

Department for Children's Services

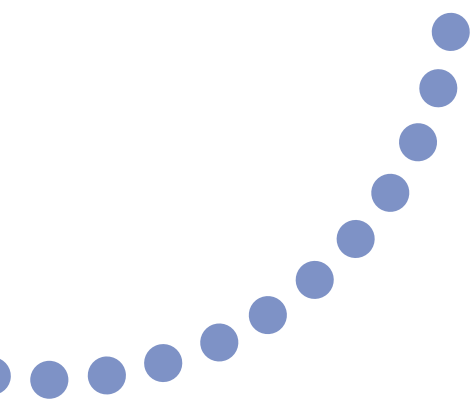


Working Together for Inclusion Guidance



Promoting Access and
Opportunity for All





Committed



Foreword

The Department for Children's Services is committed to providing inclusive educational opportunities for all children and young people.

We maintain high quality specialist provision for those with the most complex needs. However, the majority of pupils with special educational needs have been and will continue to be educated in their local community.

There is a wealth of skill and experience in mainstream schools across Plymouth in meeting pupils needs in inclusive settings and I am delighted to introduce this document which brings together collective expertise from school-based staff and advisory teams to be shared across schools. It aims to help us all to make the best provision we can, using our resources most effectively to provide high quality educational opportunities for children and young people.

This document is also available on www.pgfl.plymouth.gov.uk.

Maggie Carter
Head of Lifelong Learning (Learner Support)
Department for Children's Services

Introduction

“Over the past three decades, successive governments have built up and refined the statutory framework for children with special educational needs (SEN). This strategy aims to personalise learning for all children, to make education more innovative and responsive to the diverse needs of individual children, so reducing the reliance on separate SEN structures and processes and raising the achievement of the many children – nearly one in six – who are considered to have SEN.”

Removing Barriers to Achievement Introduction (DfES 2004)

Working Together for Inclusion clarifies the provision a school should make to meet the diverse needs of individual children.

It is guidance for all professionals in schools, LEA staff who work with schools and external support services who provide additional support for children and young people with SEN in schools.

There is an extensive range of strategies and support that should be used by all schools when meeting the needs of all their pupils. Working Together for Inclusion outlines the range that Plymouth LEA would expect to be available in Plymouth schools to meet the needs of all pupils with SEN. The LEA is keen to support schools in providing effective learning opportunities for all; this is reflected in the percentage of the statementing budget (over 80%), which is devolved to schools for this purpose.

Four separate working groups including teachers and LEA personnel have compiled these guidelines for schools. They recognise that a number of schools in Plymouth are already using a wide range of strategies and support services with considerable success but feel it is essential that this good practice should be shared with all schools so that all children have the opportunity to succeed.

Plymouth LEA recognises that there will always be a small number of children who, despite intensive intervention, will not succeed in mainstream school and who may benefit from a statutory assessment and possible special school placement. However, the LEA, in line with the DfES would like to ‘reduce the bureaucracy associated with SEN’ and ‘reduce the reliance on statements’ (Removing Barriers to Achievement p.75) so that further funding can be devolved to schools.

The document, similarly to the SEN funding guidance to schools, separates whole school provision from that which is additional and different for pupils at school action or school action plus. It is acknowledged that schools may not divide their provision in the same way with some schools including a greater range in basic entitlement.

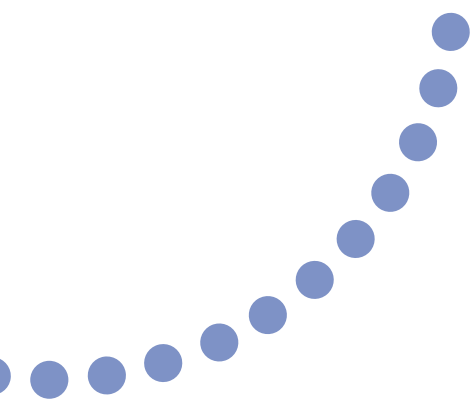
Working Together for Inclusion should support the range of good practice and provision in Plymouth schools and aid provision mapping.

A summary of this document is available. Please contact Julie Elliott on 01752 307038 or email julie.elliott@plymouth.gov.uk if you have any queries.

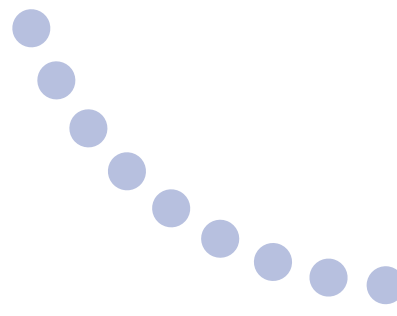
The LEA will, during 2004/2005, welcome any comments or suggestions regarding this document.

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Working Together for Inclusion Guidance

Basic Entitlement

All pupils in schools have a basic entitlement to access a broad and balanced curriculum, including the National Curriculum

Schools Will Provide

1. A general whole school approach and methods, where all staff share responsibility for SEN and Inclusion. This will include:
 - ◆ inclusive policies and practices
 - ◆ active consultation with parents
 - ◆ active consultation with pupils
 - ◆ teaching independence
 - ◆ access to SENCO advice
 - ◆ SENCO having identified non-contact time
 - ◆ appropriate training opportunities
2. A safe and supported learning environment, including;
 - ◆ access to equipment, including ICT
 - ◆ group and / or individual support
 - ◆ planned accessibility
3. Access to all areas of learning, including:
 - ◆ a differentiated curriculum with access to national strategies

This should enable:

- ◆ better identification of needs
- ◆ early intervention, including preventative action

Basic Entitlement for All Pupils

Definition

- ◆ Basic entitlement relating to broad and balanced curriculum and strategies provided to **all** pupils

Features of Provision

- ◆ General whole school approach/method
- ◆ Safe and supported learning environment
- ◆ Broad and balanced curriculum
- ◆ Numeracy/literacy strategy
- ◆ Inclusive Behaviour policy and practices
- ◆ Dyslexia friendly school
- ◆ Subject differentiated curriculum
- ◆ Access to SENCO advice
- ◆ Inclusive school
- ◆ Access to equipment
- ◆ Group and/or individual support
- ◆ Planned accessibility
- ◆ Anti-bullying strategies
- ◆ All staff involved in SEN development and fully aware of procedures for identifying and making provision including close links between pastoral and SEN teams
- ◆ Government Learning Initiatives
- ◆ Promote independence
- ◆ Access to ICT
- ◆ Organisational skills
- ◆ Promote skills
- ◆ Off-site opportunities
- ◆ Parent workshops

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Examples

Inclusive Policies and Practices

- ◆ Inclusion policy
- ◆ Anti bullying policy
- ◆ Equal opportunities
- ◆ 'Dyslexia-friendly' school

