech disorder or dysfluency which impacts on clarity of speech and self-esteem/confidence in communicating.</p> <p>Some functional reading skills may require support in more complex tasks.</p>	<p>Teaching with a specific consideration for students with speech, language and communication needs. The SEND co-ordinator takes responsibility in partnership with the class/ subject tutor for the progress of the YP within the class, Consideration of more vocational/practical courses to reduce amount of traditional written testing. Some modification of learning tasks may be required. Within private, voluntary, and independent settings the manager is accountable for the progress of the young person within the setting, predominantly working on practical skills or differentiated activities.</p> <p>Literacy skills are led by the teacher Teaching meets the needs of all student and includes:</p> <ul style="list-style-type: none"> • Flexible grouping arrangements. • Access to working in pairs/small groups to build social communication skills/confidence and self esteem. • Increased differentiation of activities and materials by presentation, outcome, timing, scaffolding and additional resources • Differentiated questioning and targeted simplified level/pace/amount of teacher talk • New vocabulary may require careful explanation and definition, with repetition as required. • May require instructions repeating on a 1:1 or repetition of same activity over time to aid retention. • May need support to solve problems, explore ideas and understand thoughts and feelings of others. • Alternative forms of recording routinely used (Audio/Video/Photo/Note taker or Scribe) • Use of visual, auditory and kinaesthetic approaches. • Small steps approaches • Embedding targets into opportunities for generalisation throughout the day • Utilise student's strengths e.g. more hands on activities as opportunities to learn. <ul style="list-style-type: none"> ○ Resources and displays that support independence. • encourage development of reflective and self-evaluation skills • Routine feedback to student • Cover arrangements and briefing for agency tutors • Advice from Speech and Language Therapy is included in the planning 	<p>SEN Support</p> <p>Consultancy support from:</p> <ul style="list-style-type: none"> • Autism Team • Educational Psychology • Speech and Language Therapy

		<p>May display difficulties in forming and maintaining friendships, social communication or following social rules.</p>	<p>and strategies for teaching. This may be advice from previous therapist at school/college if not eligible for input. Environmental considerations are made to meet the needs of all students. seating position, personal space and classroom layouts, displays and signage</p> <p>A monitoring system should be in place to assess YP need, identify outcomes, implement support and monitor and evaluate progress. There should be a clear method of communication between education staff and home with regular review meetings.</p> <p>Preparation for adulthood Support provided in work placements/volunteer opportunities with plan for reducing amount of support as confidence, knowledge and skills develop. Rehearsal/Scripting and Role-play can be useful tools for this. Carryover activities and strategies to generalise skills learnt into real life situations outside of the classroom. E.g. functional reading tasks like cooking instructions or recognition of road signage. Encourage sharing of experiences. Ensure correct support in place for health and wellbeing and information is in an accessible format for the YP.</p>	
2	<p>The curriculum should be differentiated and place a high emphasis on speech and language development.</p> <p>The student may benefit from a predictable environment and routine within a highly structured curriculum.</p> <p>Access to appropriate resources.</p> <p>Awareness of the potential need for guidance and support to develop specific interventions.</p> <p>Planned time for small group working. Staff training</p> <p>Some adult support for learning</p>	<p>Moderate difficulty with understanding language and communicating.</p> <p>Student's language difficulties affect curriculum access, indicated by attainments below expected level,</p> <p>Modification of language is required reducing the amount of information given at one time or by simplifying the vocabulary used.</p> <p>Can sustain listening concentration for short periods, may have some difficulties with auditory memory or auditory</p>	<p>As above Wave 1(Quality First teaching) plus Wave 2 interventions:</p> <ul style="list-style-type: none"> On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills Flexibility of groupings allows for buddy support / good role models / focused teaching. Further modification of level, pace, amount of teacher talk to address student's identified need. Advice from external agencies is implemented across educational activities. Pre and post tutoring is used to enable the student to engage with learning in the classroom and generalise this learning to other settings. Enhanced opportunities to use technological aids/alternative modes of learning. The teacher takes take responsibility for supporting others to devise, deliver and evaluate a personalised programme that accelerates learning. (Within PVI's the SEND Coordinator advises and supports practitioners to devise, deliver and evaluate a personalised programme that accelerates learning) Extra emphasis on the teaching of topic specific/technical vocabulary is required. Students are taught strategies and provided with resources to assist with the development of independent learning. 	<p>SEN Support</p> <p>Consultancy/advice and guidance from:</p> <ul style="list-style-type: none"> Autism Team Educational Psychology Speech and Language Therapy (if eligible for LD or Autism service)

	<p>and to aid the development of positive relationships</p>	<p>processing.</p> <p>The student may have some word finding difficulties or struggle with more abstract vocabulary</p> <p>Requires support with higher level language skills such as prediction, inferencing and reasoning.</p> <p>May display difficulties in forming and maintaining friendships, social communication or following social rules.</p>	<ul style="list-style-type: none"> Mainstream class but advice/strategies from the Speech and Language Therapy Service is included in the planning/delivery of lessons <p>A monitoring system should be in place to assess YP need, identify outcomes, implement support and monitor and evaluate progress. There should be a clear method of communication between education staff and home with regular review meetings.</p> <p>Preparation for adulthood</p> <p>Support provided in work placements/volunteer opportunities with plan for reducing amount of support as confidence, knowledge and skills develop. Rehearsal/Scripting and Role-play can be useful tools for this. Some additional work on vocabulary/social communication skills may be required. Carryover activities and strategies to generalise skills learnt into real life situations outside of the classroom. E.g. functional reading tasks like cooking instructions or recognition of road signage. Encourage sharing of experiences and link this to learning.</p> <p>Ensure correct support in place for health and wellbeing and information is in an accessible format for the YP.</p>	
3	<p>The curriculum should be significantly modified and place high emphasis on speech and language with specialist advice.</p> <p>Access to appropriate resources and guidance and support to develop specific interventions.</p> <p>Planned time for small group and individual working with some adult support. Staff training</p> <p>Frequent adult support for learning.</p>	<p>Significant difficulties with receptive and/or expressive language.</p> <p>Significant modification of language is required reducing the amount of information given at one time or by simplifying the vocabulary used.</p> <p>Can sustain listening concentration for short periods, may be easily distracted.</p> <p>Moderate difficulties with auditory memory or auditory processing evident.</p> <p>The student may understand and use everyday vocabulary but</p>	<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the YP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> work on modified curriculum tasks; access regular individual support encourage independence support to maintain focus on tasks Will rely on communication partner to resolve communication breakdown and support ideas. Alternative and Augmentative communication such as a communication aid device/app may be the primary or supportive method of expression. create frequent opportunities for peer to peer interaction monitor the progress of the CYP using structured methods the student access small group support, as advised, to work on targets as advised by Speech and Language Therapy <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example a One Page Profile and Support plan .</p> <p>Planned reviews including and YP and parents/carers should take place</p>	<p>SEN Support/My Plan</p> <p>Involvement of:</p> <ul style="list-style-type: none"> Autism Team Educational Psychology Speech and Language Therapy <p>Advice from Special Educational Needs Team.</p>

		<p>struggle with abstract concepts.</p> <p>Requires support with higher level language skills such as prediction, inferencing and reasoning.</p> <p>May display difficulties in forming and maintaining friendships, social communication or following social rules.</p>	<p>Have a clear method of communication between education staff and home with to share ideas and maximise opportunities.</p> <p>Preparation for adulthood</p> <p>Support provided in work placements/volunteer opportunities to structure and complete tasks. , May benefit from repetition and routine. . Rehearsal/Scripting and Role-play can be useful tools for this. Carryover activities and strategies to generalise skills learnt into real life situations outside of the classroom. Small stepped approach to tasks with opportunity for repetition. Encourage sharing of experiences and link this to learning. Planned trips to access the community may be part of learning. Ensure correct support in place for health and wellbeing and information is in an accessible format for the YP.</p>	
4	<p>The curriculum should be significantly modified to provide a specialist curriculum which places high emphasis on speech and language development in adapted or specialist teaching settings with access to speech and language therapy.</p> <p>Access to appropriate resources and specific interventions.</p> <p>Planned time for small group and individual working with adult support. Staff training</p> <p>High level of adult support for learning.</p> <p>Alternative Communication systems may be considered.</p>	<p>Severe speech and language difficulties.</p> <p>Student uses a combination of verbal and alternative communication.</p> <p>Language impairment affects access to all aspects of the curriculum.</p> <p>Requires keyword level instructions and use of basic concepts to aid comprehension.</p> <p>Limited attention to tasks</p> <p>Delay in auditory processing and response.</p> <p>Communication needs to</p>	<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • work on significantly modified curriculum tasks; • structure and routine offered • significantly reduced verbal instructions and visual support frequently utilised • consideration of alternative methods of communication to support both comprehension and expression • Extra time to formulate and give responses. • access daily individual support • encourage independence wherever possible • ensure clear boundaries are in place • Support required to solve problems, understand emotions and complete verbal reasoning tasks. • High levels of support required to remain on task and complete activities. • create opportunities for peer to peer interaction • monitor the progress of the YP using highly structured methods • the students accesses daily small group and individual interventions to work on programmes as advised by the Speech and Language Therapy Service • collaborative working between teaching and therapy staff 	<p>My Plan/ EHC Plan</p> <p>Involvement of:</p> <ul style="list-style-type: none"> • Autism Team • Educational Psychology • Speech and Language Therapy • Occupational Therapy • Special Educational Needs Team.

		be in the here and now.	<ul style="list-style-type: none"> to provide opportunities for the YP to engage in community activity <p>A monitoring system should be in place to assess YP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p> <p>Planned reviews including and YP and parents/carers should take place Have a clear method of communication between education staff and home with regular review meetings.</p> <p>Preparation for adulthood</p> <p>Consideration of student's strength's and abilities when selecting placement. . May benefit from repetition and routine and a highly structured role with support in place. Demonstration of tasks may be required, with support sliding out as student learns to complete task independently. Carryover activities and strategies to generalise skills learnt into real life situations outside of the classroom. Small stepped approach to tasks with opportunity for repetition. Clearly defined roles within activities of daily living, utilising visual support as appropriate. Encourage sharing of experiences/hobbies and interests and link this to learning Planned trips to access the community may be part of learning. Support required to access the community in a meaningful way. Structured liaison with parents/carers to share ideas and maximise learning opportunities. Ensure correct support in place for health and wellbeing and information is in an accessible format for the YP</p>	
5	<p>An alternative specialist speech and language curriculum should be provided in a specialist teaching setting with access to speech and language therapy.</p> <p>Use of appropriate resources and access to specific interventions from specialist staff.</p> <p>Planned time for small group and individual working with adult support. Staff training</p> <p>High level of adult support for</p>	<p>Severe and complex speech and language difficulties that also include other areas of significant difficulty such as sensory or learning difficulties.</p> <p>Student may be non verbal or use very limited verbal language, Relies on non verbal communication and</p>	<p>As above through a highly individualised curriculum approach and planned opportunities to access specific individual programmes of support.</p> <p>Therapeutic approach to learning implementing advice on autism friendly approaches/ communication strategies/sensory integration into all activities</p> <p>Students supported by staff who know them well and can identify and interpret communicative behaviour.</p> <p>Following predictable routines and time table.</p> <p>Repetition of learning tasks.</p> <p>Use of signing/symbols/alternative and augmentative communication systems</p> <p>Creating communication friendly learning environments. Have a clear method of communication between education staff and home with</p>	<p>EHC Plan Consideration of Resourced Provision/Special School</p> <p>Involvement of:</p> <ul style="list-style-type: none"> Autism Team Educational Psychology Speech and Language Therapy Occupational Therapy Special Educational Needs Team..

