



# Devon Graduated Response Tool

## KS2: Plan and Review

October 2017

## Plan: How to use this document

### Devon Graduated Response to SEND Support: The pupil profile

The Devon Graduated Response to SEND support profile should be used as an electronic tool to support teachers and SENCO's to identify, assess and record the needs of children and young people requiring special educational provision. It supports the planning and recording of appropriate provision and provides guidance for reviewing progress.

It has been designed to help educational settings meet their duties as outlined in the SEND Code of Practice: 0-25 years (January 2015). Further information on this can be found in part two (*see below*).

It aims to ensure a graduated approach to meeting need through effective implementation of foundation levels of support before moving a child or young person onto higher levels of support by following the Assess, Plan, Do, Review cycles.

The tool is in two parts;

1. This part of the tool supports schools with the **identification** of special educational needs
2. This part of the tool supports schools in **planning** to meet the needs identified in part one, signposts to appropriate resources and websites and provides further guidance on meeting the SEND Code of Practice requirements.

#### This is part two

Part one of this document **Identification of need** can be found at <https://new.devon.gov.uk/supportforschools/services-and-contacts>

## Plan: How to use this document

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## Plan: Statutory Duties

### Statutory Duties

The current SEND Code of Practice:0-25 years (January 2015) (CoP) explains there is a continuum of SEN and that, where necessary, a graduated approach should be used to address SEN.

The CoP states that class and subject teachers should seek to identify pupils making less than expected progress (CoP: 6.17) and that where this is the case the first response to a lack of progress should be high quality teaching targeted at their area of weakness. While informally gathering evidence schools should not delay in putting in place extra teaching or other interventions designed to secure better progress (CoP: 6.19).

In addition, parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development (CoP: 6.20).

Schools may involve specialists at any point but should always involve specialists where a pupil continues to make little or no progress or they are substantially below age-related expectations despite evidenced based SEN support (CoP: 6.59).

#### Responsibility of the LA, School/Setting and Governors

LA resources for children and young people with SEN are allocated to top-up schools' own resources and are not instead of them. For the majority of children and young people resources will not usually be delivered on a wholly 1:1 basis but rather there will be effective and flexible deployment of resources. Decisions on how best to support children and young people will always take into account the context within which the child is educated.

**Where a child has SEN and/or a disability, the responsible body is required to fulfil the following statutory duties:**

<b><i>The Local Authority must</i></b>
Ensure a sufficiency of provision for pupils with SEN and review it annually (place planning)
Monitor the progress of children with SEN
Provide information, support, advice and guidance to parents of children with SEN including the provision of a statutory Parent Partnership Service and Mediation Service
Publish information about the local offer, i.e. what is expected to be available for children and young people with SEN 0-25
Make arrangements for the statutory assessment of pupils, where agreed, and maintain and review statements of SEN and/or EHC Plans

## Plan: Statutory Duties

<b><i>Schools and Governors must</i></b>
Have due regard to the statutory guidance within the current SEN Code of Practice when carrying out duties toward all pupils with SEN
Appoint a SENCO, who is a qualified teacher. The SENCO must hold the National Award for SEN Coordination within 3 years of appointment (unless they were in role prior to 2009)
Ensure that to the best of their endeavours, the necessary provision is made for any pupil who has SEN
Ensure that where the Headteacher or a nominated governor has been informed by the LA that a pupil has SEND, those needs are made known to all who are likely to teach or support that pupil
Ensure that teachers are aware of the importance of identifying and providing for pupils who have SEN
Ensure that a pupil with SEN and/or a disability joins in the activities of the school together with other pupils, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the pupils with whom they are educated and the efficient use of resources
Ensure that school notifies parents of a decision by the school that SEN provision is being made for their child
Report to parents on the implementation of the school's policy for pupils with SEN (SEN Information Report)
Prepare a SEN Information Report and publish annually on the school website. This report must cover certain areas identified in the CoP (6.79)
Establish a clear picture of the resources available to the school. They should consider their strategic approach to meeting SEN in the context of the <b>total resources available</b> , including those targeted at particular groups such as PP

## Plan: Statutory Duties

<b>Teachers should</b>
Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
Be accountable for pupils' attainment, progress and outcomes
Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
Adapt teaching to respond to the strengths and needs of all pupils
Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

## Plan Checklist

### These actions are essential when planning provision

#### Involve pupils:

- Do they recognise and share the concerns identified?
- What are their priorities and aims?
- What do they think will help them progress?

#### Involve parents/carers:

- Parents/carers **must** be formally notified when SEN support is put into place.
- Do they recognise and share the concerns identified?
- What are their priorities and aims?
- Share the schools plan to support progress.
- Consider how parents/carers can support progress at home.

#### Review current provision:

- Has the pupil accessed high quality teaching across the curriculum?
- Do all staff understand how to meet the needs of specific pupils?

#### Identify outcomes:

- There should be shorter targeted steps/outcomes (half-termly/termly) which should build towards long term outcomes (over a phase or KS). Where a pupil has an EHCP these long term outcomes will be included on the EHC plan. Provision should facilitate progress towards these outcomes.
- Have positive outcomes for social and personal development been included?
- How will the success of the provision/interventions be evaluated?
- Include outcomes that will support successful transition to the next phase of education, employment and independence.

#### Plan provision:

- Review the schools arrangements for SEN support. What provision is already available within the school that would meet this pupils needs?
- What new provision might need to be developed?
- What resources might need to be secured (staffing and equipment)?
- Are there any training needs for staff?
- Ensure all relevant staff are aware of the SEN support being provided.
- What is the expected impact of the provision?
- Have all of the recommended strategies from external agency reports been fully implemented?

#### Record:

- Use the schools preferred format for recording needs, outcomes and provision (i.e. school based My Plan, provision map).
- Set a date for a review (maximum of 12 weeks away).
- Ensure a copy is placed on the pupils SEN file and made available to the parents/carers and relevant staff.

#### Remember:

The class teacher **remains responsible** for working with the child on a daily basis. Where interventions are put in place by others, the **teacher should liaise closely**. The **SENCO** should offer support for planning and problem-solving.

## Plan: Checklist

For additional help with planning, including links to information on the web, explore **Further SEND Support** for needs within:

- [Communication and interaction](#)
- [Cognition and learning](#)
  - Lower KS2
  - Upper KS2
- [Social, emotional and mental health](#)
- [Sensory](#) and [Physical](#)

Each area is divided into 3 levels of provision:

- **Universal**
- **Targeted**
- **Specialist**

It is expected that in almost all cases, earlier levels of provision will have been effectively implemented and evaluated before higher levels of the graduated approach are considered.



## Plan: Communication and Interaction

### Universal Provision Checklist: Communication & interaction

Once desired outcomes have been set the universal provision checklist section should be used as a starting point. The checklist has been designed to be used as an audit tool for school practice, so that staff can check they are providing appropriate and purposeful support for pupils at universal level.

<b>Social development, interaction and play</b>	
Are important skills explicitly taught and rules of social interaction modelled?	
Is there a buddy/befriender system at break and lunchtimes?	
Do staff positively reinforce good behaviour with individualised motivators?	
Is positive redirection used to stop inappropriate behaviour?	
Are visual supports used to define areas and structure the day? E.g. visual timetable, drawers labelled with pictures in addition to words, language jigs, social stories, emotional thermometers	
Are opportunities provided to 'show and tell' using a framework as appropriate? E.g. circle time (Y3/4) taking part in a presentation (Y5/6)	
Are pupils given a specific role in group work to support their interaction with peers or alternative individual tasks available if group work is proving too difficult?	
Do staff understand and manage health and safety considerations? E.g. lack of awareness of danger – running away/off-site/using certain equipment	
<b>Attention and listening</b>	
Do staff use pupil's name and if appropriate physical prompts to gain attention?	
Are visual supports/noise such as a shaker used to gain class attention? E.g. 'Stop!' showing palm of hand and waiting for attention before speaking	
Are clear expectations of activities established with visual cues?	
Are specific activities implemented to encourage attention and listening skills?	
Do staff use specific positive reinforcement for good listening behaviour? E.g. 'Good sitting still' rather than 'Good boy', use visual supports to back up good listening e.g. widget symbols?	
Are teaching areas kept uncluttered?	
Is time spent on difficult activities reduced a time spent on the pupils curricular strengths increased?	
Is the pupil seated in the best place to reduce distraction?	
Are the pupil's special interest/obsessions incorporated to focus attention and increase motivation?	
Do staff check that information has been understood, by asking the pupil to explain what he has to do rather than repeating instructions?	
Is an appropriate level of language being used? Are short, simple sentences used?	
Is the opportunity to take turns provided to maintain pupil's interest?	