Active Parent Consultation

- ◆ Recorded representation of parent and pupil views
- ◆ Regular information sharing
- ◆ Two way dialogue

Active Pupil Consultation

- ◆ Supporting, listening to and acting upon pupil views

Teaching Independence

- ◆ Empowering children to take decisions and be responsible
- ◆ Encouraging self-control
- ◆ Easy access to resources and equipment

Access to SENCO Advice

- ◆ All staff aware of procedures for identifying and making provision for SEN
- ◆ Planned time and opportunity for all staff to access SENCO advice

Access to Equipment including ICT

- ◆ Equal opportunities to use all classroom equipment including ICT

Group and/or Individual Support

- ◆ Classroom grouping and organisation arranged to meet the learning care and welfare needs of every pupil

Planned Accessibility

- ◆ School Access Plan in place reflecting:
 - ◆ access to buildings
 - ◆ access to curriculum
 - ◆ access to information
- ◆ Involvement in all school organised activities on and off site (e.g. school trips, residential, work experience etc.)

Differentiated Curriculum and Access to National Curriculum

- ◆ Meeting the learning needs of different groups and individuals, taking into account different learning styles and methods of recording

Working Together for Inclusion Guidance

Communication and Interaction

| | School Action | School Action Plus |
|------------------------------|---|--|
| Definition | <ul style="list-style-type: none"> - Basic entitlement relating to broad and balanced curriculum and strategies provided for all pupils <p>plus</p> <ul style="list-style-type: none"> - Actions taken by the school for individual pupils who require provision that is additional to and different from the basic entitlement, as documented in the school's provision map | <ul style="list-style-type: none"> - Basic entitlement relating to broad and balanced curriculum and strategies provided for all pupils <p>plus</p> <ul style="list-style-type: none"> - Actions taken by the school for individual pupils who require provision that is additional to and different from the basis entitlement, as documented in the school's provision map <p>plus</p> <ul style="list-style-type: none"> - Action taken by external support services |
| Features of provision | <ul style="list-style-type: none"> ◆ SENCO input/liason with staff and parents ◆ <i>IEP or group learning plan in place</i> ◆ Direct adult support for an individual in some activities ◆ <i>Request advice/training from advisory support staff</i> ◆ <i>Differentiation of materials / tasks / delivery of instructions</i> ◆ Organisation of group activities to meet the needs of an individual ◆ <i>Peer support and mentoring</i> ◆ <i>Parent support groups available</i> ◆ Group activities to meet shared needs (adult mediation) ◆ Adaptation to individual learning styles ◆ <i>Extra time / opportunities to complete tasks</i> ◆ Additional ICT opportunities ◆ <i>Homework support</i> ◆ <i>Special assessment / examination arrangements</i> ◆ Environmental arrangements and adaptations ◆ <i>Checking awareness / understanding of instructions</i> ◆ Enhanced social skills development opportunities ◆ Alternative curriculum arrangements ◆ <i>Risk assessment / safety procedures</i> ◆ <i>Teaching independence skills</i> ◆ Access to additional Government learning initiatives <p><i>*italics indicate additional provision from that included in basic entitlement</i></p> | <ul style="list-style-type: none"> ◆ <i>Increased SENCO involvement</i> ◆ <i>Increased and ongoing advice from external support services</i> ◆ <i>Increased environmental adaptations</i> |

Working Together for Inclusion Guidance

Communication and Interaction

SCHOOL ACTION

SENCO input/liason with staff and parents

- Regular opportunities for appropriate staff to discuss pupils' needs and necessary strategies and resources.
- Identified teacher to discuss needs with pupil and parents/carers.
- Necessary strategies, resources and actions at home and school agreed in joint plan.
- School staff share, understand and act upon appropriate information under the guidance of the SENCO.
- SENCO to have identified non-contact planning time.

IEP or group plan in place

- IEP or group plan developed using 'SMART' targets.
- Ensure clear success and/or exit criteria are agreed and recorded.
- Pupil involvement in setting of targets/review.
- Parental awareness of/support for targets.
- Regular reviews - to monitor progress and application of targets.
- Ensure clear understanding of strategies, timetable, staff and resources to support the pupil.
- Include clear statements of what is additional to or different from the provision in place for all pupils.

Direct adult support for an individual in some activities

- Timetabled support for certain subjects/times of the school day.
- Include individual and small group tuition to support IEP or group plan targets.
- Ensure training and monitoring of additional adult support.

Request advice/training from LEA advisory/support staff/educational psychology service

- Consultation with educational psychologist.
- Initial telephone consultation/one off visit with Outreach teachers to discuss possible resources/general strategies for supporting pupils with communication difficulties.
- Ensure staff access appropriate in-service training opportunities to meet pupil's needs.

Differentiation of materials/tasks/delivery of instructions

- Individual clarification of instructions provided.
- Visual timetable/aids provided to ensure understanding/allow predictability.
- Definite and realistic expectations outlined re quantity/quality of work.
- Increased task structure.
- Further opportunities to use alternative methods of recording.

Organisation of group activities to meet the needs of an individual

- Group work specifically based on the recommendation of a Speech and Language Therapist and/or Outreach Teacher.
- Supervised opportunities to learn to share/co-operate with one or more peers.
- Direct teaching of expectations in certain situations e.g. using Social Stories.
- Small group with good role models provided for the reinforcement of social/emotional skills based on individual pupil's needs.
- Access to independence/life skills programmes.
- 'Circle of Friends' approach to support the individual pupil.
- Use of ICT software to reinforce skills.

Peer support and mentoring

- 'Buddy' support for prompting/organising.
- Information given to peers at appropriate level to aid understanding of pupil's needs.

Working Together for Inclusion Guidance

Communication and Interaction

Parent support groups available

- Contact Outreach teachers for relevant local and national information e.g. leaflets, websites and courses.
- Inform parents of Parent Partnership and other support networks.

Group activities to meet shared needs (adult mediation)

- Specific Speech and Language tasks.
- Enhancement of motor skills.
- Homework support.

Adaptation to individual learning styles

- Ensure a variety of multi-sensory delivery styles.
- Accept a variety of styles in terms of recording.
- Consider a pupil's strengths and interests.
- Provide an appropriate reward system (tangible and immediate).

Extra time/opportunities to complete tasks

- Allow extra time for processing language.
- Ensure pupil understands when a piece of work will be finished.
- Reduce the amount of task whilst maintaining the level of challenge, as appropriate.

Additional ICT opportunities

- Opportunities to develop keyboard skills.
- Opportunities to word process in lessons.
- Use of software to support skill development e.g. speech and language, writing, reading, numeracy, memory and social skills.

