

# SEN Support

**Guidance for early years providers,  
mainstream schools and colleges to  
support children and young people  
who do *not* have an Education,  
Health and Care (EHC) Plan**

Children's Services Directorate

SEN Service

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# Introduction

**In the *Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2015)* it states:**

“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges **must** use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.”

*(Paragraph 1.24 SEND Code of Practice)*

Special educational provision goes beyond normal differentiated and personalised teaching and learning approaches, it is individual provision that is additional to or different from that made for other children of the same age. The most effective means of closing the gap is through high quality, carefully differentiated and inclusive teaching.

“Early years providers, schools and colleges should know precisely where children and young people with SEN are in their learning and development. They should:

- ensure decisions are informed by the insights of parents and those of children and young people themselves
- have high ambitions and set stretching targets for them
- track their progress towards these goals
- keep under review the additional or different provision that is made for them
- promote positive outcomes in the wider areas of personal and social development, and
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.”

*(Paragraph 1.25 SEND Code of Practice)*

**The criteria in this guidance is based on the premise indicated in the *Teachers’ Standard (5)* and the *National curriculum in England: framework for key stages 1-4 (July 2014) Section 4.1 (DfE) [www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4](http://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4) which outlines:***

**“Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.”**

These criteria have been compiled as guidance to support planning and decision making for those working directly with children and young people (CYP) with special educational needs (SEN). It must be emphasised that these are advisory criteria and

designed to give indicative guidance for those CYP judged to have SEN as outlined in the Code of Practice. Many CYP will have needs which will come under several sections of this guidance, and it is therefore essential to bear this in mind. The criteria relate to all categories of need and are designed to be used as part of a systematic assessment, monitoring and provision cycle applied to pupils with SEN in mainstream nurseries, schools and colleges. Education settings need to recognise CYP's needs will change over time and provision must reflect this. The Code of Practice emphasises adequate progress as the major indicator of the success of the interventions in place. Therefore, the range, type and intensity of the interventions should be subject to regular revision and adaptation as required in the light of progress and outcomes. This should be on an individual level to reflect changing needs and provision, involving views of parents and CYP's working in conjunction with the educational setting.

“Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.”

*(Paragraph 6.36 SEND Code of Practice)*

“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.”

*(Paragraph 6.37 SEND Code of Practice)*

“In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals.”

*(Paragraph 6.38 SEND Code of Practice)*

The school funding formula delivers funding for SEN as part of the whole school budget. This allocation is intended to contribute to the costs of providing interventions which are “*additional to and different from that made generally for other children or young people of the same age*” (*SEND Code of Practice*) against assessments and priorities identified by the school or college. It is acknowledged that those working at school or college level are best placed to determine how the available resources should be used and, once in the school's budget, the SEN allocation should be seen as a whole school or college resource to be used as flexibly as possible to meet identified needs.

These criteria provide an overview and are intended to be used for all age groups. Where assessment and provision are specific to a particular phase, this has been made clear. When reference is made to *school* or *teacher*, this may also be relevant in an early years or college setting.

The guidance supports schools and colleges to meet the needs of CYP with SEN on SEN Support but with no EHC Plan, and illustrates the variety of approaches which could be used to remove barriers to learning, achievement and outcomes.

It may be necessary to consider the involvement of both education and non-education professionals to carry out further assessment and include their targets in a CYP's personalised plan, e.g. Speech and Language Therapist, Occupational Therapist, Outreach, Early Years SEN Advisors, Educational Psychologist, Specialist Teacher Advisor.

## **Information for parents and carers**

This handbook is written for schools and settings including Early Years settings and Post-16 colleges to help them to identify a CYP's special educational needs, what level of support they are expected to offer, and how to arrange and monitor the support given. It also sets out expectations of what they must offer for the funding they receive. It is intended to help all schools and settings have the same approach. It is also an assurance to parents that their CYP will be given as much support as another CYP with a similar need in a school or setting elsewhere. Many parents find it helpful to understand what a school is basing decisions on. It can sometimes be reassuring and also helps you to ask informed questions about your CYP's support and progress.

The majority of CYP will have their needs met through additional help that is put in place by their school or early years provider, sometimes with advice from specialist services. Some CYP who have high or complex needs may need an Education Health and Care (EHC) Plan. Separate criteria information is available for these CYPs with the most complex needs.

The *SEND Code of Practice* places great importance on involving parents and young people in identifying, understanding and taking decisions about special educational needs. For parents to be at the heart of decision making about their child or young person it is helpful for them to know how their CYP's school or early years provider will make decisions about any extra support and what form that support should take. They are often concerned whether CYP will be given as much support as they need, and how they can help.

If a school or early years provider has concerns that a CYP is finding certain aspects of learning hard or that they are not making the same progress as other children, they can use the checklists in this handbook to help them to bring together all of the information needed to get a more detailed picture of the CYP's needs.

The checklists cover the four broad categories of SEN:

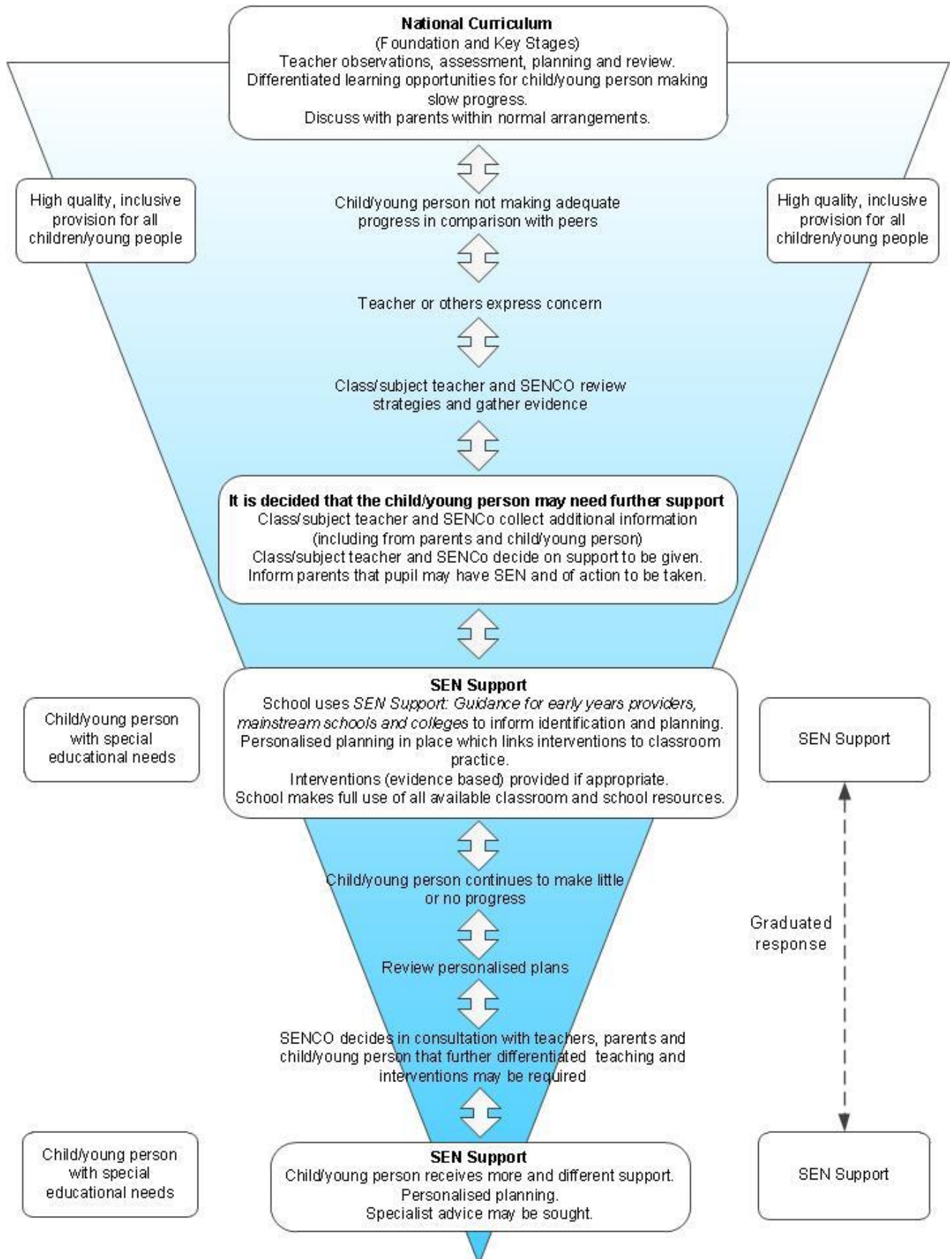
- Cognition and learning needs
- Communication and interaction needs
- Social, emotional and mental health difficulties (SEMH)
- Sensory and/or physical needs

As part of this information gathering the school or setting will ask for your knowledge and views, and those of your CYP. If there are other professionals working with your family this is a helpful point to share that information. The school or early years provider

can then work with you to agree the additional support that will be put in place to help your CYP to make better progress and what everyone will do to make that happen. You will also agree how and when you will keep track of how things are going and when you will meet together to review progress.

Once your CYP is receiving support it is recommended you meet with school or early years provider staff regularly to look at your CYP's progress, set new goals and discuss the activities and support that will help your CYP achieve them. Sometimes the school or early years provider will want to ask for additional specialist advice. In this case they will discuss this with you.

# Special Educational Needs (SEN): graduated approach – model of assessment and identification



The descriptors are set out in the following tables:

1. Cognition and learning
  - Cognition and learning
  - Specific learning difficulties (SpLD)
2. Social, emotional and mental health difficulties
3. Communication and interaction
  - Speech, language and communication (SLCN)
  - Autistic spectrum disorder (ASD)
4. Physical and sensory
  - Physical disability (PD)
  - Hearing impairment (HI)
  - Visual impairment (VI)

For each category of need, guidance is offered regarding:

- Assessment, monitoring and review
- Environment and grouping
- Teaching and learning
- Resources, roles and responsibilities

The descriptors and criteria are recommended to be used by early years providers, schools and colleges to inform their planning and provision to meet individual needs for CYPs on SEN Support.