## Plan: Communication and Interaction

<b>Understanding language and communication</b>	
Are difficulties listening to and understanding instructions or stories anticipated and planned for?	
Do staff regularly monitor pupil's understanding by asking the pupil to show you or explain the instruction in their own words?	
Are visual supports provided for the pupil to indicate when they have/not understood e.g. traffic light system?	
Is the pupil encouraged to indicate when they haven't understood?	
Is additional processing time provided? i.e. give the pupil more time to respond	
Is the pupil able to respond, are alternatives offered? e.g. 'is it.. or...?'	
Are multi-sensory approaches to teaching new vocabulary and concepts used and are there opportunities for repetition and reinforcement?	
Is information given in small 'chunks', in clear concise language?	
Are explanations of expressions given? E.g. 'Up you hop', 'bright as a button'	
Are aspects of work related to pupil's direct experience whenever possible?	
Is the level of questioning differentiated to suit individual pupils? E.g. 'what/where' questions easier than 'when/why'	
Are pupils encouraged to use strategies to process information? E.g. silent rehearsal of instructions, identifying important words in the instruction	
Are key words emphasised using slight stress and/or appropriate non-verbal communication?	
Do staff avoid the use of sarcasm, ambiguities and idioms?	
<b>Expressive (spoken) language and communication</b>	
Is confidence built through specific praise and support given where needed? E.g. prompting with first word, encouragement to re-order idea, visual support	
Is language expanded? E.g. pupil says 'ball gone' adult says 'the ball's gone in the box'	
are talking partners used?	
is language modelled in social context? E.g. 'my turn...your turn..'	
is there a consistent approach to practice developmentally appropriate errors? E.g. endings such as 'walked', through reading, talking and at home	
<b>Intelligibility</b>	
Is language modelled back and the pupil's message responded to regardless of any mistakes with pronunciation? E.g. if pupil asks 'where's the dup (cup)?' responding 'the cup is here'	
Is specific praise used to build confidence? E.g. for successful pronunciation or good attempts	
Do staff encourage the pupil to use other means of communication?	

## Plan: Communication and Interaction

<b>Flexibility of thought</b>	
Is there advance warning and preparation for changes to routine and activity?	
Is the environment structured with clear routines and expectations and visual support and/or timetable? E.g. for entering the room, group work, snack time	
Are strategies implemented to enable pupils to manage time limited tasks, transitions and unexpected events? E.g. use of timers, additional time, surprise cards, first-next board	
Are choices reduced to provide positive options?	
Are there clear rules and routines in place for moving around the school?	
Is a clear start and finish indicated in tasks?	
Are finished examples of tasks provided?	
Do staff use the language of 'First, Then' and is this backed up with a visual?	
Are there clear routines for homework?	
Do staff cue pupils into instructions by calling the pupil's name first	
<b>Sensory processing</b>	
Do staff have knowledge of the pupil's sensory profile and possible triggers, including developing the pupil's self-awareness?	
Do staff anticipate impending sensory overload in order to intervene at an early stage, or allow the pupil to remove themselves from the situation?	
Have staff had discussion with pupil and parents about how sensory overload is managed?	
Do staff prepare the pupil for new or unusual sensory experiences?	
Are there systems in place to allow pupils to remove themselves when they are not coping? Are self-monitoring strategies implemented so that pupils can indicate to staff when they need to do this?	
Is the classroom environment adapted to reduce visual or auditory distraction if necessary?	
Are there opportunities for alternative forms of recording? E.g. using ICT	

The SEND Code of Practice (2015) states that where a child does not make sufficient progress through the usual approaches to teaching and learning, staff should decide on 'additional to' or 'different from' interventions.

If pupils are still attaining at a level significantly below age-related expectations and there is evidence of an increasing gap between them and their peers, despite universal provision being appropriate to their needs then please refer to Targeted Provision.

## Targeted Provision Bank

<b>Social development, interaction and play</b>
Explicit teaching of important skills and rules of social interaction, with modelling and use of key phrases, e.g. 'can I join in?'
Personalised social stories to support understanding and choices
Support for interpersonal problem-solving to promote assertiveness and negotiation e.g. categorising the relative importance of problems, visual supports to express feelings, comic strip conversations
Develop pupil's awareness of situation that may be difficult and encourage pupil to use appropriate strategies. Use of a 5-point scale to reinforce self-regulation
Encourage recognition of pupil's own emotions and those of others. Link physical feelings to emotions.
Social skills group or involvement in Lego therapy with baseline assessment
Promote interaction with pupil's peer group through the use of programmes such as 'Circle of friends'
Teach and model phrases about safety and help
Provide pupil with access to a buddy/peer support system
Teach pupils to understand the passing of time
<b>Attention and listening</b>
Barrier games
A clear, visual and consistent reward system to promote listening and attention
Reduced time spent on difficult activities and increased time spent on the pupil's curricular strengths
<b>Understanding language and communication</b>
Targeted comprehension groups e.g. Language for Thinking
Language link groups
Vocabulary teaching with phonological and semantic cues e.g. Widgit Symbols pre-teaching vocab
Colourful semantics e.g. colour coding to promote the understanding of meaning relationships in sentences
Concept development programme
<b>Expressive (spoken) language and communication</b>
Language link groups
Vocabulary teaching with phonological and semantic cues e.g. Widgit Symbols pre-teaching vocab
Colourful semantics e.g. colour coded prompt cards to extend the pupil's language, from word to phrase and phrase to sentence
Concept development programme
<b>Flexibility of thought</b>
Teach strategies to deal with stressful events and identify strategy if pupil needs to be withdrawn e.g. a selection of anxiety reducing activities
TEACCH approaches
Personalised social stories and comic strip conversations in order to develop understanding
Access to time out area or distraction free environment
Break tasks down into manageable steps with a clear start and finish by using task planners

## Plan: Communication and Interaction

that have been personalised for the pupil
Provide a visual prompt to support with organisational skills
Use a calm, firm and consistent approach to managing learning behaviour related to rewards that are motivating for the pupil
<b>Sensory processing</b>
Provide alternative acceptable items to meet pupil's sensory needs
Access to time out area or distraction free environment
Ball therapy programme
Fun Fit
Regular short sensory breaks
Designated space or carpet square for sitting on the carpet
Use of a sit and move cushion/writing slope/pencil grip where required
Keyboard skills are taught

Refer to <http://www.thecommunicationtrust.org.uk/whatworks> for more evidence based interventions

Refer to **Specialist Provision** for pupils with more complex difficulties or disabilities across several areas of development

### Specialist Provision Bank

<b>Communication and language</b>
Alternative means of recording work provided including ICT and/or scribe
Use of a Picture Exchange system
Other forms of communication/augmentative communication used frequently and consistently
Social language and the language of self-help is taught explicitly
<b>Social development, interaction and play</b>
Specific interest clubs
Personalised social stories to support understanding and choices
<b>Attention and listening</b>
Reduced time spent on difficult activities and increased time spent on the pupil's curricular strengths
<b>Flexibility of thought</b>
TEACCH work system
Individual work station
Individual visual timetable and support to use it
<b>Sensory processing</b>
Provide alternative acceptable items to meet pupil's sensory needs
Provide and appropriate calm space for time out
Enable access to sensory breaks or food breaks

## Universal Provision Checklist: Cognition & learning

Once desired outcomes have been set the universal provision checklist section should be used as a starting point. The checklist has been designed to be used as an audit tool for school practice, so that staff can check they are providing appropriate and purposeful support for pupils at universal level.