Homework support

- Provision of appropriate and achievable homework tasks.
- Ensure detailed written instruction is given to aid understanding of expectations.
- Teach self-organisation skills e.g. use of planner/home-school link book.
- Homework Club.

Checking awareness/understanding of instructions

- Address pupil by name to ensure attention.
- Use simple language broken down into small steps.
- Request feedback of information from pupil to ensure understanding.
- Explain idioms, irony, sarcasm, humour and inferred meaning.
- Provide visual prompts and reminders.

Enhanced social skills and/or expressive language development opportunities

- Small group addressing social/emotional skills.
- Visual reinforcement of skills learned during social times e.g. break/lunchtime.
- Provide visual prompts to encourage appropriate social responses.
- Develop expressive language skills by targeting key vocabulary and sentence structure across the curriculum.

Alternative curriculum arrangements

- Flexible curriculum, considering pupil's strengths and interests.
- May need to disapply pupil from areas of the curriculum, which cause increased anxiety and provide access to supplementary curriculum activities.

Working Together for Inclusion Guidance

Communication and Interaction

Risk assessment/safety procedures

- Assess the pupil's awareness of danger/understanding of cause and effect in relation to extra curricular activities, as well as subjects which involve hazardous equipment.
- Ensure staff involved in supervising unstructured time are aware of a pupil's individual needs.

Teaching independence skills

- Many pupils need visual reminders to help organise themselves e.g. equipment, timetable, sequencing events related to self help skills.

Access to additional Government learning initiatives

- Pupils may need access to life skills programmes.
- Appropriate work related courses offered.

SCHOOL ACTION PLUS

Increased SENCO involvement

- Regular meetings with parent/s to discuss pupil's progress and support at home (at least twice a year).
- Assistance to staff in planning programmes.
- Staff training needs addressed.
- Consultation/liaison with external support services as appropriate.

Increased and ongoing advice from external support services

- Further assessment/involvement of external support services arranged by SENCO.
- Reports shared with appropriate staff and parents.
- Advice incorporated into IEP or group plan.
- Whole school staff INSET relating to condition and individual pupil's needs.

Increased environmental adaptations

- Provide individual workstation to aid concentration/focus.
- Use visual approaches, such as TEACCH and PECS, Writing with Symbols, icons, mapping.
- Provide access to 'bolt hole' or familiar person for talk time/quiet periods/times of stress.
- Provide structured support during less structured times e.g. lunchtime and break.

Working Together for Inclusion Guidance

Cognition and Learning

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| Features of provision | <ul style="list-style-type: none"> ◆ SENCO input/liason with staff and parents ◆ IEP or group learning plan in place ◆ Direct adult support for an individual pupil in some activities ◆ Request advice/training from advisory support staff ◆ Differentiation of materials / tasks / delivery of instructions ◆ Organisation of group activities to meet the needs of an individual pupil ◆ Peer support and mentoring ◆ Parent support groups available ◆ Group activities to meet shared needs (adult mediation) ◆ Adaptation to individual learning styles ◆ Extra time / opportunities to complete tasks ◆ Additional ICT opportunities ◆ Homework support ◆ Special assessment/examination arrangements ◆ Environmental arrangements and adaptations ◆ Checking awareness / understanding of instructions ◆ Enhanced social skills development opportunities ◆ Alternative curriculum arrangements ◆ Access to additional Government learning initiatives ◆ Risk Assessment / Safety Procedures ◆ Teaching independence skills | <ul style="list-style-type: none"> ◆ Increased SENCO involvement ◆ Increased and ongoing advice from external support services |

Working Together for Inclusion Guidance

Cognition and Learning

SCHOOL ACTION

SENCO input/liaison with staff and parents

- Regular opportunities for appropriate staff to discuss pupils' needs and necessary strategies and resources.
- Identified teacher to discuss needs with pupil and parents/carers. Necessary strategies, resources and actions at home and school agreed in joint plan.
- School staff share, understand and act upon appropriate information under the guidance of the SENCO.
- SENCO to have identified non-contact planning time.

IEP or group plan in place

- IEP or group plan developed using 'SMART' targets.
- Ensure clear success and/or exit criteria are agreed and recorded.
- Pupil involvement in setting of targets/review.
- Parental awareness of/support for targets.
- Regular reviews - to monitor progress and application of targets.
- Ensure clear understanding of strategies, timetable, staff and resources to support child.
- Include clear statements of what is additional to or different from the provision in place for all pupils.

Direct adult support for an individual in some activities

- Timetabled support for IEP or group plan targets and/or specific lessons.
- Regular monitoring of support.
- Identify and meet training needs of staff.

Request advice/training from advisory/support staff/educational psychology service

- Discuss possible resources/strategies for SEN support.
- Request appropriate in-service training to meet SEN needs.

Differentiation of materials/tasks/delivery of instructions

- Pre-reading of text/vocabulary.
- Realistic expectation re quantity of written work.
- Increased opportunity to verbalise, plan, revise and check written work with support.
- Increased use of visual aids and prompts.
- Further opportunities to use alternative methods of recording.

Organisation of group activities to meet the needs of an individual

- Use of individual child's programme as basis for a small group session.

Peer support and mentoring

- 'Buddy' support for checking organisation/instructions/work.
- Paired reading/paired spelling.

Parent support groups available

- Informal opportunities for parents to meet together.
- School to provide relevant information e.g. leaflets, websites, workshops/speakers.
- Inform parents of the Parent Partnership Service and other support networks.

Group activities to meet shared needs (adult mediation)

- Blocked time allocated to tackle specific needs e.g. spelling, study skills, phonics, handwriting, keyboard skills, study skills, support groups.
- Multi-sensory approach with precision teaching.
- Access to programmes of taught thinking skills and accelerated learning techniques.

Working Together for Inclusion Guidance

Cognition and Learning

Adaptation to individual learning styles

- Increased opportunity for practical/physical involvement in tasks.
- Ensure a variety of multi-sensory delivery styles.
- Opportunities to reflect on own learning style.

Extra time/opportunities to complete tasks

- Extra time for thinking, and processing of information.
- Opportunities for repetition and over-learning in different forms.

Additional ICT opportunities

- Opportunities to develop keyboard skills.
- Opportunities to word process in lessons.
- Use of software to support pupil's writing.
- Use of skill development programmes/reinforce basic skills.

Homework support

- Careful consideration of appropriate homework tasks and expectations.
- Ensure adequate instructions rather than expect pupils to remember a task.
- Develop use of planner/home-school book to assist organisation.
- Encourage the use of Homework Clubs.

Special assessment/examination arrangements

- Refer to allowances from QCA and examination boards etc:
 - extra time
 - scribe/amanuensis
 - different setting/timing
 - use of ICT

Environmental arrangements and adaptations

- Consider seating arrangements - e.g. near teacher, away from distractions, designated space.
- Appropriate height desks/chairs.
- Consider flexible working areas to enhance pupil's learning.

