



City of
Stoke-on-Trent

SEND Banding Matrix

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Cognition & Learning (CL)

Pupil Characteristics

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
<p>A child / young person who is said to have mild learning difficulties is usually able to hold a conversation, and communicate most of their needs and wishes. They may need some support to understand abstract or complex ideas and be delayed across the curriculum. Such young people are often independent in caring for themselves and doing many everyday tasks. They usually have some basic reading and writing skills. Young people with Mild LD will usually have their needs met in a Mainstream setting, using resources normally available to the school / setting.</p> <ul style="list-style-type: none"> Continuing and persistent difficulties in the acquisition/use of language/literacy/numeracy skills The child or young person is operating at a level well below expected outcomes and there is evidence of an increasing gap between them and their peers despite targeted intervention and differentiation through a support plan Evidence of difficulties with aspects of cognition i.e. memory, concept development, information processing, understanding, sequencing and reasoning that impact on learning and/or limit access to the curriculum Progress is at a slow rate but with evidence of response to intervention Support is required to maintain academic gains and to access the curriculum 	<p>Young people with moderate learning difficulties will have some language skills that mean they can communicate about their day to day needs and wishes. They will require a highly differentiated curriculum and some personalised learning. They may need some support with caring for themselves, but will be able to carry out day to day tasks with support. Young people with MLD will usually have their needs met in a Mainstream setting, using resources normally available to the school / setting.</p> <ul style="list-style-type: none"> Persistent difficulties in the acquisition/use of language/literacy/numeracy skills May appear resistant to previous interventions The child or young person is operating at a level significantly below expected outcomes and there is evidence of an increasing gap between them and their peers despite targeted intervention, differentiation and curriculum modification Moderate difficulties with independent working and may sometimes need the support of an adult and a modified curriculum or assessment findings from a range of standardised cognitive assessments Assessment by an Educational Psychologist indicates significant and enduring difficulties with several aspects of cognition e.g. memory, 	<p>Young people with severe learning difficulties will usually use basic words and gestures to communicate their needs. They will need a high level of support in school / setting requiring significant personalisation of the curriculum.</p> <p>They may be able to look after some if not all of their own personal care needs. Some young people will have additional, medical needs and some need support with mobility issues. Young people with SLD may have an Education Health and Care Plan and will be educated in either a mainstream or specialist school environment.</p> <ul style="list-style-type: none"> The child or young person will have significant and persistent difficulties with literacy, numeracy or motor co-ordination despite regular attendance and high-quality specialist intervention and teaching Key language, literacy and/or numeracy skills are well below functional levels for their year group – the child or young person cannot access text or record independently The child or young person has significant levels of difficulty in cognitive processing, requiring significant alteration to the pace and delivery of the curriculum Difficulties likely to be long term/lifelong condition is pervasive and debilitating 	<p>Young people with profound and multiple learning difficulties (PMLD), will have severely limited understanding and will have multiple disabilities, which can include impairments of vision, hearing and movement as well as other challenges such as epilepsy and autism. Young people in this group need support with mobility and may have complex health needs requiring extensive support. They will require a bespoke curriculum and will have considerable difficulty communicating. Young people with PMLD will usually have an Education Health and Care Plan and be educated in a specialist provision.</p> <p>Complex and profound learning needs with another significant barrier to learning e.g. SLCN/Sensory/ Physical/ ASD. Complex and profound difficulties with cognitive impairment that restrict access to the curriculum and require specialist provision. Complex and profound language and communication difficulties. These C&YP will also have multiple additional needs and need a highly structured environment with qualified skilled staff in a specialist provision.</p> <p>Support will need to cover all aspects of the school day to enable access to the curriculum and environment. Severe and persistent difficulties in the acquisition/ use of language/communication/ literacy/ numeracy skills with the curriculum and out of school activities.</p>

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex																																										
<ul style="list-style-type: none">Processing difficulties limit independence and pupil may need adult support in some areasThe pupil will have mild but persistent difficulties in aspects of literacy, numeracy or motor co-ordination despite regular attendance, appropriate intervention and quality first teachingMay have difficulties with organisation and independence in comparison to peersThe child or young person will require reasonable adjustments to support them in the classroomSelf-esteem and motivation may be an issuePossibly other needs or circumstances that impact on learning <table><tr><th colspan="2">MILD</th></tr><tr><td>End FS</td><td><DJ Step 12 (36 months)</td></tr><tr><td>End KS1</td><td><Y1 ARE (72 months)</td></tr><tr><td>End KS2</td><td><Y4 ARE</td></tr><tr><td>End KS3</td><td><Y6 ARE</td></tr><tr><td>End KS4</td><td><Y7 ARE</td></tr><tr><td>End KS5</td><td><Entry Level2</td></tr></table> <p>(See Progress Grid for interim years)</p> <p>Standardised assessment scores will be between 70-84 (above 2nd centile)</p> <p>For further information about APDR and expected outcomes please see: Cognition and Learning (stoke.gov.uk)</p>	MILD		End FS	<DJ Step 12 (36 months)	End KS1	<Y1 ARE (72 months)	End KS2	<Y4 ARE	End KS3	<Y6 ARE	End KS4	<Y7 ARE	End KS5	<Entry Level2	<ul style="list-style-type: none">concept development, information processing, understanding, sequencing and reasoningDifficulties impact on learning and/or limit access to the curriculumSignificant discrepancies between different areas of cognition or a highly unusual profile of strengths and difficultiesPersonalised learning planAccess to advice from a specialistSupport for reading/recording to access the curriculum at the appropriate level of understandingThe child or young person will have moderate and persistent difficulties with literacy, numeracy and/or motor co-ordination despite regular attendance, significant levels of focused intervention, effective provision mapping and quality first teachingDifficulties in some aspect of cognitive processing will be present, i.e. slow phonological processing, poor working memory, and difficulties with auditory and visual processingDifficulties will affect access to curriculum, and specialist support/advice and arrangements will be requiredMay require assistive technology and/or augmented or alternative communication supportsDifficulties with learning may impact on self-esteem, motivation and emotional wellbeing despite positive supportInvolvement of pupil in target setting and personalised learning	<ul style="list-style-type: none">Significantly affects access to curriculum and academic progressHigh levels of support required which include assistive technologySocial skills and behaviour may be affected, and issues of self-esteem and motivation are likely to be presentThe child or young person may appear to be increasingly socially immature and vulnerable because of limited social awareness, difficulties with reasoning, understanding or expressing thoughtsDifficulties are so significant that specialist daily teaching in literacy and numeracy and access to a modified curriculum are requiredA high level of adjustment and specialist teaching across the curriculum is required.Significant personalisation of the curriculum. <table><tr><th colspan="2">Enhanced/Severe</th></tr><tr><td>End FS</td><td><DJ Step 8 (20 months)</td></tr><tr><td>End KS1</td><td><PKS S2 (36 months)</td></tr><tr><td>End KS2</td><td><PKS S3</td></tr><tr><td>End KS3</td><td><PKS S4</td></tr><tr><td>End KS4</td><td><Y1 ARE</td></tr><tr><td>End KS5</td><td><Entry Level 1</td></tr></table> <p>(See Unified Progress Grid for interim years)</p> <p>Standardised assessment scores will be between 35 - 50 (<0.1st centile)</p>	Enhanced/Severe		End FS	<DJ Step 8 (20 months)	End KS1	<PKS S2 (36 months)	End KS2	<PKS S3	End KS3	<PKS S4	End KS4	<Y1 ARE	End KS5	<Entry Level 1	<table><tr><th colspan="2">Profound and Multiple</th></tr><tr><td>End FS</td><td><DJ Step 5 (9 months)</td></tr><tr><td>End KS1</td><td><PKS S1 (24 months)</td></tr><tr><td>End KS2</td><td><PKS S1 (24 months)</td></tr><tr><td>End KS3</td><td><PKS S1 (24 months)</td></tr><tr><td>End KS4</td><td><PKS S1 (24 months)</td></tr><tr><td>End KS5</td><td><PKS S1 (24 months)</td></tr></table> <p>(See Unified Progress Grid for interim years)</p> <p>Standardised assessment scores will be between <35 / <0.01 centile</p> <p>For further information about APDR and expected outcomes please see: Cognition and Learning (stoke.gov.uk)</p> <ul style="list-style-type: none">	Profound and Multiple		End FS	<DJ Step 5 (9 months)	End KS1	<PKS S1 (24 months)	End KS2	<PKS S1 (24 months)	End KS3	<PKS S1 (24 months)	End KS4	<PKS S1 (24 months)	End KS5	<PKS S1 (24 months)
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Staffing Characteristics

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
<ul style="list-style-type: none"> • Advocate for inclusion • Values the voice of the CYP • High expectations • Positive/strength-based language • Fun and engaging lessons • Emotionally attuned adults • Able to celebrate small-step progress • Open to learning and CPD opportunities • Observant and reflective • Able to make adaptations to teaching style, language, materials and resources, etc. 	<p>In addition:</p> <ul style="list-style-type: none"> • Skilled at administering and analysing assessments • Able to match SEND need to provision (strategies and interventions) in order to reach desired outcomes • Work in partnership with CYP and their family • Work in partnership with other agencies and professionals 	<p>In addition:</p> <ul style="list-style-type: none"> • Develop and implement an inclusive curriculum - one which accommodates the needs of all children, affording them the time, space and opportunity to participate and engage at their own level. • Training in the skills to deliver specialist interventions and strategies • Able to accommodate a wide range of needs in the classroom 	<p>In addition:</p> <ul style="list-style-type: none"> • Specialist knowledge and skills in supporting CYP with profound learning difficulties

‘Additional to’ and ‘Different from’ Interventions and Strategies

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
<ul style="list-style-type: none"> Adaptive teaching approaches EEF blog: Moving from ‘differentiation’ to ‘adaptive teaching’ EEF (educationendowmentfoundation.org.uk) Use of Scaffolding EEF blog: Scaffolding – more than just a worksheet EEF (educationendowmentfoundation.org.uk) Distraction-free space in class Use of visual supports e.g. visual timetable; visual task- board Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement Differentiated questioning and targeted simplified level/pace/amount of teacher talk Further modification of level, pace, amount of teacher talk to address pupils’ identified need. Alternative forms of recording routinely used to include electronic devices Use of multi-sensory approaches Awareness that the child / young person may need more time to complete tasks and that equality of access may mean that they need to do some things differently. Small steps approach. Routine feedback to pupils Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage 	<p>In addition:</p> <p>Bespoke Intervention – time bound and quantifiable: My Support Plan (or equivalent) in place to assess the young person’s needs, identify outcomes, implement support and monitor and evaluate progress. Planned reviews including the parent/carer, child / young person and where possible other involved professionals should take place.</p> <p>Additional adults support the child / young person 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 child / young person using structured methods Alternative curriculum pathway offers for KS4. Consider outreach support from specialist provision <p>Additional Needs: Communication and Interaction (CI) Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for CI (SLCN/ASC) provision, at either mild / moderate / severe or profound level.</p> <p>Sensory</p>	<p>In addition:</p> <ul style="list-style-type: none"> Adapted teaching methods which incorporate the use of concrete experiences, learning aids, multisensory teaching and opportunities for overlearning and generalisation of skills as standard. Individualised level/ pace/ amount of teacher talk. Access arrangements may be appropriate. Adjustments must be part of everyday learning practice. Visual cues to support auditory information at all stages of delivery. Specialist advisor/EP to advise and train key staff on teaching methods as appropriate. Tasks and presentations are personalised to the CYP’s needs and monitored regularly to ensure it remains appropriate <p>Additional Needs: Communication and Interaction (CI) Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for CI (SLCN/ASC) provision, at either mild / moderate / severe or profound level.</p> <p>Sensory Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for HI / VI provision, at</p>	<p>In addition:</p> <p>Curriculum</p> <ul style="list-style-type: none"> Modified and supported curriculum with elements of sensory learning / ASensory Engagement curriculum / Highly bespoke and individualised curriculum. <p>Resources</p> <ul style="list-style-type: none"> Use of modified and adapted teaching resources, materials and facilities to support teaching and learning / Use of specifically adapted teaching resources, materials and facilities to support teaching and learning / Bespoke and personalised resources to support the learning and mental and physical therapeutic specific needs of the child or young person. <p>Environment: A highly bespoke environment with access specialist therapeutic facilities and resources (based on clinical assessment) to support students with PMLD needs</p> <p>Additional Needs: Communication and Interaction (CI) Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for CI (SLCN/ASC) provision, at either mild / moderate / severe or profound level.</p>

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
<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. Advice from external agencies is implemented in the classroom Pre and post tutoring/teaching is used to enable the pupil to engage with learning in the classroom. Enhanced opportunities to use technological aids Use of visual reminders, timers, resources and rewards to develop independence Development of self-evaluation and self-reflection skills Explicit teaching of strategies and use of resources to assist with the development of independent learning <p>For further information and strategies see graduated approach information here: Cognition and Learning (stoke.gov.uk)</p>	<p>Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for HI / VI provision, at either mild / moderate / severe or profound level.</p> <p>SEMH Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for SEMH provision, at either mild / moderate / severe or profound level.</p> <p>For further information, good practice interventions and strategies see graduated approach information here: Cognition and Learning (stoke.gov.uk)</p>	<p>either mild / moderate / severe or profound level.</p> <p>SEMH Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for SEMH provision, at either mild / moderate / severe or profound level.</p> <p>For further information, good practice interventions and strategies see graduated approach information here: Cognition and Learning (stoke.gov.uk)</p>	<p>Sensory Additional strategies and interventions will be required and will include daily additional adult support (1:1) to support intervention/ programme of work created by a QTVI / TOD and delivered by school.</p> <p>This may include:</p> <ul style="list-style-type: none"> Daily 1:1 or small group 1:3 to develop sensory skills and concept building. Daily 1:1 intervention to maximise residual sensory mode or compensatory skills, eg, Positive Looking programme, colour tents Daily coactive exploration of resources 1:1 with an adult to develop conceptbuilding/ independent/ active learning skills Daily 1:1 or small group work 1:3 exploring sensory stories Daily 1:1 intervention to develop early communication skills, eg, intensive interaction, co-active signing, touch cues. Adult time to adapt resources under advice of a QTVI /TOD at least 1 hour a week. <p>SEMH Additional strategies and interventions may be required. Please see appropriate section</p>

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
			<p>of Matrix of Need for SEMH provision, at either mild / moderate / severe or profound level.</p> <p>For further information, good practice interventions and strategies see graduated approach information here: Cognition and Learning (stoke.gov.uk)</p>

Provision

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
<ul style="list-style-type: none"> Mainstream placement Universal Offer Use of notional SEND budget Additional adult support amounting up to 10 hrs per week (pro rata) comprising of small group and close adult support to facilitate access to the curriculum and delivery of individually planned programmes of work. Early years children may be eligible for Early Years Inclusion Funding 	<ul style="list-style-type: none"> Mainstream placement Universal Offer SEND notional budget (minimal, time-limited top up) No less than 15 hours' additional adult support delivered through a combination of one-to-one, small group or reduced teaching group size (1:12) with additional support, in order to facilitate access to the curriculum and deliver individually planned programmes of work. Early years children may be eligible for Early Years Inclusion Funding see eligibility criteria Early Years Inclusion Funding 	<ul style="list-style-type: none"> A flexible specialist environment (Resource Base / Special School/AP) No less than 19 / 22 / 25 hours per week additional adult support delivered through a combination of one-to-one, smallgroup or reduced teaching group size (1:12) with additional support, in order to facilitate access to the curriculum and deliver individually planned programmes of work Some focus on PfA outcomes and holistic outcomes – <ul style="list-style-type: none"> ➢ functional ➢ practical ➢ contextual Access to appropriate resources and appropriately trained staff. 	<ul style="list-style-type: none"> 25 hours 1:1 support A bespoke specialist environment (Resource Base/Special School/AP) to support students with complex needs Enhanced teacher pupil ratio (not more than 1:12) with additional adult support for up to 40 / 60 / 100% of the week (10 / 15 / 25 hrs, pro rata). Individual support (1:1) during all other learning times to facilitate access to the curriculum and deliver individually planned programmes of work. Special: Enhanced teacher pupil ratio (not more than 1:13) with additional adult support combining small group and 1:1, to facilitate access to the curriculum and deliver individually planned programmes of work. A specialist teacher of SEND and appropriately experienced, specifically trained support staff A high level of additional adult support with all aspects of self-care, self-regulation during structured and unstructured times

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
LA: <i>Core offer:</i> <ul style="list-style-type: none"> Monthly, multiagency Solution Circles <i>Traded offer:</i> <ul style="list-style-type: none"> SEND Support Service EP service Inclusion Services training and support offer 	LA: <i>Core offer:</i> <ul style="list-style-type: none"> Monthly, multiagency Solution Circles <i>Traded offer:</i> <ul style="list-style-type: none"> SEND Support Service EP service Inclusion Services training and support offer 	LA: <i>Core offer:</i> <ul style="list-style-type: none"> Monthly, multiagency Solution Circles Early Years Specialist Teachers <i>Traded offer:</i> <ul style="list-style-type: none"> SEND Support Service SLCN Specialist teacher EP service Inclusion Services training and support offer 	LA: <i>Core offer:</i> <ul style="list-style-type: none"> Monthly, multiagency Solution Circles Early Years Specialist Teachers <i>Traded offer:</i> <ul style="list-style-type: none"> SEND Support Service Cognition and Learning Specialist teacher EP service Inclusion Services training and support offer
Offer from health:	Offer from health:	Offer from health: <ul style="list-style-type: none"> Community Learning disability service 	Offer from health: <ul style="list-style-type: none"> Community Learning disability service

Cognition & Learning (CL) – Specific Learning Difficulties (SpLD)

Pupil Characteristics

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe
<p>Young people are likely to be working persistently below age-related expectations in their area of need, with standard scores below 85 in this area, despite access to appropriate educational opportunities</p> <p>There may be inconsistencies in their profile/strengths and weaknesses</p> <p>Cognition and Learning (stoke.gov.uk)</p>	<p>Young people are likely to be working persistently well below age-related expectations in literacy and/or numeracy despite access to appropriate interventions</p> <p>Standardised assessment scores will be between 50 and 70 (below the 2nd centile) in their area of need and on measures of cognitive processing and fluency</p> <p>Difficulties with Literacy and Numeracy are significantly impacting on access to other areas of the curriculum.</p> <p>There are clear inconsistencies in their profile/strengths and weaknesses</p> <p>Cognition and Learning (stoke.gov.uk)</p>	<p>Young people will be working persistently within Pre-Key stage levels for literacy and/or numeracy despite access to intensive, regular evidence-based interventions</p> <p>Post-16 students will be, working persistently towards Entry Level in Literacy / Numeracy / Functional skills/ equivalent despite access to intensive, regular evidence-based interventions</p> <p>Standardised assessment scores will be between 35 - 50 (<0.1st centile) in their area of need and on measures of cognitive processing and fluency.</p> <p>Cognition and Learning (stoke.gov.uk)</p>