<b>Reading</b>	
Have hearing and vision been checked recently?	
Has the possibility of visual stress been investigated? Are coloured IWB backgrounds, gels, coloured paper, overlays, fonts used?	
Is quality first multisensory teaching in place?	
Is work effectively differentiated?	
Are the pupils strengths, hobbies and interests used to develop an interest in reading?	
Has a paired reading approach been utilised with more able readers? Have pupils been trained in the use of this methodology?	
Is there less emphasis on phonics and more on language/comprehension-based approaches to reading support?	
Is there explicit teaching and application of reading skills e.g. scanning for key information?	
<b>Phonics/spelling</b>	
Is quality first multisensory teaching in place?	
Are structured phonic programmes in place?	
Is there access to appropriate resources to support spelling e.g. ACE dictionary, spellcheckers	
<b>Recording</b>	
Are recording and spelling developed alongside and in partnership with reading?	
Are handwriting difficulties supported using appropriate resources e.g. writing slops, pen(cil) grips, penmanship paper, correct posture and pen-grip etc.?	
Are there repeated modelling/opportunities to practice handwriting i.e. rainbow writing, use of aids for spacing between words, opportunities to develop patience and stamina?	
Is the recording of ideas supported using e.g. drafts, writing frames, mind-maps, assistive technology, well-directed teaching assistants, able scribes etc.?	
Are alternative forms of recording used and being investigated e.g. laptop/iPad?	
Are multi-sensory resources and methods used to support the learning of spelling; use of word lists, spelling books, technical glossaries, root words, 'word-building', word families; develop knowledge of morphology and etymology; pre-teaching of important vocabulary?	
<b>Maths</b>	
Are 'hands-on' resources used e.g. number lines, objects, counters, Numicon, Cuisenaire rods?	
Is an understanding of maths facts reinforced using 'hands-on', diagrams models etc.	

## Plan: Cognition and Learning

Attitude/access to learning	
Is there explicit teaching of strategies to minimise the impact of limited working memory e.g. use of pen and paper for jotting ideas, memory games such as Kim's game or Pelmanism, strategy games such as Connect 4?	
Are visual timetables used, personalised if necessary, 'now and next' prompts, learning mats etc. to support organisation and independent learning?	
Is self-esteem supported?	
Do staff use pupil's name and establish eye contact before giving instructions?	
Are instructions clear and simple? Are longer instructions broken down and given one at a time?	
Are tasks clearly explained, modelled or scaffolded? Do staff check for understanding?	
Are opportunities provided for pupils to jot down key points/instructions?	
Is learning broken down into small steps, using a task planner?	
Is new learning linked with what the pupil already knows e.g. use of a mind map at the start of the lesson to review what the pupil already knows?	
Are pupils given appropriate processing time or opportunities to talk with a talk partner before answering a question?	
Are multiple examples of new concepts provided with examples taken from real life rather than talking in the abstract?	
Do marking policies celebrate the positive aspects of pupils work and how their work can be developed and improved?	
Is homework differentiated in order to present an equal level of challenge to all pupils?	
Is new or difficult vocabulary clarified, displayed and referred back to?	
Is there a visually supportive learning environment?	

The SEND Code of Practice (2015) states that where a child does not make sufficient progress through the usual approaches to teaching and learning, staff should decide on 'additional to' or 'different from' interventions.

If pupils are still attaining at a level significantly below age-related expectations and there is evidence of an increasing gap between them and their peers, despite universal provision being appropriate to their needs then please refer to Targeted Provision.

## Targeted Provision Bank

<b>Reading</b>
Develop sight vocabulary using e.g. Precision teaching to facilitate access to text
Use of structured reading programmes e.g. Rapid Reading, Letters and Sounds, Wellington Square, Project X Code etc.
Use of well-founded evidence based interventions
Use of boxes font
Use of ICT resources to support reading and writing e.g. Read Write Gold
<b>Phonics/spelling</b>
Use of well-founded evidence based interventions
Use of structured phonic programmes based on multi-sensory approach e.g. Units of Sound, Toe by Toe, Phonographix, Lexia/Lexion
<b>Recording</b>
Use of ICT resources to support reading and writing e.g. Read Write Gold
Use of voice recognition software to support recording e.g. Dragon Dictate
Frequent use of touch typing programmes
<b>Maths</b>
Use of well-founded evidence based interventions such as Counting to Calculating
<b>Attitude / access to learning</b>
Mentor time
Pre-teaching key concepts

Refer to <http://www.interventionsforliteracy.org.uk> & <http://www.educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit> for more evidence based interventions

Refer to **Specialist Provision** for pupils with more complex difficulties or disabilities across several areas of development



## Specialist Provision Bank

<b>Reading</b>
Structured individual teaching using specific reading programme e.g. Reading Recovery, Every Child a Reader (ECAR)
Precision teaching for literacy
Inference Training
Fischer Family Trust Wave 3 literacy support
<b>Phonics/spelling</b>
Personalised learning programmes based on multi-sensory principles with frequent overlearning e.g. Accelerated/Accelewrite
Phonics Counts
<b>Recording</b>
Access arrangements for tests and exams
<b>Maths</b>
Structured individual teaching focused on specific numeracy skills e.g. Every Child Counts (ECC)
Precision teaching for numeracy
<b>Attitude / access to learning</b>
Reduced time spent on difficult activities and increased time spent on the pupil's curricular strengths
Individual mentoring

## Universal Provision Checklist: Social, emotional & mental health

Once desired outcomes have been set the universal provision checklist section should be used as a starting point. The checklist has been designed to be used as an audit tool for school practice, so that staff can check they are providing appropriate and purposeful support for pupils at universal level.

Social development	
Are specific strategies used to teach social understanding e.g. social stories, work schedules, emotional thermometers?	
Are appropriate and individualised programmes/interventions used to teach and develop social interaction skills e.g. SEAL?	
Are anger management techniques taught and implementation supported?	
Are rules reinforced using visual prompts where helpful?	
Has baseline screening of needs been completed e.g. THRIVE screening or Strengths and difficulties questionnaire?	
Are there structured routine and clear guidelines in place?	
Is there a clear whole school behaviour policy?	
Does the school have a consistent approach when using rewards and sanctions?	
Is there a range of opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time?	
Do all pupils have access to adult <i>led</i> peer mediation?	
Are seating plans utilised effectively?	
Are positive intervention strategies in place?	
Do staff adopt a flexible approach to a range of different behaviours?	
Do staff use time-out systems appropriately and effectively?	
Do staff use choice and motivation to promote desired behaviour?	
Is there a supportive peer system in place?	
Is there clear communication with parents/carers?	

## Plan: Social, emotional and mental health

Emotional development and mental health	
Is appropriate alternative provision provided at trigger points?	
Are positive behaviour management techniques consistently used across the school e.g. emphasising the 5R's ( <i>relationships, rights, responsibilities, rules and routines</i> ), using the language of choice, broken record technique, volume matching and emphasising the positive?	
Do staff implement a meaningful system of rewards and sanctions?	
Are parents/carers actively involved, with access to a parent support advisor?	
Is a buddy /peer support/play leader system in place at break and lunch times?	
Have appropriate anger management techniques been taught and is their implementation supported?	
Are time out systems in place within the classroom and are they used effectively?	
Is THRIVE whole class screening used to identify and plan to meet group developmental needs?	
Are self-regulation techniques taught and is their implementation supported e.g. calming strategies?	

The SEND Code of Practice (2015) states that where a child does not make sufficient progress through the usual approaches to teaching and learning, staff should decide on 'additional to' or 'different from' interventions.

If pupils are still attaining at a level significantly below age-related expectations and there is evidence of an increasing gap between them and their peers, despite universal provision being appropriate to their needs then please refer to Targeted Provision.