Checking awareness/understanding of instructions

- Chunk information in small manageable phrases to allow for processing.
- Repeat information to a partner.
- Provide visual prompt/reminder about stages/sequence of a task.

Enhanced social skills development opportunities

- Modified Circle time.
- Additional reward system to recognise effort and achievement.

Alternative curriculum arrangements

- Flexible curriculum.
- Appropriate courses offered (work related).
- Disapplication from certain subjects.

Access to additional Government learning initiatives

- Appropriate use of government guidance for SEN pupils.

Working Together for Inclusion Guidance

Cognition and Learning

Risk assessment/safety procedures

- Assess the pupil's awareness of danger/understanding of cause and effect in relation to extra curricular activities, as well as subjects which involve hazardous equipment.
- Ensure staff involved in supervising unstructured time are aware of individual needs.

Teaching independence skills

- Maintain a tidy classroom so that the pupil can locate items themselves.
- Plan manageable tasks to ensure the pupil is successful.
- Establish consistent daily routines to help develop self-reliance and responsibility.
- Provide strategies for promoting organisational skills.

SCHOOL ACTION PLUS

Increased SENCO involvement

- Regular meetings with parents to discuss pupil's progress and support at home (at least twice a year).
- Assistance to staff in planning programmes.
- Staff training needs addressed.
- Consultation/liaison with external support services as appropriate.

Increased and ongoing advice from external support services

- Individual referral to appropriate outside agency.
- Relevant reports to be shared with appropriate staff and feedback provided for parents.
- Advice included in pupil's IEP or group plan targets/review.

Working Together for Inclusion Guidance

Behaviour, Emotional and Social Development

| | School Action | School Action Plus |
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| Features of provision | <ul style="list-style-type: none"> ◆ SENCO input/liason with staff and parents ◆ IEP or group learning plan in place ◆ Direct adult support for an individual in some activities ◆ Request advice/training from advisory support staff ◆ Differentiation of materials / tasks / delivery of instructions ◆ Organisation of group activities to meet the needs of an individual ◆ Peer support and mentoring ◆ Parent support groups available ◆ Group activities to meet shared needs (adult mediation) ◆ Adaptation to individual learning styles ◆ Extra time / opportunities to complete tasks ◆ Additional ICT opportunities ◆ Homework support ◆ Special assessment / examination arrangements ◆ Environmental arrangements and adaptations ◆ Checking awareness / understanding of instructions ◆ Enhanced social skills development opportunities ◆ Alternative curriculum arrangements ◆ Risk assessment ◆ <i>Behaviour / pastoral support plan</i> ◆ <i>'Chill out' time / diversionary breaks</i> ◆ <i>Direct tuition of behaviour skills</i> ◆ <i>Adult availability for crisis intervention / problem solving</i> ◆ Teaching independence skills <p><i>* Italics indicate additional provision to previous sections</i></p> | <ul style="list-style-type: none"> ◆ Increased SENCO involvement ◆ Increased and ongoing advice from external support services ◆ Increased environmental adaptations |

Working Together for Inclusion Guidance

Behaviour, Emotional and Social Development

SCHOOL ACTION

SENCO input/liason with staff and parents

- Regular opportunities for relevant staff to discuss pupils' needs and appropriate strategies and resources.
- Identified teacher to discuss needs with pupil and parents/carers.
- Appropriate strategies, resources and actions at home and school agreed in joint plan.
- School staff share, understand and act upon appropriate information under the guidance of the SENCO.
- SENCO to have identified non-contact planning time.

IEP or group plan in place

- IEP or group plan developed using 'SMART' targets.
- Ensure clear success and/or exit criteria are agreed and recorded.
- Pupil involvement in setting of targets/review.
- Parental awareness of/support for targets.
- Regular reviews - to monitor progress and application of targets.
- Ensure clear understanding of strategies timetable, staff and resources to support child.
- Include clear statements of what is additional to or different from the provision in place for all pupils.

Direct adult support for an individual in some activities

- Observe and collect information to enable staff to target support for specific activities (funding/training/timetabling).
- Use small group sessions and/or individual support as required.
- Access training advice and support available e.g. BST in-service training courses.

Request advice/training from advisory support staff

- Utilise BST services e.g. 'Callout' and 'Findout').
- Referral to BST either individual child and family or as part of group or whole class.
- Access BST INSET.

Differentiation of materials/tasks/delivery of instructions

- Training for TA to enable instructions/expectations to be adapted to suit learning style of child.
- Provide and accept alternative methods of recording.
- Increased length of time or allow several short activities.

Organisation of group activities to meet the needs of an individual

- Consistent whole class routines.
- Small group teaching e.g. social skills, anger management.
- Circle of friends/buddy support/good role models.
- Clubs or sports activities e.g. basketball with professional coaches, gardening clubs.

Peer support and mentoring

- 'Buddy' support/'Circle of Friends'.
- Social skills group work teaching.
- Whole class support/teaching in understanding/accepting differences.

Parent support groups available

- Provide information on BST Parent Survival Clubs.
- Consider setting up informal Parent Group - invite speakers on behaviour related topics.
- Offer useful information e.g. Parent Survival Tips, website addresses etc.
- Inform parents of Parent Partnership and other support networks.

Working Together for Inclusion Guidance

Behaviour, Emotional and Social Development

Group activities to meet shared needs (adult mediation)

- Social skills group work.
- Anger management/dealing with bullying etc.
- Homework club.
- Activities/sports available at lunchtime (MTA training through BST referral).
- Managing Midday Madness materials.

Adaptation to individual learning styles

- Opportunities to alternate spoken/written/practical/physical activities.
- Motivating reward systems.
- Alternative 'work station' if appropriate.
- Check planning gives opportunities for differing learning styles.

Extra time/opportunities to complete tasks

- Arrange timetable to allow several smaller time slots to encourage focus and concentration.
- Reduce amount of work required (particularly written) to complete task.
- Give adult support to complete some aspects of task.
- Clearly indicate when task is completed and do not add extension activities.
- Homework club/Assembly time (with parental consent).

Additional ICT opportunities

- Provide opportunities to develop keyboard skills and use alternative recording/presentation media.
- Allow increased access to ICT.
- Utilise software to teach skills.
- Time on computer can be used as reward/calm time-out.

Homework support

- Check understanding/recording of required tasks (TA/Buddy).
- Liaise with parents (home-link book).
- Teach self-organisation (planner).
- Homework Club.
- Extended time limit/reduced quantity.

Special assessment/examination arrangements

- Allow work to be completed away from class/provide ICT access.
- Provide known adult support to reduce stress (scribe/reader).
- Where possible extend time allowed and allow breaks (refer to testing authority for permission).