Staffing Characteristics

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe
<ul style="list-style-type: none"> • Advocate for inclusion • Values the voice of the CYP • High expectations • Positive/strength-based language • Fun and engaging lessons • Emotionally attuned adults • Able to celebrate small-step progress • Open to learning and CPD opportunities • Observant and reflective • Able to make adaptations to teaching style, language, materials and resources, etc. 	<p>In addition:</p> <ul style="list-style-type: none"> • Skilled at administering and analysing assessments • Able to match SEND need to provision (strategies and interventions) in order to reach desired outcomes • Work in partnership with CYP and their family • Work in partnership with other agencies and professionals 	<p>In addition:</p> <ul style="list-style-type: none"> • Develop and implement an inclusive curriculum - one which accommodates the needs of all children, affording them the time, space and opportunity to participate and engage at their own level. • Training in the skills to deliver specialist interventions and strategies • Able to accommodate a wide range of needs in the classroom

‘Additional to’ and ‘Different from’ Interventions and Strategies

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe
<p>Differentiation as part of high quality teaching needed in most subject areas. A monitoring system should be in place to assess the young person's needs, identify outcomes, implementsupport and monitor and evaluate progress, for example an IEP or One Page Profile. The teacher takes responsibility for devising, delivering and evaluating a personalised programmethat accelerates learning.</p> <p>High quality teaching should include:</p> <ul style="list-style-type: none"> Adaptive teaching approaches EEF blog: Moving from 'differentiation' to 'adaptive teaching' EEF (educationendowmentfoundation.org.uk) Use of Scaffolding EEF blog: Scaffolding – more than just a worksheet EEF (educationendowmentfoundation.org.uk) 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 Further modification of level, pace, amount of teacher talk to address pupils'identified need. Alternative forms of recording routinely used to include electronic devices (assistivetechology Use of multi-sensory approaches. Awareness that the child / young person may need more time to complete tasks andthat equality of access may mean that they need to do some things differently. Routine feedback to pupils Environmental considerations are made to meet the needs of all pupils e.g. seatingposition, personal space and classroom layouts, displays and signage 	<p>In addition:</p> <p>Bespoke Intervention – time bound and quantifiable: My Support Plan (or equivalent) in place to assess the young person's needs, identify outcomes, implement support and monitor and evaluate progress. Planned reviews including the parent/carers, child / young person and where possible other involved professionals should take place.</p> <p>Additional adults support the child / young person 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 child / young person using structured methods Adult support and subject withdrawal for daily targeted interventions to support the development of literacy and or numeracy. May require special exam arrangements Access to appropriate resources and specific interventions. Planned time for small group and individual working with adult support. Stafftraining will be necessary <p>Additional Needs: Communication and Interaction (CI) Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for CI (SLCN/ASC) provision, at either mild / moderate / severe or profound level.</p> <p>Sensory</p>	<p>In addition:</p> <p>Curriculum differentiation and / or modification needed. Adult support and subject withdrawalfor daily targeted interventions to support the development of literacy and or numeracy. Will have special exam arrangements</p> <p>A monitoring system should be in place to identify short term targets from the EHCP, implement recommended provision and monitor and evaluate progress, for example an IEP.</p> <p>Termly planned sharing of information including the parent and child / young person shouldtake place as well as a statutory annual review.</p> <p>Bespoke Intervention – time bound and quantifiable:</p> <p>Under the direction of the teacher, additional adults support the child / young person as described in section F of the EHCP, to address the identified outcomes.</p> <p>Additional Needs: Communication and Interaction (CI) Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for CI (SLCN/ASC) provision, at either mild / moderate / severe or profound level.</p> <p>Sensory Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for HI / VI provision, at either mild / moderate / severe or profound level.</p> <p>SEMH</p>

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe
<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. Advice from external agencies is implemented in the classroom Pre and post tutoring/teaching is used to enable the pupil to engage with learning in the classroom. Enhanced opportunities to use technological aids including Access to IT resources and programmes to support learning. Specific teaching of IT/Typing skills. Explicit teaching of strategies / resources to assist with the development of independent learning. Consideration is given to individualised and differentiated homework tasks Staff working with the child / young person (support assistant and teaching staff) will require training to support their understanding of the child's needs and the planning of individualised programmes of support May require special exam arrangements <p>Cognition and Learning (stoke.gov.uk)</p>	<p>Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for HI / VI provision, at either mild / moderate / severe or profound level.</p> <p>SEMH</p> <p>Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for SEMH provision, at either mild / moderate / severe or profound level.</p> <p>For further information, good practice interventions and strategies see graduated approach information here: Cognition and Learning (stoke.gov.uk)</p>	<p>Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for SEMH provision, at either mild / moderate / severe or profound level.</p> <p>For further information, good practice interventions and strategies see graduated approach information here: Cognition and Learning (stoke.gov.uk)</p>

Provision

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe
<ul style="list-style-type: none"> Mainstream placement Universal Offer Use of notional SEND budget Additional adult support amounting up to 10 hrs per week (pro rata) comprising of small group and close adult support to facilitate access to the curriculum and delivery of individually planned programmes of work. Early years children may be eligible for Early Years Inclusion Funding 	<ul style="list-style-type: none"> Mainstream placement Universal Offer SEND notional budget (minimal, time-limited top up) No less than 15 hours' additional adult support delivered through a combination of one-to-one, small group or reduced teaching group size (1:12) with additional support, in order to facilitate access to the curriculum and deliver individually planned programmes of work. Early years children may be eligible for Early Years Inclusion Funding see eligibility criteria Early Years Inclusion Funding Ad specialist teacher of SEND and appropriately experienced, specifically trained support staff 	<ul style="list-style-type: none"> A flexible specialist environment (Resource Base / Special School/AP) No less than 19 / 22 / 25 hours per week additional adult support delivered through a combination of one-to-one, small group or reduced teaching group size (1:12) with additional support, in order to facilitate access to the curriculum and deliver individually planned programmes of work Some focus on PfA outcomes and holistic outcomes <ul style="list-style-type: none"> functional practical contextual Access to appropriate resources and appropriately trained staff.
<p>LA: <i>Core offer:</i></p> <ul style="list-style-type: none"> Monthly, multiagency Solution Circles <p><i>Traded offer:</i></p> <ul style="list-style-type: none"> SEND Support Service EP service Inclusion Services training and support offer 	<p>LA: <i>Core offer:</i></p> <ul style="list-style-type: none"> Monthly, multiagency Solution Circles <p><i>Traded offer:</i></p> <ul style="list-style-type: none"> SEND Support Service EP service Inclusion Services training and support offer 	<p>LA: <i>Core offer:</i></p> <ul style="list-style-type: none"> Monthly, multiagency Solution Circles Early Years Specialist Teachers <p><i>Traded offer:</i></p> <ul style="list-style-type: none"> SEND Support Service SpLD Specialist teacher EP service Inclusion Services training and support offer

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe
Offer from health: <ul style="list-style-type: none"> Universal offer to advise support and signpost any emerging health needs 	Offer from health: <ul style="list-style-type: none"> Universal offer to advise support and signpost any emerging health needs 	Offer from health: <ul style="list-style-type: none"> Universal offer to advise support and signpost any emerging health needs

Communication and Interaction – Speech Language and Communication (SLCN)

Pupil Characteristics

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex														
<p>CYP will have communication and interaction needs that affect access to a number of aspects of the National Curriculum, including the social emotional curriculum and school life:</p> <ul style="list-style-type: none">Speech is usually understood by familiar adults; unfamiliar people may not be able to understand what the CYP is saying if out of contextThe CYP's speech may have some immaturities or use of more unusual sounds within their talking, which may impact on social interaction and the acquisition of literacyDifficulties with listening and attention that affect task engagement and independent learningComments and questions indicate difficulties in understanding the main points of discussion, information and explanationsCYP needs some support with listening and respondingDifficulties in the understanding of language for learning (conceptual language: size, time, shape, position)Reduced vocabulary range, both expressive and receptiveMay rely on simple phrases with everyday vocabularyMay rely heavily on non-verbal communication to complete tasks (adult's gestures, copying peers) and this may mask comprehension weaknesses	<p>CYP will have communication and interaction needs that will moderately affect their access to the National Curriculum, including the social emotional curriculum and all aspects of school life. This is especially true in new and unfamiliar contexts.</p> <ul style="list-style-type: none">The pervasive nature of the Autism/ C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessmentCYP may or may not have a diagnosis of Autism made by an appropriate multi-agency teamPersistent delay against age related speech, language and communicationPersistent difficulties that do not follow normal developmental patterns (disordered) <p>Speech</p> <ul style="list-style-type: none">Speech may not be understood by others i.e. parents/family/carers where context is unknown.Difficulty in conveying meaning, feelings and needs to others due to speech intelligibilitySpeech sound difficulty may lead to limited opportunities to interact with peersMay be socially vulnerableMay become isolated or frustrated	<p>CYP will have communication and interaction needs that significantly affect their access to the National Curriculum, including the social emotional curriculum and all aspects of school life. This is especially true in new and unfamiliar contexts but will also affect access at times of high stress in some known and familiar contexts and with familiar support/people available.</p> <ul style="list-style-type: none">The pervasive nature of the Autism/ C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessmentCYP will have an uneven learning profile, but their attainment levels suggest they can access a differentiated mainstream curriculumCYP may or may not have a diagnosis of Autism made by an appropriate multi-agency diagnostic teamCould communicate or benefit from communicating using Augmented and Alternative CommunicationSome or all aspects of language acquisition are significantly below age expected levelsSignificant speech sound difficulties, making speech difficult for all listeners to understand when out of context (and sometimes where it is known).	<p>CYP at range 5 will have speech and language needs that profoundly affect access to a number of aspects of the National Curriculum including the social emotional curriculum, independence skills and school life; even in known and familiar contexts and with familiar support/ people available. CYP will require a fully inclusive approach across the whole educational setting, including a total communication environment with a variety of communication mediums.</p> <p>Language specific screening tools delayed developmental progress within the realm of communication with the approximate levels:</p> <table><tr><th colspan="2">Severe and Complex</th></tr><tr><td>End FS</td><td>=/ < 2 years</td></tr><tr><td>End KS1</td><td>=/ < 3 years</td></tr><tr><td>End KS2</td><td>=/ < 5 years</td></tr><tr><td>End KS3</td><td>=/ < 6 years</td></tr><tr><td>End KS4</td><td>=/ < 8 years</td></tr><tr><td>End KS5</td><td>As above</td></tr></table> <p>Standardised assessment scores from language specific tests will be less than 70</p> <p>School based and other assessments/observations including those conducted by SaLTS, EPs and/or specialist teachers indicate the child /</p>	Severe and Complex		End FS	=/ < 2 years	End KS1	=/ < 3 years	End KS2	=/ < 5 years	End KS3	=/ < 6 years	End KS4	=/ < 8 years	End KS5	As above
Severe and Complex																	
End FS	=/ < 2 years																
End KS1	=/ < 3 years																
End KS2	=/ < 5 years																
End KS3	=/ < 6 years																
End KS4	=/ < 8 years																
End KS5	As above																

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex														
<ul style="list-style-type: none">• Social interaction could be limited and there may be some difficulty in making and maintaining friendships• Behaviour as an indicator of SLCN: difficulties with independent learning, poor listening and attention, frustration, stress, lack of engagement <p>CYP is likely to present with difficulty in talking fluently e.g. adults may observe repeated sounds, words or phrases more consistently</p> <p>Standardised assessment scores from language specific tests will be between 78 and 85</p>	<ul style="list-style-type: none">• Phonological awareness (Speech sound awareness) difficulties impact on literacy development <p>Expressive</p> <ul style="list-style-type: none">• The CYP may have difficulty speaking in age appropriate sentences and the vocabulary range is reduced. This will also be evident in written work• Talking may not be fluent• May have difficulties in recounting events in a written or spoken narrative <p>Receptive</p> <ul style="list-style-type: none">• Difficulties in accessing the curriculum, following instructions, answering questions, processing verbal information, following everyday conversations• Needs regular and planned additional support and resources• Difficulties with listening and attention that affect task engagement and independent learning• May not be able to focus attention for sustained periods• May appear passive or distracted• Difficulties with sequencing, predicting, and inference within both social and academic contexts. This may impact on behaviour and responses in everyday situations e.g. not understanding the consequences of an action	<p>Must have an identified Speech, Language and /or Communication Delay/Disorder</p> <p>This could be difficulties in:</p> <ul style="list-style-type: none">• Understanding and/or using language• Speech Sound development• Social Interaction <p>Identification</p> <ul style="list-style-type: none">• Diagnosed by a Speech and Language Therapist• CYP's with Developmental Language Disorder (DLD) may have associated social communication difficulties• CYP's with DLD may have difficulties with literacy associated with writing fluency, reading comprehension and spelling, problem solving and reasoning in addition to contextual based Maths – more evident in mastery curriculum• CYP's with DLD have difficulties with numeracy associated with mathematical concepts, word problems and working memory• CYP's with DLD may have behavioural, emotional and social difficulties which impact on everyday interactions and learning. <table><tr><th colspan="2">Severe</th></tr><tr><td>End FS</td><td>=/ < 2 years</td></tr><tr><td>End KS1</td><td>=/ < 3 years</td></tr><tr><td>End KS2</td><td>=/ < 5 years</td></tr><tr><td>End KS3</td><td>=/ < 6 years</td></tr><tr><td>End KS4</td><td>=/ < 8 years</td></tr><tr><td>End KS5</td><td>As above</td></tr></table>	Severe		End FS	=/ < 2 years	End KS1	=/ < 3 years	End KS2	=/ < 5 years	End KS3	=/ < 6 years	End KS4	=/ < 8 years	End KS5	As above	<p>young person has severe and complex difficulty with speech, receptive and/or expressive language.</p> <p>Diagnosis of severe and complex needs in the realm of speech and language by a SLT</p> <p>Comorbid needs that are severe.</p>
Severe																	
End FS	=/ < 2 years																
End KS1	=/ < 3 years																
End KS2	=/ < 5 years																
End KS3	=/ < 6 years																
End KS4	=/ < 8 years																
End KS5	As above																

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex														
	<p><u>Social Communication</u> Difficulties with speech and/or language mean that social situations present challenges resulting in emotional outbursts, anxiety, social isolation and social vulnerability.</p> <table><tr><th colspan="2">Moderate</th></tr><tr><td>End FS</td><td>=/ 3 years</td></tr><tr><td>End KS1</td><td>=/ 5 years</td></tr><tr><td>End KS2</td><td>=/ 7 years</td></tr><tr><td>End KS3</td><td>=/ 9 years</td></tr><tr><td>End KS4</td><td>=/ 11 years</td></tr><tr><td>End KS5</td><td>As above</td></tr></table> <p>SS scores from language specific tests will be less than 70 School based and other assessments/observations including those conducted by SLTS, EPs and/or specialist teachers indicate that the child / young person has moderate difficulty with speech, receptive and/or expressive language.</p> <p>Language specific screening tools report <i>amber</i> or <i>red</i> in all areas. Administration of the screener for lower age groups will indicate delayed developmental progress with the approximate levels:</p> <p>Comorbid needs that are mild/moderate Comorbid needs that are moderate/severe</p>	Moderate		End FS	=/ 3 years	End KS1	=/ 5 years	End KS2	=/ 7 years	End KS3	=/ 9 years	End KS4	=/ 11 years	End KS5	As above	<p>Standardised assessmentscores from language specific tests will be less than 70</p> <p>School based and other assessments/observationsincluding those conducted by SLTS, EPs and/or specialist teachers indicatethe child / young person has severe difficulty with speech, receptive and/or expressive language.</p> <p>Language specific screening tools report <i>amber</i> or <i>red</i> in all areas. Administration of the screener for lower age groups will indicate delayed developmental progress with the approximate levels:</p> <p>Diagnosis of severe DLD or speech disorder by SLT Comorbid needs that are moderate/severe</p>	
Moderate																	
End FS	=/ 3 years																
End KS1	=/ 5 years																
End KS2	=/ 7 years																
End KS3	=/ 9 years																
End KS4	=/ 11 years																
End KS5	As above																

Staffing Characteristics

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
<ul style="list-style-type: none"> • Advocate for inclusion • Values the voice of the CYP • High expectations • Positive/strength-based language • Fun and engaging lessons • Emotionally attuned adults • Able to celebrate small-step progress • Open to learning and CPD opportunities • Observant and reflective • Able to make adaptations to teaching style, language, materials and resources, etc. 	<p>As above, plus:</p> <ul style="list-style-type: none"> • Skilled at administering and analysing assessments • Able to match SEND need to provision (strategies and interventions) in order to reach desired outcomes • Work in partnership with CYP and their family • Work in partnership with other agencies and professionals e.g. speech and language therapists 	<p>As above, plus:</p> <ul style="list-style-type: none"> • Develop and implement an inclusive curriculum - one which accommodates the needs of all children, affording them the time, space and opportunity to participate and engage at their own level. • Training in the skills to deliver specialist interventions and strategies • Able to accommodate a wide range of needs in the classroom 	<p>As above plus:</p> <ul style="list-style-type: none"> • Specialist knowledge and skills in the ability to use visual supports; Makaton; PECS; assistive devices; etc to support language development • Ability to create a total communication environment • To promote and advocate for the voice of the CYP

‘Additional to’ and ‘Different from’ Interventions and Strategies

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
<ul style="list-style-type: none"> Adjustments to the language learning environment such as lighting, noise levels, access to quiet spaces, furniture and grouping arrangements so that pupils can see visual prompts and the teacher Attention and listening skills: identify the cause of difficulties and teach the strategies with modelling and reinforcement High levels of visual support: use of gestures, modelling, mirroring, objects of reference, pictures, symbols, role-play etc. to augment spoken language Adult speech that: <ul style="list-style-type: none"> Uses Clear and unhurried speech with normal intonation Uses short sentences and the active voice Avoids metaphors and idioms and minimises abstract language Phrases instructions as directions, not questions Delivers instructions in manageable chunks and waits for the child's response before giving the next Modelling the use of clarification questions and praising YP when they use them Systems of visual feedback to allow pupils to show they have understood e.g. traffic light cards Personalised visual timetables, choice boards, task organisers etc. 	<p>In addition:</p> <p>Bespoke Intervention – time bound and quantifiable: My Support Plan (or equivalent) in place to assess the young person's needs, identify outcomes, implement support and monitor and evaluate progress. Planned reviews including the parent/carer, child / young person and where possible other involved professionals should take place.</p> <p>Additional adults support the child / young person 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 child / young person using structured methods Alternative curriculum pathway offers for KS4. <p>Additional Needs: Sensory Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for HI / VI provision, at either mild / moderate / severe or profound level.</p> <p>Cognition and Learning (CL) Additional strategies and interventions may be required. Please see appropriate section</p>	<p>In addition:</p> <p>Teaching approaches place a high emphasis on direct training for staff and very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement. Furthermore, specialist advice from the Speech and Language Therapy Team should be sought regarding the modifications required to provide a specialist curriculum which places a high emphasis on speech and language development in adapted or specialist teaching settings with speech and language therapy.</p> <p>A monitoring system should be in place to identify short term targets from the EHCP, implement recommended provision and monitor and evaluate progress, for example an IEP.</p> <p>Termly planned sharing of information including the parent and child / young person should take place as well as a statutory annual review.</p> <p>Bespoke Intervention – time bound and quantifiable:</p> <p>Under the direction of the teacher, additional adults support the child / young person as described in section F of the EHCP, to address the identified outcomes. Additional adults, who have received appropriate training to ensure they have the necessary skills to support the child /</p>	<p>In addition:</p> <p>An alternative specialist speech and language curriculum should be provided in a specialist teaching setting with access to speech and language therapy from local NHS core services or from another commissioned provider</p> <p>Use of appropriate resources and access to specific interventions from specialist staff. 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 and Augmentative Communication (AAC) will be considered.</p> <p>Additional Needs: Sensory Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for HI / VI provision, at either mild / moderate / severe or profound level.</p> <p>Cognition and Learning (CL) Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for CL provision, at either mild / moderate / severe or profound level.</p> <p>SEMH</p>