## Targeted Provision Bank

<b>Social development</b>
Small, carefully thought-out group settings or individualised working
Use of learning mentors/key workers or equivalent
SEAL small group work
Behaviour Care plan for pupils who may need physical intervention
Thrive/Boxall/ or equivalent individual assessment and action plans
Social skills group
Forest school
Social skills through art/cooking
Life skills
Social stories
Access to pupil directed and/or adult directed play
Lunchtime programmes/play leaders etc.
<b>Emotional development and mental health</b>
Programmes for managing and controlling behaviour
Enhanced personal, social and health education programmes
Anger-management programmes
Thrive/Boxall/ or equivalent individual assessment and action plans
Use of appropriate and individualised programmes/interventions to teach and develop social interaction skills e.g. circle of friends
Use of specific strategies to teach social understanding e.g. language jigs, social stories, work schedules, emotional thermometers
Teaching of self-regulation techniques and support for implementation
Small, carefully thought-out group settings or individualised working
Use of learning mentors/key workers or equivalent
Calming strategies, access to a safe space/place
Access to regular, frequent small group support in a private room to calm down at identified key trigger times and when required e.g. sensory activities, listening to music, relaxation exercises
Counselling and mentoring
Orientation by key adult to prepare for a session/change and/or debrief after a session/change

Refer to **Specialist Provision** for pupils with more complex difficulties or disabilities across several areas of development

## Specialist Provision Bank

<b>Social development</b>
Personalised curriculum and structured activities
Identified key adult
Regular involvement of external agencies to support and monitor
Emphasis on social emotional learning
Modification of the social environment to avoid triggers and reduce stress
Lunchtime programmes
<b>Emotional development and mental health</b>
Care plan regularly reviewed with pupil and parent
Regularly reviewed targets and/or Thrive action plan
Emphasis on social emotional learning
Regular involvement of external agencies to support and monitor progress
Personalised curriculum and possibly timetable
Daily support to meet and greet and/or teach appropriate behaviours
Identified key adult(s)
Daily mentoring with supportive adult, focus of which depends on the pupils identified needs e.g. to explore feelings of anger/worry
Increased parent/carer involvement through more frequent review meetings, planning interventions to be carried out at home and school
Complete and evaluate a series of regular observations of displayed behaviour e.g. using schedules such as Antecedent, Behaviour, Consequence (ABC) diaries to look for patterns and triggers, taking into account environmental factors such as time of day, lesson, staff, peers, classroom etc.
Access to regular, frequent small group support in a private room to calm down at identified key trigger times and when required e.g. sensory activities, listening to music, relaxation exercises
Nurture group approach monitored and evaluated i.e. through use of Boxall Profile
Reduced/alternative timetable with multi-agency agreement and a clear and focused plan in place
The use of alternative or off-site provision

*N.B. Programmes developed and techniques used may require training on a formal or informal basis from external agencies e.g. Thrive, Incredible years, Dino school, SEAL, MISP, Circle of Friends etc.*

## Universal Provision Checklist: Sensory Needs

Once desired outcomes have been set the universal provision checklist section should be used as a starting point. The checklist has been designed to be used as an audit tool for school practice, so that staff can check they are providing appropriate and purposeful support for pupils at universal level.

Visual Impairment	
Are pupils seated in the optimum position to be able to see the board and focus of the lesson clearly?	
Are pupils seated at the front of the class with their back to the windows?	
Do staff present work in a large bold format which is simple and uncluttered – good contrast?	
Do staff say the pupils name before talking to them? Do staff remember that pupils with VI are unlikely to follow non-verbal communication	
Are pupils given extra time to complete tasks and 'downtime' to reduce the effects of visual fatigue?	
Do staff regularly check understanding by eliciting information, rather than yes/no responses or repetition of information? Do staff realise 80% of learning is visual and so they can't assume that pupils with VI have all the concepts in place?	
Is background noise kept to a minimum?	
Is the classroom and learning environment clearly organised?	
Does the classroom have appropriate lighting?	
Do staff ensure that there is minimum glare in the IWB by turning off overhead lighting, pulling blinds or changing the background colour on the board?	
Are pupils given large print resources which have good quality print and/or photocopying?	
Is the pupil fully included in break and lunch time activities?	
Is the pupil included in all areas of the curriculum?	
Do staff anticipate the pupils differing needs in advance of learning opportunities and/or homework?	

## Plan: Sensory Needs

<b>Hearing impairment</b>	
Are staff aware if the pupil has hearing aids and do they know when they are not working?	
Is the background noise reduced to improve the acoustic environment?	
Are pupils positioned so that they can access lip reading or subtitles on audio visual material? Or given a written summary of the lesson?	
Are pupils given preferential seating and position in terms of access to the board and teacher?	
Is the classroom and learning environment clearly organised with minimal distractions?	
Is the pupil fully included in break and lunch time activities?	
Is the pupil included in all areas of the curriculum?	
Do pupils have opportunities to develop note taking skills/touch typing skills, if appropriate?	
Does the pupil have access to a key worker (for note taking) or notes provided before the lesson?	
Do staff display key vocab for the lesson/topic?	
Are staff providing a live speaker for MfL and other taped activities/audio lessons?	
Are staff providing appropriate access arrangements for tests and exams?	
Do staff provide differentiation of work activities using plain English?	
Are staff turning off overhead projectors when not in use?	
Are staff identifying pupil's contributions to lessons and repeating these?	
Are staff standing still when teaching, facing the pupil and not the board?	
Are staff using a visual approach to phonics?	
Are pupils in a quiet environment for group work?	
Are pupils allowed to position themselves correctly in lessons?	
Do children have opportunities to meet and socialise with deaf peers to develop a positive deaf identity?	
Are staff providing a visual approach to reading?	
Do staff anticipate the pupils differing access needs in advance of learning opportunities and/or homework?	
<b>Multi-sensory impairment</b>	
Have the above strategies and provision for VI and HI been considered?	
Is the pupil able to communicate their needs, wants and ideas?	
Has the impact of the combined sensory loss been taken into account?	
Has a coordinated approach been implemented to meet the pupil's needs?	

The SEND Code of Practice (2015) states that where a child does not make sufficient progress through the usual approaches to teaching and learning, staff should decide on 'additional to' or 'different from' interventions.

If pupils are still attaining at a level significantly below age-related expectations and there is evidence of an increasing gap between them and their peers, despite universal provision being appropriate to their needs then please refer to Targeted Provision

## Targeted Provision Bank

<b>Visual Impairment</b>
Pupil has timely access to appropriate modified resources
Staff have had appropriate training to meet pupil's specific needs
Pupil has appropriate access arrangements for tests and exams
Pupil's specific social and emotional needs are being met
Pupil has access to appropriate support during lessons
Pupil has support to promote age appropriate independence
Pupil has opportunity to develop self-advocacy skills
Pupil has access to an appropriate VI specific curriculum e.g. touch typing
Pupil has opportunity to develop touch typing skills
Pupil has opportunity to develop low vision aid skills e.g. access to board, magnifiers
<b>Hearing Impairment</b>
Staff provide subtitles with audio visual resources
Pupil has timely access to appropriate vocabulary both pre and post teaching
Advice from Advisory teachers of alternative approaches to communication is implemented
Staff have had appropriate training to meet pupil's specific needs
Staff are aware of the equipment that needs to be used e.g. radio aids, soundfield, cochlear implants
Where a pupil has a soundfield system staff make consistent use of the hand held soundfield mikes
Staff are aware of how to check the equipment's working and troubleshoot any problems
Advice from Advisory teachers on visual support approaches for literacy and acquisition of language is fully implemented
The pupil has access to a specialist Speech and language therapist, recommendations are fully implemented
appropriate access arrangements are made for tests and exams
Pupils specific social and emotional needs are met
Pupil has access to appropriate support during lessons
Pupil has support to promote age appropriate independence
Pupil has opportunity to develop self-advocacy skills
Pupil has access to an appropriate HI specific curriculum
Pupil has opportunity to develop touch typing skills
<b>Multi-sensory impairment</b>
Have the above strategies and provision for VI and HI been considered?
Has the impact of the combined sensory loss been taken into account?
All sensory channels (vision, hearing, touch) have been planned for in accessing the curriculum
The pupil has access to a specialist MSI curriculum, or elements of a specialist MSI curriculum

Refer to **Specialist Provision** for pupils with more complex difficulties or disabilities across several areas of development



## Specialist Provision Bank

<b>Visual Impairment</b>
Alternative means of reading and recording work are provided including Braille and touch typing
Access arrangements are in place for tests and exams – Braille/modified/large print
<b>Hearing Impairment</b>
Alternative means of communicating are used e.g. British Sign Language and/or Cued Speech
Access arrangements are in place for tests and exams
Pupil has access to sign supported English
Pupil has access to Deaf inclusion worker (DIW) /deaf role model
Pupil has access to a sensory based curriculum
Pupil has a specialist TA/DIW to access the curriculum, check technology and provide pre and post teaching
<b>Multi-sensory impairment</b>
Augmentative access to communication has been accessed
Pupil has access to 1:1 human contact from an adult trained and experienced in working with multi-sensory impaired learners enabling them to access information, communication, orientation and mobility
Pupil has access to a specialist MSI curriculum for all or elements of their learning

## Universal Provision Checklist: Physical Needs

Once desired outcomes have been set the universal provision checklist section should be used as a starting point. The checklist has been designed to be used as an audit tool for school practice, so that staff can check they are providing appropriate and purposeful support for pupils at universal level.