	<p>learning.</p> <p>Alternative Communication systems will be considered.</p>	<p>behaviour.</p> <p>Student may require total communication approach.</p> <p>Student may depend on others to initiate interaction and facilitate peer relationships/build awareness of others.</p>	<p>regular review meetings.</p> <p>Preparation for adulthood</p> <p>High levels of adult support required to participate in work tasks. Would benefit from repetition and routine. High levels of support required to practice activities of daily living and develop skills. Encourage sharing of experiences- link education to hobbies/interests/life experiences. Support required to access community. Have a clear method of communication between education staff to maximise learning opportunities. Ensure correct support in place for health and wellbeing and information is in an accessible format for the YP.</p>	
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1. Communication and Interaction

B. Social Communication (and including those with a diagnosis of Autism)

Funding	Access to the Curriculum	Description of needs	Progression strategies	Levels and Examples of Support
1	<p>Differentiation needed in some subject areas.</p> <p>Emphasis should be placed on developing social and communication skills.</p> <p>Access to appropriate resources.</p> <p>Awareness of the potential need for guidance and support re: social communication and sensory issues. Staff training</p> <p>Adult support for learning and progression as required.</p>	<p>Has a mild difficulty with social communication and getting along with people.</p> <p>Some rigidity of thoughts which affects learning & may affect being a member of a group in some contexts.</p>	<p>Wave 1 (Quality First Teaching) with a specific consideration for YP with social communication needs. The class/subject tutor is accountable for the progress of the YP within the mainstream class, predominantly working on modified curriculum tasks.</p> <p>Within private, voluntary, independent and social care funded settings (PVICs), the manager is accountable for the progress of the YP within the setting, predominantly working on differentiated activities.</p> <p>Guided reading and writing groups are led by the tutor</p> <p>Wave 1 (Quality First Teaching) meets the needs of all YP and includes:</p> <ul style="list-style-type: none"> • Flexible grouping arrangements. • Increased differentiation of activities and materials by presentation, outcome, timing, scaffolding and additional resources • Differentiated questioning and targeted simplified level/pace/amount of tutor talk • Alternative forms of recording routinely used • Use of visual, auditory and kinaesthetic approaches. • Small steps approaches • Resources and displays that support independence. • Routine feedback to YP • Cover arrangements and briefing for agency tutors • Advice from Speech and Language Therapy is included in the planning • Consideration is given to support the YP to access social situations <p>Environmental considerations are made to meet the needs of all YP e.g. seating position, personal space and classroom layouts, displays and signage</p> <p>A monitoring system should be in place to assess YP need, identify outcomes, implement support and monitor and evaluate progress.</p> <p>There should be a clear method of communication between education staff and home with regular review meetings.</p> <p>Preparation for adulthood & Independence</p> <ul style="list-style-type: none"> • Supporting student advocacy – Encouraging students to be able to articulate their needs and disability. • Tutoring for organisational skills • Tutoring of appropriate behaviours for employment 	<p>SEN Support</p> <p>Consultancy support from:</p> <ul style="list-style-type: none"> • Autism Team • Educational Psychology • Speech and Language Therapy • CAMHS • Ryegate Clinical Psychology • Sheffield futures • Universities • Adult Autism support (SAANS)

<p>2</p>	<p>The curriculum should be differentiated and place a high emphasis on the development of social and communication skills.</p> <p>The YP may benefit from a predictable environment and routine within a highly structured curriculum.</p> <p>Access to appropriate resources;</p> <p>Awareness of the potential need for guidance and support to develop specific interventions re: social communication and sensory issues.</p> <p>Planned time for small group working. Staff training</p> <p>Some adult support for learning and to aid the development of positive relationships</p>	<p>Frequent moderate difficulties with social interactions with others.</p> <p>Can be quite literate in interpreting situations.</p> <p>May prefer to spend unstructured time alone and tends to focus on own choice of activities.</p> <p>Has difficulty understanding other people's feelings.</p> <p>May find change difficult to cope with.</p> <p>May have some sensory issues such as over-sensitivity to noise</p> <p>Likely to show signs of stress and anxiety.</p>	<p>As above Wave 1(Quality First teaching) plus Wave 2 interventions:</p> <ul style="list-style-type: none"> • On-going opportunities for individual support focused on specific targets with reinforcement in whole group activities to aid transfer of skills • Flexibility of groupings allows for peer support / good role models / focused teaching. • Further modification of level, pace, amount of tutor talk to address YP's identified need. • Advice from external agencies is implemented in the setting • There may be need for some structured and multi-sensory approaches to learning. • Pre and post tutoring is used to enable the YP to engage with learning in the setting. • Enhanced opportunities to use technological aids • Use of visual reminders, timers, resources and rewards to develop independence • visuals which support a clear daily routine where appropriate • The tutor takes responsibility for supporting others to devise, deliver and evaluate a personalised programme that accelerates learning. (Within PVISC the SENCO in partnership with the tutor /lead practitioner advises and supports practitioners to devise, deliver and evaluate a personalised programme that accelerates learning) • YP are taught strategies and provided with resources to assist with the development of independent learning. • Alternative ways of recording include electronic devices / AAT (adaptive assistive technology) • Provision of sensory breaks as needed to respond to anxieties and over stimulation. <p>A monitoring system should be in place to assess YP need, identify outcomes, implement support and monitor and evaluate progress. There should be a clear method of communication between education staff and home with regular review meetings.</p> <p>Preparation for adulthood & Independence Monitoring of competence to travel independently Supervision of work placements</p>	<p>SEN Support</p> <p>Advice and guidance from:</p> <ul style="list-style-type: none"> • Autism Team • Educational Psychology • Speech and Language Therapy • Travel support • CAMHS • Ryegate Clinical Psychology • Sheffield futures • Universities • Adult Autism support (SAANS)
<p>3</p>	<p>The curriculum should be significantly modified and place high emphasis on social communication and social skills development, with specialist advice.</p>	<p>Significant and consistent difficulties with social interaction, interpreting situations and the social use of language.</p>	<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the YP individually, under the direction of the teacher / tutor to incorporate strategies as advised by other professionals and include the following :</p>	<p>SEN Support/My Plan</p> <p>Involvement of:</p> <ul style="list-style-type: none"> • Autism Team • Educational Psychology

	<p>Provision to meet sensory needs, as appropriate and advised.</p> <p>Access to appropriate resources and guidance and support to develop specific interventions.</p> <p>Planned time for small group and individual working with some adult support. Staff training</p> <p>Frequent level of adult support for learning.</p>	<p>Could avoid approaches from others or initiate inappropriate interactions.</p> <p>Show a preference for solitary actions and may react physically if others try to attempt uninvited interaction.</p> <p>Appears highly verbal but require visual support to understand language.</p> <p>Has persistent patterns of behaviour that interfere with his/her ability to learn / progress</p> <p>High levels of anxiety and sensory sensitivities affect access to the curriculum and often lead to challenging behaviour.</p>	<ul style="list-style-type: none"> • work on modified curriculum tasks; • access regular individual support • encourage independence • create frequent opportunities for peer to peer interaction • monitor the progress of the YP using structured methods • maximise opportunities to develop social skills • Enhanced use of individual visual timetables/workstations, resources and rewards to develop independence <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example a One Page Profile and Support plan .</p> <p>Have a clear method of communication between education staff and home with regular review meetings.</p> <p>Preparation for adulthood & Independence</p> <ul style="list-style-type: none"> • Supporting student advocacy – Encouraging students to be able to articulate their needs and disability. • Consideration of travel training • Mentoring during work placements 	<ul style="list-style-type: none"> • Speech and Language Therapy • Special Educational Needs Team. • Travel support • CAMHS • Ryegate Clinical Psychology • Sheffield futures • Universities • Adult Autism support (SAANS)
<p>4</p>	<p>A significantly modified specialist curriculum which places high emphasis on social communication, social skills development and sensory needs, in an adapted learning environment.</p> <p>Access to appropriate resources and specific interventions.</p> <p>Planned time for small group and individual working with adult support. Staff training</p> <p>Access to speech and language therapy and a high</p>	<p>Has severe and consistent difficulties with social interaction and the social use of language.</p> <p>Is very susceptible to sensory triggers which often lead to challenging behaviour / high levels of anxiety</p> <p>Frequently demonstrates resistant to change and may use aggressive behaviour to express this.</p>	<p>Wave 1 and 2 plus Wave 3 interventions. Tutoring approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the YP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • work on significantly modified curriculum tasks; • access daily individual support • encourage independence • create opportunities for peer to peer social interaction • monitor the progress of the YP using highly structured methods • provide opportunities for YP to develop independent living skills through access to targeted interventions • to provide opportunities for the YP to engage in community activity • the YP accesses daily small group and individual interventions to work on programmes as advised by the Speech and Language Therapy Service and Autism Team. • Access to daily group and individual support to extend social skills and social use of language 	<p>My Plan/EHC Plan</p> <p>Involvement of:</p> <ul style="list-style-type: none"> • Autism Team • Educational Psychology • Speech and Language Therapy • Special Educational Needs Team. • Sheffield futures • Universities • CAMHS/Ryegate • SAANS (adult autism service) • Becton schools

	<p>level of adult support for learning.</p> <p>Alternative Communication systems may be considered.</p>	<p>Has rigid thought processes and routines that affect all aspects of life.</p>	<p>A monitoring system should be in place to assess YP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p> <p>Planned reviews including the parent and YP should take place Have a clear method of communication between education staff and home with regular review meetings.</p> <p>Preparation for adulthood & Independence</p> <ul style="list-style-type: none"> • Group travel support • Supervision during work placements • Information and guidance around support within the community • Teaching of coping strategies. • Signposting to relevant outside agencies as appropriate • Intensive use of key-working approaches to ensure the CYP has a trusted adult to offer support/withdrawal during vulnerable times. 	
<p>5</p>	<p>An alternative specialist social communication, social skills and possible sensory needs curriculum should be provided in a specialist learning environment</p> <p>Use of appropriate resources and access to specific interventions from specialist staff.</p> <p>Planned time for small group and individual working with adult support. Staff training</p> <p>Access to speech and language therapy, as appropriate, and a high level of adult support for learning.</p> <p>Alternative Communication systems may be considered.</p>	<p>Profound difficulties with social interactions. Is very literal in the interpretation of situations.</p> <p>Is very susceptible to sensory triggers which regularly lead to challenging behaviour and anxiety</p> <p>Is resistant to change and often uses aggressive behaviour to express this.</p> <p>Has rigid thought processes and routines that affect all aspects of life.</p>	<p>As above through a mainstream highly individualised curriculum approach and planned opportunities to access specific individual programmes of support Have a clear method of communication between education staff and home with regular review meetings.</p> <p>Preparation for adulthood & Independence Consideration of assisted travel Constant supervision during work placements</p>	<p>EHC Plan</p> <p>Consideration of Resourced Provision/Special School</p> <p>Involvement of:</p> <ul style="list-style-type: none"> • Autism Team • Educational Psychology • Speech and Language Therapy • Special Educational Needs Team. • CAMHS /Ryegate • Adult autism service