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
<ul style="list-style-type: none"> Classification of words as tier 1, 2 and 3 (Beck et al., 2013). Use of tier 1/2 words to teach/pre-teach tier 3 words Multisensory vocabulary teaching Shared reading and targeted play to develop and extend knowledge of tier 2 vocab Word finding skills through the use of categorisation activities Structured phonological awareness skills teaching in small groups Exemplification of the different purposes/functions of language Reinforcement of new vocabulary and concepts in a range of contexts Inclusive practices, such as peer rehearsal, to ensure everyone can answer Talking frames to provide a structure for reporting, telling stories and sequencing etc. Advice available from NHS or any other commissioned SALT provider is included in planning and implemented on a regular basis Consider referral to NHS SALT if additional/ new advice is required <p>For further information and strategies see graduated approach information here: Communication and Interaction (stoke.gov.uk)</p>	<p>of Matrix of Need for CL provision, at either mild / moderate / severe or profound level.</p> <p>SEMH Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for SEMH provision, at either mild / moderate / severe or profound level.</p> <p>For further information and strategies see graduated approach information here: Communication and Interaction (stoke.gov.uk)</p>	<p>young person individually or as part of a small group, 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 child / young person using highly structured methods provide daily small group and individual interventions to work on programmes as advised by the Speech and Language Therapy Service provide opportunities for the YP to engage in community activity <p>Additional Needs: Sensory Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for HI / VI provision, at either mild / moderate / severe or profound level.</p> <p>Cognition and Learning (CL) Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for CL provision, at either mild / moderate / severe or profound level.</p> <p>SEMH Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for SEMH provision, at</p>	<p>Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for SEMH provision, at either mild / moderate / severe or profound level.</p> <p>For further information and strategies see graduated approach information here: Communication and Interaction (stoke.gov.uk)</p>

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
		<p>either mild / moderate / severe or profound level.</p> <p>For further information and strategies see graduated approach information here: Communication and Interaction (stoke.gov.uk)</p>	

Provision

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
<ul style="list-style-type: none"> Mainstream placement Universal Offer Use of notional SEND budget Additional adult support amounting up to 10 hrs per week (pro rata) comprising of small group and close adult support to facilitate access to the curriculum and delivery of individually planned programmes of work. Early years children may be eligible for Early Years Inclusion Funding <p>LA: <i>Core offer:</i></p> <ul style="list-style-type: none"> Monthly, multiagency Solution Circles <p><i>Traded offer:</i></p> <ul style="list-style-type: none"> SEND Support Service EP service Inclusion Services training and support offer add examples of associated training or links to brochures 	<ul style="list-style-type: none"> Mainstream placement Universal Offer SEND notional budget (minimal, time-limited top up?) No less than 15 hours' additional adult support delivered through a combination of one-to-one, small group or reduced teaching group size (1:12) with additional support, in order to facilitate access to the curriculum and deliver individually planned programmes of work. Early years children may be eligible for Early Years Inclusion Funding see eligibility criteria Early Years Inclusion Funding: Bradford Schools Online <p>LA: <i>Core offer:</i></p> <ul style="list-style-type: none"> Monthly, multiagency Solution Circles <p><i>Traded offer:</i></p> <ul style="list-style-type: none"> SEND Support Service EP service Inclusion Services training and support offer add examples of associated training or links to brochures 	<ul style="list-style-type: none"> No less than 19 / 22 / 25 hours per week additional adult support delivered through a combination of one-to-one, smallgroup or reduced teaching group size (1:12) with additional support, in order to facilitate access to the curriculum and deliver individually planned programmes of work Some focus on PfA outcomes and holistic outcomes – <ul style="list-style-type: none"> ➢ functional ➢ practical ➢ contextual Access to appropriate resources and appropriately trained staff. <p>LA: <i>Core offer:</i></p> <ul style="list-style-type: none"> Monthly, multiagency Solution Circles Early Years Specialist Teachers <p><i>Traded offer:</i></p> <ul style="list-style-type: none"> SEND Support Service SLCN Specialist teacher EP service Inclusion Services training and support offer add examples of associated training or links to brochures 	<ul style="list-style-type: none"> 25 hours 1:1 support in Mainstream or A bespoke specialist environment (Resource Base / Special School) to support students with complex needs Enhanced teacher pupil ratio (not more than 1:12) with additional adult support for up to 40 / 60 / 100% of the week (10 / 15 / 25 hrs, pro rata). Individual support (1:1) during all other learning times to facilitate access to the curriculum and deliver individually planned programmes of work. Special: Enhanced teacher pupil ratio (not more than 1:13) with additional adult support combining small group and 1:1, to facilitate access to the curriculum and deliver individually planned programmes of work. A specialist teacher of SEND and appropriately experienced, specifically trained support staff A high level of additional adult support with all aspects of self-care, self-regulation and during unstructured times <p>LA: <i>Core offer:</i></p> <ul style="list-style-type: none"> Monthly, multiagency Solution Circles Early Years Specialist Teachers <p><i>Traded offer:</i></p> <ul style="list-style-type: none"> SEND Support Service

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
			<ul style="list-style-type: none"> • Cognition and Learning Specialist teacher • EP service • Inclusion Services training and support offer add examples of associated training or links to brochures
LA: <i>Core offer:</i> <ul style="list-style-type: none"> • Monthly, multiagency Solution Circles <i>Traded offer:</i> <ul style="list-style-type: none"> • SEND Support Service • EP service • Inclusion Services training and support offer 	LA: <i>Core offer:</i> <ul style="list-style-type: none"> • Monthly, multiagency Solution Circles <i>Traded offer:</i> <ul style="list-style-type: none"> • SEND Support Service • EP service • Inclusion Services training and support offer 	LA: <i>Core offer:</i> <ul style="list-style-type: none"> • Monthly, multiagency Solution Circles • Early Years Specialist Teachers <i>Traded offer:</i> <ul style="list-style-type: none"> • SEND Support Service • SLCN Specialist teacher • EP service • Inclusion Services training and support offer 	LA: <i>Core offer:</i> <ul style="list-style-type: none"> • Monthly, multiagency Solution Circles • Early Years Specialist Teachers <i>Traded offer:</i> <ul style="list-style-type: none"> • SEND Support Service • SLCN Specialist teacher • EP service • Inclusion Services training and support offer
Offer from health: Assesses speech, language, communication and feeding Diagnoses the nature and severity of impairment e.g. delay/disorder Makes a clinical judgement recommending type and level of intervention e.g. direct/indirect therapy Sets a Care Aim (targets) and goal and shares this with parents/carers/key workers. Plans a programme of strategies/activities/resource recommendations.			

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
<p>Prioritises child's needs as per standardised criteria within context of caseload.</p> <p>Demonstrates/models strategies and activities to enable parent/key worker to deliver programme.</p> <p>Delivers therapy in most appropriate method. This may include: direct (face to face)/on-line with SLT/SLTAP, indirect via another agency or service, group or individual therapy.</p> <p>Assesses progress – extent and rate – against goals/targets.</p> <p>Makes a clinical judgement re. continued SLT intervention/discharge.</p> <p>Reports provided for Early Years forum, EHCPs and annual reviews.</p>			

Communication and Interaction – Autism Spectrum Disorder (ASD)

Pupil Characteristics

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
<ul style="list-style-type: none"> CYP will have communication and interaction needs that affect access to a number of aspects of the National Curriculum, including the social emotional curriculum and school life Students may or may not have low to moderate sensory needs 	<ul style="list-style-type: none"> CYP will have communication and interaction needs that will moderately affect their access to the National Curriculum, including the social emotional curriculum and all aspects of school life This is especially true in new and unfamiliar contexts The pervasive nature of the Autism/ C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment Pupils may or may not have a diagnosis of Autism made by an appropriate multi-agency team Students may or may not have moderate sensory needs 	<ul style="list-style-type: none"> CYP will have communication and interaction needs that significantly affect their access to the National Curriculum, including the social emotional curriculum and all aspects of school life This is especially true in new and unfamiliar contexts but will also affect access at times of high stress in some known and familiar contexts and with familiar support/people available The pervasive nature of the Autism/ C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment Pupils will have an uneven learning profile but their attainment levels suggest they can access a differentiated mainstream curriculum Pupils may or may not have a diagnosis of Autism by an appropriate multi-agency diagnostic team Students may or may not have sensory significant sensory needs The pervasive nature of the ACS needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment 	<ul style="list-style-type: none"> CYP will have communication and interaction needs that profoundly affect their access to the curriculum, including the social emotional curriculum and all aspects of school life, even in known and familiar contexts and with familiar people CYP will need a regulated setting with staff experienced in using approaches suited to children with autism. May have severe language difficulties / limited language. May require a mix of speech and augmented communication systems. Frequently shows emotional responses and high anxiety impacting on access to the curriculum. Frequently distressed by change / transition. Frequently displays obsessive or repetitive behaviours. Learning difficulties, showing significant delay in reasoning skills and experiencing learning difficulties across all areas of the curriculum. Requires an individualised curriculum and substantial individual adult support. Sensory issues impacting on learning Severely limited language skills, uses alternative communication systems to make needs/choices known. Regularly shows inappropriate emotional response including self-injurious. Regularly behaviour is severely withdrawn or obsessional. Sensory issues majorly impacting on

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
			<p>learning.</p> <ul style="list-style-type: none"> • Regularly shows only minimal interaction to adults and peers and can be very difficult to direct. • Rarest students with ASD diagnosis. Will have multiple additional needs. • Requires a highly structured environment with qualified skilled staff in highly specialist provision. • Extreme vulnerability puts self and others in danger. • May display extreme violent/aggressive behaviour. • May have co-morbid medical conditions. • May require support for self-care and independence

Staffing Characteristics

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
<ul style="list-style-type: none"> • Advocate for inclusion • Values the voice of the CYP • High expectations • Positive/strength-based language • Fun and engaging lessons • Emotionally attuned adults • Able to celebrate small-step progress • Open to learning and CPD opportunities • Observant and reflective • Able to make adaptations to teaching style, language, materials and resources, etc. 	<p>As for range 2, plus:</p> <ul style="list-style-type: none"> • Skilled at administering and analysing assessments • Able to match SEND need to provision (strategies and interventions) in order to reach desired outcomes • Work in partnership with CYP and their family • Work in partnership with other agencies and professionals e.g. speech and language therapists 	<p>As for range 2 and 3, plus:</p> <ul style="list-style-type: none"> • Develop and implement an inclusive curriculum - one which accommodates the needs of all children, affording them the time, space and opportunity to participate and engage at their own level. • Training in the skills to deliver specialist interventions and strategies • Able to accommodate a wide range of needs in the classroom 	<p>As for range 2,3 and 4 plus:</p> <ul style="list-style-type: none"> • Specialist knowledge and skills in the ability to use visual supports; Makaton; PECS; assistive devices; AAC etc to support language development • Ability to create a total communication environment • To promote and advocate for the voice of the CYP

‘Additional to’ and ‘Different from’ Interventions and Strategies

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
<p>Needs-specific practice which is additional to and different from that which is normally available:</p> <p>Differentiation as part of high-quality teaching needed in most subject areas. A monitoring system should be in place to assess the young person's needs, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile. The teacher takes responsibility for devising, delivering and evaluating a personalised programme that accelerates learning.</p> <p>High quality teaching should include:</p> <p>A predictable environment and routine within a highly structured curriculum.</p> <ul style="list-style-type: none"> • A differentiated curriculum incorporating the young person's needs (this may include planned learning opportunities for tasks at developmental level rather than age). Within the differentiation, there should be a high emphasis on speech and language and social interaction development. • Use of visual prompts to support classroom routines and promote independence (these may need to be personalised to learning style to promote engagement) e.g. visual timetables. • Access to a quiet, distraction free work space for independent working or to calm/refocus in or near the classroom (if 	<p>In addition:</p> <p>The curriculum should be modified and place high emphasis on social communication and social skills development, incorporating specialist advice. Approaches used should be based on best possible evidence and have required impact on progress.</p> <p>Bespoke Intervention – time bound and quantifiable:</p> <p>My Support Plan (or equivalent) in place to assess the young person's needs, identify outcomes, implement support and monitor and evaluate progress. Planned reviews including the parent/carer, child / young person and where possible other involved professionals should take place.</p> <p>In addition to High quality teaching (see above), additional adult support individually or within a group, under the direction of the teacher, to:</p> <ul style="list-style-type: none"> • Access the curriculum and/or to work on modified curriculum tasks. • Access individual or small group sessions, to work on targets as advised by external agencies e.g. Speech and Language Therapy, Communication and Interaction Team. For example, small group sessions to work on social interaction skills, including support to apply into real life situations. 	<p>In addition:</p> <p>Teaching approaches place a high emphasis on direct training for staff and very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement. Furthermore, specialist advice from the Speech and Language Therapy Team should be sought regarding the modifications required to provide a specialist curriculum which places a high emphasis on speech and language development in adapted or specialist teaching settings with speech and language therapy.</p> <p>A monitoring system should be in place to identify short term targets from the EHCP, implement recommended provision and monitor and evaluate progress, for example an IEP.</p> <p>Termly planned sharing of information including the parent and child / young person should take place as well as a statutory annual review.</p> <p>Bespoke Intervention – time bound and quantifiable:</p> <p>Under the direction of the teacher, additional adults support the child / young person as described in section F of the EHCP, to address the identified outcomes. Additional adults, who have received appropriate training to ensure they have the necessary skills to support the child /</p>	<p>In addition:</p> <p>Curriculum</p> <ul style="list-style-type: none"> • Modified and supported curriculum with elements of sensory learning / A Sensory Engagement curriculum / Highly bespoke and individualised curriculum. <p>Resources</p> <ul style="list-style-type: none"> • Use of modified and adapted teaching resources, materials and facilities to support teaching and learning / Use of specifically adapted teaching resources, materials and facilities to support teaching and learning / Bespoke and personalised resources to support the learning and mental and physical therapeutic specific needs of the child or young person. • Greater focus on life skills, independence and preparation for adulthood. • Alternative assessment / qualifications (ASDAN etc.). • Alternative communication used, including PECS, Makaton, AAC devices etc. • Access to specialist agencies such as Speech and Language, Physiotherapy, Nursing Team, • Access to specialist resources and

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
<p>needed).</p> <ul style="list-style-type: none"> Pre and post teaching, shared with the home setting, to enable the child / young person to engage with learning in the classroom. Demonstration provided of what is expected and the child / young person is given routine feedback e.g. using a system of visual feedback to show if something has been understood. On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer and generalisation of skills. Ensuring that preferred methods of communication (as well as level of eye contact) are known by all staff within school / setting. The young person's name or agreed cue is used to gain their attention. Minimal use of abstract language and targeted instructions considering young person's language level and the pace/amount of teacher talk. Instructions must be broken down into manageable chunks and given in order. The child / young person must be given processing time. 'Rules' of good listening displayed, taught, modelled and regularly reinforced e.g. the child / young person is aware of pre-arranged cues for active listening The child / young person is encouraged and shown how to seek clarification and ask for help. 	<p>Support or provide alternative provision for unstructured times e.g. break times Support the child / young person to recognise and understand their emotions e.g. Emotion Coaching and to then consistently use visuals provided for emotional regulation throughout the day.</p> <ul style="list-style-type: none"> Access sensory activities during the day to meet sensory need as appropriate e.g. movement breaks, walking, stimulus reduction. <p>Additional Needs: Sensory Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for HI / VI provision, at either mild / moderate / severe or profound level.</p> <p>Cognition and Learning (CL) Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for CL provision, at either mild / moderate / severe or profound level.</p> <p>SEMH Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for SEMH provision, at either mild / moderate / severe or profound level.</p> <ul style="list-style-type: none"> For further information and strategies see graduated approach information here: Communication and Interaction (stoke.gov.uk) 	<p>young person individually or as part of a small group, 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 child / young person using highly structured methods provide daily small group and individual interventions to work on programmes as advised by the Speech and Language Therapy Service provide opportunities for the YP to engage in community activity <p>Additional Needs: Sensory Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for HI / VI provision, at either mild / moderate / severe or profound level.</p> <p>Cognition and Learning (CL) Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for CL provision, at either mild / moderate / severe or profound level.</p> <p>SEMH Additional strategies and interventions may be required. Please see appropriate section of</p>	<p>facilities such as Rebound, Hydrotherapy</p> <ul style="list-style-type: none"> Support with personal hygiene and support at mealtimes. <p>Environment:</p> <ul style="list-style-type: none"> A highly bespoke environment with access specialist therapeutic facilities and resources (based on clinical assessment) to support students with profound ASD needs. <p>Additional Needs: Sensory Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for HI / VI provision, at either mild / moderate / severe or profound level.</p> <p>Cognition and Learning (CL) Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for CL provision, at either mild / moderate / severe or profound level.</p> <p>SEMH Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for SEMH provision, at either mild / moderate / severe or profound level.</p> <p>For further information and strategies see graduated approach information here: Communication and Interaction</p>

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
<ul style="list-style-type: none"> Additional support is used effectively to prompt the child / young person to ask and answer questions. A range of structured and multi-sensory approaches used to support spoken language e.g. symbols, pictures, concrete apparatus, artefacts, role play. Supporting the child / young person as needed to access and engage in social situations using strategies such as speaking buddies or similar (peer talk) to encourage responses. Support to model appropriate coping strategies for emotional regulation and social problem solving. Sensory adjustments to meet the needs of the child / young person and reasonable adjustments made as needed e.g. low stimulus display boards, use of ear defenders. Alternative forms of recording using technological aids are routinely used, e.g. iPad, recording software etc. Use of AET (Autism Education Trust) Audit Tool to review whole school / School/ setting practice. Advice may be available from NHS or any other commissioned provider (consider referral to NHS SALT if additional/ new advice is required) Supported transition at the end of each academic year, particularly between phases. Information should be shared with key staff and a programme of 		<p>Matrix of Need for SEMH provision, at either mild / moderate / severe or profound level.</p> <ul style="list-style-type: none"> For further information and strategies see graduated approach information here: Communication and Interaction (stoke.gov.uk) 	<p>stoke.gov.uk</p>

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
activities should be planned to assist transition Communication and Interaction (stoke.gov.uk)			

Provision

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
<ul style="list-style-type: none"> Mainstream placement Universal Offer Use of notional SEND budget Additional adult support amounting up to 10 hrs per week (pro rata) comprising of small group and close adult support to facilitate access to the curriculum and delivery of individually planned programmes of work. Early years children may be eligible for Early Years Inclusion Funding 	<ul style="list-style-type: none"> Mainstream placement Universal Offer SEND notional budget (minimal, time-limited top up?) No less than 15 hours' additional adult support delivered through a combination of one-to-one, small group or reduced teaching group size (1:12) with additional support, in order to facilitate access to the curriculum and deliver individually planned programmes of work. Early years children may be eligible for Early Years Inclusion Funding see eligibility criteria Early Years Inclusion Funding: Bradford Schools Online 	<ul style="list-style-type: none"> No less than 19 / 22 / 25 hours per week additional adult support delivered through a combination of one-to-one, smallgroup or reduced teaching group size (1:12) with additional support, in order to facilitate access to the curriculum and deliver individually planned programmes of work Some focus on PfA outcomes and holistic outcomes – <ul style="list-style-type: none"> ➤ functional ➤ practical ➤ contextual Access to appropriate resources and appropriately trained staff. 	<ul style="list-style-type: none"> 25 hours 1:1 support in Mainstream or A bespoke specialist environment (Resource Base / Special School) to support students with complex needs Enhanced teacher pupil ratio (not more than 1:12) with additional adult support for up to 40 / 60 / 100% of the week (10 / 15 / 25 hrs, pro rata). Individual support (1:1) during all other learning times to facilitate access to the curriculum and deliver individually planned programmes of work. Special: Enhanced teacher pupil ratio (not more than 1:13) with additional adult support combining small group and 1:1, to facilitate access to the curriculum and deliver individually planned programmes of work. A specialist teacher of SEND and appropriately experienced, specifically trained support staff A high level of additional adult support with all aspects of self-care, self-regulation during structured and unstructured times.