<b>Fine motor skills development</b>	
Is the pupil seated in their optimum position or working e.g. feet flat, bottom back in the chair, table at elbow height and face on to their work?	
Have pre-writing skills been achieved prior to introducing formal handwriting? ( <i>see assessment indicators for details</i> )	
Are tasks adapted depending on the learning objective?	
Is more time allowed to complete the learning activity?	
Purpose of the lesson is considered and shared/joint recording is allowed unless essential to the learning focus of the lesson	
<b>Gross motor development</b>	
Are tasks adapted/ modified depending on the learning objective?	
Do staff consider the position of key equipment and the pupil in the classroom to reduce mobility but aid independence?	
Is the frequency of mobility around the classroom/school reduced?	
Is accessibility of the environment increased by ensuring the classroom is clutter free?	
Is the pupil able to sit on a seat rather than the floor?	
Is personal autonomy encouraged?	
Do staff target the development of independence?	
Do staff allow more time for movement or an activity for whole group or create more time for some pupils by providing extension activities for others?	
<b>Sensory processing</b>	
Are tasks adapted to meet pupil's needs?	
Do staff consider the positioning of a pupil at desk, on the carpet, in the changing room?	
Do staff provide opportunities for the additional practice of new skills?	
Are prompt lists/learning mats for tasks used?	
Are pre-prepared diagram/maps/graphs used for pupils to add information/interpret?	
Are pre-written question sheets provided? Or are numbers used to prevent the pupil from having to copy out questions before answering?	
Are parents encouraged to target the same skills at home?	

## Plan: Sensory Needs

Social and emotional development	
Are rest breaks provided during the day?	
Are opportunities provided for homework to be done during the school day?	
Are inclusive and accessible games/activities provided on the playground at break and lunchtimes?	
Do staff plan school trips and extracurricular activities so they are inclusive and accessible without the need for a parent to accompany the pupil?	

The SEND Code of Practice (2015) states that where a child does not make sufficient progress through the usual approaches to teaching and learning, staff should decide on 'additional to' or 'different from' interventions.

If pupils are still attaining at a level significantly below age-related expectations and there is evidence of an increasing gap between them and their peers, despite universal provision being appropriate to their needs then please refer to Targeted Provision.

## Targeted Provision Bank

<b>Fine motor skills development</b>
Use fine motor workouts and other activities with whole class and on an individual basis
Complete 'Write from the Start' activities daily
Use alternative equipment e.g. different scissors, writing slope, Dycem, pencil grips, different pen/pencil
Use alternative methods of recording e.g. scribe, highlighting pre-produced notes, pre-produced worksheets which require minimal amounts of writing, IT (laptop, tablet)
Advice from advisory teachers is fully implemented and use of recommended resources made
Adult assistance with some of the tasks is provided, always ensuring the learning objective is still met by the pupil
Typing skills are developed using resources such as BBC Dance Mat typing, Text Type from Doorway Online
<b>Gross motor development</b>
Use of Fun Fit groups
Use alternative equipment e.g. punch ball balloons or light balls in PE
Advice on alternative equipment and resources from OT/Physio/Advisory teachers is sought and recommendations implemented
<b>Social and emotional development</b>
Provide specific input for development of age appropriate social skills e.g. Thrive, SEAL, Emotional Logic

Refer to <http://www.babcock-education.co.uk/ldp/physicaldifficulties> &

<http://www.babcock-education.co.uk/ldp/ictsen> for more resources and interventions

Refer to **Specialist Provision** for pupils with more complex difficulties or disabilities across several areas of development

## Specialist Provision Bank

<b>Fine motor skills development</b>
Alternative means of recording work is provided including ICT and/or a scribe
Access arrangements are in place for tests and exams
Practical assistant for all episodes of learning which require it
<b>Gross motor development</b>
Physio/Occupational therapy programmes implemented on recommended or daily basis
Risk assessment of handling requirements is in place
Staff are trained in 'Moving and handling' of children and young people with physical difficulties
'Moving and handling' plan is in place
Personal Emergency Evacuation Plan is in place (PEEP), and staff are confident in its use

## Checklist: Medical Needs

The checklist has been designed to be used as an audit tool so that staff can check they are providing appropriate and purposeful support for pupils within this area of need.

Plans	
Has a risk assessment of the pupil's needs in school been completed to identify actions required?	
Where a pupil needs support or assistance with toileting, has an individual Personal Care Plan been put in place and agreed with the child/young person, parents and school?	
Where a pupil needs additional assistance with a specific area of healthcare, which is not already covered by existing policy, is an individual Healthcare Plan in place?	
Adaptations	
Have specific times for the pupil to have rest breaks during the school day been identified?	
Has an individual timetable for the pupil been developed which allows them to do 'homework' in school as they may be too tired to complete at home?	
Has a plan been drawn up to encourage the pupil to start learning about pacing themselves and conserving energy?	
Is there an agreed scale that everyone is using to help the pupil identify their pain/fatigue levels?	
Are regular opportunities provided to review the impact of activities with a member of staff?	
Is social and emotional support provided either as part of a group or individually?	
Has the frequency of any intervention been discussed to try and minimise the amount of time spent out of the classroom?	
Adaptations	
Have sufficient staff been trained to ensure there is always one trained member of staff available to carry out the care identified in the Healthcare Plan?	
Has the School Nurse been consulted on specific training to meet identified healthcare needs?	

## Further SEND Support

This section provides links to websites, documents, reports or books that provide user reviews, research, or guidance on the efficacy of commercial programmes and resourcing.

### General

#### Special Educational Needs and Disabilities Code of Practice: 0 to 25 years (Jan 2015)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

#### DfE SEN Pages

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

#### SEN Policy Research Forum

[www.sen-policyforum.org.uk](http://www.sen-policyforum.org.uk)

#### The Sutton Trust – EEF Teaching and Learning Toolkit

[www.educationendowmentfoundation.org.uk/toolkit](http://www.educationendowmentfoundation.org.uk/toolkit)

An accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils. The Toolkit covers various topics, each summarised in terms of their average impact on attainment, strength of evidence supporting them and their cost.

#### The Inclusion Development Programme

[www.idponline.org.uk](http://www.idponline.org.uk)

Useful bank of strategies to meet high incidence SEN, many free downloadable resources and video clips. Useful for staff CPD and training

#### DfE Resources

[www.gov.uk/government/publications/teaching-pupils-with-special-educational-needs-and-disabilities-send/training-modules-and-resources-for-teaching-send-pupils](http://www.gov.uk/government/publications/teaching-pupils-with-special-educational-needs-and-disabilities-send/training-modules-and-resources-for-teaching-send-pupils)

Teacher **advanced** training materials for autism, dyslexia, speech, language and communication, emotional, social and mental health needs, moderate learning difficulties

#### NASEN's SEND Gateway

[www.sendgateway.org.uk](http://www.sendgateway.org.uk)

Provides a range of free online resources to help teachers and other education professionals meet and identify the needs of children and young people with SEND.