2. Cognition and Learning

A: Learning

Funding	Access to the Curriculum	Description of needs	Progression strategies	Levels and Examples of Support
1	<p>Differentiation needed in some subject areas.</p> <p>Awareness of the potential need for guidance and support.</p> <p>Some adult support for learning.</p> <p><i>(Level 2 / 3 Courses)</i></p>	<p>Mild difficulties in the acquisition and/or use of language, literacy and numeracy skills.</p> <p>Mild difficulties with adaptive behaviour and social skills.</p> <p>May not be able to organise resources for unfamiliar activities.</p>	<p>Teaching with a specific consideration for students with learning needs. The teacher / tutor is accountable for the inclusion and progression of the students within the mainstream class. The teacher / tutor works on modified curriculum tasks with SEND department as required by students.</p> <p>Teaching and Learning meets the needs of all students and includes: Flexible grouping arrangements.</p> <ul style="list-style-type: none"> • Increased differentiation of activities and materials by presentation, additional resources, scaffolding, timing &, outcome. • Differentiated questioning and targeted simplified level/pace/amount of teacher talk • Alternative forms of recording routinely used • Use of visual, auditory and kinaesthetic approaches. • Awareness that a student may need more time to complete tasks and that equality of access may mean that they need to do some things differently. • Small steps approaches • Resources and displays that support independence. • Routine feedback to students • Cover arrangements and briefing for agency tutors <p>Environmental considerations are made to meet the needs of all students e.g. seating position, personal space, classroom layouts, displays and signage</p> <p>Catering for SEND Support in the classroom before the class takes place e.g. to provide resources for modification, lesson plan, schemes of work etc.</p> <p>The SEND Support department will help to assess and review the students' needs, identifying outcomes, implementing support and monitoring and evaluating progress.</p> <p>Possible SEND Support in class but mainly in Theory / Maths / English. Transition from school/college to Further Education</p> <p>A monitoring system should be in place to assess YP need, identify outcomes, implement support and monitor and evaluate progress. There should be a clear method of communication between education staff and home with regular review meetings.</p> <p>Preparation for Adulthood & Independence</p> <ul style="list-style-type: none"> • Tutoring for organisational skills 	<p>SEND Support</p> <p>Consultancy support from:</p> <ul style="list-style-type: none"> • SEND Support • Educational Psychology • SpLD/AAT Referral

2	<p>Considerable differentiation and / or modification needed in most subject areas.</p> <p>Awareness of the potential need for guidance and support.</p>	<p>Moderate difficulties in the acquisition and/or use of language, literacy and numeracy skills which affect progress in other areas of the curriculum.</p> <p>Support needed for students to organise resources or new activities</p>	<ul style="list-style-type: none"> • Tutoring of appropriate behaviours for employment • Supporting student advocacy – Encouraging students to be able to articulate their needs and disability. <p>As above but also including:</p> <ul style="list-style-type: none"> • Mainstream class with targeted small group support • On-going opportunities for some small group support focused on specific targets with reinforcement in whole class activities to aid transfer of skills • Flexibility of groupings allows for buddy support / good role models / focused teaching. • Further modification of level, pace, amount of teacher talk or resources to address students' identified need. <p>Preparation for adulthood & Independence</p> <ul style="list-style-type: none"> • Monitoring of competence to travel independently • Supervision of work placements • Supporting student advocacy – Encouraging students to be able to articulate their needs and disability. 	<p>SEND Support</p> <p>Advice & guidance from:</p> <ul style="list-style-type: none"> • SEND Support • Educational Psychology • SpLD/AAT Referral
3	<p>Frequent adult support for learning.</p> <p><i>(Level 1 / 2 Courses)</i></p>	<p>GCSE / Functional Skills for Post-16 and will also have moderate difficulties with adaptive behaviour and social skills.</p>	<ul style="list-style-type: none"> • Advice from SEND Support is implemented in the classroom • There may be need for very structured and multi-sensory approaches to learning. • Specific support and flexibility is used by the teacher / tutor to enable the student to engage with learning in the classroom. • Enhanced opportunities to use technological aids • Use of visual reminders, timers, resources and rewards to develop independence • The tutor takes responsibility for supporting others to devise, deliver and evaluate a personalised programme that accelerates learning. (The Area SEND Coordinator advises and supports practitioners to devise, deliver and evaluate a personalised programme that accelerates learning) • Students are taught strategies and provided with resources to assist with the development of independent learning. • Alternative ways of recording include electronic devices <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example a One Page Profile and Support plan .</p> <p>Have a clear method of communication between education staff and home with regular review meetings.</p> <p>Transition from school/college to Further Education</p>	<p>SEND Support /My Plan</p> <p>Advice & guidance from:</p> <ul style="list-style-type: none"> • SEND Support • Educational Psychology • SpLD/AAT Referral

			<p>Possible SEND Support in class but mainly in Theory / Maths / English.</p> <p>Preparation for Adulthood & Independence</p> <p>Consideration of travel training</p> <p>Consideration of mentoring during work placements</p>	
4	<p>Considerable differentiation and / or modification needed in all subject areas.</p> <p>Constant adult support for learning</p> <p>Access to a curriculum which promotes independent living</p> <p>Likely to need a constant, on-going level of support for personal/social/emotional well-being and /or self-help and safety.</p> <p>Consideration of adaptations to ensure safety and access needed</p> <p><i>(Entry level courses; Vocational Pathway; Supported Work Skills Courses)</i></p>	<p>Severe learning difficulties.</p> <p>Making very limited progress on tracking tools.</p> <p>Working at Pre-Entry level</p> <p>Functional Skills at Post16 and Profound difficulties with adaptive behaviour and social skills</p>	<p>As above but also including: approaches that place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Learning Support Assistants support the students in small groups, under the direction of the teacher and in partnership with SEND Support to:</p> <ul style="list-style-type: none"> • work on significantly modified curriculum tasks; • access daily individual support • encourage independence • create frequent opportunities for peer to peer interaction • monitor the progress of students using highly structured methods • Provide opportunities for YP to develop independent living skills through access to targeted interventions • To provide opportunities for the student to engage in community activity / supported work placement <p>SEND Support will assist in assessing and reviewing needs, identify outcomes, implement support and monitor and evaluate progress, for example an Class Profile, Support Plan / Review.</p> <p>Have a clear method of communication between education staff and home with regular review meetings.</p> <p>Transition from school to Further Education</p> <p>SEND Support in all classes.</p> <p>Planned reviews including the parent and student should take place</p> <p>Preparation for adulthood & Independence</p> <ul style="list-style-type: none"> • Information and guidance around support within the community • Teaching of coping strategies. • Resources and displays that support emotional well-being • Signposting to relevant outside agencies as appropriate • Intensive use of key-working approaches to ensure the CYP has a trusted adult to offer support/withdrawal during vulnerable times. • Consideration of travel training • Consideration of mentoring during work placements 	<p>My Plan / EHCP</p> <p>Involvement from:</p> <ul style="list-style-type: none"> • SEND Support • Educational Psychology • Careers / Job Coach • AAT Referral

5	<p>Developmental curriculum.</p> <p>At secondary level access to a curriculum for life skills.</p> <p>Constant level of support for personal/social/emotional well-being and /or self-help and safety.</p> <p>Adaptations for safety and access needed</p> <p>Constant adult support for access to curriculum</p> <p><i>(Independent Living / Personal Progress courses)</i></p>	<p>Profound and multiple learning difficulties.</p> <p>Working at Pre-Entry level</p> <p>Functional Skills at Post16 and Profound difficulties with adaptive behaviour and social skills</p>	<p>As above through a highly individualised curriculum approach and planned opportunities to access specific individual programmes of support.</p> <p>SEND Support will assist in assessing and reviewing needs, identify outcomes, implement support and monitor and evaluate progress, for example an ILP Class Profile, Support Plan / Review.</p> <p>Have a clear method of communication between education staff and home with regular review meetings.</p> <p>Transition from school/college to Further Education</p> <p>SEND Support in all classes and on all break and lunch times. Planned reviews including the parent and student should take place</p> <p>Preparation for adulthood & Independence</p> <ul style="list-style-type: none"> • Information and guidance around support within the community • Teaching of coping strategies. • Resources and displays that support emotional well-being • Signposting to relevant outside agencies as appropriate • Intensive use of key-working approaches to ensure the CYP has a trusted adult to offer support/withdrawal during vulnerable times. • Consideration of travel training • Consideration of mentoring during work placements 	<p>EHCP</p> <p>Consideration of Resourced Provision/Special School</p> <p>Involvement from:</p> <ul style="list-style-type: none"> • SEND Support • Educational Psychology • AAT Referral • Rygate / Occupational Therapy
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2. Cognition and Learning				
B: Specific Learning Difficulties				
Funding	Access to the Curriculum	Description of needs	Progression strategies	Levels and Examples of Support
1	<p>Targeted interventions to support the development of literacy and/or numeracy skills.</p> <p>Awareness of the potential need for guidance and support and staff training.</p>	<p>Limited progress with literacy/numeracy despite appropriate learning opportunities.</p> <p>Persistently at Post-16 low GCSE and Functional skills level 1 despite appropriate educational opportunities.</p>	<p>Teaching with a specific consideration for young people requiring support to develop literacy and/or numeracy skills.</p> <p>Teaching should include:</p> <ul style="list-style-type: none"> • Flexible grouping arrangements. • Increased differentiation of activities and materials by presentation, outcome, timing, scaffolding and additional resources • Alternative forms of recording routinely used, including cloze procedure and IT –Video Multimedia recording • Additional time to complete tasks and formal assessments –Exam Access Arrangements • Use of visual, auditory and kinaesthetic approaches. • Awareness that a YP may need more time to complete tasks and that equality of access may mean that they need to do some things differently, eg slow processing speed • Small steps approaches – small chunks of information • Routine feedback to pupils – videoed not written • Consideration of the presentation of independent tasks/projects – appropriate to need. • Cover arrangements and briefing for agency tutors <p>Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage</p> <p>A monitoring system should be in place to assess YP need, identify outcomes, implement support and monitor and evaluate progress. There should be a clear method of communication between education staff and home with regular review meetings.</p> <p>Preparation for adulthood</p> <ul style="list-style-type: none"> • Tutoring of organisational skills • Tutoring of literacy for life e.g. completing forms • Resources and displays that support independence – eg use of TextHelp Read and Write Gold / Inspiration / Dragon /software's – Independence strategies re reading / writing skills • Supporting student advocacy – Encouraging students to be able to 	<p>SEN Support</p> <p>Consultancy support from:</p> <ul style="list-style-type: none"> • Educational Psychology • S2S

			articulate their needs and disability.	
2	<p>Curriculum differentiation and / or modification needed.</p> <p>Adult support for targeted interventions to support the development of literacy and or numeracy.</p> <p>Access to appropriate resources.</p> <p>Awareness of the potential need for guidance and support to develop specific interventions. Staff training will be necessary.</p>	<p>Persistent difficulties in acquiring literacy or numeracy skills despite appropriate learning opportunities and taking into account age and developmental level.</p> <p>At Post-16, working persistently within Entry level/ Level 1 functional skills despite appropriate educational opportunities</p>	<p>As above and additional support including:</p> <ul style="list-style-type: none"> • On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills – with Tutor or LSA's. • Flexibility of groupings allows for focused teaching. • Advice from external agencies is implemented in the classroom • There may be need for very structured and multi-sensory approaches to learning. • Pre and post tutoring is used to enable the pupil to engage with learning in the classroom. • Enhanced opportunities to use technological aids and rewards to develop independence • Multisensory approaches are used , where appropriate • YP are taught strategies and provided with resources to assist with the development of independent learning. • Alternative ways of recording include electronic devices – Video / Moodle. • Course notes and presentations are provided pre-prepared. • Consideration is given to individualised and differentiated independent learning tasks • Staff working with the YP will require training to support their understanding of the YP's needs and the planning of programmes of support – Teachers provided with strategies and some training. • Tutoring of proof reading and tutor support for identified assignments • Use of adaptive technology and Texthelp. <p>A monitoring system should be in place to assess YP need, identify outcomes, implement support and monitor and evaluate progress. There should be a clear method of communication between education staff and home with regular review meetings.</p> <p>Preparation for adulthood</p> <ul style="list-style-type: none"> • Tutoring of organisational skills • Tutoring of literacy for life e.g. completing forms • Resources and displays that support independence. • Monitoring of competence to travel independently • Supervision of work placements • Supporting student advocacy – Encouraging students to be able to 	<p>SEN Support</p> <p>Advice and guidance from:</p> <ul style="list-style-type: none"> • Educational Psychology • S2S

			articulate their needs and disability.	
3	<p>Curriculum differentiation and / or modification needed.</p> <p>May have access to an amanuensis</p> <p>Access to additional adult support and appropriate resources</p> <p>Planned time for small group and individual working with adult support. Staff training may be necessary</p>	<p>Significant difficulties in acquiring literacy or numeracy skills despite appropriate learning opportunities and taking into account age and developmental level.</p> <p>At Post-16, working persistently towards the higher end of Entry Level Functional skills/ equivalent despite appropriate educational opportunities.</p>	<p>YP is accessing a programme of study which addresses their literacy needs.</p> <p>Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the CP individually, under the direction of the tutor to:</p> <ul style="list-style-type: none"> work on modified curriculum tasks including multi-sensory approaches encourage independence Consideration is given to individualised and differentiated independent learning tasks the YP is supported in some classes by an LSA staff working with the YP will require training or be given comprehensive and specific strategies to support their understanding of the CYP's needs and the planning of individualised programmes of support. monitor the progress of the CYP using structured methods <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example a One Page Profile and Support plan .</p> <p>Have a clear method of communication between education staff and home with regular review meetings.</p> <p>Planned reviews including the YP should take place</p> <p>Preparation for adulthood & Independence Consideration of travel training Mentoring during work placements</p>	<p>SEN Support/MyPlan</p> <p>Involvement from:</p> <ul style="list-style-type: none"> Educational Psychology S2S
4	<p>Curriculum differentiation and / or modification needed.</p>	<p>Severe and pervasive difficulties in acquiring literacy or numeracy skills which prevent access to the curriculum.</p>	<p>YP is accessing a programme of study which addresses their literacy needs.</p> <p>Teaching approaches place a high emphasis on training (1:1 tuition), very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>The programme of study includes:</p>	<p>MyPlan/EHCP</p> <p>Advice from:</p> <ul style="list-style-type: none"> Educational Psychology