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
LA: <i>Core offer:</i> <ul style="list-style-type: none"> Monthly, multiagency Solution Circles <i>Traded offer:</i> <ul style="list-style-type: none"> SEND Support Service EP service Inclusion Services training and support offer 	LA: <i>Core offer:</i> <ul style="list-style-type: none"> Monthly, multiagency Solution Circles <i>Traded offer:</i> <ul style="list-style-type: none"> SEND Support Service SpLD specialist practitioners EP service Inclusion Services training and support offer 	LA: <i>Core offer:</i> <ul style="list-style-type: none"> Monthly, multiagency Solution Circles Early Years Specialist Teachers <i>Traded offer:</i> <ul style="list-style-type: none"> SEND Support Service MLD Specialist practitioners EP service Inclusion Services training and support offer 	LA: <i>Core offer:</i> <ul style="list-style-type: none"> Monthly, multiagency Solution Circles Early Years Specialist Teachers <i>Traded offer:</i> <ul style="list-style-type: none"> SEND Support Service MLD Specialist practitioners EP service Inclusion Services training and support offer
Offer from health: <ul style="list-style-type: none"> Public health offer 0-19 service SEMH offer see SEMH community paediatrician for children with associated sleep disorder 	Offer from health: <ul style="list-style-type: none"> Review by community paediatrics if not previously undertaken (there might be some late presentations) Where indicated a clinical decision-making diagnostic pathway that follows NICE guidance – this is not required to access ongoing support in education Public health offer 0-19 service SEMH offer see SEMH community paediatrician for children with associated sleep disorder 	Offer from health: <ul style="list-style-type: none"> Access to specialist agencies such as Speech and Language for advice and training – see SLCN also In cases of escalation of SEMH needs support via the DSR Public health offer 0-19 service or Targeted Intervention service SEMH offer see SEMH community paediatrician for children with associated sleep disorder 	Offer from health: <ul style="list-style-type: none"> Targeted Intervention Service Access to specialist agencies such as Speech and Language based upon clinical need and presentation – see SLCN also much more around appropriate environment and curriculum than individual therapy \ programmes In cases of escalation of SEMH needs support via the DSR community paediatrician for children with associated sleep disorder

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex

Social, Emotion and Mental Health (SEMH)

Pupil Characteristics

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
<p><i>A child / young person may have mild presentation of social, emotional and mental health difficulties which could include issues with:</i></p> <ul style="list-style-type: none"> • social skills • emotional awareness/regulation • resilience and self-esteem <p><i>which is beginning to have an impact on some aspects of school / School / setting life in areas such as academic progress, relationships or mental health.</i></p> <p><i>Identified through assessment such as observation, Boxall Profiles, STAR analysis or similar.</i></p> <ul style="list-style-type: none"> • SEMH continues to interfere with pupil's social/learning development across a range of settings and pupil does not follow routines in school consistently • Pupil is beginning to be at risk of permanent exclusion and may have continued difficulties in social interactions/relationships with both adults and peers, including difficulties managing a range of emotions • Pupil may have become socially and emotionally vulnerable, withdrawn, isolated, and unpredictable patterns of behaviour that impact on learning may be beginning to emerge 	<p><i>A child / young person will have moderate presentation of social, emotional and mental health difficulties which is not responding to previous support strategies.</i></p> <p><i>This could include issues with:</i></p> <ul style="list-style-type: none"> • social skills • emotional awareness/regulation • resilience and self-esteem <p><i>Detailed and targeted observation plus more systematic application of assessment tools to gain detailed evidence over time to support a planned approach, from which action plans are developed and regularly reviewed</i></p> <ul style="list-style-type: none"> • SEMH interfere more frequently with pupil's social/learning development across a range of settings and pupil does not follow routines in school without adult support • Pupil may have experienced fixed-term suspension and more sustained difficulties in social interactions/relationships 	<p><i>Child / young person presents with severe and persistent levels of social, emotional, mental health difficulties at all times, which are complex and long term and have not responded sufficiently to strategies, provision and adjustments at the SEND Support level of the graduated response. This is especially true in new and unfamiliar contexts but will also affect access at times of high stress in some known and familiar contexts and with familiar support/people available.</i></p> <p><i>SEMH needs are severe in terms of frequency, duration and intensity.</i></p> <p><i>On-going assessment, which is multi-agency and involves parents/carers and a range of specialist professionals, such as CAMHS, EPS, YOT, Early-Help and therapeutic interventions</i></p> <ul style="list-style-type: none"> • Pupil is more likely to have experienced fixed-term suspension from school • Pupil does not have the social and emotional skills needed to cope in a mainstream environment without adult 	<p><i>Difficulty managing emotional responses leading to extreme and demanding and/or dangerous behaviour which affects safety of self and others.</i></p> <p><i>SEMH needs profoundly affect access to learning due to frequency, duration and intensity.</i></p> <p><i>On-going assessment, which is multi-agency and involves parents/carers and a range of specialist professionals, such as CAMHS, EP, YOT, therapeutic provisions</i></p> <ul style="list-style-type: none"> • Increasingly persistent SEMH difficulties often compounded by additional needs and may require provision outside the mainstream environment. • Mental Health difficulties which may include attachment issues and anxiety compounded by an undefined level of learning difficulty. • Patterns of regular school absences. • Disengaging from learning, significant under performance. • Verbally and physically aggressive. • Reliant on adult support to remain on task. • Engaging in high risk activities both at school and within the community. • Difficulties expressing empathy, emotionally detached could have tendency to hurt others, self or animals.

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
<ul style="list-style-type: none"> Pupil may show patterns of stress/anxiety related to specific times of the day Pupil may have a preference for own agenda and be reluctant to follow instructions <p>Pupil may have begun to experience short term behavioural crises</p>		<p>support for a significant proportion of the school day</p> <ul style="list-style-type: none"> Significant and increasing difficulties with social interaction, social communication and social understanding which regularly impact on classroom performance Pupil is increasingly isolated and struggles to maintain positive relationships with adults or peers Pupils with significant school attendance difficulties due to Emotion-Based School Avoidance (EBSA) Careful social and emotional differentiation of the curriculum is essential to ensure access to the curriculum and progress with learning 	<ul style="list-style-type: none"> Issues around identity and belonging. Needing to be in control, bullying behaviours (victim & perpetrator). Difficulties sustaining relationships. Over-friendly or withdrawn with strangers, at risk of exploitation. Provocative in appearance and behaviour, evidence of sexualised language or behaviours. Slow to develop age appropriate self-care skills due to levels of maturity or degree of learning difficulties. Physical, sensory and medical needs such as that require medication and regular review. Subject to neglect, basic needs unmet or preoccupied with acute anxiety, fear, isolation, bullying, hunger, illness, lack of sleep, controlling behaviours. attachment and trauma difficulties that impede on general functioning, physiology, relationships – in addition to the above: Historical and/or on-going trauma; witness to domestic violence, substance misuse within the family, family mental health issues. Vulnerability due to severity of SEMH needs- at risk of sexual exploitation, identified as 'on the edge of gang involvement, criminally, social isolation, inappropriate friendship group. Language development: difficulties associated with social use of language and the impact on ability to manage and maintain relationships. difficulties which is impacting detrimentally on

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
			<p>the functional capability of the pupil with possible life limiting implications necessitating a continued multi-agency response coordinated as annual, interim or emergency SEN review and met in specialist provision.</p> <ul style="list-style-type: none"> • Needs likely to include; • Self-harming. • Attempted suicide. • Persistent substance abuse. • Extreme sexualised language and behaviour. • Sexually exploited. • Extreme violent/ aggressive behaviour. • Serious mental health issues. • Long term non-attendance and disaffection. • Regular appearance in court for anti-social behaviour. • Puts self and others in danger. • Frequently missing for long periods of time. • Extreme vulnerability due to MLD/ SLD. • Medical conditions that are potentially life threatening and cannot be managed without dedicated support. • Rarest students with special emotional and mental health needs; who will also have multiple additional needs and require a highly structured environment with qualified skilled staff in a specialist provision.

Staffing Characteristics

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
<ul style="list-style-type: none"> Advocate for inclusion Values the voice of the CYP High expectations Positive/strength-based language Fun and engaging lessons Emotionally attuned adults Able to celebrate small-step progress Open to learning and CPD opportunities Observant and reflective Able to make adaptations to teaching style, language, materials and resources, etc. Nurturing/calm attuned adults Emotional safe environments Understand behaviour as communication Able to develop positive relationships Knowledge and skills in relational and restorative approaches 	<p>In addition:</p> <ul style="list-style-type: none"> Skilled at administering and analysing assessments Able to match SEND need to provision (strategies and interventions) in order to reach desired outcomes Work in partnership with CYP and their family Work in partnership with other agencies and professionals who specialise in mental health 	<p>In addition:</p> <ul style="list-style-type: none"> Develop and implement an inclusive curriculum - one which accommodates the needs of all children, affording them the time, space and opportunity to participate and engage at their own level. Training in the skills to deliver specialist interventions and strategies Able to accommodate a wide range of needs in the classroom 	<p>In addition:</p> <ul style="list-style-type: none"> Specialist knowledge and skills in supporting CYP with mental health difficulties

‘Additional to’ and ‘Different from’ Interventions and Strategies

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
<p>Differentiation as part of high-quality teaching needed in most subject areas. A monitoring system should be in place to assess the young person's needs, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile. The teacher takes responsibility for devising, delivering and evaluating a personalised programme that accelerates learning.</p> <p>High quality teaching should include:</p> <ul style="list-style-type: none"> • An appropriate whole school / setting ethos which includes a focus on the promotion of good mental health and well being • A positive behaviour policy which is socially and emotionally differentiated to meet the needs of all pupils and reviewed with staff at least annually • A classroom and playground environment which focuses on supporting positive relationships and the development of social skills • The provision of planned opportunities for pupils to learn social and emotional skills and build resilience • Consistent systems in place to ensure effective behaviour management strategies including effective consequences both positive and negative (rewards and sanctions) 	<p>In addition:</p> <p>School / setting offer should be significantly modified and differentiated with an emphasis on developing social skills and emotional regulation. This will include a predictable environment and routine within a structured curriculum with positive reinforcement. 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>Specific to the CYP Intervention – time bound and quantifiable and evidenced-based evidence and practiced-based evidence:</p> <p>My Support Plan (or equivalent) in place to assess the young person's needs, identify outcomes, implement support and monitor and evaluate progress. Planned reviews including the parent/carer, child / young person and where possible other involved professionals should take place.</p> <p>Additional identified adults support the child / young person individually, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • Access the curriculum in an inclusive mainstream School / setting. • Teach social and emotional skills daily to address behavioural targets on individualised plan (e.g. My Support 	<p>In addition:</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. Consideration given to an environment that ensures the safety of the individual and others. Appropriately trained support for physical intervention/restraint.</p> <p>A monitoring system should be in place to identify short term targets from the EHCP, implement recommended provision and monitor and evaluate progress, for example an IEP.</p> <p>Termly planned sharing of information including the parent and child / young person should take place as well as a statutory annual review.</p> <p>Bespoke Intervention – time bound and quantifiable:</p> <p>Under the direction of the teacher, additional adults support the child / young person as described in section F of the EHCP, to address the identified outcomes.</p> <p>Additional adults support the child / young person individually or within a small group, under the direction of the teacher to:</p> <ul style="list-style-type: none"> • Deliver programmes of intervention based on evidence- 	<p>In addition:</p> <p>Access to a specialist or Resourced Mainstream Social Emotional and Mental Health provision, providing provision described above, plus:</p> <ul style="list-style-type: none"> • An environment with a high teacher/pupil ratio. • Highly individualised curriculum approach and planned opportunities to access specific individual programmes of support. • Where appropriate, alternative assessment / qualifications (ASDAN etc.). • Access to multiagency support and strategies. • An environment that ensures the safety of the individual and others. • Appropriately trained support for physical intervention/restraint. • Where identified in EHCP, access to therapeutic intervention, support and strategies. • whole school training in relational and restorative practices <p>Curriculum</p> <ul style="list-style-type: none"> • Adapted or alternative curriculum – (Students engaged in subject-specific learning).

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
<ul style="list-style-type: none"> Effective links between pastoral support, personal and social education, SEN and the curriculum Differentiation of teaching and learning both academically and socially and emotionally The planned teaching of personal social and emotional skills (e.g. a curriculum such as SEAL or targeted PHSE provisions) Planned teaching of social communication skills Personalised motivational reward systems covering targeted lessons / activities Use of different teaching styles Clear routines for transitions, for example planning for them with warnings Careful consideration to enable adjustments to classroom organisation, seating and group dynamics Nurturing classroom approaches Opportunities to develop positive staff / child relationships Offering a child/young person opportunity to take on responsibilities e.g. class monitors, prefects, school council reps Coordinated approach to the young person's support to promote sharing of Information about a young person's needs/difficulties is shared with relevant staff Sharing of advice on successful 	<p>Plan).</p> <ul style="list-style-type: none"> Use key-working approaches to ensure the child / young person has a trusted adult to offer support/withdrawal during vulnerable times. Plan and deliver time-limited and evaluated intervention programmes with familiar staff who have knowledge, skills and experience to address young person's specific needs. Have planned, frequent time in smaller groups and individually in order to develop social skills and emotional regulation. Provide opportunities for the child / young person to develop self-monitoring skills at the end of each session Enable regular access to appropriate support to aid the development of relationships (Buddies, Mentors, ELSAs) Possible outreach from specialist settings <p>Additional Needs: Sensory Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for HI / VI provision, at either mild / moderate / severe or profound level.</p> <p>Communication and Interaction (CI) Additional strategies and interventions may be required. Please see appropriate section</p>	<p>based approaches where appropriate.</p> <ul style="list-style-type: none"> Where recommended by health, planned programmes of therapeutic intervention Intensive use of key-working approaches to ensure the child / young person has a trusted adult to offer support/withdrawal during vulnerable times. <p>Provide a personalised reward system known to all staff in school / setting who have contact with the young person, implemented consistently across the curriculum.</p> <p>Additional Needs: Sensory Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for HI / VI provision, at either mild / moderate / severe or profound level.</p> <p>Communication and Interaction (CI) Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for CI (SLCN/ASC) provision, at either mild / moderate / severe or profound level.</p> <p>Cognition and Learning (CL) Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for CL provision, at either mild / moderate / severe or profound level.</p> <ul style="list-style-type: none"> For further information and strategies see graduated approach information 	<p>Resources</p> <ul style="list-style-type: none"> Use of modified and adapted teaching resources, materials and facilities to support teaching and learning Use of specifically adapted teaching resources, materials and facilities to support teaching and learning Bespoke and personalised resources to support the learning and mental and physical therapeutic specific needs of the child or young person. <p>Environment:</p> <ul style="list-style-type: none"> A highly bespoke environment with access specialist therapeutic facilities and resources (based on clinical assessment) to support students with severe and complex needs. <p>Additional Needs: Sensory Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for HI / VI provision, at either mild / moderate / severe or profound level.</p> <p>Communication and Interaction (CI) Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for CI (SLCN/ASC)</p>

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
<p>strategies and set targets e.g. use of visual supports, developing organisational skills.</p> <ul style="list-style-type: none"> Classroom Teaching Assistance (TA) is targeted towards support for access for specific tasks/School / settings, based on IEP targets <p>For further information and strategies see graduated approach information here: Social, Emotional and Mental Health (stoke.gov.uk)</p>	<p>of Matrix of Need for CI (SLCN/ASC) provision, at either mild / moderate / severe or profound level.</p> <p>Cognition and Learning (CL) Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for CL provision, at either mild / moderate / severe or profound level.</p> <ul style="list-style-type: none"> For further information and strategies see graduated approach information here: Social, Emotional and Mental Health (stoke.gov.uk) 	<p>here: Social, Emotional and Mental Health (stoke.gov.uk)</p>	<p>provision, at either mild / moderate / severe or profound level.</p> <p>Cognition and Learning (CL) Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for CL provision, at either mild / moderate / severe or profound level.</p> <p>For further information and strategies see graduated approach information here: Social, Emotional and Mental Health (stoke.gov.uk)</p>

Provision

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
<ul style="list-style-type: none"> Mainstream placement Universal Offer Use of notional SEND budget Additional adult support amounting up to 10 hrs per week (pro rata) comprising of small group and close adult support to facilitate access to the curriculum and delivery of individually planned programmes of work. Early years children may be eligible for Early Years Inclusion Funding 	<ul style="list-style-type: none"> Mainstream placement Universal Offer SEND notional budget (minimal, time-limited top up) No less than 15 hours' additional adult support delivered through a combination of one-to-one, small group or reduced teaching group size (1:12) with additional support, in order to facilitate access to the curriculum and deliver individually planned programmes of work. Early years children may be eligible for Early Years Inclusion Funding see eligibility criteria Early Years Inclusion Funding 	<ul style="list-style-type: none"> A flexible specialist environment (Resource Base / Special School/AP) No less than 19 / 22 / 25 hours per week additional adult support delivered through a combination of one-to-one, smallgroup or reduced teaching group size (1:12) with additional support, in order to facilitate access to the curriculum and deliver individually planned programmes of work Some focus on PfA outcomes and holistic outcomes – <ul style="list-style-type: none"> ➢ functional ➢ practical ➢ contextual Access to appropriate resources and appropriately trained staff. 	<ul style="list-style-type: none"> 25 hours 1:1 support A bespoke specialist environment (Resource Base/Special School/AP) to support students with complex needs Enhanced teacher pupil ratio (not more than 1:12) with additional adult support for up to 40 / 60 / 100% of the week (10 / 15 / 25 hrs, pro rata). Individual support (1:1) during all other learning times to facilitate access to the curriculum and deliver individually planned programmes of work. Special: Enhanced teacher pupil ratio (not more than 1:13) with additional adult support combining small group and 1:1, to facilitate access to the curriculum and deliver individually planned programmes of work. A specialist teacher of SEND and appropriately experienced, specifically trained support staff A high level of additional adult support with all aspects of self-care, self-regulation and during unstructured times