#### Centre for Studies on Inclusion

[www.csie.org.uk](http://www.csie.org.uk)

#### World of Inclusion

[www.worldofinclusion.com](http://www.worldofinclusion.com)

#### Council for Disabled Children

Supporting children and young people with SEND by influencing Government policy, working with local agencies to translate policy into practice and produce guidance and training

[www.councilfordisabledchildren.org.uk](http://www.councilfordisabledchildren.org.uk)

#### Contact a Family

Information on most types of disabilities

[www.cafamily.org.uk](http://www.cafamily.org.uk)

#### Babcock LDP

<https://www.babcock-education.co.uk/ldp/send>

## Plan: Further Support

*Specialist support, teaching and advice to schools, settings, parents and professionals for children and young people with SEND. Promoting inclusion, developing strategies for access to the curriculum and independent learning.*

<https://www.babcock-education.co.uk/ldp/sen>

*SEND Strategic support providing advice, guidance and resources for developing robust systems and processes for SEND provision. Supporting effective SEND Leadership, preparation for **Ofsted**, SEND funding, statutory compliance and evidencing good progress*

**Virgin Care**

[www.devon.integratedchildrensservices.co.uk](http://www.devon.integratedchildrensservices.co.uk)

*Enquiries, advice and requests for access to services for the following services;*

- *Children and Young People's mental health services (CAMHs)*
- *Speech and Language therapy (SLT)*
- *Occupational Therapy (OT)*
- *Autism Spectrum Condition (ASC)*
- *Rehabilitation officers for Visually Impaired Children (ROVIC)*
- *Children's learning disability nursing team*
- *Specialist children's assessment centres (under 5's)*
- *Social Care for children with additional needs – this service is provided by DCC. The Single Point of Access for Integrated Children's Services is processing referrals.*

**Devon SEND support for schools**

<https://new.devon.gov.uk/supportforschools/services-and-contacts/send>

*LA website detailing relevant information, advice and guidance documents for planning provision and supporting children and young people with SEND.*

**Devon Information and Advice Service**

[www.devonias.org.uk](http://www.devonias.org.uk)

*Offer legally based and easily accessible impartial information and advice, to support children and young people aged 0 – 25 years, with SEND and their parents and carers.*

*Johnson, H; Carroll, J & Bradley L (2017) **SEN Support: a survey of schools and colleges**. London: Department for Education*

*Carroll, J., et al. (2017) **SEN Support: a rapid evidence assessment**. London: Department for Education*

*Skipp, A & Hopwood, V. (2017) **SEN Support: studies from schools and colleges**. London: Department for Education*

*Ofsted and CQC (Oct 2017) **Local Area SEND Inspections: One year on***



## Communication & Interaction

### DfE

[www.gov.uk/government/publications/what-works-interventions-for-children-and-young-people-with-speech-language-and-communication-needs](http://www.gov.uk/government/publications/what-works-interventions-for-children-and-young-people-with-speech-language-and-communication-needs)

*The Better Research Programme reviews interventions for children and young people with speech and language and communication needs*

### I-CAN

[www.ican.org.uk/evidence](http://www.ican.org.uk/evidence)

*Accessible research papers on a range of issues affecting children and young people with speech, language and communication needs in education*

### The Communication Trust

[www.thecommunicationtrust.org.uk/whatworks](http://www.thecommunicationtrust.org.uk/whatworks)

*Evidence based interventions for communication and interaction needs*

### The Autism Education Trust

[www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)

*Provides training, resources and AET standards, competency framework and progression framework. Majority of materials are free to download and supported by **DfE** and **Ofsted***

### AAC Knowledge

[www.aacknowledge.org.uk](http://www.aacknowledge.org.uk)

*Brings together information and research evidence on augmentative and alternative communication (AAC) in one place. Provides different ways of finding out more about AAC. Funded by **National Lottery- Big Lottery Fund***

**The American Speech-Language-Hearing Association (ASHA)** *Compendium of EBP Guidelines and systematic reviews*

[www.asha.org](http://www.asha.org)

### SpeechBITE™

[www.speechbite.com](http://www.speechbite.com)

*Database providing open access to a catalogue of Best Interventions and Treatment efficacy across the scope of speech pathology practice.*

### The RALLI campaign

[www.youtube.com/rallicampaign](http://www.youtube.com/rallicampaign)

*Created to raise awareness of Language Learning Impairment (RALLI) and includes videos that explain what a language impairment is, the impact it can have and how to get help*

### National Autistic Society

[www.autism.org.uk](http://www.autism.org.uk)

### Ambitious about Autism

[www.ambitiousaboutautism.org.uk](http://www.ambitiousaboutautism.org.uk)

### The British Stammering Association

[www.stammeringineducation.net](http://www.stammeringineducation.net)

### Dyspraxia Foundation

[www.dyspraxiafoundation.org.uk/groups/speech-language](http://www.dyspraxiafoundation.org.uk/groups/speech-language)

### Afasic

[www.afasic.org.uk/professionals](http://www.afasic.org.uk/professionals)

### Picture Exchange Communication System

[www.pecs.org.uk](http://www.pecs.org.uk)

### Babcock LDP Communication and Interaction Support Team

<http://www.babcock-education.co.uk/ldp/send>

## Plan: Further Support

**Cognition & learning****DfE Resources**

[www.gov.uk/government/publications/teaching-pupils-with-special-educational-needs-and-disabilities-send/training-modules-and-resources-for-teaching-send-pupils](http://www.gov.uk/government/publications/teaching-pupils-with-special-educational-needs-and-disabilities-send/training-modules-and-resources-for-teaching-send-pupils)

*Teacher training materials for learners with severe, profound and complex learning difficulties*

**Interventions for Literacy**

[www.interventionsforliteracy.org.uk/interventions](http://www.interventionsforliteracy.org.uk/interventions)

*Provides a summary of research for evidence-based interventions for literacy. Search by age group and by area of need*

**Maths**

*Every Child Counts*

<https://everychildcounts.edgehill.ac.uk/>

*National Numeracy Trust*

[www.nationalnumeracy.org.uk](http://www.nationalnumeracy.org.uk)

*National Centre for Excellence in Maths*

[www.ncetm.org.uk](http://www.ncetm.org.uk)

**Down Syndrome Education International**

*DSE works to improve early intervention and education for children and young people with Down Syndrome*

[www.dseinternational.org/en-gb/](http://www.dseinternational.org/en-gb/)

**Babcock LDP Primary Maths Team**

[www.babcock-education.co.uk/ldp/primarymaths](http://www.babcock-education.co.uk/ldp/primarymaths)

*fb: [www.facebook.com/babcockldpprimarymaths](https://www.facebook.com/babcockldpprimarymaths)*

*Twitter: @BabcockLDPmaths*

**Babcock LDP Primary Literacy Team**

[www.babcock-education.co.uk/ldp/primaryliteracy](http://www.babcock-education.co.uk/ldp/primaryliteracy)

*fb: [www.facebook.com/babcockldpprimaryliteracy](https://www.facebook.com/babcockldpprimaryliteracy)*

*Twitter: @BabcockLDPliteracy*

**Advanced Training**

[www.advanced-training.org.uk](http://www.advanced-training.org.uk)

*Training for experienced practitioners and for more complex needs pupils*

**The Dyslexia-SpLD Trust**

[www.framework.thedyslexia-spldtrust.org.uk](http://www.framework.thedyslexia-spldtrust.org.uk)

**Dyscalculia and Dyslexia Interest Group**

[www.lboro.ac.uk/departments/mec/activities/maths-statistics-support/thedyscalculiaanddyslexiainterestgroup/](http://www.lboro.ac.uk/departments/mec/activities/maths-statistics-support/thedyscalculiaanddyslexiainterestgroup/)

**Optimus Education**

[www.optimus-education.com/how-develop-outstanding-provision-pupils-mld](http://www.optimus-education.com/how-develop-outstanding-provision-pupils-mld)

**Learning Works**

[www.learning-works.org.uk/free-downloads/national-dyscalculia-and-mld-conference-newsletters-presentations](http://www.learning-works.org.uk/free-downloads/national-dyscalculia-and-mld-conference-newsletters-presentations)