Included are some exemplars, provided by schools, to illustrate the typical needs and behaviours of those pupils who have a range of SEN.



# 1 Cognition and learning

- **Cognition and learning**
- **Specific learning difficulties (SpLD)**

“Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.”

*(Paragraph 6.30 SEND Code of Practice)*

A child or young person (CYP) with a specific learning difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing). A discrepancy between achievement and general intellectual ability may indicate that a child or young person has a SpLD, - although they can occur across the whole ability range. Poor behaviour prompted by particular activities (such as avoiding reading or writing) can also be an indicator of SpLD.

CYP with specific learning difficulties may need support in sequencing and organisational skills and appropriate IT equipment and software to support the development of their literacy skills.

## Cognition and learning

### Description of difficulty/Barriers to learning

- These children/young people (CYP) will have difficulty in attainment in aspects of learning as defined by national measures and despite appropriate interventions.
- Their rate of progress is slow and they are working substantially below that expected for children of a similar age.
- They may have experienced some delay in the acquisition of language and this is reflected in oral and written communication skills.
- They may have specific learning difficulties (SpLD) and/or motor skills delay.
- They may have difficulty in understanding concepts, and may exhibit memory and processing difficulties.
- They may lack motivation to learn and have a limited concentration span.
- They may also be socially and emotionally immature and have limited interpersonal skills, including low self esteem.

### References

- What works for children and young people with literacy difficulties? The effectiveness of intervention schemes - Greg Brooks, University of Sheffield (5th edition) [www.interventionsforliteracy.org.uk](http://www.interventionsforliteracy.org.uk)
- What works for children with mathematical difficulties? - Ann Dowker, University of Oxford  
<http://webarchive.nationalarchives.gov.uk/20110202093118/http://nationalstrategies.standards.dcsf.gov.uk/node/174504>
- Progression guidance (DfE)  
<http://webarchive.nationalarchives.gov.uk/20110809101133/wsassets.s3.amazonaws.com/ws/nso/pdf/8072ae6665f3a3568667710628f6a239.pdf>

## Cognition and learning

### Assessment, plan, do and review

- Pupils who typically achieve a standardisation score below 78. (Not applicable to children in the Early Years age group; children should be identified, in line with the EYFS, where their development is not age appropriate and/or consistent with peers).
- The views of the child/young person (CYP) and parents should also be taken into account.
- Personalised learning plans with targets clearly identified.
- Teachers use any additional adults to enhance learning experience and outcomes.
- Progress to be regularly and systematically monitored and programmes revised in the light of outcomes.
- Parents should be encouraged to be involved in supporting targets at home.

Assessment would include consideration of:

1. CYP learning profile
2. Learning environment
3. Task
4. Teaching style

Environment and grouping	Teaching and learning	Resources, roles and responsibilities
<ul style="list-style-type: none"> <li>• The CYP will be based in the classroom and may need any or all of the following:               <ul style="list-style-type: none"> <li>- Some supported group work or one to one with targeted support.</li> </ul> </li> <li>• Access to a suitable learning environment which is appropriate to the activity.</li> <li>• Access to grouping which enables the CYP to work with good role models in terms of language and communication skills, co-operation and independence.</li> </ul>	<ul style="list-style-type: none"> <li>• Personalised learning opportunities for curriculum access.</li> <li>• Flexible planning and grouping strategies for effective learning.</li> <li>• Planned multi-sensory teaching opportunities taking account of differing learning/cognitive styles.</li> <li>• Teachers to review learning targets and modify as needed to maximise progress.</li> <li>• Alternative strategies for reading and</li> </ul>	<ul style="list-style-type: none"> <li>• Access to advice as appropriate from relevant professionals to inform planning.</li> <li>• Planned support time.</li> <li>• Equipment and resources including assistance as appropriate to identified learning needs.</li> <li>• Planned time for home/school/college liaison so that parents can be involved in both short and long term planning, support and review.</li> </ul>

## Cognition and learning

Environment and grouping	Teaching and learning	Resources, roles and responsibilities
	<p>recording.</p> <ul style="list-style-type: none"><li>• Focus on successful learning outcomes to support confidence, independence and self-esteem and resilience.</li><li>• Interventions to match identified focused needs.</li><li>• Personalised plans to inform teacher's planning.</li><li>• Continuous assessments by class/subject teacher(s) may be supplemented by standardised and/or diagnostic tests. Rates of progress must be systematically monitored to measure impact.</li><li>• Some 'scaffolded' individual learning tasks.</li></ul>	

## Specific learning difficulties

### Description of difficulty/Barriers to learning

- Specific learning difficulties (SpLDs) affect the way information is learned and processed. They can have significant impact on education and learning and on the acquisition of literacy and numeracy skills.
- SpLD is an umbrella term to cover a range of frequently co-occurring difficulties, more commonly
  - Dyslexia
  - Dyspraxia
  - Dyscalculia
  - Auditory Processing DisorderSpLDs can also co-occur with difficulties on the autistic spectrum such as high functioning autism.

### References

#### **Additional and more specific assessment information for this area of need may be found at:**

- GOV.UK [www.gov.uk](http://www.gov.uk)
- Hampshire Inspection and Advisory Service (HIAS) [www.hants.gov.uk/education/hias.htm](http://www.hants.gov.uk/education/hias.htm)
- British Dyslexia Association: [www.bdadyslexia.org.uk/dyslexic](http://www.bdadyslexia.org.uk/dyslexic)
- Inclusion Development Programme (IDP) [www.idponline.org.uk](http://www.idponline.org.uk) or [www.nasen.org.uk](http://www.nasen.org.uk)

## Specific learning difficulties - To be used as a supplement to *cognition and learning* above

### Assessment, plan, do and review

- Assessment and review monitored for rate of progress and focused on attainment which is below expectations given the pupil's response to other areas of the curriculum, eg spoken/verbal understanding.
- Recognition of discrepancies between attainment and potential as measured by specific assessments.
- Planning specifically designed to meet the individual needs of a pupil with identified SpLD.
- Evaluating impact of specific interventions to inform planning for next steps.
- Teachers use any additional adults to enhance learning experience.
- Parents should be encouraged to be involved in supporting targets at home.

Assessment would include consideration of:

1. CYP learning profile
2. Learning environment
3. Task
4. Teaching style

Environment and grouping	Teaching and learning	Resources, roles and responsibilities
<p>The CYP may need any or all of the following:</p> <ul style="list-style-type: none"> <li>• Assistance in subjects with high literacy or numeracy content.</li> <li>• Some small group and/or individual teaching to support acquisition of specific skills.</li> <li>• Access to flexible grouping so that pupil works with peers at their intellectual level in all curriculum areas.</li> <li>• A quiet, distraction-free area to undertake specific support programmes.</li> </ul>	<ul style="list-style-type: none"> <li>• Personalised learning tasks to match identified need.</li> <li>• Access to programmes which support transference of skills across the curriculum.</li> <li>• Access to ICT to support learning and promote independence.</li> <li>• Planned multi-sensory teaching opportunities taking account of differing learning/cognitive styles.</li> <li>• Planning and teaching strategies informed by</li> </ul>	<ul style="list-style-type: none"> <li>• Access to training and advice as appropriate from relevant professionals.</li> <li>• Awareness of specific resources which may be appropriate to aid learning eg: coloured overlays, font size etc</li> <li>• Support for homework.</li> <li>• Pupil access to specific, multi-sensory support packages, revision and over learning.</li> <li>• Class teacher/subject teacher(s) to be</li> </ul>

## Specific learning difficulties - To be used as a supplement to *cognition and learning* above

Environment and grouping	Teaching and learning	Resources, roles and responsibilities
	<p>personalised learning targets, to be monitored, reviewed and modified so as to maximise progress.</p> <ul style="list-style-type: none"> <li>• Alternative strategies for reading and recording.</li> <li>• Focus on successful learning outcomes to support confidence, independence and self-esteem.</li> <li>• Interventions which match identified individual need.</li> <li>• Ongoing liaison between staff regarding planning.</li> <li>• Consider access arrangements if appropriate for internal and external tests and examinations, eg scribe.</li> </ul>	<p>supported in using specific programmes and materials.</p> <ul style="list-style-type: none"> <li>• Access to advice as appropriate from relevant professionals.</li> <li>• Planned time for home/school/college liaison so that parents can be involved in both short and long term planning and support including provision and outcomes.</li> <li>• Understand the assessment and interventions.</li> </ul>

## **2 Social, emotional and mental health difficulties (SEMH)**

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

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.”

*(Paragraph 6.32 and 6.33 SEND Code of Practice)*



## Social, emotional and mental health difficulties (SEMH)

### Description of difficulty/Barriers to learning

- Where CYP have social, emotional or mental health difficulties, these may substantially affect their behaviour and regularly create barriers to their own learning or that of others.
- They may experience a range of difficulties in acquiring the social and emotional skills that are necessary to succeed.
- Some CYP may persistently experience these difficulties despite differentiated learning opportunities and the strategies usually employed to promote positive behaviour.
- Behaviours manifest over time may include distractibility, failure to make anticipated progress, poor relationships, frustration, non-co-operation, lack of emotional literacy, withdrawal and non-attendance for a variety of reasons.

A number of external factors will need to be considered in relation to the learning environment. A CYP reacts in response to the learning environment. Relationships between adults and CYP and those between CYP and their peers are important dimensions. It is expected that the educational setting will demonstrate its positive ethos and culture through every aspect of its provision for CYP with these additional needs. This will include the use of evidence based, effective and proven interventions and learning techniques informed through current research (eg Hattie, Dweck).