	<p>Will have access to an amanuensis</p> <p>Use of appropriate resources and access to a tailored programme of study</p> <p>Planned time for small group and individual working with adult support. Staff training will be necessary</p>	<p>At Post-16, working persistently within entry level Functional skills/equivalent despite appropriate educational opportunities</p>	<ul style="list-style-type: none"> • work on significantly modified curriculum tasks; • access daily (weekly more appropriate for FE) individual targeted and structured programmes to extend literacy and/or numeracy skills – Classroom based • encourage independence where possible in learning situations by encouraging the learner to use strategies to address areas of difficulty • monitor the progress of the YP using highly structured methods • Consideration is given to individualised and differentiated independent learning tasks • The YP is supported in most academic lessons by an amanuensis • Staff working with the YP will require training to support their understanding of the YP’s needs and the planning of individualised programmes of support <p>A monitoring system should be in place to assess YP need, identify outcomes, implement support and monitor and evaluate progress, for example a My Plan. Have a clear method of communication between education staff and home with regular review meetings.</p> <p>Planned reviews including the YP should take place</p> <p>Preparation for adulthood & Independence</p> <ul style="list-style-type: none"> • Information and guidance around support within the community • Teaching of coping strategies. • Resources and displays that support emotional well-being • Signposting to relevant outside agencies as appropriate • Intensive use of key-working approaches to ensure the CYP has a trusted adult to offer support/withdrawal during vulnerable times. 	<p>Involvement of:</p> <ul style="list-style-type: none"> • Special Educational Needs Team.
<p>5 (N/A as no specialist provision applicable)</p>				

3. Social, Emotional and Mental Health Needs

A. Emotional Regulation

Funding	Access to the Curriculum	Description of needs	Progression Strategies	Levels and Examples of Support
1	<p>Modification needed in some areas of post-16 courses.</p> <p>Emphasis should be placed on developing social skills and emotional regulation.</p> <p>Access to appropriate strategies.</p> <p>Awareness of the potential need for guidance and support. Some staff training</p>	<p>Occasional difficult, demanding or concerning behaviour.</p> <p>Is functioning within the current course environment though there are some disruption and disaffection difficulties.</p> <p>The young person has, at times difficulties in maintaining attention and following appropriate behaviour during lessons.</p>	<p>Teaching with a specific consideration for the young person requiring support to develop social and emotional skills. The tutor is accountable for the progress of the young person within the mainstream class, predominantly working on modified curriculum tasks.</p> <p>Teaching should include:</p> <ul style="list-style-type: none"> • Flexible grouping arrangements • Some differentiation of activities and materials • Differentiated questioning • Use of visual, auditory and kinaesthetic approaches • Awareness that a young person may need more time to complete tasks and that equality of access may mean that they need to do some things differently • Resources and visual information that support independence • Routine feedback to pupils. • Transparent system of class/school rewards and sanctions. Rules and expectations consistent across staff. • Use of different teaching styles • Clear routines e.g. for transitions • Careful consideration of group dynamics that enables adjustments to classroom organisation, seating and group dynamics • Sensitive and supportive classroom approaches • Information about the young person's needs/difficulties is shared with relevant staff • Cover arrangements and briefing for agency tutors • Sharing of advice on successful strategies and set targets e.g. use of visual supports, developing organisational skills. • Learning Support Assistance is targeted towards support for access for specific tasks/settings, based on relevant targets <p>Staff would have regular training in behaviour management</p> <p>A monitoring system should be in place to assess YP need, identify outcomes, implement support and monitor and evaluate progress. There should be a clear method of communication between education staff and home with regular review meetings.</p>	<p>SEN Support</p> <p>Consultancy support from:</p> <ul style="list-style-type: none"> • Specialist support Service • Referral to SpLD team • Safeguarding and Wellbeing • Early Help Teams

			<p>Preparation for adulthood</p> <ul style="list-style-type: none"> • Tutoring for organisational skills • Tutoring of appropriate behaviours for employment • Supporting student advocacy – Encouraging students to be able to articulate their needs and disability. 	
2	<p>School/college life should be modified and/or differentiated with a strong emphasis on developing social and emotional regulation.</p> <p>The young person may benefit from a predictable environment and routine, with access to a key worker they can liaise with on a regular basis.</p> <p>Implementation of appropriate strategies.</p>	<p>Frequent difficult, demanding or concerning behaviour.</p>	<p>As above and additional support including:</p> <p>Additional adults support the CYP individually, under the direction of the tutor to:</p> <ul style="list-style-type: none"> • Reduction in timetable/revision of programme • Identified frequent support to teach social and emotional skills and address behavioural targets on individualised plans. • Use of key-working approaches to ensure the CYP has a trusted adult to offer support during vulnerable times. • Enable some planned time in smaller groups in order to develop social skills and emotional regulation. • Provide access to appropriate support to aid the development of relationships (Buddies, Mentors, Tutors) <p>A monitoring system should be in place to assess YP need, identify outcomes, implement support and monitor and evaluate progress. There should be a clear method of communication between education staff and home with regular review meetings.</p> <p>Preparation for adulthood & Independence</p> <ul style="list-style-type: none"> • Tutoring for organisational skills • Tutoring of appropriate behaviours for employment • Monitoring of competence to travel independently • Supervision of work placements • Supporting student advocacy – Encouraging students to be able to articulate their needs and disability. • MAST support if relevant 	<p>Consultancy support from:</p> <ul style="list-style-type: none"> • Specialist support Service • Referral to SpLD team • Safeguarding and Wellbeing • Early Help Teams

<p>3</p>	<p>Consideration of appropriateness of course and setting. Meeting with young person to devise a plan. Gather evidence for an EHC</p>	<p>Difficult, demanding or concerning behaviour is of high frequency, intensity or duration.</p>	<p>As above, plus:</p> <ul style="list-style-type: none"> • Revision of appropriateness of placement • Involvement of relevant training providers <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example a One Page Profile and Support plan . Have a clear method of communication between education staff and home with regular review meetings.</p> <p>Preparation for adulthood & Independence As above, plus: Consideration of travel training Mentoring during work placements Social Services support and advice Information and guidance around support within the community Encouragement to develop independence Teaching of coping strategies. Resources and displays that support emotional well-being Signposting to relevant outside agencies as appropriate</p>	<p>SEN Support/ MyPlan</p> <p>Involvement from:</p> <ul style="list-style-type: none"> • Educational Psychology • Sheffield Futures • Youth Justice • CAMHS • Multi-agency Support Team
<p>4</p>	<p>Access to appropriate specialist support with a high level of adult intervention.</p> <p>Planned programmes of intervention involving multi agency approaches where appropriate.</p> <p>Consideration given to an environment that ensures the safety of the individual and others.</p>	<p>Difficulty managing emotional responses leading to difficult, demanding or concerning behaviour.</p> <p>This sometimes affects their own safety or that of others.</p>	<p>As above:</p> <p>Preparation for adulthood & Independence</p> <ul style="list-style-type: none"> • Consideration of group travel support • Supervision during work placements • Social Services support and advice • Information and guidance around support within the community • Teaching of coping strategies. • Resources and displays that support emotional well-being • Signposting to relevant outside agencies as appropriate • Intensive use of key-working approaches to ensure the CYP has a trusted adult to offer support/withdrawal during vulnerable times. • Time-limited intervention programmes with familiar staff who have knowledge, skills and experience to address the CYP's specific needs, may include withdrawal. • Access to resourced provision on or off school/college site 	<p>MyPlan/EHCP</p> <p>Possible Behaviour Resourced Provision</p> <p>Involvement from:</p> <ul style="list-style-type: none"> • Educational Psychology • Housing/Supported Living • Youth Justice • Multi-agency Support Team • Social Emotional Mental Health support systems. (e.g., PSPs) • Child & Adolescent Mental Health • Social Services • New Roots

5	<p>Access to a range of appropriate multi agency support and strategies.</p> <p>An environment that ensures the safety of the individual and others.</p>	<p>Difficulty managing emotional responses leading to extremely difficult, demanding or concerning behaviour.</p> <p>This always affects their own safety or that of others.</p>	<p>As above through a highly individualised curriculum approach and planned opportunities to access specific individual programmes of support.</p> <p>The Young Person is accessing special Social Emotional and Mental Health provision, where appropriate. Bespoke programmes through a relevant provider such as New Roots.</p> <p>Have a clear method of communication between education staff and home with regular review meetings.</p> <p>Preparation for adulthood & Independence As above plus: Consideration of assisted travel Constant supervision during work placements</p>	<p>EHC Plan</p> <p>Consideration of Resourced Provision/Special School</p> <p>Involvement from:</p> <ul style="list-style-type: none"> • Youth Justice • Educational Psychology • Multi agency Support Team • Provider network that targets 'Not in Education', Employment and Training • Social Emotional Mental Health support systems. (e.g, PSPs) • Child & Adolescent Mental Health

3. Social, Emotional and Mental Health

B: Mental Health

Funding	Access to the Curriculum	Description of needs	Progression Strategies	Levels and Examples of Support
1	Modification may be needed in some areas of post-16 life.	<p>Has experienced some mental health difficulties in facing difficulties with normal life problems such as:</p> <p>Bereavement Bullying Family Issues Behavioural issues i.e. eating; anger Management; personal care.</p> <p>School/college concerns including:</p> <p>Attendance Low self esteem Behaviour changes – e.g becoming withdrawn</p>	<p>Wave 1 (Quality First Teaching) with a specific consideration for children with mental health/emotional wellbeing needs. The class/subject teacher is accountable for the progress of the CYP within the mainstream class, predominantly working on modified curriculum tasks.</p> <p>Within private, voluntary, independent settings (PVI's), the manager is accountable for the progress of the YP within the setting, predominantly working on differentiated activities.</p> <p>Teaching should include:</p> <ul style="list-style-type: none"> • Flexible grouping arrangements • Some differentiation of activities and materials • Differentiated questioning • Use of visual, auditory and kinaesthetic approaches • Awareness that a young person may need more time to complete tasks and that equality of access may mean that they need to do some things differently • Resources and visual information that support independence • Routine feedback to pupils. • Transparent system of class/school rewards and sanctions. Rules and expectations consistent across staff. • Use of different teaching styles • Clear routines e.g. for transitions • Careful consideration of group dynamics that enables adjustments to classroom organisation, seating and group dynamics • Sensitive and supportive classroom approaches • Information about the young person's needs/difficulties is shared with relevant staff • Cover arrangements and briefing for agency tutors • Sharing of advice on successful strategies and set targets e.g. use of visual supports, developing organisational skills. • Learning Support Assistance is targeted towards support for access for specific tasks/settings, based on relevant targets <p>A monitoring system should be in place to assess YP need, identify outcomes, implement support and monitor and evaluate progress. There should be a clear method of communication between education staff and home with regular review meetings.</p>	<p>SEN Support</p> <p>Consultancy support from:</p> <ul style="list-style-type: none"> • Educational Psychology • Multi agency Support Teams • College well-being officer