## Plan: Further Support

<p><b>DfE</b> Advice on identifying children and young people with mental health difficulties and planning appropriate provision. Reviews several approaches and links to further helpful organisations <a href="http://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2">www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2</a></p>
<p><b>MindEd</b> Part of the MindEd programme, the National Collaborating Centre for Mental health (NCCMH) was commissioned to carry out the UK's first comprehensive systematic review of e-mediated therapies and computer-based applications for the prevention and treatment of mental health problems, and substance misuse in children and young people. <a href="http://www.minded.org.uk/">www.minded.org.uk/</a></p>
<p><b>Young Minds</b> Provides advice and information on programmes to support positive mental health and emotional wellbeing in young children <a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a></p>
<p><b>Emotional Literacy Support Assistant (ELSA) Network</b> National and local information about the ELSA programme and how it supports children and young people with temporary or longer term emotional needs <a href="http://www.elsanetwork.org">www.elsanetwork.org</a></p>
<p><b>Nurture Group Network</b> Information and guidance on the development of nurture groups to support children and young people with social, emotional and mental health needs <a href="http://www.nurturegroups.org">www.nurturegroups.org</a></p>
<p><b>Early Help 4 Mental Health (EH4MH)</b> Early Help for Mental Health (EH4MH) service is delivered by three organisations, Young Devon, Kooth, and Virgin care working together to support school staff, children, young people and their families with emotional wellbeing and mental health needs. Advice and guidance for young people and their families, training and advice for school staff. <a href="http://www.youngdevon.org/parents/mentalhealth">www.youngdevon.org/parents/mentalhealth</a></p>
<p><b>Kooth</b> Award-winning online supports for young people to help them better understand mental health. Online counselling and supervised chat rooms. Useful articles, further contact details and easy referral processes. <a href="http://www.kooth.com">www.kooth.com</a></p>
<p><b>Youth in Mind</b> Strengths and Difficulties questionnaire which can be used to support identification of social and emotional needs <a href="http://www.sdqinfo.com">www.sdqinfo.com</a></p>
<p><b>PSHE Association</b> <a href="http://www.pshe-association.org.uk/default.aspx">www.pshe-association.org.uk/default.aspx</a></p>
<p><b>Babcock LDP Social, Emotional and Mental Health Needs support team</b> <a href="http://www.babcock-education.co.uk/ldp/send">http://www.babcock-education.co.uk/ldp/send</a></p>
<p><b>Primary Support Partnerships (Devon)</b> Collaboration of Devon primary schools designed to support the development of good practice in meeting SEMH needs. Details of school based provision. <a href="mailto:Marc.kastner@devon.gov.uk">Marc.kastner@devon.gov.uk</a> <a href="mailto:Anthony.boulton@babcockinternational.com">Anthony.boulton@babcockinternational.com</a></p>
<p><b>Local Area Partnerships (Devon)</b></p>

## Plan: Further Support

*Collaboration of Devon secondary schools designed to support the development of good practice in meeting SEMH needs. Details of school based provision.*

[Marc.kastner@devon.gov.uk](mailto:Marc.kastner@devon.gov.uk)

[Anthony.boulton@babcockinternational.com](mailto:Anthony.boulton@babcockinternational.com)

Boxall, M & Lucas, S (2010) **Nurture Groups in School: Principles and Practice. 2<sup>nd</sup> Edition.** London, Thousand Oaks, New Delhi: SAGE publications.

Bennathan, M & Boxall, M (2000). **Effective Intervention in Primary Schools: Nurture Groups (Second Edition).** David Fulton. ISBN 1-85346-706-5

Collins, C (2002) **Because I'm Special; A Take-home programme to enhance self-esteem in children aged 6-9.** Lucky Duck Publishing. ISBN 1-873942-54-0

Fauper, A; Herrick, E & Sharp, P (1998) **Anger Management: A Practical Guide.** David Fulton ISBN 1-85346-562-3

Shapiro, L.E (2004) **101 Ways to Teach Children Social Skills: A ready to use, reproducible activity book.** The Guidance Group. ISBN 978-1-56688-725-0

Stringer, B & Hall, M (1999) **A Solution Focussed Approach to Anger Management with Children: A group work manual for practitioners.** The Questions Publishing Company Limited. Birmingham. ISBN 1-89814-993-3

## Plan: Further Support

**Sensory needs****RNIB**

[www.rnib.org.uk/services-we-offer-advice-professionals-education-professionals/education-resources](http://www.rnib.org.uk/services-we-offer-advice-professionals-education-professionals/education-resources)

*Links to useful resources and a document listing teacher-reviewed resources for blind and partially-sighted learners*

**Book Share (Previously Load2Learn)**

[www.bookshare.org](http://www.bookshare.org)

*Accessible online library for people with print disabilities. Useful for a range of needs*

**NDCS**

[www.ndcs.org.uk](http://www.ndcs.org.uk)

*Reviews technology including Apps which may be useful for children and young people with a hearing impairment*

**Babcock LDP Visual Impairment Support Team**

<http://www.babcock-education.co.uk/ldp/send>

[www.youtube.com/user/babcockldpvi](https://www.youtube.com/user/babcockldpvi)

**Babcock LDP Deaf and Hearing Impairment Support Team**

<http://www.babcock-education.co.uk/ldp/send>

**Physical needs****CALL Scotland**

[www.callscotland.org.uk/downloads/posters-and-leaflets/supporting-writing-difficulties](http://www.callscotland.org.uk/downloads/posters-and-leaflets/supporting-writing-difficulties)

*Useful information sheets and webinars on using ICT to overcome barriers to learning. Very useful poster "Supporting Writing Difficulties"*

**Communication Matters**

[www.communicationmatters.org.uk](http://www.communicationmatters.org.uk)

*Aim to increase understanding, awareness and knowledge of needs of children and young people with complex communication needs*

**Abilitynet**

[www.abilitynet.org.uk](http://www.abilitynet.org.uk)

*Adapting technology. Resources, information and webinars*

**Inclusive Technology**

[www.inclusive.co.uk](http://www.inclusive.co.uk)

*Supplier of hardware equipment and software that helps learners with SEND use a computer, communicate and learn*

**Widgit Software**

[www.widgit.com](http://www.widgit.com)

*Supporting fair and equal access to information*

**Crick Software**

[www.cricksoft.com/uk/products/clicker/home.aspx](http://www.cricksoft.com/uk/products/clicker/home.aspx)

*Literacy without limits! Clicker is a child-friendly tool that enables learners of all abilities to*

## Plan: Further Support

<i>significantly develop their literacy skills</i>
<b>SEN/ICT Directory</b> <a href="http://www.senict.com">www.senict.com</a> <i>Directory of resources</i>
<b>Whizz Kids</b> <a href="http://www.whizz-kidz.org.uk">www.whizz-kidz.org.uk</a> <i>Provider of mobility equipment, support and life skills for learners with disabilities</i>
<b>Wheelpower</b> <a href="http://www.wheelpower.org.uk">www.wheelpower.org.uk</a> <i>Providing sporting opportunities for children and young people with disabilities</i>
<b>Hemi-Help</b> <a href="http://www.hemihelp.org.uk">www.hemihelp.org.uk</a> <i>Providing support and information for children and young people with hemiplegia and their families</i>
<b>Cerebra</b> <a href="http://www.cerebra.org.uk">www.cerebra.org.uk</a> <i>Supporting children and young people with neurological conditions through research, information and direct on-going support</i>
<b>Muscular Dystrophy UK</b> <a href="http://www.muscular dystrophyuk.org">www.muscular dystrophyuk.org</a> <i>Providing support and information to children and young people with muscular dystrophy and their families</i>
<b>Scope</b> <a href="http://www.scope.org.uk/support/professionals/teachers">www.scope.org.uk/support/professionals/teachers</a> <i>Providing support and information to children and young people with disabilities, and their families</i>
<b>Changing Faces</b> <a href="http://www.changingfaces.org.uk/education">www.changingfaces.org.uk/education</a>
<b>Wilson Stuart School</b> <a href="http://www.wilsonstuart.co.uk">www.wilsonstuart.co.uk</a> <i>Online 'out-reach' advice and resources for a specialist physical impairment school</i>
<b>CLEAPSS</b> <a href="http://www.cleapss.org.uk">www.cleapss.org.uk</a> <i>Advice on practical Science and Technology for schools, including health and safety issues</i>
<b>Supporting Head Injured Pupils in School</b> <a href="http://www.shipsproject.org.uk">www.shipsproject.org.uk</a> <i>English Federation of Disability Sport (EFDS)</i> <i>Supporting children and young people with disabilities to be physically active</i> <a href="http://www.efds.co.uk">www.efds.co.uk</a>
<b>Babcock LDP Physical Difficulties Support Team</b> <a href="http://www.babcock-education.co.uk/ldp/send">http://www.babcock-education.co.uk/ldp/send</a>
<b>Babcock LDP SEN/ICT Support Team</b> <a href="http://www.babcock-education.co.uk/ldp/send">http://www.babcock-education.co.uk/ldp/send</a>
<i>Jenkinson, J; Hyde, T &amp; Ahmed, S (2008). <b>Building Blocks for Learning, Occupational Therapy Approaches; practical strategies for the inclusion of special needs in primary schools.</b> John Wiley &amp;</i>

## Plan: Further Support

Sons Ltd.