### Reference

- Mental health and behaviour in schools – departmental advice for school staff (DfE June 2014) <http://tinyurl.com/MHB-2014>

## Social, emotional and mental health difficulties (SEMH)

### Assessment, plan, do and review

- In order to understand the underlying reasons for behaviours, the CYP's strengths and weaknesses should be analysed.
- Views of the CYP and parent must be sought, taken into account and acted upon in the development, implementation and review of the intervention/personal plan.
- There will be an ongoing review of the personal plan focused on promoting the development of social, emotional and mental health difficulties.
- There will be timely action to adjust the personal plan to improve outcomes for the CYP.
- As appropriate, draw on the further advice and expertise of external professionals to inform and contribute to the CYP's personal plan and the school's response to the plan.

Assessment would include consideration of:

1. CYP learning profile
2. Learning environment
3. Task
4. Teaching style

Environment and grouping	Teaching and learning	Resources, roles and responsibilities
<p>The CYP may need any or all of the following:</p> <ul style="list-style-type: none"> <li>• Key staff to make positive/secure and trusting relationships with the CYP.</li> <li>• Support strategies such as circle of friends, mentoring by a skilled adult (learning and/or emotional).</li> <li>• Use of visual reminders.</li> <li>• Clear expectation of 'on task' behaviour within explicit guidelines.</li> <li>• Explicit opportunities for genuine praise and</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching and learning that is led by/takes account of the needs and preferences of the CYP and is appropriately differentiated to ensure the best outcomes for them.</li> <li>• Flexible grouping arrangements.</li> <li>• Access to 'reward activities' where appropriate.</li> <li>• Opportunities to be taught and learn socially acceptable ways of managing situations.</li> <li>• Aspects of the daily timetable adjusted to</li> </ul>	<ul style="list-style-type: none"> <li>• The Headteacher and leadership of the education setting will ensure that anyone supporting the CYP has access to appropriate advice and support that promotes the SEMH of CYP.</li> <li>• Focused support and assistance.</li> <li>• Resources appropriate to intervention activities and the differentiated curriculum</li> <li>• Planned time for home/professional liaison so that parents/CYP and encouraged to be involved in developing, implementing and</li> </ul>

## Social, emotional and mental health difficulties (SEMH)

Environment and grouping	Teaching and learning	Resources, roles and responsibilities
<p>reward.</p> <ul style="list-style-type: none"> <li>• Small group or individual teaching to develop emotional literacy and resilience.</li> <li>• A specific routine which allows the CYP to start the day/session in a settled frame of mind.</li> <li>• Specific support for unstructured times of the day.</li> <li>• Risk assessment may need to be considered to enable the CYP to work with positive role models in terms of expectations, communication, co-operation, concentration and independence.</li> <li>• A safe place for 'time out' (this strategy is unlikely to be suitable for children in the early years age group please speak to your Early Years SEN Advisor.</li> <li>• A key worker/mentor with whom to review progress and discuss strategies.</li> <li>• Small group work focusing on socially appropriate ways of behaving in social situations and to support social confidence and self-esteem.</li> <li>• Specific opportunities to make a contribution to school life.</li> <li>• Staff trained in positive intervention strategies.</li> </ul>	<p>promote positive behaviours and access to learning.</p> <ul style="list-style-type: none"> <li>• Planned access to teaching and learning programmes which may address anger management, self-control and social skills.</li> <li>• Flexible task planning which offers positive experiences despite the impact of SEMH.</li> <li>• Interspersing of non-preferred with preferred activities for the CYP.</li> <li>• Assistance to promote on task behaviour and access to learning.</li> </ul>	<p>reviewing the personal plan.</p> <ul style="list-style-type: none"> <li>• The leadership of the education setting will ensure that anyone working with the CYP has access to the, financial and other resources necessary to deliver the personal plan effectively and achieve better outcomes for the CYP.</li> <li>• The educational setting's behaviour policy should reference how the needs of CYPs with SEMH difficulties are met.</li> <li>• Draw on the advice and expertise of external professionals to inform and contribute to the CYP's personal plan, as appropriate.</li> <li>• Identify and secure specific training for key staff to better support the CYP.</li> </ul>

### **3 Communication and interaction**

- **Speech language and communication (SLCN)**
- **Autistic spectrum disorder (ASD)**

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

Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.”

*(Paragraph 6.28 and 6.29 SEND Code of Practice)*

## Speech, language and communication

### Description of difficulty/Barriers to learning

- The child/young person (CYP) has language and communication difficulties which create a barrier to learning and/or impedes the development of social skills and relationships.
- Areas of speech, social communication, language, fluency skills are not age appropriate and/or consistent with peers.
- The child/young person has disordered/delayed receptive and/or expressive language.
- Speech may also be disordered or delayed, so that social interactions are limited and this may result in frustration, stress and/or challenging behaviour.
- They may have difficulty in understanding and/or expressing emotions, abstract and non-literal language, inference, social interactions all of which could result in ritualistic and/or rigid behaviours.
- Any of the above result in challenging behaviours, school refusal, difficulty in forming relationships, frustration or anxiety.

### References

- What Works: Interventions for children and young people with speech, language and communication needs - James Law, Wendy Lee, Sue Roulstone, Yvonne Wren, Biao Zeng & Geoff Lindsay, DfE 2012 [www.gov.uk/government/publications/what-works-interventions-for-children-and-young-people-with-speech-language-and-communication-needs](http://www.gov.uk/government/publications/what-works-interventions-for-children-and-young-people-with-speech-language-and-communication-needs)
- Inclusion Development Programme (IDP): SLCN, AS and Dyslexia (The National Strategies) [www.nasen.org.uk](http://www.nasen.org.uk)
- ELKLAN training [www.elklan.co.uk](http://www.elklan.co.uk) - contact the Schools Speech and Language Support Team [schoolsslst@iow.gov.uk](mailto:schoolsslst@iow.gov.uk)

## Speech, language and communication

### Assessment, plan, do and review

- Strengths and needs will have been observed, recorded and monitored in a variety of situations over the school day by a range of staff. Analysis will eventually inform appropriate differentiation and interventions.
- A personalised plan will be designed and developed between school, parents /carer and young person with clear targets focusing on areas of concern.
- Personalised plan and targets are reviewed on an ongoing basis.

Possible adaptations to:

- language
  - curriculum
  - visual support
  - delivery of instructions
  - routines and organisation
  - peer group
  - interventions
  - social communication and interaction
  - abstract flexible thinking
- Parents will be informed and encouraged to be involved in supporting language and communication related activities at home.

Assessment would include consideration of:

1. CYP learning profile
2. Learning environment
3. Task
4. Teaching style

## Speech, language and communication

Environment and grouping	Teaching and learning	Resources, roles and responsibilities
<p>The CYP will be based in the classroom and will need any or all of the following:</p> <ul style="list-style-type: none"> <li>• A range of visual support prompts to support language and communication.</li> <li>• Visual support for listening and understanding.</li> <li>• Adaptation of teaching styles and amount of language.</li> <li>• Checking of instructions.</li> <li>• Sensitive grouping arrangements to enable social interaction and use of language.</li> <li>• Opportunities for experiential learning and the use of modelling.</li> <li>• Peer support for unstructured time.</li> <li>• A quiet, distraction-free area to undertake specific speech, language and communication learning.</li> <li>• Wave 2 or 3 interventions as a priority to meet personalised plan targets.</li> <li>• Access to an adult keyworker or mentor.</li> </ul>	<ul style="list-style-type: none"> <li>• Access to the school curriculum with emphasis on differentiation based on assessment and review for curriculum access and some specific reinforcement on language, communication and speech skills development activities in support of personalised plan targets.</li> <li>• Targeted small group work, eg narrative, pre-learning of vocabulary, listening, memory and social skills.</li> <li>• Adult support to enable full participation in learning/social activities.</li> <li>• Identified behaviours require firm consistent expectations with explicit guidelines.</li> <li>• Interventions in line with personalised learning.</li> <li>• Some CYP require visual, whole-word approaches to literacy because of difficulty with sound systems.</li> </ul>	<ul style="list-style-type: none"> <li>• The class/subject teacher is responsible for the appropriate delivery, differentiation and adaptations, with the SENCo and accredited language assistant involvement in assessment, planning and review.</li> <li>• The class teacher/subject teacher(s) takes responsibility for opportunities to implement specific language and communication targets/support within the classroom setting.</li> <li>• All staff will need to be aware of the CYPs' difficulties/differences since they may manifest themselves in a variety of ways.</li> <li>• Planned time for home/school liaison.</li> <li>• Speech, language and communication interventions to be delivered by language assistants who preferably have an accredited/recognised SLCN qualification, eg ELKLAN</li> <li>• Social/behaviour skill interventions delivered by assistants who have a accreditation, eg ELSA, ELKLAN.</li> <li>• Where speech/language or communication resources have been identified or provided as beneficial/ necessary for the child/young person to communicate/learn the class/subject teacher is responsible for ensuring these are available and referred to, eg signs, symbols, writing frames, flexible timetable.</li> <li>• Staff need to prepare the young person for non-routine events, eg supply teachers,</li> </ul>

## Speech, language and communication

Environment and grouping	Teaching and learning	Resources, roles and responsibilities
		<p>changes to timetable, visitors.</p> <p>The headteacher/governors are responsible for ensuring the appropriate provision required by the CYP is provided plus teachers and assistants have the appropriate access to the accreditation and CPD to support the identification of communication and interaction.</p>



## Autistic spectrum disorder (ASD)

### Description of difficulty/Barriers to learning

- The CYP has difficulties with communication, social interaction and flexible thinking which cause barriers to learning and the development of positive social relationships despite the provision of differentiated learning opportunities.
- The difficulties may include: inappropriate obsessive rigid and/or ritualistic behaviours; receptive and expressive language difficulties; hyper/hypo sensitivity to sensory input; and significant anxiety and self-esteem issues.
- The CYP may have difficulty in recognising and/or understanding emotions.
- CYP diagnosed with high functioning autism are included in the autistic spectrum. Such CYP often function within or above the normal range of ability but may display any of the above behavioural characteristics. From 2014 the term 'Asperger syndrome' has been replaced with the descriptor of 'high functioning autism'.
- Any post-2011 diagnosis will have been confirmed through multi-disciplinary and multi-dimensional assessment in line with the NICE guidelines and any subsequent alteration to this guidance.