Environmental arrangements and adaptations

- Clear timetables/routines/rules.
- Quiet 'time out'/working area.
- Variety of seating (e.g. buddy support, "corral" workstation).
- Calming class strategies e.g. music.

Checking awareness/understanding of instructions

- Use clear communication and universal language e.g. name/instruction/thank-you.
- Visual prompts and reminders.
- Staff awareness of child's level of understanding.
- Liaise with parents to check understanding.

Working Together for Inclusion Guidance

Behaviour, Emotional and Social Development

Enhanced social skills development opportunities

- In-school individual or small group social skills teaching e.g. games, role play.
- Referral to outside agency for in-school input e.g. BST.
- Develop whole class support e.g. circle sessions.
- 'Buddy' support/'Circle of Friends'.

Alternative curriculum arrangements

- Flexible timetable.
- Practical learning activities using varied teaching methods and resources.

Risk assessment/safety procedures

- Carry out risk assessment as necessary.
- Provide support/special arrangements for trips or off-site learning.
- Plan for difficult situations and ensure all staff/parents are aware.

Behaviour/Pastoral Support Plan

- Include as part of IEP or group plan if written.
- Involve pupil in planning and target setting.
- Liaise with parents, all staff and other relevant agencies.
- Agree timescale and review date.
- Continue with new targets if required.
- Ensure clear understanding of timetable and staff/resources to support plan.

'Chill-Out' time/breaks

- Create breaks/errands from class (visit KS Co-ordinator/HT).
- Agree where/when and who will monitor breaks.
- Use motivating activities e.g. computer time if appropriate.
- Provide suitable quiet area if possible.

Direct tuition of behaviour skills

- Daily programme implemented by TA if necessary e.g. assembly time.
- TA training in relevant skills/teaching strategies.
- Peer support.
- Whole class support e.g. role play, games etc to teach sharing, turn-taking, winning and losing etc.

Adult availability for crisis intervention / problem solving

Teaching independence skills

- Teach whole class routines/rules/rewards/sanctions.
- Display clearly and apply consistently.
- Consistent routines with visual timetable and notice of changes.
- Teach organisational skills/evaluation.
- Set small achievable tasks.

Working Together for Inclusion Guidance

Behaviour, Emotional and Social Development

SCHOOL ACTION PLUS

Increased SENCO involvement

- Regular meetings with parents to discuss pupil's progress and support at home (at least twice a year).
- Assistance to staff in planning programmes.
- Staff training needs addressed.
- Consultation/liaison with external support services as appropriate.

Increased and ongoing advice from external support services

- Visit BST Findout to see books and resources that school staff can use.
- Access specialised websites for up-to-date findings.
- Attend in-service training opportunities to disseminate learning to others.
- Include relevant information in IEP or group plan and other necessary reports.
- Clarify advice and identify practical implementation.

Increased environmental adaptations

- Individual work stations/area.
- Access to 'Cool off/Time out' room.
- Alternative 'buddy'/classroom to offer change of environment.

Working Together for Inclusion Guidance

Sensory/Physical/Medical Needs

| | School Action | School Action Plus |
|------------------------------|---|--|
| Definition | <ul style="list-style-type: none"> - Basic entitlement relating to broad and balanced curriculum and strategies provided for all pupils plus - Actions taken by the school for individual pupils who require provision that is additional to and different from the basis entitlement, as documented in the school's provision map | <ul style="list-style-type: none"> - Basic entitlement relating to broad and balanced curriculum and strategies provided for all pupils plus - Actions taken by the school for individual pupils who require provision that is additional to and different from the basic entitlement, as documented in the school's provision map plus - Action taken by external support services |
| Features of provision | <ul style="list-style-type: none"> ◆ SENCO input/liaison with staff and parents ◆ IEP or group learning plan in place ◆ Direct adult support for an individual pupil in some activities ◆ Request advice/training from advisory support staff ◆ Differentiation of materials / tasks / delivery of instructions ◆ Organisation of group activities to meet the needs of an individual pupil ◆ Peer support and mentoring ◆ Parent support groups available ◆ Group activities to meet shared needs (adult mediation) ◆ Adaptation to individual learning styles ◆ Extra time / opportunities to complete tasks ◆ Additional ICT opportunities ◆ Homework support ◆ Special assessment/examination arrangements ◆ Environmental arrangements and adaptations ◆ Checking awareness / understanding of instructions ◆ Enhanced social skills development opportunities ◆ Alternative curriculum arrangements ◆ Teaching independence skills ◆ Risk assessment / safety procedures ◆ Rest periods <p><i>* Italics indicate additional provision to previous sections</i></p> | <ul style="list-style-type: none"> ◆ Increased SENCO involvement ◆ Increased and ongoing advice from external support services ◆ Increased use of small scale specialist equipment ◆ Increased environmental adaptations ◆ Increased preparation of individualised learning materials ◆ Enhanced experiential / multi sensory learning opportunities |

Working Together for Inclusion Guidance

Hearing Impairment

SCHOOL ACTION

SENCO input/liaison with staff and parents

- Regular opportunities for relevant staff to discuss pupils' needs and appropriate strategies and resources.
- Identified teacher to discuss needs with pupil and parents/carers.
- Appropriate strategies, resources and actions at home and school agreed in joint plan.
- School staff share, understand and act upon appropriate information under the guidance of the SENCO.
- SENCO to have identified non-contact planning time.

IEP or group plan in place

- IEP or group plan developed using 'SMART' targets.
- Ensure clear success and/or exit criteria are agreed and recorded.
- Pupil involvement in setting of targets/review.
- Parental awareness of/support for targets.
- Regular reviews - to monitor progress and application of targets.
- Ensure clear understanding of strategies timetable, staff and resources to support child.
- Include clear statements of what is additional to or different from the provision in place for all pupils.

Direct adult support for an individual in some activities

- Prime pupil prior to activity, and use reinforcement.
- Provide some limited, targeted adult support as necessary e.g. introducing new topics/concepts.
- Include individual and small group tuition to support IEP or group plan targets.
- Provide training and monitoring of additional adult input.

Request advice/training from advisory/support staff/educational psychology service

- Direct request for input from the Sensory Support Team, leading to a one-off visit or occasional advice on strategies and equipment from an Advisory Teacher for the Hearing Impaired.
- Take advantage of professional development opportunities regarding pupils with hearing impairment.

Differentiation of materials/tasks/delivery of instructions

- Differentiate spoken and written language.
- Break down instructions and information into more manageable forms.
- Use visual prompts/cues to aid communication, spoken and written language.
- Reinforce/rehearse new vocabulary giving the pupil clues to help retrieve words from memory.
- Differentiate inclusive social opportunities as well as learning opportunities.