			<p>Preparation for adulthood</p> <ul style="list-style-type: none"> • Tutoring for organisational skills • Encouragement to develop independence • Teaching of coping strategies. • Resources and displays that support emotional well-being • Signposting to relevant outside agencies as appropriate • Supporting student advocacy – Encouraging students to be able to articulate their needs and disability. 	
2	<p>School/college life may need to be modified and/or differentiated.</p>	<p>Occasionally displays symptoms of mental health difficulties</p> <p>Mild depressive symptoms</p> <p>Mild anxiety symptoms</p> <p>Relationship difficulties</p> <p>Moderate behavioural problems which may have led to exclusion</p> <p>Known Drug and Alcohol use</p>	<p>Programmes of study and tuition with a specific consideration for children with mental health/emotional wellbeing needs. The subject teacher is accountable for the progress of the YP within the mainstream class, predominantly working on modified curriculum tasks.</p> <p>Additional identified adults support the YP individually, under the direction of the tutor or SENCo to:</p> <ul style="list-style-type: none"> • plan and deliver tutorials that target social skills (e. g. in initiate, develop and sustain mutually satisfying personal relationships) • actively engage parents/carers in decisions about the YP with the YPs consent. • Actively engage the YP in decisions about their lives. • plan and deliver tutorials designed to promote positive behaviour, social development and self-esteem • manage YP's behaviour taking into account the needs of the whole class • access to some individual and/or small group sessions to help YP to develop coping strategies. <p>A monitoring system should be in place to assess YP need, identify outcomes, implement support and monitor and evaluate progress. There should be a clear method of communication between education staff and home with regular review meetings.</p> <p>Preparation for adulthood</p> <ul style="list-style-type: none"> • Tutoring for organisational skills • Support to develop independence • Tutoring around coping strategies. • Resources and displays that support emotional well-being • Signposting to relevant outside agencies as appropriate • Monitoring of competence to travel independently • Supervision of work placements • Supporting student advocacy – Encouraging students to be able to articulate their needs and disability. 	<p>SEN support</p> <p>Consultancy support from:</p> <ul style="list-style-type: none"> • Educational Psychology • Multi agency Support Teams

3	<p>School/college life should be significantly modified and differentiated.</p> <p>A high level of adult support to take a lead role in developing a flexible response from school/college , including the curriculum.</p> <p>Regular access to opportunities to aid the development of social adjustment skills.</p>	<p>Frequently displays symptoms of mental health difficulties</p> <p>Mild depressive symptoms</p> <p>Mild anxiety symptoms</p> <p>Relationship difficulties</p> <p>Moderate behavioural problems which may have led to exclusion</p> <p>Known Drug and Alcohol use</p>	<p>Programmes of study and teaching approaches which place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement.</p> <p>Additional adults support the CYP individually, under the direction of the tutor or SENCo to:</p> <ul style="list-style-type: none"> • work on modified curriculum tasks; (e.g. breaking a task down into smaller components) • provide access to regular individual support • provide access to frequent planned and evaluated time in smaller groups • encourage emotional wellbeing • create frequent opportunities for peer to peer interaction • monitor the progress of the YP using structured methods • Support for pupil in managing workloads and meeting deadlines. <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example a One Page Profile and Support plan .</p> <p>Have a clear method of communication between education staff and home with regular review meetings.</p> <p>Preparation for adulthood Tutoring for organisational skills Tutoring around coping strategies. Resources and displays that support emotional well-being Support to access in school/college social activities. Support to access signposted outside agencies as appropriate</p> <p>Preparation for adulthood & Independence Consideration of travel training Mentoring during work placements</p>	<p>SEN Support/MyPlan</p> <p>Involvement of:</p> <ul style="list-style-type: none"> • Educational Psychology • Child & Adolescent Mental Health/Adult mental health services • Multi agency Support Teams

4	<p>Access to appropriate multi agency specialist support and adapted curriculum with a high level of adult intervention.</p>	<p>Displays symptoms of mental health difficulty that prevent regular attendance at school/college .</p> <p>Moderate/severe depression</p> <p>Thoughts about suicide, Deliberate Self Harm, Eating Disorders Psychotic symptoms</p> <p>Moderate to severe anxiety</p>	<p>Programmes of study and teaching approaches which place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement.</p> <p>Planned programmes of intensive therapeutic intervention involving multi agency approaches. Consideration given to an environment that ensures the safe emotional well-being and development of the individual. Regular access to appropriately trained support.</p> <p>Consideration of a bespoke individualised programme with intensive support for students who are leaving school and not yet ready for college or employment. An individual education package which may include:</p> <ul style="list-style-type: none"> • Identified mentor. • In class support if appropriate. • Functional skills teaching if appropriate. • Wrap around support (e.g. travel training, supporting medical appointments, work experience, leisure pursuits, CV building and life skills) • Liaising with families/carers if appropriate. • Independence skills education. <p>Have a clear method of communication between education staff and home with regular review meetings.</p> <p>Preparation for adulthood & Independence</p> <ul style="list-style-type: none"> • Consideration of group travel support • Supervision during work placements • Social Services support and advice • Information and guidance around support within the community • Teaching of coping strategies. • Resources and displays that support emotional well-being • Signposting to relevant outside agencies as appropriate • Intensive use of key-working approaches to ensure the CYP has a trusted adult to offer support/withdrawal during vulnerable times. 	<p>My Plan/ EHC Plan</p> <p>Involvement of :</p> <ul style="list-style-type: none"> • Educational Psychology • CAMHS/Adult mental health services • Multi agency Support Teams <p>Possible involvement from Hospital and Home Education.</p>
5	<p>Specialist hospital environment and appropriate access to an adapted curriculum.</p>	<p>Displays symptoms of mental health difficulty that likely to endanger themselves or others.</p> <p>Severe depression</p> <p>Planning of suicide</p> <p>Deliberate and regular</p>	<p>Requires constant therapeutic intervention and likely to require some hospitalisation with access to a range of appropriate multi agency support and strategies. An environment that ensures the safety of the individual and others. Appropriately trained support for physical intervention/restraint.</p> <p>Consideration of a bespoke individualised programme with intensive support for students who are leaving school/college and not yet ready for college or employment. An individual education package which may include:</p> <ul style="list-style-type: none"> • An identified mentor. 	<p>EHC Plan</p> <p>Involvement of:</p> <ul style="list-style-type: none"> • CAMHS/Adult mental health services • Clinical Psychology • Educational Psychology

		<p>Self Harm, Eating Disorders which pose a significant risk to health Regular Psychotic symptoms Severe anxiety</p>	<ul style="list-style-type: none"> • A flexible programme that responds quickly to changing needs which may include individual or small group support. • Functional skills teaching if appropriate. • Wrap around support (e.g. travel training, supporting medical appointments, work experience, leisure pursuits, CV building and life skills) • Access to a multi-disciplinary team including social workers, teachers, post 16 tutors, teaching assistants, and youth workers. • Liaising with families/carers if appropriate. • Independence skills education. <p>Have a clear method of communication between education staff and home with regular review meetings.</p> <p>Preparation for adulthood & Independence As above plus:</p> <ul style="list-style-type: none"> • Consideration of assisted travel • Constant supervision during work placements • Support to develop self-advocacy. 	
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4. Sensory and/or Physical Needs				
A: Visual Impairment				
Funding	Access to the Curriculum	Description of needs	Progression Strategies	Levels and Examples of Support
1	<p>Reasonable adjustments such as seating position and clear presentation of visual learning materials will need to be made in the learning environment (Advised by Qualified Vision Support Teacher)</p> <p>May require assessment and advice from Habilitation Specialist</p>	<p>Vision loss is classified mild with acuities with the range 6/12 to 6/18</p>	<p>Teaching with a specific consideration for young people with visual impairment needs. The class/subject teacher is accountable for the progress of the YP within the mainstream class and should ensure reasonable adjustments are made to enable the young person to fully access learning and examinations.</p> <p>Teaching should include:</p> <ul style="list-style-type: none"> • Increased differentiation of activities and materials by presentation, outcome, timing, scaffolding and additional resources. • Differentiated questioning and targeted simplified level/pace/amount of teacher talk • Use of visual, auditory and kinaesthetic approaches. • Awareness that a YP may need more time to complete tasks and that equality of access may mean that they need to do some things differently. <p>Routine feedback to pupils in accessible format.</p> <p>Environmental considerations are made where necessary to meet the needs of pupils such as seating position, classroom layouts, displays and signage.</p> <p>A A monitoring system should be in place to assess YP need, identify outcomes, implement support and monitor and evaluate progress. There should be a clear method of communication between education staff and home with regular review meetings.</p> <p>Preparation for adulthood</p> <ul style="list-style-type: none"> • Supporting student advocacy – Encouraging students to be able to articulate their needs and disability. • Tutoring organisational skills. • Tutoring of literacy for life eg completing forms • Supporting student advocacy – Encouraging students to be able to articulate their needs and disability. 	<p>SEN Support</p> <p>An assessment of functional vision may be needed and consultancy from a specialist teacher from the Vision Support Service.</p> <p>Consultancy support from:</p> <ul style="list-style-type: none"> • Vision Support Service • Educational Psychology
2	<p>Reasonable adjustments such as seating position and clear presentation of visual learning materials will need to be made in</p>	<p>Vision loss is classified moderate with acuities within range of 6/18 to 6/36</p>	<p>As above and additional support using advice from the Vision Support Service to ensure access and independence where possible.</p> <ul style="list-style-type: none"> • Mainstream class with regular targeted small group support as appropriate 	<p>SEN Support</p> <p>Assessment of functional vision and consultancy from a specialist teacher</p>

	<p>the learning environment (Advised by Qualified Vision Support Teacher) May require some reformatting to enlarge learning materials.</p> <p>May require assessment and advice from Habilitation Specialist, and short programme of mobility training at transition points</p>		<ul style="list-style-type: none"> • On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills • Flexibility of groupings allows for buddy support / good role models / focused teaching. • Further modification of level, pace, amount of teacher talk to address pupils' identified need. • Advice from external agencies is implemented in the classroom • Enhanced opportunities to use Low Vision aids and assistive technology. • The tutor takes responsibility for supporting others to devise, deliver and evaluate a personalised programme that accelerates learning. (the Curriculum Area SENDco advises and supports practitioners to develop inclusive practice for individual learners) • Pupils are taught strategies and provided with resources to assist with the development of independent learning. • Alternative ways of recording include assistive technology are used where necessary • Access to delivery of the 'Additional Curriculum' in collaboration with Vision Support Service where necessary eg use of screen magnification, low vision aids) <p>Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, low vision aids, displays and signage.</p> <p>A monitoring system should be in place to assess YP need, identify outcomes, implement support and monitor and evaluate progress. There should be a clear method of communication between education staff and home with regular review meetings.</p> <p>Preparation for adulthood & Independence</p> <ul style="list-style-type: none"> • Supporting student advocacy – Encouraging students to be able to articulate their needs and disability. • Tutoring organisational skills. • Tutoring of literacy for life eg completing forms • Monitoring of competence to travel independently • Supervision of work placements 	<p>from the Vision Support Service, monitoring of curriculum access by Vision Support Teacher. Exam access guidance and evidence for exam boards provided by Vision Support Teacher.</p> <p>Consultancy support from:</p> <ul style="list-style-type: none"> • Vision Support Service • Educational Psychology
3	All of above but may also need assistive technology to access everyday learning tasks and or large print learning resources to	Vision loss classified as severe visual acuities within range of 6/36 and 6/60	<p>As above and additional support including Tutor using advice from the Vision Support Service to ensure access and independence where possible.</p> <ul style="list-style-type: none"> • Mainstream class with regular targeted small group support as appropriate • On-going opportunities for individual support focused on specific targets 	<p>SEN Support Possible My Plan</p> <p>Regular assessment of functional vision, monitoring of progress and</p>