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
<p>LA: <i>Core offer:</i></p> <ul style="list-style-type: none"> Monthly, multiagency Solution Circles <p><i>Traded offer:</i></p> <ul style="list-style-type: none"> SEND Support Service EP service Inclusion Services training and support offer 	<p>LA: <i>Core offer:</i></p> <ul style="list-style-type: none"> Monthly, multiagency Solution Circles <p><i>Traded offer:</i></p> <ul style="list-style-type: none"> SEND Support Service EP service Inclusion Services training and support offer 	<p>LA: <i>Core offer:</i></p> <ul style="list-style-type: none"> Monthly, multiagency Solution Circles Early Years Specialist Teachers <p><i>Traded offer:</i></p> <ul style="list-style-type: none"> SEND Support Service SLCN Specialist teacher EP service Inclusion Services training and support offer 	<p>LA: <i>Core offer:</i></p> <ul style="list-style-type: none"> Monthly, multiagency Solution Circles Early Years Specialist Teachers <p><i>Traded offer:</i></p> <ul style="list-style-type: none"> SEND Support Service Cognition and Learning Specialist teacher EP service Inclusion Services training and support offer
<p>Offer from health: Based upon Ithrive model</p> <ul style="list-style-type: none"> Mental health in schools' practitioners (where in post) Triage and signposting to Camhs partners Combined Wellbeing portal and resources Post 16 IAPT 	<p>Offer from health:</p> <ul style="list-style-type: none"> Mental health in schools' practitioners (where in post) Combined Wellbeing portal and resources Triage and signposting to Camhs partners Post 16 IAPT 	<p>Offer from health:</p> <ul style="list-style-type: none"> Mental health in schools' practitioners (where in post) Combined Wellbeing portal and resources Triage and signposting to Camhs services where clinically appropriate Post 16 IAPT 	<p>Offer from health:</p> <ul style="list-style-type: none"> Mental health in schools' practitioners (where in post) Combined Wellbeing portal and resources, Triage and signposting to Camhs services where clinically appropriate Escalations may be managed via IST's or other specialist teams post 18

Physical and Sensory – Physical and Medical Needs

Pupil Characteristics

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
<ul style="list-style-type: none"> Motor coordination difficulties are below that of the child's general development Continuing mild to moderate problems with hand/eye co-ordination, fine/gross motor skills and recording, impacting on access to curriculum Making slow or little progress despite provision of targeted teaching approaches Continuing difficulties with continence/toileting Continuing problems with self-esteem and peer relationships Continuing problems with self-help and independence Continuing problems with gross motor skills and coordination often seen in PE Some implications for risk assessment e.g. educational visits, high level P.E. or playground equipment May have medical condition that impacts on time in school and requires a medical care plan May have a condition that requires assessment for equipment and resources. <p>The NHS notes: An Occupational Therapist may see children at any range once there is evidence that first line strategies/interventions have been implemented.</p>	<ul style="list-style-type: none"> Moderate or persistent gross and/or fine motor difficulties Recording and/or mobility now impacting more on access to the curriculum May need specialist input to comply with health and safety legislation; e.g. to access learning in the classroom, for personal care needs, at break and lunch times Increased dependence on seating to promote appropriate posture for fine motor activities/feeding Increased dependence on mobility aids i.e. wheelchair or walking aid Increased use of alternative methods for extended recording e.g. scribe, ICT The school/setting may require moving and handling training. May have medical condition that impacts on time in school and requires a medical/care/ specialist support plan to help the child access the curriculum. OT/Physio/Nurse <p>The NHS notes:</p> <ul style="list-style-type: none"> It would be anticipated that schools would make a referral to OT if first line strategies, advice and programmes have been trialled and evidenced but achievement is limited These children may form the basis of targeted assessment – assessment and advice to home and school with programme/strategies to follow 	<ul style="list-style-type: none"> Significant physical/medical difficulties with or without associated learning difficulties Physical and/or medical condition will have a significant impact on the ability to access the curriculum. This may be through a combination of physical, communication and learning difficulties Significant and persistent difficulties in mobility around the building and in the classroom difficulties or a medical condition that requires access to assistive tech to support communication, understanding and learning. Significant personal care needs which require adult support and access to a hygiene suite with specialist equipment May have developmental delay and/or learning difficulties which impact upon access to curriculum Physical conditions that require medical/therapy/ respite intervention and support. The need for an environment to support self-esteem and positive self-image. A developing neuro-muscular Degenerative condition or traumatic incident resulting in brain or physical injury. 	<p>A permanent, severe and/ or complex physical difficulty or serious medical condition.</p> <p>Pupil may present the following:</p> <p>A level of mobility or self-care that restricts/ prevents an alternative mainstream placement.</p> <p>An inability to make progress within the curriculum without the use of specialist materials, aids, equipment and high level.</p> <p>Furniture and/ or extensive adaptations to the physical environment of the school.</p> <p>Difficulties in making and sustaining peer relationships leading to concerns about social isolation, the risk of bullying and frustration.</p> <p>Emotional and/or some behavioural difficulties including periods of withdrawal, disaffection and reluctance to attend school.</p> <p>A requirement that health care inputs and therapies may be intensive and on a regular basis.</p> <p>Given appropriate facilities is nevertheless unable to independently manage personal and/or health care during the school day and requires regular direct intervention.</p> <p>The associated severe and complex</p>

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
<p>Physio may intervene with children who have mild-moderate physical issues to prevent further deterioration/reduce impact of condition/early intervention to achieve more successful outcomes</p> <p>Functioning/Attainment:</p> <p>School based (and possibly other assessments, eg Physio /OT) indicate the child / young person has mild physical difficulties which reduce their ability to participate / function at an age appropriate level.</p> <p>https://cerebralpalsy.org.au/our-research/about-cerebral-palsy/what-is-cerebral-palsy/severity-of-cerebral-palsy/gross-motor-function-classification-system/</p>	<p>Physio needs would be based on assessment on a case by case basis – if a child is at the level when they need a walking aid/wheelchair they will already be known to Physio</p> <p>School based (and possibly other assessments, eg Physio /OT) indicate the child / young person has moderate physical difficulties which reduce their ability to participate / function at an age appropriate level.</p> <p>https://cerebralpalsy.org.au/our-research/about-cerebral-palsy/what-is-cerebral-palsy/severity-of-cerebral-palsy/gross-motor-function-classification-system/</p>	<ul style="list-style-type: none"> <p>The NHS notes:</p> <p>Children in this category may require specialist support from Physio/OT</p> <p>Physio needs would be based on assessment on a case by case basis – children with degenerative neurological conditions or traumatic physical injury requiring rehabilitation would be known to physio in most cases</p> <p>School based (and possibly other assessments, eg Physio /OT) indicate the child / young person has severe physical difficulties which reduce their ability to participate / function at an age appropriate level.</p> <p>https://cerebralpalsy.org.au/our-research/about-cerebral-palsy/what-is-cerebral-palsy/severity-of-cerebral-palsy/gross-motor-function-classification-system/</p> 	<p>learning difficulties impact on their ability to make progress within the curriculum despite the use of specialist materials, aids, equipment, furniture and/ or extensive adaptations to the physical environment of the school.</p> <p>Difficulties in making and sustaining peer relationships leading to concerns about social isolation and vulnerability within the setting and wider environment.</p> <p>Emotional and/or behavioural difficulties including regular periods of withdrawal, disaffection and ongoing reluctance to attend school.</p> <p>A requirement that health care inputs and therapies may be intensive and on a daily basis.</p> <p>Given appropriate facilities in nevertheless unable to manage personal and/or health care during the school day and requires a high level of direct intervention.</p> <p>Has a complex medical need requiring frequent monitoring and medical intervention throughout the school day.</p> <p>Has a significant additional condition such as HI/VI/MSI which gives rise to the complexity of need.</p> <p>Is an AAC user.</p> <p>Has a degenerative condition.</p>

Staffing Characteristics

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
<ul style="list-style-type: none"> • Advocate for inclusion • Values the voice of the CYP • High expectations • Positive/strength-based language • Fun and engaging lessons • Emotionally attuned adults • Able to celebrate small-step progress • Open to learning and CPD opportunities • Observant and reflective • Able to make adaptations to teaching style, language, materials and resources, etc. • Comfortable working with assistive technology • Support the development of fine and/ or gross motor skills or spatial awareness through a structured programme / implementation of activity programmes / recommendations/ care plans recommended by external agencies. • Support the development of self-care / self-regulation and hygiene programmes 	<p>In addition:</p> <ul style="list-style-type: none"> • Skilled at administering and analysing assessments • Able to match SEND need to provision (strategies and interventions) in order to reach desired outcomes • Work in partnership with CYP and their family • Work in partnership with other agencies and professionals e.g. OTs and physiotherapists 	<p>In addition:</p> <ul style="list-style-type: none"> • Develop and implement an inclusive curriculum - one which accommodates the needs of all children, affording them the time, space and opportunity to participate and engage at their own level. • Training in the skills to deliver specialist interventions and strategies • Able to accommodate a wide range of needs in the classroom 	<p>In addition:</p> <ul style="list-style-type: none"> • Specialist knowledge and skills in the ability to use assistive devices • Confident to use technology • To promote and advocate for the voice of the CYP • Appropriately trained support for moving and handling will need to be considered.

‘Additional to’ and ‘Different from’ Interventions and Strategies

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
<p>Needs-specific practice which is additional to and different from that which is normally available:</p> <p>Differentiation as part of high-quality teaching needed in most subject areas. A monitoring system should be in place to assess the young person's needs, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile. The teacher takes responsibility for devising, delivering and evaluating a personalised programme that accelerates learning.</p> <p>High quality teaching should include:</p> <ul style="list-style-type: none"> Increased differentiation of activities and materials by design (i.e. adapted pencils, scissors etc.) Alternative forms of recording routinely used Awareness that the child / young person 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 / backwards chaining approach Resources and displays that support independence. Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage Advice to address safety 	<p>In addition:</p> <p><i>Reasonable adjustments as described in The Equality Act 2020 must be adhered to (as per an employee). Disability rights: Overview - GOV.UK (www.gov.uk)</i></p> <p>Needs-specific practice as described above, plus: Significant modification / differentiation of some aspects of the curriculum. 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>Close supervision to address safety and access in PE may need alternative PE, safety issues during free-flow indoor/outdoor periods and unstructured periods of the day e.g. break times.</p> <p>Bespoke Intervention – time bound and quantifiable:</p> <p>My Support Plan (or equivalent) in place to assess the young person's needs, identify outcomes, implement support and monitor and evaluate progress. Planned reviews including the parent/carer, child / young person and where possible other involved professionals should take place.</p> <p>Additional adults support the child / young person individually, under the direction of the teacher to:</p>	<p>In addition:</p> <p>Significant modification / differentiation of the majority of the curriculum. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement for needs that are purely PD this would only be relevant when teaching independence skills, not for learning</p> <p>May need constant adult support to access the curriculum and may need to use an established communication system in a wide variety of familiar and unfamiliar situations using appropriate access methods.</p> <p>Staff may need training in the use of communication aids.</p> <p>Hygiene room access, hoisting, manual handling training, accessible building</p> <p>A monitoring system should be in place to identify short term targets from the EHCP, implement recommended provision and monitor and evaluate progress, for example an IEP.</p> <p>Termly planned sharing of information including the parent and child / young person should take place as well as a statutory annual review.</p> <p>Bespoke Intervention – time bound and quantifiable:</p>	<p>In addition:</p> <p>through a highly individualised curriculum approach and planned opportunities to access specific individual programmes of support.</p> <p>Significant modification / differentiation of the majority of the curriculum. Will need to use an established communication system in a wide variety of familiar and unfamiliar situations using appropriate access methods.</p> <p>Staff will require advice and training re appropriate equipment and specific programmes of work and to adapted IT provision. Close supervision to address safety and access in PE, safety issues during free-flow indoor/outdoor periods and unstructured periods of the day e.g. break times. Support to address self-care / self-regulation needs and use modified equipment. Likely to require a portable writing aid</p> <p>Staff will need training in the use of communication aids.</p> <p>Some 2:1 support needed due to manual handling needs.</p> <p>Significant modification / differentiation of the majority of the curriculum. May need to use an established communication system in a wide variety of familiar and unfamiliar situations using appropriate access methods.</p> <p>Adult assistance and close supervision</p>

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
<p>and access in PE, safety issues during free-flow indoor/outdoor periods and unstructured periods of the day e.g. breaks</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 Advice from external agencies is implemented in the classroom There may be need for very structured and multi-sensory approaches to learning. The teacher takes responsibility for supporting others 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 e.g. laptop, tablet <p>Additional Needs: Sensory Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for HI / VI provision, at either mild / moderate / severe or profound level.</p>	<p>Additional adults may support the young person individually or in small groups, 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 whilst maintaining health and safety minimising risk create frequent opportunities for peer to peer interaction monitor the progress of the young person using structured methods access programmes of support as advised by the paediatric therapy teams assist with personal/intimate care, access environment/ or individual equipment, provide catch up sessions minimising the impact of missed learning due to absence relating to condition Close supervision to address safety and access in PE Support managing pacing and fatigue Support to address self-care / self-regulation needs and use modified equipment. Appropriately trained support for moving and handling may be required including transfer and hoisting May require bespoke equipment-mobility and seating / accessible 	<p>Under the direction of the teacher, additional adults support the child / young person as described in section F of the EHCP, to address the identified outcomes.</p> <p>Additional adults support the child / young person 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 child / young person 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 and equipment as advised by paediatric therapy services assist with personal/intimate care provide catch up sessions minimising the impact of missed learning due to absence relating to condition access independence and self-care / self-regulation skills sessions (up to 3 times per week) alternative methods of recording 	<p>during unstructured times including break and lunchtimes due to physical difficulties for health and safety reasons and to provide support for social interactions.</p> <p>Additional Needs: Sensory Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for HI / VI provision, at either mild / moderate / severe or profound level.</p> <p>Communication and Interaction (CI) Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for CI (SLCN/ASC) provision, at either mild / moderate / severe or profound level.</p> <p>Cognition and Learning (CL) Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for CL provision, at either mild / moderate / severe or profound level.</p> <p>SEMH Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for SEMH provision, at either mild / moderate / severe or profound level.</p> <p>For further information and strategies see graduated approach information here: Physical and Sensory (stoke.gov.uk)</p>

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
<p>Communication and Interaction (CI) Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for CI (SLCN/ASC) provision, at either mild / moderate / severe or profound level.</p> <p>Cognition and Learning (CL) Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for CL provision, at either mild / moderate / severe or profound level.</p> <p>For further information and strategies see graduated approach information here: Physical and Sensory (stoke.gov.uk)</p>	<ul style="list-style-type: none"> building Facilitate use of alternative methods of recording and use of IT to support access to the curriculum <p>Additional Needs:</p> <p>Sensory Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for HI / VI provision, at either mild / moderate / severe or profound level.</p> <p>Communication and Interaction (CI) Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for CI (SLCN/ASC) provision, at either mild / moderate / severe or profound level.</p> <p>Cognition and Learning (CL) Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for CL provision, at either mild / moderate / severe or profound level.</p> <p>SEMH Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for SEMH provision, at either mild / moderate / severe or profound level.</p> <p>For further information and strategies see graduated approach information here: Physical and Sensory (stoke.gov.uk)</p>	<ul style="list-style-type: none"> and use of IT to support access to the curriculum If hoisting is needed this requires 2:1 support. <p>Additional Needs:</p> <p>Sensory Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for HI / VI provision, at either mild / moderate / severe or profound level.</p> <p>Communication and Interaction (CI) Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for CI (SLCN/ASC) provision, at either mild / moderate / severe or profound level.</p> <p>Cognition and Learning (CL) Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for CL provision, at either mild / moderate / severe or profound level.</p> <p>SEMH Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for SEMH provision, at either mild / moderate / severe or profound level.</p> <p>For further information and strategies see graduated approach information here: Physical and Sensory (stoke.gov.uk)</p>	

Provision

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
<ul style="list-style-type: none"> Mainstream placement Universal Offer Use of notional SEND budget Additional adult support amounting up to 10 hrs per week (pro rata) comprising of small group and close adult support to facilitate access to the curriculum and delivery of individually planned programmes of work. Early years children may be eligible for Early Years Inclusion Funding 	<ul style="list-style-type: none"> Mainstream placement Universal Offer SEND notional budget (minimal, time-limited top up?) No less than 15 hours' additional adult support delivered through a combination of one-to-one, small group or reduced teaching group size (1:12) with additional support, in order to facilitate access to the curriculum and deliver individually planned programmes of work. Early years children may be eligible for Early Years Inclusion Funding see eligibility criteria Early Years Inclusion Funding. 	<ul style="list-style-type: none"> No less than 19 / 22 / 25 hours per week additional adult support delivered through a combination of one-to-one, smallgroup or reduced teaching group size (1:12) with additional support, in order to facilitate access to the curriculum and deliver individually planned programmes of work Some focus on PfA outcomes and holistic outcomes – <ul style="list-style-type: none"> ➤ functional ➤ practical ➤ contextual Access to appropriate resources and appropriately trained staff. 	<ul style="list-style-type: none"> 25 hours 1:1 support in Mainstream or A bespoke specialist environment (Resource Base / Special School) to support students with complex needs Enhanced teacher pupil ratio (not more than 1:10) with additional adult support for up to 40 / 60 / 100% of the week (10 / 15 / 25 hrs, pro rata). Individual support (1:1) during all other learning times to facilitate access to the curriculum and deliver individually planned programmes of work. Special: Enhanced teacher pupil ratio (not more than 1:10) with additional adult support combining small group and 1:1, to facilitate access to the curriculum and deliver individually planned programmes of work. A specialist teacher of SEND and appropriately experienced, specifically trained support staff A high level of additional adult support with all aspects of self-care, self-regulation and during unstructured times