Organisation of group activities to meet the needs of an individual

- Use the pupil's individual programme as a basis for a small group session e.g. social interaction, keyboard skills.

Peer support and mentoring

- 'Buddy' support for checking organisation/instructions/work.
- 'Buddy' support, as required, in moving around.

Parent support groups available

- Contact Advisory Teacher for information on National Deaf Children's Society.
- Contact Advisory Teacher for information on support groups for specific hearing difficulties.
- Inform parents about Parent Partnership and other support networks.

Working Together for Inclusion Guidance

Hearing Impairment

Group activities to meet shared needs (adult mediation)

- Blocked time allocated to tackle specific needs e.g. spelling, study skills, structured oral work.

Adaptation to individual learning styles

- Increased opportunity for practical/physical/auditory involvement in tasks.
- Facilitate a multi-sensory approach to learning.

Extra time/opportunities to complete tasks

- Allow extra time for completion of tasks, especially those involving processing of information.
- Provide opportunities for additional practice.
- Alternatively, reduce amount of task whilst maintaining level of challenge.

Additional ICT opportunities

- Use ICT to support access where appropriate.
- Provide opportunities to develop keyboard skills, especially for ability to touch-type whilst looking at staff for signing/lip reading.

Homework support

- Allow time for homework given to be noted (not last minute verbally) in planner, ensuring instructions are adequate and understood.
- Carefully consider appropriate homework tasks and expectations.
- Encourage the use of Homework Clubs.

Special assessment/examination arrangements

- Refer to allowances from QCA and examination boards e.g.:
 - extra time, including breaks
 - scribe/amanuensis
 - use of ICT
 - different setting

Environmental arrangements and adaptations

- Facilitate appropriate seating arrangements that provide optimum visual access to staff/activities.
- Facilitate adequate lighting arrangements, avoiding bright light behind staff that reduces visual access to lips/facial expression.
- Store equipment regularly used by the pupil in specific places.
- Allow flexibility in sitting position in class.
- Keep background noise to a minimum, especially when communicating with the pupil.

Checking awareness/understanding of instructions

- Establish pupil's attention before giving instructions or asking questions.
- Repeat and clarify instructions and check for understanding.
- Ask pupil to repeat the information.
- Ensure the pupil is aware of the start and end of sessions/components within a lesson.

Enhanced social skills development opportunities

- Raise awareness of the pupil's needs within the whole school community.
- Focussed modified circle time.
- Partner and group work.

Alternative curriculum arrangements

- Provide a flexible approach to the curriculum.
- Offer appropriate courses.
- Include supplementary activities e.g. Signing.

Working Together for Inclusion Guidance

Hearing Impairment

Teaching independence skills

- Maintain a tidy classroom so that the pupil can locate items themselves.
- Plan manageable tasks to ensure the pupil is successful.
- Establish consistent daily routines to help develop self-reliance and responsibility.
- Provide strategies for promoting organisational skills.

Risk assessment/safety procedures

- Consider the setting environment, taking safety into account e.g. fire evacuation procedure
- Consider arrangements to allow access to school trips and other off-site learning opportunities
- Carry out risk assessments as necessary
- Encourage a pupil who has hearing aids to wear them and to keep them clean

Rest periods

- Extra visual and auditory concentration that may be required is very tiring, so provide opportunities for periods of rest.

SCHOOL ACTION PLUS

Increased SENCO involvement

- Regular meetings with parents to discuss pupil's progress and support at home (at least twice a year).
- Assistance to staff in planning programmes.
- Staff training needs addressed.
- Consultation/liaison with external support services as appropriate.

Increased and ongoing advice from external support services

- Request additional input from Sensory Support Team leading to regular advice, assessment and monitoring from an Advisory Teacher for the Hearing Impaired.
- Seek advice about the range of opportunities available through voluntary organisations and other agencies.
- Act upon advice regarding teaching and management of different activities within different settings.
- Share relevant reports with appropriate staff.
- Include advice in IEP or group plan.

Increased use of small scale specialist equipment

- Discuss with the advisory teacher the small items of equipment available on loan e.g.:
 - radio hearing aids
 - 'signed' videos

Increased environmental adaptations

- Look for ways to maximise the listening environment.

Preparation of learning materials

- Modify learning materials as appropriate.
- Simplify complex information.
- Forward plan to ensure materials are prepared in time.

Enhanced experiential/multi-sensory learning opportunities

- Provide frequent opportunities for reinforcement through experiential learning activities.

Working Together for Inclusion Guidance

Visual Impairment

SCHOOL ACTION

SENCO input/liason with staff and parents

- Regular opportunities for relevant staff to discuss pupils' needs and appropriate strategies and resources.
- Identified teacher to discuss needs with pupil and parents/carers.
- Appropriate strategies, resources and actions at home and school agreed in joint plan.
- School staff share, understand and act upon appropriate information under the guidance of the SENCO.
- SENCO to have identified non-contact planning time.

IEP or group plan in place

- IEP or group plan developed using 'SMART' targets.
- Ensure clear success and/or exit criteria are agreed and recorded.
- Pupil involvement in setting of targets/review.
- Parental awareness of/support for targets.
- Regular reviews - to monitor progress and application of targets.
- Ensure clear understanding of strategies, timetable, staff and resources to support child.
- Include clear statements of what is additional to or different from the provision in place for all pupils.

Direct adult support for an individual in some activities

- Provide some limited, targeted adult support as necessary e.g. help in laying out of work, to interpret inaccessible distant objects/activities, to interpret complex pictures, maps and diagrams.
- Include individual and small group tuition to support IEP or group plan targets.
- Provide training and monitoring of additional adult input.

Request advice/training from advisory support staff

- Direct request for input from the Sensory Support Team, leading to a one-off visit or occasional advice on strategies and equipment from an Advisory Teacher for the Visually Impaired.
- Take advantage of professional development opportunities regarding pupils with visual impairment.

Differentiation of materials/tasks/delivery of instructions

- Make good use of contrast, including bold print.
- Ensure a lack of clutter in all activities.
- Ensure instructions are clear and descriptive.
- Provide opportunities for pre-reading of text.
- Consider alternative methods of recording e.g. audiotape.
- Differentiate inclusive social opportunities as well as learning opportunities.

Organisation of group activities to meet the needs of an individual

- Use the pupil's individual programme as a basis for a small group session e.g. social interaction, keyboard skills.

Peer support and mentoring

- 'Buddy' support for checking organisation/instructions/work.
- 'Buddy' support, as required, in moving around.

Parent support groups available

- Contact Advisory Teacher for information on 'Look Plymouth'.
- Contact Advisory Teacher for information on support groups for specific visual difficulties.
- Inform parents about Parent Partnership and other support networks.