A number of external factors will need to be considered in relation to the learning environment. A CYP reacts in response to the learning environment. Relationships between adults and CYP and those between CYP and their peers are important dimensions. It is expected that the school will demonstrate its positive ethos and culture through every aspect of its provision for CYP with these additional needs. This will include the use of evidence based, effective and proven interventions and learning techniques informed through current research (eg Hattie, Dweck and current research into AS).

### References

- The National Institute for Health and Clinical Excellence (NICE) guidelines for AS assessment and diagnosis 2011
- Isle of Wight Autism Strategy on [www.iwight.com](http://www.iwight.com)

## Autistic spectrum disorder (ASD)

### Assessment, plan, do and review

- In order to understand the impact of AS on the CYP's learning and participation, the CYP's strengths and weaknesses should be analysed.
- Assessments in all curriculum areas are relevant and will be used to plan adaptations and adjustment.
- Views of the CYP and parent must be sought, taken into account and acted upon in the development, implementation and review of the personal plan. The formation of the plan should follow the model of Person Centred Planning and address the areas of social communication; social imagination/understanding.
- Social interaction; obsessive/inflexible behaviours and any other issues specific to the CYP.
- There will be an ongoing review of the personal plan focused on minimising the impact of AS on the CYP's learning and participation.
- There will be timely action to adjust the personal plan to improve outcomes for the CYP.
- All staff will need to be aware of the CYP's difficulties since these may manifest themselves in a variety of ways.
- Social interaction checklists can be used to identify the precise nature of the difficulties.
- There will be a personalised plan with clear curriculum targets, addressing all areas of need.

As previously and drawing on the further advice and expertise of external professionals to inform and contribute to the CYP's personal plan and the school's response to the plan.

#### **This may result in:**

- further identification of his/her strengths and weaknesses using external advice to inform to a more specifically focused personal plan.
- ongoing observation and recording of specific behaviours and triggers, including those which result from sensory sensitivities.

Assessment would include consideration of:

1. CYP's learning profile
2. Learning environment
3. Task
4. Teaching style

## Autistic spectrum disorder (ASD)

Environment and grouping	Teaching and learning	Resources, roles and responsibilities
<p>The CYP will be based in the ordinary classroom and may need any or all of the following:</p> <ul style="list-style-type: none"> <li>• Consistent and structured routines and organisation.</li> <li>• Use of a visual timetable to manage transition between activities and aspects of the school day and to manage changes to routines.</li> <li>• Access to groupings that enable the CYP to work with positive role models in terms of expectations, social interaction and communication, co-operation, concentration and independence.</li> <li>• Access to a low distraction area in the classroom.</li> <li>• Access to praise and 'reward activities'.</li> <li>• Good practice will include and be demonstrated through any or all of previous strategies and the following (according to need):</li> <li>• School based risk assessments to be completed and actioned.</li> <li>• Some individual tuition within a withdrawal setting.</li> <li>• Access to a detailed visual timetable throughout the day, mediated by an adult as appropriate to year group.</li> <li>• Significant support in interactions with peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching and learning that is led by/takes account of the needs and preferences of the CYP and is appropriately differentiated to ensure the best outcomes for the CYP.</li> <li>• Flexible grouping arrangements.</li> <li>• Access to 'reward activities' where appropriate.</li> <li>• Opportunities to be taught, learn and apply social communication and skills.</li> <li>• Flexible planning to include recognition of areas of difficulty.</li> <li>• Access to adult guidance as necessary and appropriate to support learning including the use of communication skills for different purposes and to coordinate oral and written language.</li> <li>• Some adult advocacy to support communication with peers within the learning environment.</li> <li>• Support to transfer attention from self-selected tasks and activities.</li> <li>• Inference and active listening and specific language to be taught.</li> <li>• Good practice will include and be demonstrated through any or all of the previous strategies and the following (according to need)</li> <li>• A high degree of task differentiation within the</li> </ul>	<ul style="list-style-type: none"> <li>• The headteacher and leadership of the school will ensure that anyone teaching the CYP has access to appropriate advice and support from within a school structure, culture and ethos that promotes the inclusion of the CYP.</li> <li>• Focused support and assistance.</li> <li>• Provision for non-routine events, e.g. supply teachers, visitors.</li> <li>• Resources appropriate to intervention activities and the differentiated curriculum.</li> <li>• Planned time for home/school liaison to allow parents to be involved in developing, implementing and reviewing the personal plan.</li> <li>• The headteacher and leadership of the school will ensure that anyone teaching the CYP has access to the advice, support, financial and other resources necessary to deliver the personal plan effectively and achieve better outcomes for the CYP.</li> <li>• Draw on the advice and expertise of external professionals to inform and contribute to the CYP's personal plan.</li> <li>• Identify and secure specific training for key staff to better support the CYP.</li> </ul>

## Autistic spectrum disorder (ASD)

Environment and grouping	Teaching and learning	Resources, roles and responsibilities
<ul style="list-style-type: none"> <li>• Skilled adult support to manage anxiety, distress, mood swings.</li> <li>• Account to be taken of sensory stimuli.</li> <li>• School based risk assessment to be completed and actioned.</li> </ul>	<p>NC that takes account of the impact of AS on learning preferences.</p> <ul style="list-style-type: none"> <li>• Careful use of language and avoidance of information overload.</li> <li>• Provision of PECS or similar alternative communication system.</li> <li>• Access to individual programmes and other strategies to address specific needs identified through further multi-professional involvement.</li> <li>• Detailed and specific routines and significant preparation for changes using such strategies as 'social stories'.</li> <li>• Precise and structured intervention and support for curriculum access with specific reference to comprehension and use of language, co-ordination of oral and written responses.</li> <li>• Inference, active listening and response to be taught specifically.</li> <li>• Key staff able to promote positive behavioural/emotional skills through negotiation.</li> <li>• Detailed and specific routines and significant preparation for changes using eg social stories.</li> <li>• Precise and structured interventions and support for curriculum access.</li> </ul>	

## 4 Physical and sensory

- **Physical disability (PD)**
- **Hearing impairment (HI)**
- **Visual impairment (VI)**

“Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.”

*(Paragraph 6.34 and 6.35 SEND Code of Practice)*

## Physical disability (PD)

### Description of difficulty/Barriers to learning

- The CYP has an identified physical disability that causes barriers to learning. This may also affect the development of emotional wellbeing and self-esteem.
- The CYP will need additional adult support to overcome barriers to learning, personal care and transfers between specialist equipment.
- The CYP may require: specialist equipment relating to their disability and adult support to access the curriculum, manage their condition and personal care, and move safely within the environment.
- They will be subject to regular review including a range of external professionals who may help to monitor their curriculum plan.

### Assessment, plan, do and review

- Ongoing assessments by class teacher supplemented by standardised and/or diagnostic tests.
- The CYP's strengths and needs will be identified and monitored through the usual range of observation, dialogue and discussion.
- Regular review meetings will be held with the CYP person and parents to assess strategies and set new targets within the personal plan which identifies levels of support and targets for curriculum access.
- Regular dialogue with parents to be maintained.

Assessment would include consideration of:

1. CYP's identified and assessed learning needs
2. Learning environment
3. Task
4. Teaching style

## Physical disability (PD)

Environment and grouping	Teaching and learning	Resources, roles and responsibilities
<p>In the classroom the CYP may need any or all of the following:</p> <ul style="list-style-type: none"> <li>• A school based risk assessment completed and actioned.</li> <li>• Adjustments and adaptations allowing independent access and mobility.</li> <li>• Appropriate seating arrangements, e.g. cushion, foot rest, position in class. These adjustments should be sensitively implemented.</li> <li>• Support strategies and groupings to foster emotional well being and self esteem.</li> <li>• Sensitive support and flexible grouping arrangements to encourage social interaction and collaborative work.</li> <li>• Opportunities to work with others of similar abilities in areas of strength</li> <li>• Withdrawal sessions for some small group or one to one work to increase skill levels.</li> <li>• Extra support (should be made available) in new and/or old unfamiliar environments</li> <li>• Environmental adaptations, eg ramps.</li> <li>• Additional support in practical aspects of the curriculum.</li> <li>• Space for visiting professionals to advise, monitor and review therapy programmes.</li> </ul>	<p>The CYP will need:</p> <ul style="list-style-type: none"> <li>• Access to the school curriculum with differentiated learning tasks to meet their preferred learning styles and physical skills to ensure increasing independence.</li> <li>• Monitoring and oversight for practical subjects where safety is an issue in order to increase independence.</li> <li>• Help and support when choosing the most appropriate medium for accessing and recording the curriculum.</li> <li>• Planned support to access learning activities and to support independence.</li> <li>• Access to specific skills development.</li> <li>• Planning that includes where appropriate therapeutic programmes.</li> <li>• Sensitive support to manage identified physical needs.</li> <li>• Verbal prompting and/or physical assistance to set up some activities.</li> <li>• Appropriate access to technology.</li> <li>• Special access arrangements for internal/external test and examinations where appropriate.</li> <li>• Planning and teaching strategies informed by personalised learning targets, to be monitored, reviewed and modified so as to maximise progress and independence</li> </ul>	<ul style="list-style-type: none"> <li>• Key staff awareness of the CYP's physical disability and implications.</li> <li>• Access for staff to training, as appropriate.</li> <li>• Time will need to be available for liaison between SENCo and class teacher/subject teacher(s) and support staff.</li> <li>• Liaison with other professionals, e.g. occupational therapists or physiotherapists, as appropriate.</li> <li>• Access to specialist equipment, as appropriate.</li> <li>• Planned time for home/ school liaison so that parents can be involved in both long and short term planning and support.</li> <li>• Key staff trained in moving and handling and using specialist equipment as appropriate.</li> </ul>

## Hearing impairment (HI)

### Description of difficulty/Barriers to learning

- The CYP will have a hearing loss diagnosed by Health.
- They may have been issued with a hearing aid.
- They will have difficulties listening, particularly in adverse listening environments.
- They may have delayed or disordered speech/articulation.
- They may have delayed or disordered language.
- They may have a poor auditory memory.
- They may have difficulties with emotional wellbeing and self-esteem.
- They may require additional specialist equipment.