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
<p>LA: <i>Core offer:</i></p> <ul style="list-style-type: none"> Monthly, multiagency Solution Circles Physical / Medical Team <p><i>Traded offer:</i></p> <ul style="list-style-type: none"> SEND Support Service EP service Inclusion Services training and support offer add examples of associated training or links to brochures 	<p>LA: <i>Core offer:</i></p> <ul style="list-style-type: none"> Monthly, multiagency Solution Circles Physical / Medical Team <p><i>Traded offer:</i></p> <ul style="list-style-type: none"> SEND Support Service EP service Inclusion Services training and support offer Special schools outreach support (brochure on special schools' own website) 	<p>LA: <i>Core offer:</i></p> <ul style="list-style-type: none"> Monthly, multiagency Solution Circles Early Years Specialist Teachers Physical / Medical Team statutory offer <p><i>Traded offer:</i></p> <ul style="list-style-type: none"> SEND Support Service EP service Inclusion Services training and support offer Special schools outreach support (brochure on special schools' own website) 	<p>LA: <i>Core offer:</i></p> <ul style="list-style-type: none"> Monthly, multiagency Solution Circles Early Years Specialist Teachers Physical / Medical Team statutory offer <p><i>Traded offer:</i></p> <ul style="list-style-type: none"> SEND Support Service EP service Inclusion Services training and support offer add examples of associated training or links to brochures
<p>Offer from health:</p> <ul style="list-style-type: none"> Resources to assist with first line interventions and training via MPFT website 	<p>Offer from health:</p> <ul style="list-style-type: none"> Assessments once first line interventions have been undertaken – where there is a functional need identified Occupational therapy and physiotherapy Wheelchair service where required 	<p>Offer from health:</p> <ul style="list-style-type: none"> Advice and support towards care planning and risk assessments Targeted Intervention service and or Community nursing team Community paediatricians \ condition related paediatricians and adult speciality doctors Additional specialism as clinically required e.g dieticians, podiatry 	<p>Offer from health:</p> <ul style="list-style-type: none"> Advice and support towards care planning an risk assessments Targeted Intervention service and or community nursing team Community paediatricians \ condition related paediatricians and adult speciality doctors Palliative care specialists including Dougie Mac Additional specialisms as clinically required e.g. dieticians, podiatry

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex

Physical and Sensory – Hearing Impairment (HI)

Pupil Characteristics

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
<ul style="list-style-type: none"> Bilateral mild long term conductive or sensorineural hearing loss May have Auditory Neuropathy Spectrum Disorder Mild to moderate permanent unilateral (moderate or greater hearing loss) Hearing aids used <p>Moderate difficulty with listening, attention, concentration, speech, language and class participation</p> <ul style="list-style-type: none"> mild with unaided threshold 21-40 dBHL or unilateral with at least a moderate loss in affected ear <p>It is expected that a child with this level of hearing loss will score in the National Sensory Impairment Partnership (NatSIP) Eligibility Criteria range of 6-20</p>	<ul style="list-style-type: none"> Bilateral moderate long term conductive or sensorineural hearing loss Will have hearing aids and may have a radio aid Will have moderate difficulty accessing spoken language; likely language delay May have Auditory Neuropathy Spectrum Disorder and may require frequent monitoring <p>Moderate difficulty with listening, attention, concentration and class participation</p> <p>Bilateral moderate (unaided threshold 41-70 dBHL) or severe (71-95dBHL) permanent hearing loss</p> <p>It is expected that a child with this level of hearing loss will score in the NatSIP Eligibility Criteria range of 21-30</p>	<ul style="list-style-type: none"> Bilateral moderate or severe permanent hearing loss May have additional language/learning difficulties associated with hearing loss Significant difficulty accessing spoken language and therefore the curriculum May have additional language delay associated with hearing loss Will have hearing aids and may have a radio aid Auditory Neuropathy Spectrum Disorder and may have hearing aids Difficulties with attention, concentration, confidence and class participation Speech clarity may be affected <p>Significant difficulties with attention, concentration, confidence and class participation</p> <p>Bilateral severe (unaided threshold 71-95 dBHL) or profound (>95dBHL)</p> <p>It is expected that a child with this level of hearing loss will score in the NatSIP Eligibility Criteria range of 31-50</p>	<ul style="list-style-type: none"> Bilateral severe/profound permanent hearing loss Additional language/learning difficulties associated with hearing loss British Sign Language (BSL) or Sign Supported English (SSE) may be needed for effective communication Will have hearing aids/cochlear implants and may have a radio aid Needs additional support to secure language development Language delay may impact on curriculum access Speech clarity may be affected May have significant difficulties with attention, concentration, confidence and class participation May have Auditory Neuropathy Spectrum Disorder Language delay and/ or communication difficulties may impact on social and emotional well-being Hearing loss will impact on significantly on social communication and interaction which means that the pupil needs support at more unstructured times of the day (The NatSIP Eligibility Tool is not

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
			<p>appropriate to use with pupils with complex or severe additional needs who are placed in a Special School or setting.) (These pupils will access support in a Special School or Setting as a result of their severe or complex needs- please see the appropriate descriptors to identify the appropriate level of support. Below is a possible descriptor of their HI needs, but this will not be their primary need)</p> <p>Hearing loss is classified as profound with unaided threshold in excess of 95 dBHL.</p> <p>Bilateral severe (unaided threshold 71-95 dBHL) or profound (>95dBHL)</p> <p>Bilateral severe/profound permanent hearing loss or Moderate hearing loss with additional complicating factor e.g. late diagnosis Additional language/learning difficulties associated with hearing loss</p> <p>BSL/SSE is highly likely to be needed for effective communication</p>

Staffing Characteristics

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
<ul style="list-style-type: none"> • Advocate for inclusion • Values the voice of the CYP • High expectations • Positive/strength-based language • Fun and engaging lessons • Emotionally attuned adults • Able to celebrate small-step progress • Open to learning and CPD opportunities • Observant and reflective • Able to make adaptations to teaching style, language, materials and resources, etc. • Comfortable working with assistive technology • implementation of activities/ programmes / recommendations/ care plans as suggested by external agencies. • Support the development of self-care / self-regulation and hygiene programmes 	<p>In addition:</p> <ul style="list-style-type: none"> • Skilled at administering and analysing assessments • Able to match SEND need to provision (strategies and interventions) in order to reach desired outcomes • Work in partnership with CYP and their family • Work in partnership with other agencies and professionals e.g. audiologists, OTs and physiotherapists 	<p>In addition:</p> <ul style="list-style-type: none"> • Develop and implement an inclusive curriculum - one which accommodates the needs of all children, affording them the time, space and opportunity to participate and engage at their own level. • Training in the skills to deliver specialist interventions and strategies • Able to accommodate a wide range of needs in the classroom 	<p>In addition:</p> <ul style="list-style-type: none"> • Specialist knowledge and skills in the ability to use visual supports; Makaton; PECS; assistive devices; etc to support language development • Ability to create a total communication environment • To promote and advocate for the voice of the CYP

‘Additional to’ and ‘Different from’ Interventions and Strategies

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
<p>Needs-specific practice which is additional to and different from that which is normally available:</p> <p>Differentiation as part of high-quality teaching needed in most subject areas. A monitoring system should be in place to assess the young person's needs, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile. The teacher takes responsibility for devising, delivering and evaluating a personalised programme that accelerates learning.</p> <p>Hearing friendly strategies should be evident in the school / setting. Accessibility planning should involve consideration of acoustic and sound properties in school / setting. Some adult support for learning health and safety and risk management.</p> <p>High quality teaching should include:</p> <ul style="list-style-type: none"> • Management of the acoustic and visual environment in class so that background noise is kept to a minimum and there are not too many visual distractions • Plan for short listening periods interspersed with individual/small group activities • Position pupil appropriately for different activities – in consultation with the pupil • Ensure that your face is in clear view so that the pupil can lip-read 	<p>In addition:</p> <p><i>Reasonable adjustments as described in The Equality Act 2020 must be adhered to (as per an employee). Disability rights: Overview - GOV.UK (www.gov.uk)</i></p> <ul style="list-style-type: none"> • Hearing friendly strategies should be evident in the school. Accessibility planning should involve consideration of acoustic and sound properties in school / setting. • Teaching methods which facilitate access to the curriculum, social/emotional development and class participation <p>Bespoke Intervention – time bound and quantifiable:</p> <p>My Support Plan (or equivalent) in place to assess the young person's needs, identify outcomes, implement support and monitor and evaluate progress. Planned reviews including the parent/carer, child / young person and where possible other involved professionals should take place.</p> <ul style="list-style-type: none"> • Modified curriculum tasks to allow access as advised by a Teacher of the Deaf 	<p>In addition:</p> <p>Hearing friendly strategies should be evident in the school / setting. Accessibility planning should involve consideration of acoustic and sound properties in school / setting. Some adult support for learning health and safety and risk management.</p> <p>Access to speech dependent on hearing aids or cochlear implant and radio aid in school / setting. Highly likely to develop spoken language as preference and for curriculum delivery</p> <ul style="list-style-type: none"> • Considerable differentiation and / or modification needed in all areas of the curriculum. <p>Bespoke Intervention – time bound and quantifiable:</p> <p>Under the direction of the teacher and Teacher of the Deaf, additional adults support the child / young person as described in section F of the EHCP, to address the identified outcomes and:</p> <ul style="list-style-type: none"> • work on significantly modified curriculum tasks • reinforce lesson content • support language development and differentiate language used in the classroom to an accessible level 	<p>In addition:</p> <p>Planned approach to communication strategies designed in consultation with the parent/carer, young person, TOD, class teacher and where possible other involved professionals should take place.</p> <ul style="list-style-type: none"> • Daily 1:1 work to • Access a highly individualised timetable for 50% of the curriculum designed in consultation with the QTOD. Specialist communication support for all other times. • access to a Highly Specialist Speech and Language Therapist, skilled in meeting the needs of deaf and hearing impaired children. • vocabulary work carried out daily • Direct teaching of communication strategies • Assessment of language development by QTOD/SALT in conjunction with school. • Access to a Deaf/signing peer group • Access to an Educational Audiologist and appropriate equipment to facilitate access to learning through residual hearing • Delivery of specialist curricula for Deaf pupils such as Personal Understanding of Deafness (PUD) / Emotions curriculum designed by

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<p>– make use of facial expression/body language to support what you say and as much as possible stand still when speaking</p> <ul style="list-style-type: none"> • Get the pupil's attention – make eye contact – before speaking • Outline the content of the lesson at the beginning using visual cues/key words • Present lesson content in as visual a way as possible: use pictures, key words on the board, demonstration • Ensure that the deaf pupil has access to what the other pupils say e.g. repeat/rephrase the answers pupils give or ask them to speak at the front • Check that a task has been understood before the child begins e.g. 'tell me/show me what you have to do' • Recap main points at the end and provide an opportunity for the child to show that they have understood • Get feedback from the pupil regularly to monitor their access to lessons • Opportunities for 1:1 and small group work • Teaching methods which facilitate access to the curriculum, social/emotional development and class participation • Advice from Sensory Team (HI) is implemented in the classroom • Regular checking of auditory 	<p>Additional adult support 1:1 and small group work for:</p> <ul style="list-style-type: none"> • Modified curriculum tasks to allow access as advised by a Teacher of the Deaf • Regular opportunities for 1:1 and small group work for specific identified parts of curriculum: <ul style="list-style-type: none"> ○ explanation, clarification and reinforcement of lesson content and language ○ specific interventions for speaking, listening and teaching of phonics ○ teaching strategies to assist the development of independent learning, ○ work on targets as advised by a Teacher of the Deaf ○ to develop social skills ○ Modification to the presentation of assessments • Create frequent opportunities for structured peer to peer interaction • Adult support to facilitate the development of independence and class participation • Monitor the progress of the young person using structured methods • Regular checking of auditory equipment: will have hearing aids and likely to have a radio aid • Pupils are taught strategies and provided with resources to assist with the development of independent learning 	<ul style="list-style-type: none"> • provide daily individual support • encourage independence • create opportunities for peer to peer interaction • monitor the progress of the young person using highly structured methods • Work on programs advised by a Teacher of the Deaf and/or Speech and Language Therapist • Pre-teach new language • explain, clarify and reinforce lesson content • deliver modified curriculum tasks • Pre-teach new language • explain, clarify and reinforce lesson content • deliver modified curriculum tasks • support language development • create opportunities for peer to peer interaction • encourage independence • Implement advice from the Sensory Team in the classroom <p>Additional Needs: Sensory Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for HI / VI provision, at either mild / moderate / severe or profound level.</p> <p>Communication and Interaction (CI) Additional strategies and interventions may be required. Please see appropriate section</p>	<p>QTOD as required</p> <ul style="list-style-type: none"> • Communication strategies appropriate to Deaf children planned in conjunction with school staff, parents and QTOD and based on regular assessments <p>Resource Provision:</p> <ul style="list-style-type: none"> • Daily advice and input from a Qualified Teacher of the Deaf (QTOD) on a range of issues pertinent to deaf children • Small group (no more than 1:6) teaching by QTOD, usually for English and maths (10 hrs per week). • Small group (no more than 1:6) teaching by a QTOD for other subjects as required if unable to access mainstream teaching. • Weekly teaching of British Sign Language by a Deaf Instructor. • Delivery of specialist curricula for Deaf pupils such as Personal Understanding of Deafness (PUD) / Emotions curriculum. • Access to an Educational Audiologist and appropriate equipment to facilitate access to learning through residual hearing. • In class communication and learning support from specialist support staff trained in British Sign Language functioning equivalent to BSL Level 3 / or working towards level 3 (depending upon group / setting)

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
<p>equipment: may have hearing aids and possibly a radioaid</p> <p>For further information and strategies see graduated approach information here: Physical and Sensory (stoke.gov.uk)</p>	<ul style="list-style-type: none"> Daily checking of hearing aids and other technology Advice from Teacher of the Deaf is implemented in the classroom <p>Additional Needs:</p> <p>Sensory Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for HI / VI provision, at either mild / moderate / severe or profound level.</p> <p>Communication and Interaction (CI) Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for CI (SLCN/ASC) provision, at either mild / moderate / severe or profound level.</p> <p>Cognition and Learning (CL) Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for CL provision, at either mild / moderate / severe or profound level.</p> <p>SEMH Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for SEMH provision, at either mild / moderate / severe or profound level.</p> <p>For further information and strategies see graduated approach information here: Physical and Sensory (stoke.gov.uk)</p>	<p>of Matrix of Need for CI (SLCN/ASC) provision, at either mild / moderate / severe or profound level.</p> <p>Cognition and Learning (CL) Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for CL provision, at either mild / moderate / severe or profound level.</p> <p>SEMH Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for SEMH provision, at either mild / moderate / severe or profound level.</p> <p>For further information and strategies see graduated approach information here: Physical and Sensory (stoke.gov.uk)</p>	<ul style="list-style-type: none"> Access to mainstream classes facilitated by daily advice and input / delivery from QTOD <p>Access to a Highly Specialist Speech and Language Therapist, skilled in meeting the needs of deaf and hearing impaired children.</p> <p>Additional Needs:</p> <p>Sensory Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for HI / VI provision, at either mild / moderate / severe or profound level.</p> <p>Communication and Interaction (CI) Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for CI (SLCN/ASC) provision, at either mild / moderate / severe or profound level.</p> <p>Cognition and Learning (CL) Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for CL provision, at either mild / moderate / severe or profound level.</p> <p>SEMH Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for SEMH provision, at either mild / moderate / severe or profound level.</p> <p>For further information and strategies see graduated approach information here: Physical and Sensory (stoke.gov.uk)</p>

Provision

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
<ul style="list-style-type: none"> Mainstream placement Universal Offer Use of notional SEND budget Additional adult support amounting up to 10 hrs per week (pro rata) comprising of small group and close adult support to facilitate access to the curriculum and delivery of individually planned programmes of work. Early years children may be eligible for Early Years Inclusion Funding At least one annual visit from a specialist HI teacher (according to Natsip criteria) 	<ul style="list-style-type: none"> Mainstream placement Universal Offer SEND notional budget (minimal, time-limited top up?) No less than 15 hours' additional adult support delivered through a combination of one-to-one, small group or reduced teaching group size (1:12) with additional support, in order to facilitate access to the curriculum and deliver individually planned programmes of work. At least a half-termly visit from a specialist HI teacher (according to Natsip criteria) Early years children may be eligible for Early Years Inclusion Funding see eligibility criteria Early Years Inclusion 	<ul style="list-style-type: none"> No less than 19 / 22 / 25 hours per week additional adult support delivered through a combination of one-to-one, smallgroup or reduced teaching group size (1:12) with additional support, in order to facilitate access to the curriculum and deliver individually planned programmes of work Some focus on PfA outcomes and holistic outcomes – <ul style="list-style-type: none"> functional practical contextual Access to appropriate resources and appropriately trained staff. At least a half-termly visit from a specialist HI teacher (according to Natsip criteria) 	<ul style="list-style-type: none"> 25 hours 1:1 support in Mainstream or A bespoke specialist environment eg. Resource Base to support students with complex hearing needs Enhanced teacher pupil ratio (not more than 1:12) with additional adult support for up to 40 / 60 / 100% of the week (10 / 15 / 25 hrs, pro rata). Individual support (1:1) during all other learning times to facilitate access to the curriculum and deliver individually planned programmes of work. A bespoke specialist environment eg. Special School, specialist provision to support students with complex needs Enhanced teacher pupil ratio (not more than 1:10) with additional adult support combining small group and 1:1, to facilitate access to the curriculum and deliver individually planned programmes of work. A qualified teacher of the deaf and appropriately experienced, specifically trained support staff At least fortnightly visits from a specialist HI teacher (according to NatSip criteria) A high level of additional adult support with all aspects of self-care, self-regulation and during

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			unstructured times
LA: <i>Core offer:</i> <ul style="list-style-type: none"> Monthly, multiagency Solution Circles HI Support Service <i>Traded offer:</i> <ul style="list-style-type: none"> SEND Support Service EP service Inclusion Services training and support offer 	LA: <i>Core offer:</i> <ul style="list-style-type: none"> Monthly, multiagency Solution Circles HI Support Service <i>Traded offer:</i> <ul style="list-style-type: none"> SEND Support Service EP service Inclusion Services training and support offer 	LA: <i>Core offer:</i> <ul style="list-style-type: none"> Monthly, multiagency Solution Circles Early Years Specialist Teachers HI Support Service <i>Traded offer:</i> <ul style="list-style-type: none"> SEND Support Service EP service Inclusion Services training and support offer. 	LA: <i>Core offer:</i> <ul style="list-style-type: none"> Monthly, multiagency Solution Circles Early Years Specialist Teachers HI statutory offer according to NatSip criteria. <i>Traded offer:</i> <ul style="list-style-type: none"> SEND Support Service EP service Inclusion Services training and support offer.
Offer from health: <ul style="list-style-type: none"> Audiology as clinically indicated – working with Sensory team, 	Offer from health: <ul style="list-style-type: none"> Audiology as clinically indicated – working with Sensory team, 	Offer from health: <ul style="list-style-type: none"> Audiology as clinically indicated – working with Sensory team, 	Offer from health: <ul style="list-style-type: none"> Audiology as clinically indicated – working with Sensory team,