Working Together for Inclusion Guidance

Visual Impairment

Group activities to meet shared needs (adult mediation)

- Blocked time allocated to tackle specific needs e.g. spelling, study skills.

Adaptation to individual learning styles

- Increased opportunity for practical/physical/auditory involvement in tasks.
- Facilitate a multi-sensory approach to learning.

Extra time/opportunities to complete tasks

- Allow extra time for completion of tasks, especially those involving visual processing of information.
- Provide opportunities for additional practice.
- Alternatively, reduce amount of task whilst maintaining level of challenge.

Additional ICT opportunities

- Computer screens offer enhanced visual access.
- Use ICT to support access where appropriate.
- Provide opportunities to develop keyboard skills, especially when vision reduces handwriting skills.

Homework support

- Allow time for homework given to be noted (not last minute on board) in planner, ensuring instructions are adequate and understood.
- Carefully consider appropriate homework tasks and expectations, including visual access.
- Encourage the use of Homework Clubs.

Special assessment/examination arrangements

- Refer to allowances from QCA and examination boards e.g.:
 - print size
 - extra time, including breaks
 - scribe/amanuensis
 - use of ICT
 - different setting

Environmental arrangements and adaptations

- Facilitate appropriate seating arrangements e.g. close proximity to teacher demonstrating a science experiment, sit close to the board, sitting at eye level to computer screen.
- Facilitate adequate lighting arrangements, avoiding bright light and reflection shining in the pupil's face.
- Facilitate minor adaptations e.g. suitably positioned peg for coat, peg in changing room in P.E.
- Store equipment regularly used by the pupil in specific places.
- Allow flexibility in sitting position in class to avoid glare on sunny days.
- Keep background noise to a minimum, especially when talking to the pupil.

Checking awareness/understanding of instructions

- Address pupil by name to establish pupil's attention before giving instructions or asking questions.
- Ensure the pupil is aware of the start and end of sessions/components within a lesson
- Ask pupil to repeat the information.

Enhanced social skills development opportunities

- Raise awareness of the pupil's needs within the whole school community.
- Focussed modified circle time.
- Partner and group work.

Working Together for Inclusion Guidance

Visual Impairment

Alternative curriculum arrangements

- Provide a flexible approach to the curriculum.
- Offer appropriate courses.
- Include supplementary activities e.g. Braille, mobility.

Teaching independence skills

- Maintain a tidy classroom so that the pupil can locate items themselves.
- Plan manageable tasks to ensure the pupil is successful.
- Establish consistent daily routines to help develop self-reliance and responsibility.
- Provide strategies for promoting organisational skills.

Risk assessment/safety procedures

- Consider the setting environment, taking safety into account e.g. fire evacuation procedure.
- Consider arrangements to allow access to school trips and other off-site learning opportunities.
- Carry out risk assessments as necessary.
- Encourage a pupil who has glasses to wear them and to keep them clean.

Rest periods

- Extra visual concentration that may be required is very tiring, so provide opportunities for periods of rest.

SCHOOL ACTION PLUS

Increased SENCO involvement

- Regular meetings with parents to discuss pupil's progress and support at home (at least twice a year).
- Assistance to staff in planning programmes.
- Staff training needs addressed.
- Consultation/liaison with external support services as appropriate.

Increased and ongoing advice from external support services

- Request additional input from Sensory Support Team leading to regular advice, assessment and monitoring from an Advisory Teacher for the Visually Impaired.
- Seek advice about the range of opportunities available through voluntary organisations and other agencies.
- Access large print books through the Schools' Library Service and/or Stoke Damerel Community College library.
- Act upon advice regarding teaching and management of different activities within different settings.
- Share relevant reports with appropriate staff.
- Include advice in IEP or group plan.

Increased use of small scale specialist equipment

- Discuss with the advisory teacher the small items of equipment available on loan e.g.:
 - large print dictionaries and atlases
 - large display/talking calculators
 - raised work boards
 - high contrast rulers/protractors
 - audible balls

Increased environmental adaptations

- Consider access to visual displays.

Working Together for Inclusion Guidance

Visual Impairment

- Consider the need for highlighting the edges of steps.
- Consider the need to provide different floor texture at the top and bottom of stairs.
- Carefully plan the introduction to new environments.

Preparation of learning materials

- Modify learning materials as appropriate.
- Consider size of print.
- Consider simplifying complex information.
- Forward plan to ensure materials are prepared in time.

Enhanced experiential/multi-sensory learning opportunities

- Provide frequent opportunities for reinforcement through experiential learning activities e.g. tactile exploration.

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Working Together for Inclusion Guidance

Physical/Medical

SCHOOL ACTION

SENCO input/liason with staff and parents

- Regular opportunities for relevant staff to discuss pupils' needs and appropriate strategies and resources.
- Identified teacher to discuss needs with pupil and parents/carers.
- Appropriate strategies, resources and actions at home and school agreed in joint plan.
- School staff share, understand and act upon appropriate information under the guidance of the SENCO.
- SENCO to have identified non-contact planning time.
- Ensure appropriate policies in place – manual handling, intimate care, administration of medication.

IEP or group plan in place

- IEP or group plan developed using 'SMART' targets.
- Ensure clear success and/or exit criteria are agreed and recorded.
- Pupil involvement in setting of targets/review.
- Parental awareness of/support for targets.
- Regular reviews - to monitor progress and application of targets.
- Ensure clear understanding of strategies timetable, staff and resources to support child.
- Include clear statements of what is additional to or different from the provision in place for all pupils.

Direct adult support for an individual in some activities

- Provide some limited, targeted adult support as necessary e.g. help in accessing physical and educational activities.
- Include individual and small group tuition to support IEP or group plan targets.
- Provide training and monitoring of additional adult input e.g. manual handling, administration of medication.
- Discreet support to meet personal needs.

Request advice/training from advisory support staff

- Seek guidance on manual handling/lifting techniques and intimate care procedures.
- Request input leading to a one-off visit or occasional advice on strategies and equipment from an Outreach Teacher for the Physically Disabled.
- Request possible input from health professionals, e.g. physiotherapist, occupational therapist.
- Take advantage of professional development opportunities regarding pupils with physical disability.
- Raise awareness of bereavement issues, if appropriate.

Differentiation of materials/tasks/delivery of instructions

- Enable meaningful participation in activities through specialist equipment e.g. dual control scissors, sloping boards, ring pens etc.
- Ensure access to activities e.g. correct height work surface.
- Breakdown instructions and information into manageable forms if appropriate, use visual clues.
- Consider alternative methods of recording e.g. audiotape, keyboard.
- Differentiate inclusive social and physical opportunities as well as learning opportunities.

Organisation of group activities to meet the needs of an individual

- Use the pupil's individual programme as a basis for a small group session e.g. social interaction, ICT skills, co-ordination skills.