## Hearing impairment (HI)

### Assessment, plan, do and review

- Ongoing assessments by class teacher supplemented by standardised and/or diagnostic tests.
- The CYP's strengths and needs will be identified and monitored through the usual range of observation, dialogue and discussion.
- School may receive advice from the Specialist Teacher Adviser (STA) for HI. This will be incorporated into the CYP's personal plan. The plan to be regularly reviewed by school staff to ensure progress. Targets should include a focus on increasing independence.
- Regular review meetings will be held with the CYP and parents to assess strategies and set new targets within the personal plan which identifies levels of support and targets for curriculum access.
- Regular dialogue with parents to be maintained.
- Ongoing assessment and monitoring with the support of STA HI if appropriate.

Assessment would include consideration of:

1. CYP's identified and assessed learning needs
2. Learning environment
3. Task
4. Teaching style

Environment and grouping	Teaching and learning	Resources, roles and responsibilities
<p>In the classroom the CYP may need any or all of the following:</p> <ul style="list-style-type: none"> <li>• A school based risk assessment completed and actioned.</li> <li>• Appropriate seating arrangements so that the CYP can hear easily in a favourable listening environment where background noise is kept to a minimum. These adjustments should be</li> </ul>	<p>The CYP may/will need:</p> <ul style="list-style-type: none"> <li>• Access to the school curriculum with differentiated learning tasks to meet their preferred learning styles to ensure increasing independence, eg visual, kinaesthetic.</li> <li>• Repetition and clarification of instructions, vocabulary and new concepts.</li> <li>• Planned support to access learning activities</li> </ul>	<ul style="list-style-type: none"> <li>• Key staff awareness of the CYP's hearing impairment and implications.</li> <li>• Access for staff to training, as appropriate.</li> <li>• Advice from STA for HI as required.</li> <li>• Time will need to be available for liaison between SENCo and class teacher/subject teacher(s) and other professionals.</li> </ul>

## Hearing impairment (HI)

Environment and grouping	Teaching and learning	Resources, roles and responsibilities
<p>sensitively implemented.</p> <ul style="list-style-type: none"> <li>• Sensitive support and flexible grouping arrangements to encourage social interaction and collaborative work.</li> <li>• Opportunities to work with others of similar abilities in areas of strength.</li> <li>• Support strategies and groupings to foster emotional well being and self esteem.</li> <li>• Withdrawal sessions for some small group or one to one work to increase skill levels.</li> <li>• An audit of the physical listening environment.</li> <li>• Space for the STA for HI to carry out listening assessments as required.</li> </ul>	<p>and to support independence.</p> <ul style="list-style-type: none"> <li>• Additional visual resources to be made available if appropriate.</li> <li>• Sensitive support to manage identified hearing needs.</li> <li>• Special access arrangements for internal/external examinations where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily care and maintenance of hearing aids if appropriate.</li> <li>• Planned time for home/school liaison so that parents can be involved in both long and short term planning and support.</li> <li>• Access to specialist equipment used by trained staff where appropriate.</li> </ul>

## Visual impairment (VI)

### Description of difficulty/Barriers to learning

- The CYP will have a diagnosed visual impairment/condition which results in reduced visual acuity.
- Additional problems such as visual field loss, monocular vision, visual perception difficulties and degenerative eye conditions may exist alongside reduced visual acuity.
- The visual impairment may cause difficulty in seeing learning materials presented from a distance eg board work.
- The CYP may require some text enlargement.
- The CYP may have difficulty judging speed and distance. They may need additional support for PE or school visits. They may be hesitant in unfamiliar environments.
- The CYP will usually be able to record their own work by handwriting but may need touch typing as an alternative on some occasions.
- They may be socially/emotionally immature and have difficulties in the areas of social/emotional well being.

## Visual impairment (VI)

<b>Assessment, plan, do and review</b>
<ul style="list-style-type: none"> <li>• Ongoing assessments by class teacher supplemented by standardised and/or diagnostic tests.</li> <li>• The CYP's strengths and needs will be identified and monitored through a range of observation, dialogue and discussion.</li> <li>• School may receive advice from the Specialist Teacher Adviser (STA) for VI. This will be incorporated into the CYP's personal plan. The plan to be regularly reviewed by school staff to ensure progress. Targets should include a focus on increasing independence.</li> <li>• Regular review meetings will be held with the CYP and parents to assess strategies and set new targets within the personal plan which identifies levels of support and targets for curriculum access.</li> <li>• Ongoing assessment and monitoring with the support of STA for VI if appropriate.</li> <li>• Regular dialogue with parents to be maintained.</li> </ul> <p>Assessment would include consideration of:</p> <ol style="list-style-type: none"> <li>1. CYP's identified and assessed learning needs</li> <li>2. Learning environment</li> <li>3. Task</li> <li>4. Teaching style</li> </ol>

<b>Environment and grouping</b>	<b>Teaching and learning</b>	<b>Resources, roles and responsibilities</b>
<p>In the classroom the CYP may need any or all of the following:</p> <ul style="list-style-type: none"> <li>• A school based risk assessment completed and actioned.</li> <li>• Appropriate seating arrangements for access to visual stimuli or to screen out visual distractions. These adjustments should be sensitively implemented.</li> <li>• Sensitive support and flexible grouping</li> </ul>	<p>The CYP may/will need:</p> <ul style="list-style-type: none"> <li>• Access to the school curriculum with differentiated learning tasks to meet their preferred learning styles to ensure increasing independence, eg aural, kinaesthetic.</li> <li>• Support to access some visual materials.</li> <li>• Visual materials adapted to N14 or larger as appropriate as advised by STA for VI.</li> </ul>	<ul style="list-style-type: none"> <li>• Key staff awareness of the CYP's visual impairment and implications.</li> <li>• Access for staff to training, as appropriate.</li> <li>• Advice from STA for VI as required.</li> <li>• Access to specialist equipment as appropriate, such as:               <ul style="list-style-type: none"> <li>– low vision aids and magnifiers</li> </ul> </li> </ul>

## Visual impairment (VI)

Environment and grouping	Teaching and learning	Resources, roles and responsibilities
<p>arrangements to encourage social interaction and collaborative work.</p> <ul style="list-style-type: none"> <li>• Support strategies and groupings to foster emotional wellbeing and self-esteem.</li> <li>• Opportunities to work with others of similar abilities in areas of strength.</li> <li>• Withdrawal sessions for some small group or one to one work to increase skill levels.</li> <li>• Extra support in new and/or unfamiliar environments.</li> <li>• An audit of the visual environment with possible environmental adaptations, eg vertical blinds, highlighting of hazards, etc.</li> <li>• Additional support in practical aspects of the curriculum.</li> <li>• Space for the STA for VI to carry out visual acuity assessments as required.</li> </ul>	<ul style="list-style-type: none"> <li>• Repetition and oral clarification of instructions, vocabulary and new concepts.</li> <li>• Monitoring and oversight for practical subjects where safety is an issue.</li> <li>• Help and support when choosing the most appropriate medium for accessing and recording the curriculum.</li> <li>• Planned support to access learning activities and to support independence.</li> <li>• Access to specific skills development where appropriate.</li> <li>• Sensitive support to manage identified visual needs.</li> <li>• Special access arrangements for internal/external examinations as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>– large print materials (N14-N18)</li> <li>– sloping reading/writing boards</li> <li>• Time will need to be available for liaison between SENCO/class teacher, subject teacher and other professionals.</li> <li>• Access to specialist equipment used by trained staff as appropriate.</li> <li>• Planned time for home / school liaison so that parents can be involved in both long and short term planning and support.</li> </ul>

# Appendices

## Pen Pictures

These have been drawn from the experiences of colleagues in early years providers and schools and are intended to be used as general indicative guidance for CYP considered to be needing *SEN Support*. They are not intended to be definitive, as each CYP has to be assessed within their own environment.

None of these examples would meet the criteria for an Education, Health and Care Plan, but again please bear in mind that each CYP has to be viewed on an individual basis.

## **Pen Picture**

### **Cognition and learning**

Suzie is a Y2 pupil who experienced some difficulty with the acquisition of early language skills.

She can sound and name about 50% of letters of the alphabet and read short phrases from her personal reading book within the school scheme e.g. 'mum and dad', 'look at me'. She is beginning to read the high frequency words and is beginning to write, grouping letters and leaving spaces between them. She is able to 'read' back some of what she has written but is beginning to experience some frustration and her self esteem is suffering. She can join in rote counting to 10 and is beginning to recognise numerals from 1-5. She can use 1p coins in shopping games.

Suzie has a personal plan focusing on successful learning outcomes to promote independence, confidence and self-esteem. Learning goals are developed through multi-sensory teaching opportunities and reviewed and modified so as to maximise progress. Predicted KS1 levels are around P8/1c.

Suzie shows signs of difficulty in developing literacy and mathematical skills.

## **Pen Picture**

### **Cognition and learning**

Ben is a lively Y5 pupil with a limited vocabulary who finds it difficult to engage with a learning focus. He is, however, anxious to please.

He was assessed as working below level two in the Y4 QCA Reading Test. His reading fluency is very limited and his standardised score was measured as <72 on an individual test. He can read the 45 words from The NLS YR high frequency word list.