	<p>enable full access to curriculum.</p> <p>Differentiation may be necessary taking into account pace of learning and visual presentation of learning materials.</p> <p>College and student peers will need awareness raising training.</p> <p>Will require assessment and advice from Habilitation Specialist, and programme of mobility training.</p> <p>Environmental audit necessary to assess accessibility of school/college environment.</p>		<p>with reinforcement in whole class activities to aid transfer of skills</p> <ul style="list-style-type: none"> • Flexibility of groupings allows for buddy support / good role models / focused teaching. • Further modification of level, pace, amount of teacher talk to address pupils' identified need. • Advice from external agencies is implemented in the classroom • Enhanced opportunities to use technological aids • Use of visual reminders, timers, resources and rewards to develop independence • The teacher takes take responsibility for supporting others to devise, deliver and evaluate a personalised programme that accelerates learning. (the Curriculum Area SENDco advises and supports practitioners to develop inclusive practice for individual learners). • Pupils are supported to use strategies and provided with resources to assist with the development of independent learning. • Alternative ways of recording include assistive technology. • Access to delivery of the 'Additional Curriculum' in collaboration with Vision Support Service where necessary eg use of screen magnification, low vision aids) <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example a One Page Profile and Support plan . Have a clear method of communication between education staff and home with regular review meetings.</p> <p>Planned reviews including the parent and CYP and Vision Support Service should take place.</p> <p>Preparation for adulthood & Independence</p> <ul style="list-style-type: none"> • Supporting student advocacy – Encouraging students to be able to articulate their needs and disability. • Tutoring organisational skills. • Tutoring of literacy for life eg completing forms • Mobility taught by habilitation specialist • Increased independence skills skilled in use assistive technology and specialist ICT skills. • Consideration of travel training • Mentoring during work placements 	<p>access to all curriculum areas by a Vision Support Teacher. Targeted intervention programmes may be necessary to develop skills in visual aspects of school curriculum and specialist curriculum.</p> <p>Involvement of:</p> <ul style="list-style-type: none"> • Vison Support Service • Educational Psychology Service
<p>4</p>	<p>All of the above but will also need adaptation and modification of every day learning resources for all subjects into appropriate</p>	<p>Vision loss is classified as profound with visual acuities of 6/60 to 6/120</p>	<p>As above and additional support to include Tutor and Curriculum SENDco working in partnership with Vision Support Teacher to ensure access to course content and working towards greater independence. Joint responsibility to ensure exam access arrangements in place (to include SENDco, subject tutor and exams officer.)</p>	<p>My Plan</p> <p>VI specific individualised Support Plan likely</p>

	<p>medium (ie.Large print, braille)</p> <p>Staff training and peer awareness raising will be necessary.</p> <p>Formal ongoing instruction in the development of mobility, orientation skills and independent living skills training is necessary.</p> <p>Teaching of long cane skills may be required. Staff in the college will need appropriate training.</p> <p>May need specialist adult support and specialist intervention teaching in some areas of the curriculum.</p>		<p>Additional adults support the YP individually where necessary, under the direction of the class and specialist Vision Support teacher to: work on significantly modified curriculum tasks;</p> <ul style="list-style-type: none"> • access specialist individual support from range of VI specialists • Targeted interventions in place that promote independence • Facilitate social skills to create opportunities for peer to peer interaction • monitor the progress of the YP using highly structured methods • Provide opportunities for YP to develop independent living skills through access to targeted interventions • To provide opportunities for the YP to engage in community activity • access to specialist delivery of the ‘Additional Curriculum’ <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, in consultation with Vision Support Service.</p> <p>Planned reviews including the parent and CYP and Vision Support Service should take place with a focus on reducing support and increasing independence skills in chosen vocational or academic course.</p> <p>Preparation for adulthood Collaboration between tutors and Vision Support Service to ensure curriculum adaptations in appropriate learning medium (eg Large print / braille) are provided that allow access and independent learning. Supporting student advocacy – Encouraging students to be able to articulate their needs and disability. Tutoring organisational skills. Tutoring of literacy for life eg completing forms/ work place expectations. Mobility and independent living skills taught by habilitation specialist Increased independence skills skilled in use assistive technology and specialist ICT skills. Supported work experience opportunities to facilitate independence in work place.</p>	<p>Probable direct teaching and support from Vision support Service staff. Guidance and support from Vision Support Teacher to ensure exam access arrangements are in place in appropriate medium. Provision of specialist ICT equipment.</p> <p>Involvement of:</p> <ul style="list-style-type: none"> • Vison Support Service • Educational Psychology Service • Special Educational Needs Team
<p>5</p>	<p>All of the above and will also Require braille or MOON, tactile diagrams, 3D representations, concrete objects and experiences, and multi-sensory learning materials to</p>	<p>Vision loss is classified as profound with equities less than 6/120</p>	<p>As above through a highly individualised curriculum approach and planned opportunities to access specific individual programmes of specialist support and teaching.</p> <p>Preparation for adulthood & Independence Consideration of assisted travel Constant supervision during work placements</p>	<p>My Plan</p> <p>Resourced Provision outlined in in VI specific individualised Support Plan</p> <p>Direct teaching and</p>

	<p>access the curriculum.</p> <p>Will need ongoing formal intensive instruction in the development of mobility, orientation skills and independent living skills training.</p> <p>Teaching of long cane skills is essential. Staff in the school/college will need appropriate training</p> <p>High level of adult specialist support necessary to enable access to all aspects of curriculum and college life including health and safety and risk management</p>		<p>Collaboration between tutors and Vision Support Service to ensure curriculum adaptations in appropriate learning medium (eg Large print / braille) are provided that allow access and independent learning.</p> <p>Supporting student advocacy – Encouraging students to be able to articulate their needs and disability.</p> <p>Tutoring organisational skills.</p> <p>Tutoring of literacy for life eg completing forms/ work place expectations.</p> <p>Mobility and independent living skills taught by habilitation specialist on a weekly basis.</p> <p>Increased independence skills skilled in use assistive technology and specialist ICT skills.</p> <p>Supported work experience opportunities to facilitate independence in work place.</p>	<p>support from Vision support Service staff. Guidance and support from Vision Support Teacher to ensure exam access arrangements are in place in appropriate medium. Provision of specialist ICT equipment.</p> <p>Involvement of:</p> <ul style="list-style-type: none"> • Vison Support Service • Educational Psychology Service • Special Educational Needs Team
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NB - The professional judgement of a Qualified Teacher of Visual Impairment should be applied as necessary to decide on the classification of the visual impairment. For example a CYP may have a mild reduction in visual acuity but be functioning within a different visual category due to an additional ophthalmic condition e.g. nystagmus, visual field reduction, cerebral visual impairment, and/or additional learning difficulties.

4. Sensory and/or Physical Needs				
B: Hearing Impairment				
Funding	Access to the Curriculum	Description of needs	Progression Strategies	Levels and Examples of Support
1	<p>Deaf awareness strategies should be evident in the learning environment (advised by a Qualified Teacher of the Deaf).</p> <p>Accessibility planning should involve consideration of acoustic and listening conditions.</p> <p>.Any audiological equipment (hearing aids, BAHA etc) should be regularly checked and used consistently.</p>	<p>A hearing loss is classified as mild with unaided threshold between 21 – 40 dBHL, or unilateral, with hearing loss in excess of 60dBHL in the worse ear.</p> <p>NATSIP Criteria score 21-34</p>	<p>Teaching with a specific consideration for children with hearing impairment needs. The class/subject teacher is accountable for the progress of the YP within the mainstream class and should ensure reasonable adjustments are made to enable the young person to fully access learning and examinations.</p> <p>Teaching should include:</p> <ul style="list-style-type: none"> • Increased differentiation of activities and materials by presentation, outcome, timing, scaffolding and additional resources. • Differentiated questioning and targeted simplified level/pace/amount of teacher talk • Use of visual, auditory and kinaesthetic approaches. • Awareness that a YP may need more time to complete tasks and that equality of access may mean that they need to do some things differently. <p>Routine feedback to pupils in accessible format.</p> <p>Environmental considerations are made where necessary to meet the needs of pupils such as seating position, classroom layouts, displays and signage.</p> <p>A monitoring system should be in place to assess YP need, identify outcomes, implement support and monitor and evaluate progress.</p> <p>There should be a clear method of communication between education staff and home with regular review meetings.</p> <p>Preparation for adulthood Supporting student advocacy – Encouraging students to be able to articulate their needs and disability. Tutoring organisational skills. Tutoring of literacy for life eg completing forms</p>	<p>SEN Support</p> <p>Consultancy support from the Service for Deaf and Hearing Impaired Children</p>
2	<p>Likely to be able to access speech but additional attention will need to be paid to task instruction and structure and to ensuring understanding.</p>	<p>Hearing loss is classified as moderate with unaided threshold 41-70 dBHL</p>	<p>As above and following advice from the Qualified Teacher of the Deaf:</p> <ul style="list-style-type: none"> • Mainstream class with regular targeted small group support as appropriate • On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills • Flexibility of groupings allows for buddy support / good role models / focused teaching. • Further modification of level, pace, amount of teacher talk to address pupils' 	<p>SEN Support</p> <p>Advice and support provided by the Service for Deaf and Hearing Impaired Children,(may include direct teaching from a Teacher of the Deaf, provision of a</p>

	<p>Visual and practical approaches to be used where possible.</p> <p>.</p> <p>.</p> <p><i>And see above</i></p> <p>Adult support for learning, health and safety and risk management.</p> <p>May include provision of a radio aid</p>	<p>NATSIP Criteria score 35 - 59</p>	<p>identified need.</p> <ul style="list-style-type: none"> • Advice from external agencies is implemented in the classroom • There may be need for very structured and multi-sensory approaches to learning. • Pre and post teaching is used to enable the pupil to engage with learning in the classroom. • Enhanced opportunities to use technological aids, such as radio aids • Use of visual reminders, timers, resources and rewards to develop independence • The tutor takes responsibility for supporting others to devise, deliver and evaluate a personalised programme that accelerates learning. (the Curriculum Area SENDco advises and supports practitioners to develop inclusive practice for individual learners) • Multisensory approaches are used , where appropriate • Pupils are taught strategies and provided with resources to assist with the development of independent learning. • Alternative ways of recording include electronic devices • Access to specialist delivery of the 'Additional Curriculum' <p>Environmental considerations are made to meet the needs of all pupils e.g. seating position, listening conditions</p> <p>A monitoring system should be in place to assess YP need, identify outcomes, implement support and monitor and evaluate progress. There should be a clear method of communication between education staff and home with regular review meetings.</p> <p>Preparation for adulthood</p> <p>Supporting student advocacy – Encouraging students to be able to articulate their needs and disability. Tutoring organisational skills. Tutoring of literacy for life eg completing forms Monitoring of competence to travel independently Supervision of work placements</p>	<p>radio aid)</p> <p>Consultancy support from</p> <ul style="list-style-type: none"> • Educational Psychology Team • Speech & Language Therapy
3	<p>Communication may include the use of sign supported English (SSE), British Sign Language (BSL) and finger spelling.</p>	<p>Hearing loss is classified as severe with unaided threshold 71-95 dBHL, and/or NATSIP Criteria</p>	<p>As above and additional support including Tutor working in partnership with Teacher of the Deaf to ensure access and independence where possible.</p> <ul style="list-style-type: none"> • Mainstream class with regular targeted small group support as appropriate • On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills • Flexibility of groupings allows for buddy support / good role models / focused teaching. 	<p>SEN Support/My Support Plan</p> <p>Advice, support and provided by the Service for Deaf and Hearing Impaired</p>