Working Together for Inclusion Guidance

Physical/Medical

Peer support and mentoring

- 'Buddy' support for checking organisation/instructions/work.
- 'Buddy' support, as required, in moving around and carrying equipment.

Parent support groups available

- Contact Outreach Teacher for information.
- Contact Outreach Teacher for information on support groups for specific physical difficulties.
- Inform parents about Parent Partnership and other support networks.

Group activities to meet shared needs (adult mediation)

- Blocked time allocated to tackle specific needs e.g. gross/fine motor skills, study skills, self-help skills.

Adaptation to individual learning styles

- Increased opportunity for practical/physical/auditory/visual involvement in tasks.
- Facilitate a multi-sensory approach to learning.

Extra time/opportunities to complete tasks

- Allow extra time for completion of tasks, especially those that are physically demanding.
- Provide opportunities for additional practice/regular reinforcement.
- Alternatively, reduce amount of task whilst maintaining level of challenge.

Additional ICT opportunities

- Use ICT to support access where appropriate e.g. Clicker grids, Writing with Symbols..
- Provide opportunities to develop ICT skills, especially when disability reduces handwriting skills.

Homework support

- Allow time for homework given to be noted (not last minute on board) in planner, ensuring instructions are adequate and understood.
- Carefully consider appropriate homework tasks and expectations, including physical access.
- Encourage the use of Homework Clubs.

Special assessment/examination arrangements

- Refer to allowances from QCA and examination boards e.g.
 - extra time, including breaks
 - scribe (amanuensis)
 - use of ICT
 - different setting

Environmental arrangements and adaptations

- Facilitate appropriate seating and standing arrangements that allow for access to activities.
- Facilitate minor adaptations e.g. suitably positioned peg for coat, books/trays on shelves at accessible height for work use.
- Ensure pupil is taught at same physical level as peers wherever possible.
- Keep background noise to a minimum, especially when talking to the pupil.
- Leave classes early to avoid corridor rush.

Checking awareness/understanding of instructions

- Address pupil by name to establish pupil's attention before giving instructions or asking questions.
- Break down tasks into small chunks.
- Ensure the pupil is aware of the start and end of sessions/components within a lesson.
- Ask pupil to repeat the information.

Working Together for Inclusion Guidance

Physical/Medical

Enhanced social skills development opportunities

- Raise awareness of the pupil's needs within the whole school community.
- Focussed modified circle time.
- Partner and group work.

Alternative curriculum arrangements

- Provide a flexible approach to the curriculum/classroom accessibility.
- Offer appropriate courses.
- Include supplementary activities e.g. mobility, fine/gross motor skills, short term memory etc.

Teaching independence skills

- Maintain a tidy classroom so that the pupil can locate items themselves.
- Maintain an uncluttered classroom so the pupil can move around in chair or frame.
- Plan manageable tasks to ensure the pupil is successful.
- Establish consistent daily routines to help develop self-reliance and responsibility e.g. visual timetable.
- Provide strategies for promoting organisational skills, make equipment accessible.
- Provide strategies to develop self help skills e.g. toileting and dressing.

Risk assessment/safety procedures

- Consider the setting environment, taking safety into account e.g. fire evacuation procedure.
- Consider arrangements to allow access to school trips and other off-site learning opportunities.
- Carry out risk assessments as necessary.
- Consider arrangements to allow access to the curriculum e.g. Science, Technology safety.
- Consider procedure in the event of a medical emergency.

Rest periods

- Extra physical effort and medication may result in increased level of fatigue so provide opportunities for periods of rest.

SCHOOL ACTION PLUS

Increased SENCO involvement

- Regular meetings with parents to discuss pupil's progress and support at home (at least twice a year).
- Assistance to staff in planning programmes.
- Staff training needs addressed.
- Consultation/liaison with external support services as appropriate.

Increased and ongoing advice from external support services

- Request additional input leading to regular advice, assessment and monitoring from an Outreach Teacher for the Physically Disabled.
- Seek advice about the range of opportunities available through voluntary organisations and other agencies.
- Act upon advice regarding teaching and management of different activities within different settings.
- Share relevant reports with appropriate staff.
- Include advice in IEP or group plan.
- Advice/programmes from physiotherapists/occupational therapists.

Working Together for Inclusion Guidance

Physical/Medical

Increased use of small scale specialist equipment

- Discuss with the Outreach Teacher the small items of equipment available e.g.
 - pencil grips
 - non-slip mats
 - sloping boards

Increased environmental adaptations

- Consider access to all the school's activities.
- Consider the need for ramps, hand rails.
- Carefully plan the introduction to new environments and practical tasks.
- Ensure dignity and privacy.

Preparation of learning materials

- Modify learning materials as appropriate.
- Consider simplifying complex information.
- Forward plan to ensure materials are prepared in time.

Enhanced experiential/multi-sensory learning opportunities

- Provide frequent opportunities for reinforcement through experiential learning activities.

Working Together for Inclusion Guidance

Statutory Assessment

Statutory Assessment may be initiated where convincing evidence demonstrates that on the basis of individual need the LEA should determine SEN provision and either provide additional resources to enable continuation of a mainstream placement or access to a more specialist placement.

This is likely to take place when:

- ◆ intensive trained adult support/mediation and access to large scale specialist equipment and enhanced learning materials are required.
- ◆ a specialist placement is being considered.

When considering whether to initiate a statutory assessment, the LEA will require clear, recorded evidence of the pupil's attainment and the nature of his/her special educational needs. Detailed evidence will need to be provided regarding the extent, nature and impact of the additional and different support provided over time. There will need to be clear evidence of how a statutory assessment leading to a possible statement could make a significant difference to meeting the pupil's needs.

Before the LEA consider a statutory assessment, the school or setting must have, for a period of at least 2 school terms:

- ◆ sought advice from any other relevant external support services (e.g. Educational Psychologist, Pre-School Advisory Team, Sensory Support Team, Mobility Officers, Outreach Teams, Behaviour Support Team, Health Professionals etc).
- ◆ provided necessary differentiated strategies to enable the pupil to access a broad and balanced curriculum including the National Curriculum.
- ◆ formulated, implemented, monitored and regularly evaluated IEPs or group plans for the pupil.
- ◆ fully applied the access provisions of its SEN and Pastoral Policies in the case of the individual pupil.
- ◆ ensured all staff are aware of the pupil's needs and are adopting appropriate teaching/management strategies.
- ◆ sought a constructive relationship with the parent/carers at all stages and, where appropriate, sought the views of the pupil and included them in the decision making.
- ◆ closely monitored the pupil's emotional, behavioural and social needs including self-confidence and self-esteem, as necessary.
- ◆ explored and provided access to information and communication technology as appropriate.

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