Ben can write about first hand experiences with pictures or diagrams as a support, using a basic high frequency vocabulary and an occasional random use of capital letters. His spelling age (Vernon) is 6.3.

In practical maths activities, Ben can understand and begin to use words associated with addition and subtraction. He has a fairly secure understanding of numbers to 20 to read, order and count. He has difficulty with using and applying basic concepts, in for example, simple problems to do with money.

Ben is generally working within level 1. Despite carefully differentiated learning activities, his rate of progress was a cause for concern and EP advice was sought. EP involvement helped to focus his individual personalised plan on tight targets for the acquisition of basic literacy skills. He has access to SENCo input in three 20 minute sessions per week to support his learning directly using specialist teaching interventions e.g. Wave 3. In-class activities focus on generalisation of skills and concepts across differing contexts.

The Health Authority has been involved in assessing and monitoring hearing, attention and motor skills.

Regular reviews are held to monitor his rate of progress and the effectiveness of the interventions used. Parents are involved in these reviews with Ben and help by supporting targets at home.

Ben continues to have difficulty in developing literacy and numeracy skills and is working at NC levels substantially below that expected of children of a similar age.



## **Pen portrait: Early years**

### **Cognitive and learning**

Beccy is 3½ years old. She has a limited vocabulary of four single words and an additional five Makaton signs. Beccy finds it difficult to concentrate on focused activities.

Beccy's cognitive development has been assessed at a 1-2 year old level. She can fill and empty containers with individual objects and remove a circle from a form board. Beccy can scribble when holding a large crayon in either hand and has recently started matching like objects. She can point to herself when asked "Where's Beccy?"

Beccy attends a mainstream setting for one session per week. In addition to this Beccy is currently receiving fortnightly visits from a Portage home visitor and has regular appointments with a speech and language therapist. Her progress is reviewed every six months by a consultant paediatrician.

All agencies are working together within the EYFS framework to produce a personal plan which focuses on specific educational targets for Beccy's development. Current targets include placing a peg in a peg board, pointing to named pictures in a book and matching objects to pictures.

Regular team around the child (TAC) meetings are held and facilitated by Beccy's keyworker, co-ordinated by the Early Years SEN Advisory Team. These are to get all the professionals involved with Beccy's progress together to give updates and also address any parental concerns and priorities.

## **Pen Picture**

### **Specific learning difficulties (SpLD)**

Ian is a Y6 pupil whose DST score indicates he is at risk of having a specific learning difficulty. He has difficulties with reading and writing, particularly in the area of spelling. He attains at an average or above average level in other areas of the curriculum, and can become despondent when his writing skills prevent him from achieving good results. He displays a good level of verbal/spoken understanding.

In his most recent attainment tests, his standardised score in reading was 77 and in spelling was 73.

There is a discrepancy between Ian's oral and written ability, and he has support to assist him with his written work if a sustained amount of writing is required. Ian is encouraged to use appropriate vocabulary in his written work rather than avoiding words that he finds difficult to spell. A multi-sensory approach is used when feasible and Ian is encouraged to discuss his work with an LSA before he attempts his written work. An LSA may scribe for him in some situations, particularly when a high level of written work is expected in a limited time. At other times he is encouraged to use mind mapping or to work on the computer using assistive technology.

Ian's personalised plan has been drawn up by the SENCo in liaison with his class teacher and a SpLD specialist. His targets focus on reducing the discrepancy between his scores and his level of understanding, and on building his self-esteem, which can be precarious at times. Ian works in a small group following an intervention programme three times a week. Ian's class teacher makes due allowance for errors in his written work, and encourages his oral responses in class.

Ian has access to a laptop but it is important that he also has opportunities to develop and improve his own handwriting skills.

## Pen Picture

### Specific learning difficulties (SpLD)

Anna is a Y10 pupil who was assessed as having a specific learning difficulty (SpLD/dyslexia) when in Y4 of her junior school. This means that she has some difficulties with reading and significant difficulties in the areas of spelling and, consequently, writing. She may also have other processing difficulties, such as phonological processing and working memory. Her attainment in other areas of the curriculum is average or above. Anna needs sensitive support to prevent frustration and loss of self-esteem.

Her CAT scores indicate a significant discrepancy between non-verbal and verbal elements. Her reading age is currently measured as 10.5 and her spelling age as 9.4 when her chronological age is 14.7. She is offered support strategies for curriculum access and internal tests and exams. She will need access arrangements for GCSEs in Y11.

Typical difficulties:

- discrepancy between oral and written ability
- difference between knowledge acquired and ability to communicate it on paper and consequent limited use of vocabulary in written work
- changing position of words or letters when reading or spelling
- difficulty in proof reading her work
- letter reversals
- anxiety means that understanding instructions can be a problem and clarification is often needed
- standard of work can be erratic depending on the time of day
- poor handwriting skills may make writing, particularly longer pieces of work, hard to decipher.
- stress and tiredness may result in headaches
- obsessively tidy work space and presentation.

Planning is designed specifically to address discrepancies in scores, skills and understanding. She has access to a specific multi-sensory support package and her progress is monitored carefully by the SENCo who has a qualification in the assessment and teaching of pupils with SpLD. Her progress is kept under review. She has some LSA support as appropriate (e.g. subjects with a high literacy content) to her age and general ability to enable her to process tasks and responses. Careful attention is paid to grouping so that Anna works with peers at her intellectual level in all curriculum areas.

The SENCo liaises with subject teachers and with parents.

## **Pen Picture – Early Years**

### **Specific learning difficulties (SpLD)**

Harry is a lively, impulsive boy aged 3 years. Harry does everything at great speed, including talking, which makes his speech difficult to understand. His concentration is poor and he flits from one activity to another without completing a task. His gross motor and fine motor skills are under-developed so his key person has worked with his parent to put in place targets that will provide plenty of opportunities to practice building up these skills in small group situations. He can now complete a large, four piece jigsaw independently, build a tower of large blocks with support, throw a big ball, make marks using large decorators' paintbrushes and climb the garden slide safely when reminded to slow down and think about where he is placing his feet and hands. He enjoys repetitive play and games which are visually clear, such as picture matching.

Harry is messy when eating; he will overfill his mouth with food and eat quickly, which results in him choking. Advice has been sought from his occupational therapist and he is now given adult support at meal times and visual prompts to remind him to put small amounts of food in his mouth and chew before swallowing. He is given adapted cutlery and a large cup to avoid spillages.

Harry is very excitable and will become loud and shrill. He flaps his hands when running, constantly bumps into objects and often falls over. He is easily distressed and frequently has temper tantrums. His key person has written a behaviour plan in agreement with his parent which she has shared with all the staff team so that everyone is consistent in helping him to manage his behaviour. Harry prefers to play alongside other children as he finds the complexities of game rules and imaginative play hard to understand. He needs to be reminded to take turns. He can sit in a small group for a few minutes when he is given something textured to hold or a "wobble" cushion to sit on, meeting his sensory needs. He is also encouraged to run in the garden before small group time story.

Harry's parents are pleased with the support the nursery has given to Harry. They are regularly involved in reviewing his targets and have established good communication with his key person about his day to day small achievements.

## **Pen Picture**

### **Social, emotional and mental health difficulties (SEMH)**

Tom is a Y6 pupil. He is the third out of a family of four children and his mother says he is difficult to manage at home. His behaviours have persisted since pre-school.

He appears on the surface a quiet boy but has been observed to manipulate others. He is inclined to 'light the fuse and walk away'. He is often observed as receiving negative responses to his engagements with other children. Although small and slight, he exerts power over other children and can be both verbally and physically abusive to them.

In learning terms, Tom has high self-esteem. He is an able boy with a particular ability in maths.

Reasons for his behaviour have been analysed using ABCC charts and an individual personalised plan with behavioural targets has been drawn up. He has been included in small group work focusing on anger management and self control. He has access a key worker and to the SENCo for pastoral support, opportunities for self-evaluation and discussion of alternative behaviours or more socially appropriate ways of managing situations. The school is involved in the 'Rights, Respect and Responsibility' strategy.

In-school rewards and sanctions have been applied and in the past Tom has responded to merit systems but this is no longer an effective strategy. He responds to adults more positively than to peers, although his behaviour improved for a while after a 'circle time' when other children were sensitively encouraged to express their views about his actions. He can articulate his feelings but is unable to accept responsibility for his negative behaviours and is unable to see his actions from another's point of view. Although he enjoys adult attention, he has little respect for or recognition of adult authority. This leads to Tom being sent out of class repeatedly.

## Pen Picture

### Social, emotional and mental health difficulties (SEMH)

Jake is a Y8 boy who has significant difficulty settling to task in some areas, e.g. English and related subjects. He finds other areas - such as Maths and IT - easier to access and thoroughly enjoys all forms of PE.

The behaviour management techniques usually employed by the school are proving to be largely unsuccessful and Jake's behaviour is having an adverse effect on the learning of others.

Typical behaviours include:

- late arrival to lessons, except those in preferred subject areas
- difficulty in settling to task
- attempts to amuse/distract peers by negative behaviours and insolent responses to adult requests/instruction
- occasional, low level physical aggression towards peers especially at transition times
- absence of appropriate equipment
- non-compliance with aspects of school uniform
- negative body language
- use of inappropriate language to peers and, on occasion, to adults
- an inability to accept responsibility for his actions
- lack of respect for adult authority
- persistent lack of homework.

Consistent records of his behaviours are kept and communicated to the HOY and the SENCo who co-ordinates and manages his personalised plan which is focused on behavioural targets. His behaviour has resulted in several detentions despite access to opportunities for individual discussion of alternate behaviours provided by the SENCo or experienced LSA.

The SENCO has analysed Jake's behaviour records to better understand the primary need behind his behaviours, and are exploring Jake's perception of himself as a learner, particularly with regard to writing. He has also been included in some small group work focused on strategies for making decisions about socially acceptable behaviour.