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<ul style="list-style-type: none"> Bilateral mild long term conductive or sensorineural hearing loss May have Auditory Neuropathy Spectrum Disorder Mild to moderate permanent unilateral (moderate or greater hearing loss) Hearing aids used <p>Moderate difficulty with listening, attention, concentration, speech, language and class participation</p> <ul style="list-style-type: none"> mild with unaided threshold 21-40 dBHL or unilateral with at least a moderate loss in affected ear <p>It is expected that a child with this level of hearing loss will score in the National Sensory Impairment Partnership (NatSIP) Eligibility Criteria range of 6-20</p>	<ul style="list-style-type: none"> Bilateral moderate long term conductive or sensorineural hearing loss Will have hearing aids and may have a radio aid Will have moderate difficulty accessing spoken language; likely language delay May have Auditory Neuropathy Spectrum Disorder and may require frequent monitoring <p>Moderate difficulty with listening, attention, concentration and class participation</p> <p>Bilateral moderate (unaided threshold 41-70 dBHL) or severe (71-95 dBHL) permanent hearing loss</p> <p>It is expected that a child with this level of hearing loss will score in the NatSIP Eligibility Criteria range of 21-30</p>	<ul style="list-style-type: none"> Bilateral moderate or severe permanent hearing loss May have additional language/learning difficulties associated with hearing loss Significant difficulty accessing spoken language and therefore the curriculum May have additional language delay associated with hearing loss Will have hearing aids and may have a radio aid Auditory Neuropathy Spectrum Disorder and may have hearing aids Difficulties with attention, concentration, confidence and class participation Speech clarity may be affected <p>Significant difficulties with attention, concentration, confidence and class participation</p> <p>Bilateral severe (unaided threshold 71-95 dBHL) or profound (>95 dBHL)</p> <p>It is expected that a child with this level of hearing loss will score in the NatSIP Eligibility Criteria range of 31-50</p>	<ul style="list-style-type: none"> Bilateral severe/profound permanent hearing loss Additional language/learning difficulties associated with hearing loss British Sign Language (BSL) or Sign Supported English (SSE) may be needed for effective communication Will have hearing aids/cochlear implants and may have a radio aid Needs additional support to secure language development Language delay may impact on curriculum access Speech clarity may be affected May have significant difficulties with attention, concentration, confidence and class participation May have Auditory Neuropathy Spectrum Disorder Language delay and/or communication difficulties may impact on social and emotional well-being Hearing loss will impact on significantly on social communication and interaction which means that the pupil needs support at more unstructured times of the day (The NatSIP Eligibility Tool is not appropriate to use with pupils with complex or severe additional needs who are placed in a Special School or setting.) (These pupils will access

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			<p>support in a Special School or Setting as a result of their severe or complex needs- please see the appropriate descriptors to identify the appropriate level of support. Below is a possible descriptor of their HI needs, but this will not be their primary need)</p> <p>Hearing loss is classified as profound with unaided threshold in excess of 95 dBHL.</p> <p>Bilateral severe (unaided threshold 71-95 dBHL) or profound (>95dBHL)</p> <p>Bilateral severe/profound permanent hearing loss or Moderate hearing loss with additional complicating factor e.g. late diagnosis Additional language/learning difficulties associated with hearing loss</p> <p>BSL/SSE is highly likely to be needed for effective communication</p>

Physical and Sensory – Visual Impairment (VI)

Pupil Characteristics

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
<ul style="list-style-type: none"> Pupils find concentration difficult Pupils peer or screw up eyes Pupils move closer when looking at books or notice boards Pupils make frequent “copying” mistakes Distance vision: approximately 6/24. This means that the pupil needs to be about 1.5 metres away to see what fully sighted pupils can see from 6 metres Will not be able to see details on a white board from the front of classroom as well as others can see from the back <p>Near vision: likely to have difficulty with print sizes smaller than 14 point or equivalent sized details in pictures</p> <p>Visual loss is classified as mild with acuities in the range 6/12 to 6/18 Snellen /Kay or LogMAR 0.3 – 0.48</p> <p>Access to standard print sizes, age appropriate; some children may require larger print for sustained periods of reading</p> <p>It is expected that a child with this level of visual impairment will score in the National Sensory Impairment Partnership (NatSIP) Eligibility Criteria range of 0 -20</p>	<ul style="list-style-type: none"> Pupil will find concentration difficult Pupil will peer or screw up eyes Pupil will move closer when looking at books or notice boards Pupil will make frequent “copying” mistakes Pupil will have poor hand - eye coordination Pupil will have a slow work rate Distance vision: approximately 6/36. This means that the pupil needs to be about 1 metre away to see what fully sighted pupils can see from 6 metres Will not be able to see details on a white board without approaching to within 1 metre of it Near vision: likely to have difficulty with print sizes smaller than 18 point or equivalent sized details in pictures <p>Pupils may have Cerebral Visual Impairment (CVI) – these pupils have normal or near normal visual acuities but will display moderate to significant visual processing difficulties</p> <p>Vision loss is classified as moderate with acuities in the range 6/18 to 6/36 Snellen / Kay or LogMAR 0.5 – 0.78</p> <p>Near vision will typically be assessed to be N18 print size, or above</p> <p>It is expected that a child with this level of visual impairment will score in the National</p>	<p>Severe Visual Impairment</p> <ul style="list-style-type: none"> Pupils likely to be registered severely sighted/Visually Impaired or blind but still learning by sighted means Distance vision: 6/36 or 6/60 or worse. This means that the pupil can see at 6m what a fully sighted person could see from 60m. It represents a difficulty identifying any distance information, people or objects. Pupils would be unable to work from a white board in the classroom without human/technical support. <p>Near vision: likely to have difficulty with any print smaller than 24 point. Print sizes must be in a range from 24 – 36, and materials will require significant differentiation and modification.</p> <p>Vision loss is classified as severe with acuities with the range 6.36 - 6/60 Snellen/Kay or LogMAR 0.8, or greater</p> <p>Near vision: likely to have difficulty with any print smaller than 24 point. Print sizes may be in a range from 24 – 36, and will require significant differentiation and modification.</p> <p>Pupils likely to be Registered Sight Impaired (partially sighted) or Severely Sight impaired (blind) but still learning by sighted means.</p>	<p>Profound: Primarily a print user. May be a braille user. Eligible to register as severely vision impaired. Usually pupils who have suffered a late onset visual impairment, or where their vision has deteriorated rapidly, or where there is a strong parental preference for continuing with print, or a physical reason why braille is not appropriate. (e.g. loss of sensitivity in fingers) Some pupils may be continuing to use print larger than N36. Some pupils will be making the transition from print to braille. Distance vision: These pupils will have little useful vision and limited learning by sighted means. Acuity will be less than 6/120. Near vision: likely to have difficulty reading any print smaller than 36 point. Print sizes may vary and will require significant differentiation and modification.</p> <p>Profound: tactile learner Usually pupils who are born with severe visual impairment, who are identified early on as being tactile learners. These pupils will usually be registered blind and learning by tactile methods; they will have little or no useful vision, and very limited or no learning by sighted needs. The school must work in partnership to facilitate assessment and planning across the curriculum.</p> <p>(These pupils will access support in a Special School or Setting as a result of their severe or complex needs - please</p>

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
	Sensory Impairment Partnership (NatSIP) Eligibility Criteria range of 15 – 29	<p>It is expected that a child with this level of visual impairment will score in the National Sensory Impairment Partnership (NatSIP) Eligibility Criteria range 30 – 50</p> <p>Cerebral Visual Impairment (CVI)</p> <ul style="list-style-type: none"> CVI must be diagnosed by an ophthalmologist. The pupil will typically have good acuities when tested in familiar situations, but this will vary throughout the day. A key feature of CVI is that vision varies from hour to hour with the pupil's well-being. All pupils with CVI will have a different set of difficulties which means thorough assessment is a key aspect. The pupil has difficulties associated with dorsal processing stream, ventral processing stream or a combination of both. Dorsal stream difficulties include: <ul style="list-style-type: none"> Difficulties seeing moving objects Difficulties reading Difficulties doing more than one thing at a time (e.g. looking and listening) Ventral Stream Difficulties include: <ul style="list-style-type: none"> Inability to recognise familiar faces Difficulties route finding Difficulties with visual clutter Lower visual field loss <p>Pupils with Cerebral Visual Impairment (CVI) CVI must be diagnosed by an Ophthalmologist. The pupil may typically have good acuities when tested in familiar situations but this will vary throughout the day. A key feature of CVI</p>	<p>see the appropriate descriptors to identify the appropriate level of support. Vision impairment will not be their primary area of need.) These pupils will be blind or partially sighted or have a diagnosis of CVI as a secondary need. Distance vision: difficulty identifying any distance information Near Vision: will have difficulty responding to facial expressions at 50cm</p> <p>Vision loss is classified as profound with acuities less than 6/60. LogMAR 1.32 plus</p> <p>Educationally blind / braille user / can access small quantities of print larger than N36</p> <p>It is expected that a child with this level of visual impairment will score in the National Sensory Impairment Partnership (NatSIP) Eligibility Criteria range of 50 - 100</p> <p>Usually pupils who are born with severe visual impairment, and are identified early on as being tactile learners.</p> <p>Pupils who may be new to the country, with severe visual impairment. Pupils who may have suffered a late onset visual impairment, or where their vision has deteriorated rapidly.</p> <p>These pupils will usually be registered blind and learning by tactile methods; they</p>

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
		<p>is that vision varies from hour to hour with the pupil's well-being.</p> <p>All pupils with CVI will have a different set of difficulties which means thorough assessment is a key aspect. The pupil may have difficulties associated with Dorsal processing stream, Ventral processing stream or a combination of both.</p> <p>Dorsal stream difficulties include:</p> <ul style="list-style-type: none"> • Difficulties seeing moving objects • Difficulties reading • Difficulties doing more than one thing at a time (e.g. looking and listening) <p>Ventral Stream Difficulties include:</p> <ul style="list-style-type: none"> • Inability to recognise familiar faces • Difficulties route finding • Difficulties with visual clutter <p>Lower visual field loss Partnership (NatSIP) Eligibility Criteria range 30 to 50</p>	<p>will have little or no useful vision, and very limited or no learning by sighted means.</p>

Staffing Characteristics

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
<ul style="list-style-type: none"> • Advocate for inclusion • Values the voice of the CYP • High expectations • Positive/strength-based language • Fun and engaging lessons • Emotionally attuned adults • Able to celebrate small-step progress • Open to learning and CPD opportunities • Observant and reflective • Able to make adaptations to teaching style, language, materials and resources, etc. • Comfortable working with assistive technology • Support the development of fine and/ or gross motor skills or spatial awareness through a structured programme / implementation of activity programmes / recommendations/ care plans recommended by external agencies. • Support the development of self-care / self-regulation and hygiene programmes 	<p>As Range 2, plus:</p> <ul style="list-style-type: none"> • Skilled at administering and analysing assessments • Able to match SEND need to provision (strategies and interventions) in order to reach desired outcomes • Work in partnership with CYP and their family • Work in partnership with other agencies and professionals e.g. VI specialist teacher/practitioner; Qualified Registered Habilitation Officer 	<p>As Range 2 and 3, plus:</p> <ul style="list-style-type: none"> • Develop and implement an inclusive curriculum - one which accommodates the needs of all children, affording them the time, space and opportunity to participate and engage at their own level. • Training in the skills to deliver specialist interventions and strategies • Able to accommodate a wide range of needs in the classroom 	<p>As Range 2,3,4 plus:</p> <ul style="list-style-type: none"> • Specialist knowledge and skills in the ability to use visual supports; Makaton; PECS; assistive devices; etc to support language development • Ability to create a total communication environment • To promote and advocate for the voice of the CYP

‘Additional to’ and ‘Different from’ Interventions and Strategies

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
<p>Needs-specific practice which is additional to and different from that which is normally available:</p> <p>Differentiation as part of high quality teaching needed in most subject areas. A monitoring system should be in place to assess the young person's needs, identify outcomes, implement support and monitor and evaluate progress, for example an IEP or One Page Profile. The teacher takes responsibility for devising, delivering and evaluating a personalised programme that accelerates learning.</p> <p>High quality teaching should include:</p> <ul style="list-style-type: none"> • High quality teaching with a specific consideration for children with visual impairment needs in line with advice from initial assessment by QTVI. • Ensuring that all appropriate staff have information relating to the CYP's vision needs. • School / setting must ensure that support is given to enable teachers to plan appropriately: <ul style="list-style-type: none"> ○ Glasses wear ○ Seating position and environmental factors affecting vision ○ Presentation of learning materials; differentiation of learning resources in line with advice i.e. 	<p>In addition:</p> <p>Differentiation to consider pace of learning and visual presentation of learning materials. Settings and student peers will need awareness raising training.</p> <p>Support from VI team will be in relation to the NatSIP Eligibility Criteria score to determine the level of input required at SEND Support Stage.</p> <p>Greater emphasis on the need for:</p> <ul style="list-style-type: none"> • modification of classroom learning materials in order to access the curriculum i.e. some reformatting and enlarged materials form part of each lesson as necessary. • assistive technology to access everyday learning tasks such as iPad or laptop with the use of screen mirroring and file sharing software. • Greater recognition of the impact of low vision on all aspects of learning, communication and social skills. • Setting staff and peers may need low vision awareness training as necessary. • Attention is paid to access arrangements for statutory tests, and exams, according to normal ways of working • The young person is likely 	<p>In addition:</p> <ul style="list-style-type: none"> • Teaching approaches consider student needs on an individualised basis in planning and delivery of curriculum. • Regular consultation with QTVI about delivery of curriculum to ensure student can fully access all curriculum areas. • Pupil unable to work from a white board in the classroom without human or technical support, such as the use of an iPad or laptop in combination with screen mirroring and file sharing software. • Setting staff make substantial adaptations to all curriculum delivery and materials to facilitate access and inclusion. • Requires significant differentiation and modification to all printed materials in order to access the curriculum • Staff in the school / setting will need appropriate training in inclusion of visually impaired learners in the classroom. • Attention is paid to access arrangements for statutory tests, and exams, according to normal ways of working in consultation with QTVI. • The young person will require a referral for assessment from a Qualified Registered Habilitation Specialist for assessment, 	<p>In addition:</p> <p>Planned approach to teaching and learning strategies designed in consultation with the parent/carer, young person, QTVI, class teacher and where possible other involved professionals should take place.</p> <p>Access to a Qualified Teacher of the Visually Impaired (QTVI) dependent on NatSIP Eligibility criteria scores for:</p> <ul style="list-style-type: none"> • Training for staff (eg, Braille skills, resource production, technology, habilitation, social skills). • Planning with teaching staff • Monitoring access to learning and recommendations • Direct teaching of braille, subject specific tactile learning skills (eg, tactile diagrams) or specialist teaching of ICT suitable for use by children with a vision impairment. • Access to teaching of mobility and independent living skills from a qualified Habilitation Officer. • Access to a visually impaired peer group for small group Social / Life Skills opportunities. • Access to mainstream classes facilitated by advice from QTVI.

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
<p>worksheet size and format etc. made by staff within school / setting.</p> <ul style="list-style-type: none"> Teaching strategies to minimise impact of CYP's vision; pace, oral descriptions, amount of copying / distance work etc. Teaching methods which facilitate access to the curriculum, social / emotional development and class participation. ICT is used to increase access to the curriculum, where appropriate Where required; regular targeted small group support as deemed necessary On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills Advice from external agencies is implemented in the classroom Pre and post teaching is used to enable the pupil to engage with learning in the classroom. Enhanced opportunities to use technological aids Multisensory approaches are used, where appropriate Pupils are taught strategies and provided with resources to assist with the development of independent 	<p>to require a referral for assessment from a Qualified Registered Habilitation Officer for assessment, environmental advice, and direct programme of work as required.</p> <ul style="list-style-type: none"> Environmental audit necessary to assess accessibility of school environment. Teaching methods facilitate access to the curriculum, social / emotional development and class participation. Alternative ways of recording include electronic devices and ICT is used to increase access to the curriculum, where appropriate. Attention is paid to access arrangements for statutory tests, and exams, according to normal ways of working May need assistive technology to access everyday learning tasks and or large print learning resources to enable full access to curriculum. <p>Bespoke Intervention – time bound and quantifiable:</p> <p>My Support Plan (or equivalent) in place to assess the young person's needs, identify outcomes, implement support</p>	<p>environmental advice, and direct programme of work as required to include family and school / setting staff.</p> <p>Bespoke Intervention – time bound and quantifiable:</p> <p>Under the direction of the teacher, additional adults support the child / young person as described in section F of the EHCP, to address the identified outcomes and:</p> <ul style="list-style-type: none"> work on significantly modified / differentiated curriculum and learning tasks, including the speed of lesson delivery, expectations regarding quantity of work, additional time for sustained tasks and speed of working encourage independence create opportunities for peer to peer interaction monitor the progress of the young person using highly structured methods provide opportunities for YP to develop independent living skills through access to targeted interventions overseen by Qualified Registered Habilitation Specialist provide opportunities for the YP to engage in community activity and for social and emotional development. provide access to strands of the 'Additional/specialist VI 	<ul style="list-style-type: none"> Production of class resources adapted (large print or braille) by school staff trained by QTVI and VI Technology Officer. Support from trained specialist school staff to support learning in class to ensure full access and understanding. Lunchtime and break time support at a ratio of 1:4 at primary. Pastoral support available for secondary students. Access to a specialist ICT training supported by QTVI or specialist technical support officer. <p>Resource Provision:</p> <ul style="list-style-type: none"> Daily access to a Qualified Teacher of the Visually Impaired (QTVI) Small group (up to 1:6) teaching by QTVI Usually for English and maths (10 hrs per week). Weekly teaching of mobility skills from a qualified Habilitation Officer. Social / Life Skills teaching in small group, up to 1:6 once a week with specialist support staff trained in meeting the needs of children with a vision impairment. Access to mainstream classes facilitated by daily advice and input / delivery from QTVI.