	<p>Differentiation of all curriculum areas.</p> <p><i>And see above</i></p> <p>Access to staff with sign language skills as appropriate</p> <p>College and student peers will need awareness raising training.</p> <p>Adult support for learning, health and safety and risk management.</p> <p>May include provision of a radio aid</p>	<p>score 60 – 75.</p>	<ul style="list-style-type: none"> • Further modification of level, pace, amount of teacher talk to address pupils' identified need. • Advice from external agencies is implemented in the classroom • Enhanced opportunities to use technological aids, such as radio aids • Use of visual reminders, timers, resources and rewards to develop independence • The teacher takes responsibility for supporting others to devise, deliver and evaluate a personalised programme that accelerates learning (the Curriculum Area SENDco advises and supports practitioners to develop inclusive practice for individual learners). • Pupils are supported to use strategies and provided with resources to assist with the development of independent learning. <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example a One Page Profile and Support plan .</p> <p>Have a clear method of communication between education staff and home with regular review meetings.</p> <p>Preparation for adulthood Supporting student advocacy – Encouraging students to be able to articulate their needs and disability. Tutoring organisational skills. Tutoring of literacy for life eg completing forms Increased independence skills including functional communication in everyday situations</p> <p>Preparation for adulthood & Independence Consideration of travel training Mentoring during work placements</p>	<p>Children – will include regular teaching from a Teacher of the Deaf, provision of a radio aid, may include specialist TA support</p> <p>Consultancy support from</p> <ul style="list-style-type: none"> • Educational Psychology <p>Possible involvement from Speech & Language Therapy</p>
<p>4.</p>	<p>Communication may include the use of sign supported English (SSE), British Sign Language (BSL) and finger spelling.</p> <p>Considerable differentiation of all curriculum areas.</p> <p><i>And see above</i></p> <p>Access to staff with sign language skills as appropriate</p>	<p>Hearing loss is classified as severe with unaided threshold 71-95 dBHL, or profound with unaided threshold in excess of 95 dBHL.</p> <p>Evidence of language delay</p> <p>NATSIP Criteria score 75 +</p>	<p>As above and additional support to include Tutor and Curriculum SENDco working in partnership with Teacher of the Deaf to ensure access to course content and working towards greater independence. Joint responsibility to ensure exam access arrangements in place (to include SENDco, subject tutor and exams officer.)</p> <p>Additional adults support the YP individually where necessary, to:</p> <ul style="list-style-type: none"> • work on significantly modified curriculum tasks • pre- and post-tutor, particularly in terms of vocabulary and language content • Targeted interventions in place that promote independence • Facilitate social skills to create opportunities for peer to peer interaction • monitor the progress of the YP using highly structured methods • Provide opportunities for YP to develop independent living skills through 	<p>SEN Support/My Support Plan/EHC</p> <p>Advice, support and provided by the Service for Deaf and Hearing Impaired Children – will include regular teaching from a Teacher of the Deaf, provision of a radio aid, specialist TA support</p> <p>Possible resource</p>

	<p>A high level of adult support for learning, health and safety and risk management.</p> <p>May include provision of a radio aid</p>		<p>access to targeted interventions</p> <ul style="list-style-type: none"> To provide opportunities for the YP to engage in community activity <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, in consultation Teacher of the Deaf</p> <p>Planned reviews including the parent and CYP should take place with a focus on reducing support and increasing independence skills in chosen vocational or academic course.</p> <p>Preparation for adulthood & Independence</p> <ul style="list-style-type: none"> Supporting student advocacy – Encouraging students to be able to articulate their needs and disability. Tutoring of skills for independence, e.g., using interpreters, strategies for functional communication in everyday situations Tutoring organisational skills. Tutoring of literacy for life e.g. completing forms/ work place expectations. Supported work experience opportunities to facilitate independence in work place. Information and guidance around support within the community Teaching of coping strategies. Resources and displays that support emotional well-being Signposting to relevant outside agencies as appropriate Pupil access to relevant and appropriate specialists in Post-16 provision with the support of a specialist provider Intensive use of key-working approaches to ensure the CYP has a trusted adult to offer support/withdrawal during vulnerable times. 	<p>provision</p> <p>Consultancy support from</p> <ul style="list-style-type: none"> Educational Psychology <p>Involvement of Speech and Language Therapy</p>
5	<p>Preferred and most effective mode of communication is BSL and/or SSE.</p> <p>Considerable differentiation and / or modification needed in all subject areas.</p> <p>A high level of support from staff with excellent sign language skills.</p> <p>Access to an appropriate Deaf peer group.</p>	<p>Hearing loss is classified as profound with unaided threshold in excess of 95 dBHL.</p> <p>Language delay in excess of 2 years</p> <p>NATSIP Criteria score 75+</p>	<p>As above through a highly individualised curriculum approach and planned opportunities to access specific individual programmes of specialist support and teaching.</p> <p>Additional adults support the CYP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> work on significantly modified curriculum tasks; access daily individual support encourage independence create opportunities for peer to peer interaction monitor the progress of the YP using highly structured methods Provide opportunities for YP to develop independent living skills through access to targeted interventions To provide opportunities for the YP to engage in community activity <p>Preparation for adulthood & Independence</p>	<p>SEN Support/My Support Plan/EHC</p> <p>Likely resource provision</p> <p>Advice, support and provided by the Service for Deaf and Hearing Impaired Children – will include regular teaching from a Teacher of the Deaf, provision of a radio aid, specialist TA support</p>

	<p>And see above May need constant level of specialist adult support for learning, health and safety and risk management.</p>		<p>Consideration of assisted travel Constant supervision during work placements</p> <p>Supporting student advocacy – Encouraging students to be able to articulate their needs and disability. Tutoring of skills for independence, e.g., using interpreters, strategies for functional communication in everyday situations Tutoring organisational skills. Tutoring of literacy for life eg completing forms/ work place expectations. Supported work experience opportunities to facilitate independence in work place.</p> <p>A monitoring system should be in place to assess YP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p> <p>Planned reviews including the parent and CYP should take place</p>	<p>Involvement from Educational Psychology / /Early Years Inclusion Team/Speech & Language Therapy</p>
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NB - The professional judgement of a QToD should be applied to decide on the implications of a hearing impairment/deafness. For example a CYP may have a moderate to severe hearing loss but be functioning within a different hearing category due to individual communication and access needs and/or additional learning difficulties.

4. Sensory and/or Physical				
C: Physical				
	Access to the Curriculum	Description of needs	Progression Strategies	Levels and Examples of Support
1	<p>Some differentiation Occasional support may be needed for mobility, gross and/or fine motor difficulties and minor difficulties with independence skills.</p> <p>Staff may require advice and training re appropriate equipment and/or specific programme of work.</p> <p>May benefit from using Assistive Adaptive Technology.</p> <p>Some adult support for learning.</p> <p>Support needed to access some aspects of the curriculum</p>	<p>A minimal physical difficulty related to fine/gross motor and independence skills..</p>	<p>Wave 1 (Quality First Teaching) with a specific consideration for YP with physical needs. The class/subject teacher is accountable for the progress of the YP within the mainstream setting, predominantly working on modified curriculum tasks. Within private, voluntary, independent settings (PVICs), the manager is accountable for the progress of the YP within the setting, predominantly working on differentiated activities.</p> <p>Wave 1 (Quality First Teaching) meets the needs of all students and includes: Flexible grouping arrangements.</p> <ul style="list-style-type: none"> Increased differentiation of activities and materials by design (ie adapted pens, tools etc) Adapted vocational tools. Alternative forms of recording routinely used Use of visual, auditory and kinaesthetic approaches. Awareness that a YP may need more time to complete tasks and that equality of access may mean that they need to do some things differently. Small steps approaches Resources and displays that support independence. Routine feedback <p>Environmental considerations are made to meet the needs of all students e.g. seating position, personal space and classroom layouts, displays and signage</p> <p>A monitoring system should be in place to assess YP need, identify outcomes, implement support and monitor and evaluate progress. There should be a clear method of communication between education staff and home with regular review meetings.</p> <p>Consider preparation for adulthood and developing independence.</p> <p>Consider referral to other services to promote participation in social activities.</p> <p>Staff have an awareness of the sensory processing needs of all students, but particularly those with physical disabilities and autism.</p>	<p>SEND Support</p> <p>Consultancy support from:</p> <ul style="list-style-type: none"> Paediatric &/ Adult Health Professional S2S
2	<p>Some gross and/or fine motor difficulties with a need for remediation and dedicated adult support identified.</p>	<p>Moderate physical difficulties related to fine/gross motor awareness</p>	<p>As above Wave 1(Quality First teaching) plus Wave 2 interventions:</p> <ul style="list-style-type: none"> Mainstream class with regular targeted small group support On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills 	<p>SEND Support</p> <p>Consultancy support from:</p> <ul style="list-style-type: none"> Paediatric &/ adult

	<p>Difficulties with motor &/ independence skills requiring specific personalised programmes. Staff may require advice and training re appropriate equipment and/or specific programmes of work and to existing IT provision.</p> <p>May benefit from using Assistive Adaptive Technology for recording. .</p> <p>Advice to address safety and access in physical activities. Access & safety issues re: mobility around environment.</p>		<ul style="list-style-type: none"> • Flexibility of groupings allows for buddy support • Advice from external agencies is implemented in the classroom • There may be need for very structured and multi-sensory approaches to learning. • Enhanced opportunities to use technological aids • The teacher takes take responsibility for supporting others to devise, deliver and evaluate a personalised programme that accelerates learning. (Within PVICs the Early Years Inclusion Teacher advises and supports practitioners to devise, deliver and evaluate a personalised programme that accelerates learning) • Pupils are taught strategies and provided with resources to assist with the development of independent learning. • Alternative ways of recording include electronic devices <p>A monitoring system should be in place to assess YP need, identify outcomes, implement support and monitor and evaluate progress. There should be a clear method of communication between education staff and home with regular review meetings.</p> <p>Consider preparation for adulthood and developing independence. Consider referral to other services to promote participation in social activities.</p> <p>Staff have an awareness of the sensory processing needs of all students, but particularly those with physical disabilities and autism.</p>	<p>Health Professionals</p> <ul style="list-style-type: none"> • S2S <p>Possible involvement of:</p> <ul style="list-style-type: none"> • Educational Psychology Service
3	<p>Significant modification / differentiation of some aspects of the curriculum</p> <p>Staff will require advice and training re appropriate equipment and specific programmes of work and to adapted IT provision.</p> <p>Close supervision to address safety and access in physical activities. Access & safety issues re: mobility around environment.</p> <p>Support to address self care needs and use modified equipment.</p>	<p>Significant physical difficulties. May have impaired mobility and or communication.</p>	<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the YP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • work on modified curriculum tasks; • access regular individual support • encourage independence • create frequent opportunities for peer to peer interaction • monitor the progress of the YP using structured methods • access programmes of support as advised by the paediatric &/ adult therapy teams <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example a One Page Profile and Support plan . Have a clear method of communication between education staff and home with regular review meetings.</p>	<p>SEND Support/MyPlan Consultancy advice and guidance from:</p> <ul style="list-style-type: none"> • S2S <p>Access to:</p> <ul style="list-style-type: none"> • Occupational Therapy and/or Physiotherapy advice +/- positive positioning to be embedded into college routine. <p>Involvement of:</p>