He has had a one day fixed term exclusion for extreme rudeness and defiance. When challenged about reports from other members of staff, his use of language to his group tutor was totally inappropriate. A further day resulted from aggression towards another pupil at the end of an English lesson when Jake had found that he was unable to respond positively to repeated requests to apply himself to task.

## Pen Picture

### **Social, emotional and mental health difficulties (SEMH)**

Gemma is a Y4 pupil and the younger of two sisters. She has never had contact with her father and her single mother works night shifts. It is reported that there are no boundaries on Gemma's behaviour at home and mother shows little emotional warmth towards her or her sister.

She appears to be a very angry little girl who is extremely impulsive and violent towards peers. She is verbally abusive to adults and frequently leaves the classroom during lessons. When found, she needs the opportunity to have 'time out' with a trusted adult.

Her attainment is significantly below that expected of children of a similar age. Teacher assessments are levels 1a/2c for English and 1b for Maths, though it is difficult to make accurate assessments because of her lack of concentration and attention skills. Several personalised plans have proved to be unsuccessful. Emotional and Literacy Support (ELS) work has had little impact.

Analysis of behaviour was undertaken using the QCA EBD scales (2001) and percentage frequency chart. The Boxall profile also shows high levels of unsupported development that suggests a lack of early care. The usual in-school support strategies have been applied eg explicit opportunities for praise and reward, small group work on behavioural issues, time in a nurture group, etc. These have proved unsuccessful and external agencies have been involved.

- Island Learning Centre outreach support work is ongoing, including work with Gemma's mother to develop her ability to set and hold limits, and some self regulation work with Gemma. The school has sought advice from the educational psychology service. The school is also considering any underlying specific learning difficulties.

A personal plan has been drawn up with behavioural targets focused on behaviours to enable access to learning for self and others. There are regular review meetings involving all agencies although parent is reluctant to engage.

Gemma has access to one to one work with the SENCo focused on choices around socially acceptable behaviour in a variety of situations. She is also part of a carefully chosen small group in an attempt to generalise these skills. The PBS is providing training for the classroom staff in developing self regulation.

Gemma is a CYP whose behaviours substantially and regularly interfere with the learning of others both in the classroom and outside, and therefore she requires SEN support.

## Pen Picture

### **Social, emotional and mental health difficulties (SEMH)**

Natalie is a Y7 pupil who lacks an awareness of boundaries of acceptable behaviour and is very demanding of adult time. She is acutely aware of others' responsibility for their actions, yet doesn't appear to make connections between her own behaviour and its consequences (in this respect, Natalie seems to live 'only in the present'). She sometimes takes things which do not belong to her, but fails to grasp that this is morally wrong. Her behaviour is very manipulative and she frequently fails to be truthful, even in cases where she would not appear to gain from lying, e.g. adamantly saying that she hasn't got her exercise book, when it's in her bag all the time!

Natalie's response in new/unstructured situations can be highly inappropriate and driven by anxiety, so care must be taken to teach the specific behaviours appropriate when faced with any environmental change. Clearly this involves a high level of one to one support. She also easily feels threatened by other pupils' behaviour and often reacts aggressively, by throwing objects, even items of furniture. There are some observable signs of escalating anxiety at these times but Natalie is not yet able to recognise these signs. Increasingly, she will run away, sometimes hiding, sometimes running out onto the field and occasionally running out of school. More recently, there have been occasions when she has failed to arrive at school and these incidents of unauthorised absence are becoming more frequent. This clearly makes her very vulnerable. Relationships with peers are very much on her own terms and when challenged by her peers, or in any confrontational incident, she will resort to physical aggression such as pinching, punching and spitting. She may also use any 'weapon' to hand which is, of course, potentially very dangerous.

Natalie can present as extremely stubborn, refusing to comply with adult requests and can respond by using inappropriate language. At the moment, she will generally comply when a senior member of staff is involved. However, she also seeks frequent reassurance from adults and finds working independently very hard. Her self esteem is very poor and she will easily give up if a task appears challenging, often expending more energy on avoidance than the task itself would have required.

Frequency of unacceptable behaviours have been analysed using a time percentage grid and anxiety triggers identified. Natalie has access to a 'safe place' to go particularly after absconding and some small group work on discussion of alternate behaviours has been undertaken. She has a personal plan focused on recognition of anxiety behaviours, self management techniques, alternative behaviours and access to learning for self and others.

There are signs that, given the right opportunities, Natalie could respond to intervention strategies. The Island Learning Centre was involved in Year 6 and during secondary transition and every effort is being made to involve Natalie in modifying her own behaviour in a positive direction.



## **Pen Picture – Early Years**

### **Social, emotional and mental health difficulties (SEMH)**

Becky is 3 years and 6 months old. She has attended the pre-school for three terms. This was her first experience of separating from her mother, a single parent. For the first term Becky was very tearful, found it difficult to part from her mother and needed constant adult support during the sessions. Initially Becky refused to engage in activities and constantly stayed with the adults. Although Becky was not aggressive or disruptive at this stage, she was determined in her unwillingness to join in. Becky has limited communication skills. She has additional support from pre-school staff to develop her skills and support social interactions.

Becky's play skills are underdeveloped. She finds it difficult to make choices and will often revert to tactile activities such as sand, water or Play-Doh. She avoids play that involves a range of skills, such as completing puzzles or construction play, where large amounts of information need to be processed and more complex actions are required. Becky will still mouth toys and equipment when she is feeling stressed or anxious. She will engage in unwanted behaviour at story time such as wriggling and shouting, and sometimes poking and prodding other children.

During Becky's third term she gradually began to separate from the adult staff and began to explore the provision independently. Her interactions with other children were often inappropriate, disruptive and aggressive. She would knock down construction models that other children had built, deface paintings and drawings and throw equipment. When Becky was frustrated she refused to co-operate. More recently there has been a gradual deterioration of Becky's behaviour, with her showing aggression to children and staff and shouting to disrupt organised activities. Becky enjoys outside play and her behaviours are more appropriate when she is able to use the extensive outdoor provision.

The nursery staff have used various management techniques, including ABCC charts to try and analyse the behaviour, but there has only been limited success. The staff have adopted a positive approach, providing support to develop her independence and self-esteem. Becky is monitored closely by staff to ensure she has some success with her interactions and to ensure the safety of other children. At times Becky is withdrawn from situations and redirected. She also has a quiet space to go with an adult if she needs to calm down.

The pre-school staff are monitoring the frequency of the inappropriate behaviour and continuing using ABCC charts to inform their behaviour plan, together with input and advice from the Portage Service.

## **Pen Picture**

### **Autistic spectrum disorder (ASD)**

Adam is a Y3 pupil who has difficulties with communication, interaction and imagination. He needs to know that routines are in place and relies on the structures of the day and the classroom. He can be noisily non-compliant in some situations – e.g. lining up to go to lunch - and only eats yellow foods!

He is happy to play on his own. He currently has an obsessive interest in 'Thomas the Tank Engine' and can rote recite a number of videos. He is also obsessive about light switches.

His attainment in KS1 was a little below average – 1b/1c in most measurable areas – and learning activities need appropriate differentiation.

He has an OT programme three times a week, managed by an LSA, to encourage gross motor skills. He is part of a small group for the social use of language. He needs some adult support to communicate with peers within the learning environment.

Pastoral reward systems include access to IT.

He has clear curriculum targets which address his communication/interaction difficulties.

## **Pen Picture**

### **Autistic spectrum disorder (ASD)**

Paul is a pupil currently in Y4. He was diagnosed as being high functioning on the AS spectrum while in pre-school. He remained selectively mute throughout most of KS1 but began to speak to one adult in a whisper in Y2. His behaviours included rocking and flapping and he was very sensitive to loud noises of any kind. He managed his own daily visual timetable by using phrases on cards and had his own workstation. Eye contact was very limited and he remained socially isolated, preferring to play on his own or at best alongside others.

On transfer to KS2, he did not speak to anyone for more than a year. Following SALT intervention, a daily one to one programme was set up focused on a tightly structured system to encourage speech at home and at school. Again he maintained his own visual timetable and a personal reward system to encourage co-operation was set up. He is well supported by his peers.

Hampshire and Isle of Wight Educational Psychology has been involved in assessment and advice; a local special school provides outreach support. Targets have been written to address needs within individual curriculum targets. There is a high degree of task differentiation to take account of his preferred learning styles and key adults use language carefully in order to avoid misconceptions and overload.

He is involved in social skills groups where active listening and response are specifically taught. Situations involving change and the possibility of high anxiety are carefully managed by the use of social stories.

Paul is successfully managed within these strategies and there are regular reviews of progress and response involving Paul and his parents who are encouraged to support targets at home.

Although Paul's NC levels are above average, he has ongoing communication and interaction difficulties which hinder the development of social relationships.

## **Pen Picture: Early Years**

### **Autistic spectrum disorder (ASD)**

Nathan is an Early Years child at Year R -1 who is presenting with difficulties with communication, interaction, and play skills. He has some obsessions with toys that spin, and has no recognizable speech. Nathan's parents reported that they felt Nathan reached his normal milestones, for example he walked at 14 months old and he started using one or two single words like 'mumum', 'Dada', 'cat', 'biccit' at this stage. He used to hum whilst he was spinning toys or moving toys around, however he no longer uses any words but hums a lot more and has started to twist his wrists when he is excited. He also presents with behaviours which are sometimes really difficult for his parents to manage as he likes every thing to be on his own terms and is very reluctant to be directed.

Nathan is supported by a Consultant Paediatrician who feels that his severe delays in language, play skills and behaviour and his rigid behaviours and mannerisms are reflecting a diagnosis on the Autistic spectrum. Nathan is also supported by a specialist speech and language therapist, Portage Outreach into Little Lambs Pre-School. The Pre-School have requested an Education Health Care Plan (EHCP) and are awaiting to hear if the Local Authority decides whether this EHC assessment is needed.