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
<p>learning.</p> <ul style="list-style-type: none"> Alternative ways of recording include electronic devices Attention is paid to access arrangements for statutory tests, and exams, according to normal ways of working Awareness that the child / young person may need more time to complete tasks and that equality of access may mean that they need to do some things differently. help in some aspects of mobility, orientation and independence skills. Staff in the school / setting will need appropriate training Advice from external agencies is implemented in the classroom Training as needed. <p>For further information and strategies see graduated approach information here: Physical and Sensory (stoke.gov.uk)</p>	<p>and monitor and evaluate progress. Planned reviews including the parent/carer, child / young person and where possible other involved professionals should take place.</p> <p>Additional adult support 1:1 and small group work for:</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 Implementing advice from external agencies in the classroom Teaching strategies and providing with resources to assist with the development of independent learning. Create frequent opportunities for peer to peer interaction <p>Additional Needs: Sensory Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for HI / VI provision, at either mild / moderate / severe or profound level.</p> <p>Communication and Interaction (CI) Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for CI (SLCN/ASC) provision, at either mild / moderate / severe or profound level.</p>	<p>Curriculum' as directed by QTVI</p> <ul style="list-style-type: none"> Assistive technology (ICT) essential for inclusion and access. <p>Additional Needs: Sensory Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for HI / VI provision, at either mild / moderate / severe or profound level.</p> <p>Communication and Interaction (CI) Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for CI (SLCN/ASC) provision, at either mild / moderate / severe or profound level.</p> <p>Cognition and Learning (CL) Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for CL provision, at either mild / moderate / severe or profound level.</p> <p>For further information and strategies see graduated approach information here: Physical and Sensory (stoke.gov.uk)</p> <p>Cerebral Visual Impairment (CVI)</p> <p>Needs-specific practice as described above, plus:</p> <p>Any combination of difficulties will have a major impact on the pupil's ability to access the curriculum. Without input from a QTVI they will be unable to reach</p>	<ul style="list-style-type: none"> In class resources adapted (large print or braille) specialist curriculum resource officer specialist support staff required to produce. Specialist teaching of tactile learning. Support from VISSA and or QTVI in class to ensure full access and understanding. Lunchtime and break time support at a ratio of 1:4 (primary). Up to 5 x per week braille teaching or specialist teaching of ICT suitable for use by children with a vision impairment. Access to a specialist ICT curriculum from a QTVI / VISSA or specialist technical support officer <p>Additional Secondary needs may require:</p> <p>Under the direction of the teacher, additional adults support the child / young person as described in section F of the EHCP, to address the identified outcomes and provide:</p> <ul style="list-style-type: none"> Additional support to facilitate a further bespoke personalised timetable to support learning and progress. Personalised curriculum with

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
	<p>Cognition and Learning (CL) Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for CL provision, at either mild / moderate / severe or profound level.</p> <p>SEMH Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for SEMH provision, at either mild / moderate / severe or profound level.</p> <p>For further information and strategies see graduated approach information here: Physical and Sensory (stoke.gov.uk)</p>	<p>their full potential and will need some level of support from the VI Team; The school / setting must ensure that all staff are aware that the pupil will be experiencing visually related learning difficulties, and provide support to enable teachers to plan appropriately, based on previous visual performance and /or prognosis of possible changes. The school / setting must monitor pupil progress in this respect.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Teaching methods which facilitate access to the curriculum, social / emotional development and class participation. • Setting staff make substantial adaptations to curriculum delivery and materials to facilitate access for a child with CVI • Setting staff provide modification / differentiation of learning materials to facilitate access. e.g. attention to speed of lesson delivery and speed of working of VI pupil. • ICT is used to increase access to the curriculum, where appropriate • Attention is paid to access arrangements for statutory tests, and exams, according to normal ways of working in 	<p>access to specific learning programmes and specialist resources which is in addition to the core offer for VI.</p> <ul style="list-style-type: none"> • Specialist multi-agency teaching and advice (in addition to the QTVI) will be required to support the additional needs such as epilepsy, autism, cognition and learning. • And / or individual specialist support for mobility, medical and personal care needs etc. • Trained / specialist staff to support social communication, social and emotional and sensory needs of the pupil e.g. to help with emotional regulation skills, as and when required throughout the day <p>Additional Needs: Sensory Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for HI / VI provision, at either mild / moderate / severe or profound level.</p> <p>Communication and Interaction (CI) Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for CI (SLCN/ASC) provision, at either mild / moderate / severe or profound level.</p> <p>Cognition and Learning (CL) Additional strategies and interventions may be required. Please see appropriate section</p>

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
		<p>consultation with QTVI.</p> <ul style="list-style-type: none"> • Advice for teachers regarding ways to include the pupil in mainstream lessons • Training for staff on CVI and implications for learning <p>Bespoke Intervention – time bound and quantifiable:</p> <p>Under the direction of the teacher, additional adults support the child / young person as described in section F of the EHCP, to address the identified outcomes</p> <p>Additional adult support in class, and around school / setting, as indicated by assessment, to facilitate inclusive and independent learning, preparation of resources, and to ensure safety and..</p> <ul style="list-style-type: none"> • Provide suitable technology such as laptop, audio books, speech software • Advice for teachers regarding ways to include the pupil in mainstream lessons • Training for staff on CVI and implications for learning • On-going assessment, teaching, advice, support and monitoring from a QTVI, to work with the pupil, their family and with school / setting staff. • Individual 1-1 for 	<p>of Matrix of Need for CL provision, at either mild / moderate / severe or profound level.</p> <p>SEMH</p> <p>Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for SEMH provision, at either mild / moderate / severe or profound level.</p> <p>For further information and strategies see graduated approach information here: Physical and Sensory (stoke.gov.uk)</p>

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
		<p>Habilitation and mobility teaching, as appropriate from Qualified/Registered Habilitation Specialist</p> <ul style="list-style-type: none"> • ICT and low vision aid skills training • Suitable technology such as laptop, audio books, speech software • Specific skill teaching e.g. touch typing, working with speech software/ amanuensis <p>Additional Needs:</p> <p>Sensory Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for HI / VI provision, at either mild / moderate / severe or profound level.</p> <p>Communication and Interaction (CI) Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for CI (SLCN/ASC) provision, at either mild / moderate / severe or profound level.</p> <p>Cognition and Learning (CL) Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for CL provision, at either mild / moderate / severe or profound level.</p> <p>SEMH Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for SEMH provision, at</p>	

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
		<p>either mild / moderate / severe or profound level.</p> <p>For further information and strategies see graduated approach information here: Physical and Sensory (stoke.gov.uk)</p>	

Provision

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
<ul style="list-style-type: none"> • Mainstream placement • Universal Offer • Use of notional SEND budget • Additional adult support amounting up to 10 hrs per week (pro rata) comprising of small group and close adult support to facilitate access to the curriculum and delivery of individually planned programmes of work. • Early years children may be eligible for Early Years Inclusion Funding 	<ul style="list-style-type: none"> • Mainstream placement • Universal Offer • Use of notional SEND budget • Additional adult support amounting up to 10 hrs per week (pro rata) comprising of small group and close adult support to facilitate access to the curriculum and delivery of individually planned programmes of work. • Early years children may be eligible for Early Years Inclusion Funding 	<ul style="list-style-type: none"> • No less than 19 / 22 / 25 hours per week additional adult support delivered through a combination of one-to-one, smallgroup or reduced teaching group size (1:12) with additional support, in order to facilitate access to the curriculum and deliver individually planned programmes of work • Some focus on PfA outcomes and holistic outcomes – <ul style="list-style-type: none"> • functional • practical • contextual • Access to appropriate resources and appropriately trained staff. <p>Cerebral Visual Impairment (CVI)</p> <ul style="list-style-type: none"> • No less than 19 / 22 / 25 hours per week additional adult support delivered through a combination of one-to-one, smallgroup or reduced teaching group size (1:12) with additional support, in order to facilitate access to the curriculum and deliver individually planned programmes of work 	<ul style="list-style-type: none"> • 25 hours 1:1 support in Mainstream or • A bespoke specialist environment (Resource Base / Special School) to support students with complex needs • Enhanced teacher pupil ratio (not more than 1:12) with additional adult support for up to 40 / 60 / 100% of the week (10 / 15 / 25 hrs, pro rata). Individual support (1:1) during all other learning times to facilitate access to the curriculum and deliver individually planned programmes of work. • Special: Enhanced teacher pupil ratio (not more than 1:13) with additional adult support combining small group and 1:1, to facilitate access to the curriculum and deliver individually planned programmes of work. • A specialist teacher of VI and appropriately experienced, specifically trained support staff • A high level of additional adult support with all aspects of self-care, self-regulation, during structured and unstructured times

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
		<ul style="list-style-type: none"> Some focus on PfA outcomes and holistic outcomes – <ul style="list-style-type: none"> ❖ functional ❖ practical ❖ contextual Access to appropriate resources and appropriately trained staff. 	
<p>LA: <i>Core offer:</i></p> <ul style="list-style-type: none"> Monthly, multiagency Solution Circles VI Support Service – at least an annual visit from a qualified teacher of the visual impaired <p><i>Traded offer:</i></p> <ul style="list-style-type: none"> SEND Support Service EP service Inclusion Services training and support offer 	<p>LA: <i>Core offer:</i></p> <ul style="list-style-type: none"> Monthly, multiagency Solution Circles VI Support Service – at least an annual visit from a qualified teacher of the visual impaired <p><i>Traded offer:</i></p> <ul style="list-style-type: none"> SEND Support Service EP service Inclusion Services training and support offer 	<p>LA: <i>Core offer:</i></p> <ul style="list-style-type: none"> Monthly, multiagency Solution Circles Early Years Specialist Teachers VI Support Service – at least monthly visits from a qualified teacher of the visually impaired. <p><i>Traded offer:</i></p> <ul style="list-style-type: none"> SEND Support Service EP service Inclusion Services training and support offer <p>Cerebral Visual Impairment (CVI)</p> <p>LA: <i>Core offer:</i></p> <ul style="list-style-type: none"> Monthly, multiagency Solution Circles Early Years Specialist Teachers VI Support Service – annual visual assessment <p><i>Traded offer:</i></p> <ul style="list-style-type: none"> SEND Support Service EP service Inclusion Services training and support offer 	<p>LA: <i>Core offer:</i></p> <ul style="list-style-type: none"> Monthly, multiagency Solution Circles Early Years Specialist Teachers VI specialist support statutory offer – at least weekly visits from a qualified teacher of the visual impaired <p><i>Traded offer:</i></p> <ul style="list-style-type: none"> SEND Support Service EP service Inclusion Services training and support offer

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
Offer from health: <ul style="list-style-type: none"> • Ophthalmology and team as clinically indicated 	Offer from health: <ul style="list-style-type: none"> • Ophthalmology and team as clinically indicated 	Offer from health: <ul style="list-style-type: none"> • Ophthalmology and team as clinically indicated 	Offer from health: <ul style="list-style-type: none"> • Ophthalmology and team as clinically indicated

Physical and Sensory – Multi-sensory Impairment (MI)

Pupil Characteristics

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe
<p>Mild loss in both modalities</p> <p>May have Auditory Processing Disorder/Auditory Neuropathy/Cerebral Visual Impairment</p> <p>Non-progressive condition</p>	<p>Moderate loss in one modality and mild/moderate loss in the other</p> <p>May have Auditory Processing Disorder / Auditory Neuropathy / Cerebral Visual Impairment</p> <p>May have additional complex needs.</p>	<p>Moderate / severe/ profound loss in both modalities</p> <p>May have Auditory Processing Disorder / Auditory Neuropathy / Cerebral Visual Impairment</p> <p>May have additional complex needs.</p>

Staffing Characteristics

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe	SEND Support Range 5 Severe and complex
<ul style="list-style-type: none"> Advocate for inclusion Values the voice of the CYP High expectations Positive/strength-based language Fun and engaging lessons Emotionally attuned adults Able to celebrate small-step progress Open to learning and CPD opportunities Observant and reflective Able to make adaptations to teaching style, language, materials and resources, etc. Comfortable working with assistive technology implementation of activities/ programmes / recommendations/ care plans as suggested by external agencies. Support the development of self-care / self-regulation and hygiene programmes 	<p>In addition:</p> <ul style="list-style-type: none"> Skilled at administering and analysing assessments Able to match SEND need to provision (strategies and interventions) in order to reach desired outcomes Work in partnership with CYP and their family Work in partnership with other agencies and professionals e.g. audiologists, VI specialist teacher/practitioner; Qualified Registered Habilitation Officer 	<p>In addition:</p> <ul style="list-style-type: none"> Develop and implement an inclusive curriculum - one which accommodates the needs of all children, affording them the time, space and opportunity to participate and engage at their own level. Training in the skills to deliver specialist interventions and strategies Able to accommodate a wide range of needs in the classroom 	<p>In addition:</p> <ul style="list-style-type: none"> Specialist knowledge and skills in the ability to use visual supports; Makaton; PECS; assistive devices; etc to support language development Ability to create a total communication environment To promote and advocate for the voice of the CYP

‘Additional to’ and ‘Different from’ Interventions and Strategies

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe
<p>Needs-specific practice as described above, plus: attention to seating, lighting, visual environment and acoustics. Consideration must be given to visually presented information, task instruction and oral sentence structure. Attention should be paid to speech development, the development of oral expression and aspects of orientation, mobility and independence skills, through curriculum differentiation</p> <p>Staff in the school / setting will need appropriate training and awareness of the potential impact of dual-sensory impairment should be evident in the classroom. The pace of learning should afford opportunities for clarification and reinforcement to ensure understanding</p> <p>Bespoke Intervention – time bound and quantifiable:</p> <p>My Support Plan (or equivalent) in place to assess the young person's needs, identify outcomes, implement support and monitor and evaluate progress. Planned reviews including the parent/carer, child / young person and where possible other involved professionals should take place.</p> <p>Additional adults support the child / young person 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 opportunities for peer to peer interaction • monitor the progress of the A child / young person using structured methods <p>provide access to specialist delivery of the 'Additional Curriculum'</p>	<p>In addition:</p> <p><i>Reasonable adjustments as described in The Equality Act 2020 must be adhered to (as per an employee). Disability rights: Overview - GOV.UK (www.gov.uk)</i></p> <p>As appropriate to assessed needs;</p> <ul style="list-style-type: none"> • Approaches to communication that may include use of Sign Supported English (SSE) and /or finger spelling to support oral communication • Significant curriculum differentiation across all subject areas • Adapted equipment to meet specialised MSI needs • Modified and adapted materials to ensure access to learning • Regular access to a visually and acoustically appropriate environment for small group and 1:1 sessions • Enhanced opportunities to use technological aids • Regular checking of low vision and/or hearing aids • Support with the development of mobility, orientation and independence skills • Significant individual support and additional time for clarification and reinforcement of learning to ensure understanding • Staff in the school / setting will need appropriate training and awareness of the potential impact of dual-sensory impairment should be evident in the classroom <p>A monitoring system should be in place to identify short term targets from the EHCP, implement recommended provision and monitor and evaluate progress, for example an IEP.</p> <p>Termly planned sharing of information including the parent and child / young person should take place as</p>	<p>In addition:</p> <ul style="list-style-type: none"> • Individual approaches to communication that may include tactile modes of communication, use of Sign Supported English (SSE) and /or British Sign Language, tactile sign/manual alphabet, or visual/tactile symbol systems and may involve a Total Communication approach • An individual curriculum and daily timetable to ensure the development of communication skills and understanding of daily routine and to ensure students are not included in activities that they cannot access effectively • An Individual programme to support the delivery of specialised skills which may include; Braille, visual or tactile sign or symbol systems, the use of specialist technology and aids, mobility, orientation and independence skills • Opportunities to develop understanding of specific conditions as appropriate • Learning activities that involve real objects, events and processes where students may not have direct experience of a concept • Adapted equipment to meet specialised MSI needs • Appropriately modified and adapted materials to ensure access to learning • Daily access to a visually and acoustically appropriate environment for small group and 1:1 sessions • Regular checking of low vision and/or hearing aids • A pace of learning appropriate to the individual student • A high level of individual support and additional time for clarification and reinforcement of learning to ensure understanding <p>Staff in the school will need appropriate training and awareness of the potential impact of dual-sensory</p>

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe
<p>For further information and strategies see graduated approach information here: Physical and Sensory (stoke.gov.uk)</p>	<p>well as a statutory annual review.</p> <p>Bespoke Intervention – time bound and quantifiable:</p> <p>Under the direction of the teacher, additional adults support the child / young person as described in section F of the EHCP, to address the identified outcomes.</p> <p>Additional adults support the child / young person 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 frequent opportunities for peer to peer interaction • monitor the progress of the A child / young person using highly structured methods • provide opportunities for YP to develop independent living skills through access to targeted interventions • provide opportunities for the YP to engage in community activity • provide access to specialist delivery of the 'Additional Curriculum' <p>Communication and Interaction (CI) Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for CI (SLCN/ASC) provision, at either mild / moderate / severe or profound level.</p> <p>Cognition and Learning (CL) Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for CL provision, at either mild / moderate / severe or profound level.</p>	<p>impairment should be evident in the classroom Deaf/blind Intervenor will need specialised training appropriate to their role.</p> <p>Additional Needs:</p> <p>Communication and Interaction (CI) Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for CI (SLCN/ASC) provision, at either mild / moderate / severe or profound level.</p> <p>Cognition and Learning (CL) Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for CL provision, at either mild / moderate / severe or profound level.</p> <p>SEMH Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for SEMH provision, at either mild / moderate / severe or profound level.</p> <p>For further information and strategies see graduated approach information here: Physical and Sensory (stoke.gov.uk)</p>

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe
	<p>SEMH Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for SEMH provision, at either mild / moderate / severe or profound level.</p> <p>For further information and strategies see graduated approach information here: Physical and Sensory (stoke.gov.uk)</p>	

Provision

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe
<ul style="list-style-type: none"> Mainstream placement Universal Offer Use of notional SEND budget Additional adult support amounting up to 10 hrs per week (pro rata) comprising of small group and close adult support to facilitate access to the curriculum and delivery of individually planned programmes of work. Early years children may be eligible for Early Years Inclusion Funding At least one annual visit from a specialist HI teacher (according to Natsip criteria) VI Support Service – at least an annual visit from a qualified teacher of the visual impaired For professionals - Sense 	<ul style="list-style-type: none"> Mainstream placement Universal Offer SEND notional budget (minimal, time-limited top up) No less than 15 hours' additional adult support delivered through a combination of one-to-one, small group or reduced teaching group size (1:12) with additional support, in order to facilitate access to the curriculum and deliver individually planned programmes of work. At least a half-termly visit from a specialist HI teacher (according to Natsip criteria) VI Support Service – at least an annual visit from a qualified teacher of the visual impaired For professionals - Sense Early years children may be eligible for Early Years Inclusion Funding see eligibility criteria Early Years Inclusion 	<ul style="list-style-type: none"> No less than 19 / 22 / 25 hours per week additional adult support delivered through a combination of one-to-one, smallgroup or reduced teaching group size (1:12) with additional support, in order to facilitate access to the curriculum and deliver individually planned programmes of work Some focus on PfA outcomes and holistic outcomes <ul style="list-style-type: none"> ❖ functional ❖ practical ❖ contextual Access to appropriate resources and appropriately trained staff. At least a half-termly visit from a specialist HI teacher (according to Natsip criteria) VI Support Service – at least monthly visits from a qualified teacher of the visually impaired. For professionals - Sense
<p>LA: <i>Core offer:</i></p> <ul style="list-style-type: none"> Monthly, multiagency Solution Circles HI and/or VI Support Service (dependent on the dominant need – services input changes when/if needs change) <p><i>Traded offer:</i></p> <ul style="list-style-type: none"> SEND Support Service EP service Inclusion Services training and support offer 	<p>LA: <i>Core offer:</i></p> <ul style="list-style-type: none"> Monthly, multiagency Solution Circles HI and/or VI Support Service (dependent on the dominant need – services input changes when/if needs change) <p><i>Traded offer:</i></p> <ul style="list-style-type: none"> SEND Support Service EP service Inclusion Services training and support offer 	<p>LA: <i>Core offer:</i></p> <ul style="list-style-type: none"> Monthly, multiagency Solution Circles Early Years Specialist Teachers HI and/or VI Support Service (dependent on the dominant need – services input changes when/if needs change) <p><i>Traded offer:</i></p> <ul style="list-style-type: none"> SEND Support Service EP service Inclusion Services training and support offer.

Initial Support Range 2 Mild - Moderate	SEND Support Range 3 Moderate	SEND Support Range 4 Enhanced/Severe
Offer from health: <ul style="list-style-type: none"> • Audiology as clinically indicated – working with Sensory team • Ophthalmology and team as clinically indicated 	Offer from health: <ul style="list-style-type: none"> • Audiology as clinically indicated – working with Sensory team • Ophthalmology and team as clinically indicated 	Offer from health: <ul style="list-style-type: none"> • Audiology as clinically indicated – working with Sensory team • Ophthalmology and team as clinically indicated