ISBN 978-0470058572

Jenkinson, J; Hyde, T & Ahmed, S (2002). **Occupational Therapy Approaches for Secondary Special Needs - practical classroom strategies** Whurr Publishers. ISBN 978-1861563309

Cornwall, J & Robertson, C (1999) **Individual Education Plans – Physical disability and Medical Conditions**. David Fulton Publishers Ltd. ISBN 978-1853465253

## Medical Needs

### Young Epilepsy

[www.youngpilepsy.org.uk](http://www.youngpilepsy.org.uk)

Providing support and information to children and young people with epilepsy and associated conditions

### Epilepsy Action

[www.epilepsy.org.uk/info/education](http://www.epilepsy.org.uk/info/education)

### DfE Publications

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Guidance and templates for schools supporting pupils with medical conditions

## Staff Training and Environment

When planning appropriate provision consideration must be given to what staff training is required and what adaptations to the environment should be made.

Training	
	Contacts and date
<b>In-house</b>	
Consultation or assessments with members of staff with a specialist role or substantial experience Training delivered by members of staff with a specialist role or substantial experience	
<b>External training</b>	
Staff training targeted at building staff capacity to meet pupil needs. <i>Babcock CPD provide a range of training options</i> <a href="https://www.babcock-education.com/">https://www.babcock-education.com/</a>	
<b>External support and advice</b>	
Consultation or assessments with external agencies to provide additional support and/or advice on meeting pupil needs	
<b>Environment</b>	
Consider the capacity of the physical environment of the school to meet the pupils needs (specialist resources, environmental adaptations). Record below	
<b>Working with Health and Social Care</b>	
Consider what advice and support may be useful from agencies across Health and Social Care. Record below	
<b>Health</b>	
<b>Social Care</b>	
<b>Other</b>	

Proceed to Review or plan for another area of need

[Communication & interaction](#)

[Social, emotional & mental health](#)

[Cognition & learning](#)

[Sensory Needs](#)



## Plan: Planning a review

## Planning a Review

It is **essential** that the progress of pupils identified with having special educational needs is regularly reviewed. Education practitioners should meet *with parents/carers* to hold a formal review at least **three times** a year.

Good review meetings should:

- Be aligned or combined with the usual cycle of discussion with parents/carers of all pupils (e.g. parents evenings)
- Be led by a member of staff that knows the pupil well
- Allow sufficient time to gather parents/carers views and agree a new plan
- Include the views of the pupil
- Be recorded and a copy made available to parents/carers

Review preparation checklist

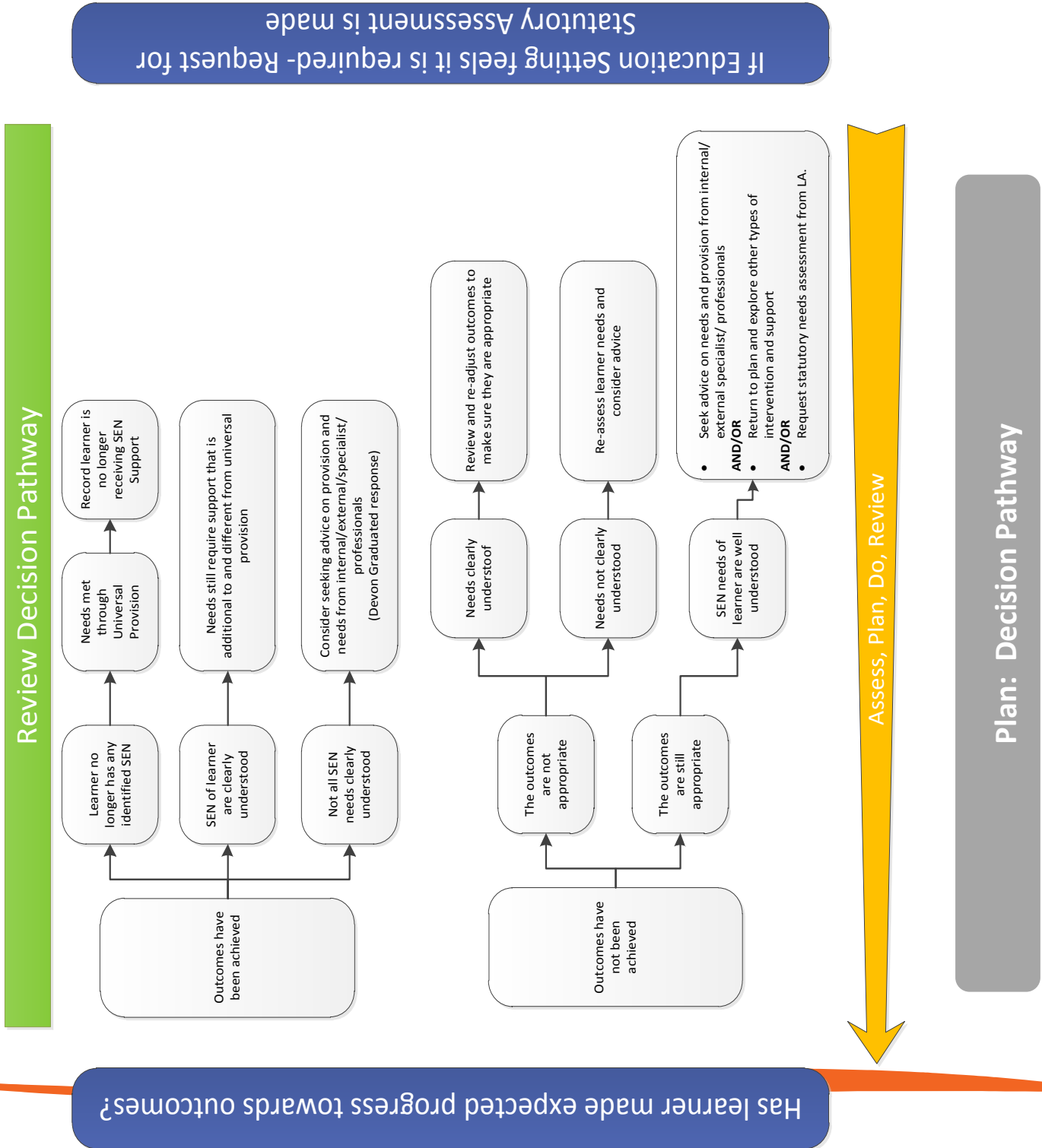
<b>2 weeks before the review</b>	
Check parents/carers and key staff can still attend	
Explain the purpose of the meeting to the pupil and gather their views and/or invite them to the meeting	
Repeat assessments or carry out new ones as appropriate	
Ensure an appropriate space is available for the meeting	

<b>Day before the review</b>	
Remind the pupil that the meeting is taking place	
Gather relevant paperwork	
Ensure the appropriate recording paperwork is prepared for the meeting (i.e. My Plan)	

Plan: Planning a review

### Decision Pathway

When holding the meeting a number of questions should be considered in order to plan the next steps. Guidance for this is provided in the form of a decision pathway diagram below.





**Email:** [specialeducation0-25-mailbox@devon.gov.uk](mailto:specialeducation0-25-mailbox@devon.gov.uk)

**Web:** <https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>

**Tel:** 01392 383000

This Graduated Response tool has been developed for use by Devon schools and is based on the Wiltshire City Council tool. We express our sincere thanks and acknowledgement to Wiltshire City Council for sharing this with us