	<p>Likely to require Assistive Adaptive Technology..</p> <p>Appropriately trained support for moving and handling may be required.</p> <p>Frequent adult support for access to learning</p>		<p>Planned reviews including the parent and YP should take place</p> <p>Preparation for adulthood & Independence Monitoring of competence to travel independently Supervision of work placements</p> <p>Staff have an awareness of the sensory processing needs of all students, but particularly those with physical disabilities and autism.</p>	<ul style="list-style-type: none"> • Educational Psychology <p>Use of paediatric/adult therapy intervention file.</p>
4	<p>Significant modification / differentiation of the majority of the curriculum</p> <p>Staff will require advice and training re appropriate equipment and specific programmes of work and to adapted IT provision.</p> <p>Close supervision to address safety and access in physical activities. Access & safety issues re: mobility around environment.</p> <p>Support to address self-care needs and use modified equipment.</p> <p>Likely to require Assistive Adaptive Technology. .</p> <p>Appropriately trained support for moving and handling will need to be considered.</p> <p>Staff may need training in the use of communication aids.</p> <p>May need constant adult support to access the curriculum and may need to use an</p>	<p>Severe physical difficulties. Likely to have severely impaired mobility and /or communication</p>	<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Additional adults support the YP individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • work on significantly modified curriculum tasks; • access daily individual support • encourage independence • create opportunities for peer to peer interaction • monitor the progress of the YP using highly structured methods • Provide opportunities for YP to develop independent living skills through access to targeted interventions • To provide opportunities for the YP to engage in community activity • Access programmes of support as advised by paediatric therapy services <p>A monitoring system should be in place to assess YP need, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile.</p> <p>Have a clear method of communication between education staff and home with regular review meetings.</p> <p>Consider preparation for adulthood and developing independence. Consider referral to other services to promote participation in social activities.</p> <p>Staff have an awareness of the sensory processing needs of all students, but particularly those with physical disabilities and autism.</p> <p>Preparation for adulthood & Independence</p> <ul style="list-style-type: none"> • Information and guidance around support within the community • Teaching of coping strategies. • Resources and displays that support emotional well-being • Signposting to relevant outside agencies as appropriate 	<p>MyPlan/ EHC Plan</p> <p>Consideration of Resourced Provision</p> <p>Regular access to Occupational Therapy and/or Physiotherapy advice &/visits. Therapy advice and positive positioning embedded into daily college routine. Use of paediatric/adult therapy intervention file.</p> <p>Involvement of:</p> <ul style="list-style-type: none"> • Educational Psychology <p>Advice from Special Educational Needs Team</p>

	established communication system in a wide variety of familiar and unfamiliar situations using appropriate access methods.		<ul style="list-style-type: none"> Pupil access to relevant and appropriate specialists in Post-16 provision with the support of a specialist provider Intensive use of key-working approaches to ensure the CYP has a trusted adult to offer support/withdrawal during vulnerable times. 	
5	<p>Significant modification / differentiation of the majority of the curriculum</p> <p>Staff will require advice and training re appropriate equipment and specific programmes of work and to adapted IT provision.</p> <p>Close supervision to address safety and access in physical activities. Access & safety issues re: mobility around environment.</p> <p>Support to address self care needs and use modified equipment.</p> <p>Likely to require Assistive Adaptive Technology. .</p> <p>Appropriately trained support for moving and handling will need to be considered.</p> <p>Staff will need training in the use of communication aids.</p> <p>Constant adult support to access the curriculum and will need to use an established communication system in a wide variety of familiar and unfamiliar situations using appropriate access methods.</p>	<p>Multiple complex physical difficulties. Will be wheel chair dependent and may or may not be able to communicate intentionally.</p>	<p>As above through a highly individualised curriculum approach and planned opportunities to access specific individual programmes of support.</p> <p>Preparation for adulthood</p> <p>As above plus:</p> <ul style="list-style-type: none"> Consideration of assisted travel Constant supervision during work placements 	<p>My Plan/EHC Plan</p> <p>Likely Resourced Provision</p> <p>Consultancy / advice and guidance from</p> <p>A high level of therapy intervention needed with positive positioning implemented on a daily basis by education staff and regular advice from and access to paediatric &/ adult physiotherapy &/ Occupational Therapy.</p> <p>Involvement of:</p> <ul style="list-style-type: none"> Educational Psychology <p>Advice from Special Educational Needs Team</p>

4. Sensory and/or Physical Needs				
D: Medical				
Funding	Access to the Curriculum	Description of needs	Progression Strategies	Levels and Examples of Support
1	<p>Modification may be needed in some areas of college life.</p> <p>Health Care Plan in place</p>	<p>A minor diagnosed medical condition</p> <p>Medication may be required during the college day.</p> <p>No medical intervention by college staff</p> <p>Attendance affected because of ill health/medical needs.</p>	<p>Wave 1 (Quality First Teaching) with a specific consideration for students with medical needs. The class/subject tutor(s) is/are accountable for the progress of the YP within the mainstream class, predominantly working on modified curriculum tasks.</p> <p>Within private, voluntary and independent settings (PVI's), the manager is accountable for the progress of the child YP within the setting, predominantly working on differentiated activities.</p> <p>Wave 1 (Quality First Teaching) meets the needs of all students and includes:</p> <ul style="list-style-type: none"> • Flexible grouping arrangements. • Increased differentiation of activities and materials by design • Awareness that a YP may need more time to complete tasks and that equality of access may mean that they need to do some things differently. • Cover arrangements and briefing for agency tutors • Risk assessments for college visits, holidays, and other college activities outside of the normal timetable • Support to meet the YP resulting needs (e.g. medication, treatments, access to food or drink, environment issues) • Monitoring YP support plans • Flexible teaching to manage absence – access to resources/materials (i.e. for treatment appointments) • Resources and displays that support independence. • Routine feedback • Exam arrangements may be needed <p>A monitoring system should be in place to assess YP need, identify outcomes, implement support and monitor and evaluate progress. There should be a clear method of communication between education staff and home with regular review meetings.</p> <p>Preparation for adulthood & Independence Monitoring of competence to travel independently Supervision of work placements</p>	<p>Curriculum Support</p> <p>Consultancy support from:</p> <ul style="list-style-type: none"> • SEND Team <p>SEND Team to write support plan</p> <p>Possible involvement from Hospital and Home Education.</p>
2	College life may need to be modified and/or differentiated.	A diagnosed established and controlled medical condition.	<p>As above Wave 1(Quality First teaching) plus Wave 2 interventions:</p> <ul style="list-style-type: none"> • Mainstream class with regular targeted small group support • On-going opportunities for individual support focused on specific 	<p>Curriculum Support</p> <p>Consultancy / advice and</p>

	Health Care Plan in place	<p>Medication may be required during the college day.</p> <p>No medical intervention by college staff</p> <p>Attendance affected because of ill health/medical needs.</p>	<p>targets with reinforcement in whole class activities to aid transfer of skills</p> <ul style="list-style-type: none"> Flexibility of groupings allows for Tutor Mentor support Advice from external agencies is implemented in the classroom There may be need for very structured and multi-sensory approaches to learning. The curriculum team takes responsibility for supporting others to devise, deliver and evaluate a personalised programme that accelerates learning. Students are taught strategies and provided with resources to assist with the development of independent learning. Exam arrangements may be needed <p>A monitoring system should be in place to assess YP need, identify outcomes, implement support and monitor and evaluate progress. Have a clear method of communication between education staff and home with regular review meetings.</p> <p>Preparation for adulthood & Independence Monitoring of competence to travel independently Supervision of work placements</p>	<p>guidance from health professionals</p> <p>Consultancy support from:</p> <ul style="list-style-type: none"> SEND Team Health & Safety officer Parent/carer
3	<p>College life may need to be significantly modified and differentiated.</p> <p>Health Care Plan in place in place Specialist equipment provided by external agencies</p> <p>Appropriate strategies at a college and individual level.</p> <p>May need planned time to develop appropriate emotional responses and coping strategies.</p> <p>Regular access to appropriately trained support.</p>	<p>A diagnosed established medical condition which is not yet fully controlled</p> <p>Medication may be required during the college day.</p> <p>No medical intervention by college staff</p> <p>Attendance affected because of ill health/medical needs.</p> <p>Periods of hospitalisation required.</p>	<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Learning support assistants support the YP individually, under the direction of the tutor/curriculum team to:</p> <ul style="list-style-type: none"> work on modified curriculum tasks; access regular individual support encourage independence create frequent opportunities for peer to peer interaction monitor the progress of the YP using structured methods access programmes of support as advised by external health consultants <p>Exam arrangements may be needed</p> <p>A monitoring system should be in place to assess CYP need, identify outcomes, implement support and monitor and evaluate progress, for example a One Page Profile and Support plan .</p>	<p>Curriculum Support/ My Plan</p> <p>Consultancy / advice and guidance from health professionals.</p> <p>Consultancy support from:</p> <ul style="list-style-type: none"> Educational Psychology SEND Team Health & Safety officer <p>Possible involvement from Hospital and Home Education.</p> <ul style="list-style-type: none"> SEND Team to write support plan (based on My Plan)

	<p>Requires some medical/nursing intervention.</p> <p>A high level of adult support to take a lead role in developing a flexible response from college, including the curriculum.</p>		<p>Have a clear method of communication between education staff and home with regular review meetings.</p> <p>Preparation for adulthood & Independence Consideration of travel training Mentoring during work placements</p>	
4	<p>Access to appropriate multi agency specialist support and adapted curriculum.</p> <p>Health Care Plan in place Specialist equipment provided by external agencies</p> <p>Consideration given to an environment that ensures the safe emotional well-being and appropriately trained support of the individual.</p> <p>Requires regular medical/nursing intervention.</p> <p>High level of adult intervention.</p>	<p>A constant severe medical condition, which has effects on day-to-day functioning, requiring specialist intervention</p> <p>Medical procedures needed during the college day.</p> <p>No medical intervention by college staff</p> <p>Periods of hospitalisation required.</p>	<p>Wave 1 and 2 plus Wave 3 interventions. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</p> <p>Learning support assistants support the YP individually, under the direction of the tutor to:</p> <ul style="list-style-type: none"> • Work on significantly modified curriculum tasks; • Access daily individual support • Encourage independence • Create opportunities for peer to peer interaction • Monitor the progress of the YP using highly structured methods • Provide opportunities for YP to develop independent living skills through access to targeted interventions • Access programmes of support as advised by paediatric therapy services <p>• Exam arrangements may be needed</p> <p>A monitoring system should be in place to assess YP need, identify outcomes, implement support and monitor and evaluate progress.</p> <p>Have a clear method of communication between education staff and home with regular review meetings.</p> <p>Preparation for adulthood & Independence</p> <ul style="list-style-type: none"> • Information and guidance around support within the community • Teaching of coping strategies. • Resources and displays that support emotional well-being • Signposting to relevant outside agencies as appropriate • Pupil access to relevant and appropriate specialists in Post-16 provision with the support of a specialist provider • Intensive use of key-working approaches to ensure the CYP has a trusted adult to offer support/withdrawal during vulnerable times. 	<p>MYPlan/EHC Plan</p> <p>Possible involvement of:</p> <ul style="list-style-type: none"> • Educational Psychology • SEND Team • Health & Safety officer <p>Access to Occupational Therapy and/or Physiotherapy programmes</p>

5	<p>Health Care Plan in place</p> <p>Special arrangements in place for a curriculum based education appropriate to the ability to gain access to it.</p> <p>Links maintained with mainstream college as appropriate.</p>	<p>A constant severe medical condition, which has profound effects on day-to-day functioning. The condition may be life threatening or life limiting. Specialist intervention is necessary.</p> <p>Unable to attend college</p> <p>Requires daily medical/nursing intervention and specialist equipment</p>	<p>As above through a highly individualised curriculum approach and planned opportunities to access specific individual programmes of support.</p> <p>Preparation for adulthood & Independence Consideration of assisted travel Constant supervision during work placements</p>	<p>EHC Plan Likely resourced provision</p> <p>Possibly Hospital and Home Education provision.</p> <p>Frequent access to Occupational Therapy and/or Physiotherapy visits and programmes implemented on a daily basis.</p> <p>Involvement of:</p> <ul style="list-style-type: none"> • Educational Psychology • SEND Team • Health & Safety officer
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This support grid is largely based on work completed by Wakefield Local Authority. Their support and permission to use the model they have developed is much appreciated.