Nathan has been receiving his full Early Years Education Funding (EYE Funding) of 15 hours a week at Little Lambs Pre-school. This is for three sessions a week; one session includes a lunch time. Nathan receives Early Years SEN funding and his SENCo is supported by the Early Years SEN Advisor (Inclusion), who has recently delivered training to all the staff on using a schedule effectively which they hope to introduce when Nathan is ready.

Nathan shows no awareness of whether his nappy is wet or soiled but will usually cooperate at changing time if there is a reward of a spinning 'favourite' afterwards. He will only eat foods with dry textures and has recently liked to eat two apple slices for healthy snack and is distressed if it is unavailable.

After initial separation anxieties Nathan now separates easily from his parents and will go straight to the cars mat when he arrives every day. He will now tolerate one or two other children playing near to him but he does not yet interact with them, and until very recently moved away when another child approached him. Nathan has started to play a simple turn taking game with his key-worker of rolling a car. The personal plan for Nathan includes a target for him to play this game introducing another child. His keyworker is careful to work with activities that motivate and interest Nathan.

The staff at Little Lambs use photographs consistently to show Nathan what will be happening next and he has started to want to hold these. The photographs are now being used on a 'now and next' board prior to the schedule being introduced, and after a lot of resistance Nathan has now accepted this. Nathan is able to complete inset puzzle boards, colour match, can thread five beads, and can copy a pattern with pegs since the 'now and next' strategy has been introduced.

Nathan anticipates routines at home and at his pre-school setting and gets anxious if routines change without warning. He has also started to join in group time sitting on his mat for a few minutes and he smiles and hums. He can be heard at other times tunefully humming the songs he has heard.

Nathan's parents are concerned how he will transition into school next year and which school would be the very best for him.

## Pen Picture

### High functioning autism

*Please note, Asperger's Syndrome is not recognised as a sub-group of the Autism Spectrum. High Functioning Autism is the term.*

Aaron is currently in Year 7 and was given a diagnosis of having high functioning autism (2010) while in his primary school. He is of above average ability generally and KS2 SAT results were in the level 4/5 range. Social understanding and social skills remain poor.

Aaron was given extra support during the transition to secondary school. His timetable is simplified and colour coded so that he is secure about the expectations for each day. Any changes to the timetable are discussed during tutor time

Aaron finds social relationships difficult and the learning support area has been made available to him as a safe-haven during breaks and lunchtimes. He meets other students when he goes to the learning support area and social interactions are facilitated by the Teaching Assistant on supervision duty. The Year 7 tutor has established a Circle of Friends to support Aaron. Sometimes Aaron becomes upset and angry because he has misunderstood a social situation. He is given time in a quiet place to calm down. Once calm, the ELSA will discuss what happened and talk to Aaron about the options for a more appropriate behavioural choice the next time.

Aaron is an able student but sometimes he needs help to put new learning into a context that is meaningful to him, especially in humanities. The use of a seating plan helps him to be calm at the start of a lesson and his place is chosen so that it is relatively distraction free. Aaron does find group work difficult. His teachers will help him to find a partner or a group to work with. It helps if he can be given a clear role within the group even if it is timekeeper for the discussions.

Aaron benefits from clear, unambiguous instructions with visual support for verbal explanations and instructions. A Teaching Assistant or his teacher will check that he has understood the instructions before he starts a task. When Aaron was younger he had some obsessive interests that interfered with his learning but this now takes the form of a strong interest in science which can sometimes be challenging for a non-specialist teacher. He does not intend his questioning of explanations to be rude; he has difficulties with the social conventions.

In common with some students on the autism spectrum Aaron has fine-motor problems that make handwriting difficult and tedious for him. He is excellent at IT and use of a lap top has alleviated many of the difficulties that he had producing written work in class or for homework.

## Pen Picture

### High functioning autism

Sam is in Year 10 and was diagnosed with high functioning autism when he was in primary school. The school has provided him with a lot of support and in particular has had regard to his changing needs as he has matured. The school maintains liaison with CAMHS who continue to monitor Sam. Because of his high levels of anxiety Sam is particularly anxious about change and so a teaching assistant reviews his adapted colour coded timetable each morning to discuss any changes of room or teacher. At the end of the day the teaching assistant has a debriefing with Sam to discuss any difficulties that have occurred during the day and re-focus him on what has gone well before he goes home. Because Sam used to take his anxieties home unresolved, the relationship between home and school became strained. He tends to dwell on the negative aspects of a day which is typical of children with low self-esteem and those on the Autism Spectrum. Close liaison with his parents, the positive debriefing before going home and taking home two positives from the day to talk about at home have made Sam and his parents more relaxed and confident.

Sam finds social communication and relationships difficult in many contexts, but in particular during unstructured times of the school day. He knows that the learning support area is always available to him as a 'safe haven' and will use this at breaks and lunchtimes if he begins to feel stressed. He has begun to recognise when he is anxious and beginning to feel aggressive and does his best to remove himself from potentially difficult situations. He has a 'time out' card that he can use in class.

In class Sam generally copes well, but there are times when he prefers to work by himself, and in some of his classes he is able to work at his own table where he can avoid distractions and concentrate on his work. Where this is not possible Sam may be taken to work in the learning support area. Having his own table as part of the seating plan is helpful for Sam. He finds group work difficult and it helps if he is given a specific role in the group such as recording the data in science.

Teachers are aware that Sam will tend to take instructions literally, and avoid making abstract or ambiguous comments if they can. Sam does find it hard to generalise. If he has learned a concept or a process in one context, e.g. a Maths lesson, he finds it difficult to apply the learning in a different lesson with a different teacher eg using graphs learned in maths, to show rainfall amounts in geography. LSAs help him to make links between new learning situations and what he already knows. Sam finds it difficult to empathize, and understand the language of feelings. This is a particular difficulty in subjects such as English Literature.

Sam can access the full curriculum although he does not find it easy to complete coursework at home. Arrangements are made for Sam to do homework and coursework in the learning support department either after school or during lunchtimes. It may be that Sam will drop one of his option subjects in order for him to have adequate time to complete coursework in his other subjects and to prepare properly for a structured revision programme in Year 11.

Sam's personalised plan focuses on the development of his social communication and social understanding. He finds it particularly hard to interpret the social context of the behaviour of others eg being knocked in a busy corridor was probably an accident and adapt his own behaviour according to the context eg alter what he says and how he

says it to the audience: a peer - v- a teacher. He is part of a social skills group run by an ELSA, and has made good progress in this group. He is much more confident in talking to peers in this group, although he finds it difficult to transfer these skills in less structured social situations. The generalisation of the skills into real life is a priority target for Sam.



## Pen Picture – Early Years

### High functioning autism

Jordan is 4 years old and attends his local preschool group, where they have known him for over a year. Initial concerns were raised when he was 3 years old, regarding his apparent frustration levels at preschool and his difficulties in interacting with his peers. Jordan has just been diagnosed with high functioning autism.

Jordan struggled to settle when he started at preschool and would scream for prolonged periods of time at the beginning of sessions. He responded well to an individualised clear routine for the start of sessions: beginning with time on his own with the marble run, away from other children.

Jordan has made progress in his relationships with adults, particularly his key person at preschool. He can sit with an adult to share attention for a range of structured activities for up to 10 minutes, providing these activities are familiar and ones he enjoys. Jordan is beginning to attempt less favoured activities, when participation in these tasks is rewarded appropriately – e.g. “First drawing (less favoured), then puzzle (favoured)”.

Jordan is interested in being with his peers, but is struggling to establish relationships. He sometimes seeks interaction with another child, but often in an inappropriate way: eg he used to place his face too close to the other child’s face and growl at them; he sometimes taps the other child on their leg to get their attention. Jordan is responding to some structured teaching of interaction with one or two other children in a small group, when an adult leads the group session – e.g. he is learning to wait for his turn in a simple game.

Jordan has a good vocabulary and appears on the surface to be communicating well. He tends to use his language to talk about something that he can see and to tell others about things he is particularly interested in – e.g. dinosaurs. Jordan may dominate a conversation if he is talking about his current special interest and often is not aware that others would like to talk. At pre-school pictures have been used to prompt Jordan to use language for a wider range of functions – e.g. to ask for help.

Jordan struggles to understand language and often does not follow whole group instructions. He copes better when adults use reduced and simplified language. Additionally he sometimes needs individualised verbal instructions. A visual timetable is used at preschool for all the children to refer to, but Jordan has not responded to this and thus can appear to be refusing to follow the routine. An additional individualised timetable was subsequently introduced to support his understanding. This has worked well and Jordan is able to follow his personal timetable independently, enabling him to participate effectively in whole class routines.

Social stories have been used to support Jordan to learn how to manage a range of social situations: eg “Washing hands”, “Getting ready for our trip to the local farm”. Jordan starts in Year R in September and an extended transition plan has been developed to enable him to transfer to his new school successfully, alongside a Transition Partnership Agreement Document. The Transition Partnership Agreement Document was produced jointly through discussions and meeting between Jordan’s parents, his pre-school and his new school.



## Pen Picture

### Speech, language and communication needs (SLCN)

John is a pupil in Year 9. He can make himself understood to both peers and adults. He struggles with finding the right word and with reproduction of multi-syllabic words. This affects his ability to answer verbal questions, and to correctly use subject specific vocabulary. He is very quiet and sometimes reluctant to socialise with his peers. He also seeks regular feedback and reassurance, indicating a lack of confidence and independence, he dislikes getting things wrong. He has expressive language difficulties including word finding and delayed grammatical development, eg incorrect use of past tense.

John has a standardised score of 96 on the BPVS, (average range 85-115) indicating that his understanding of vocabulary is not an area of difficulty.

Due to his difficulties with learning and retaining new vocabulary it is essential that he is encouraged to say aloud all new vocabulary. At a later stage he can revisit vocabulary to learn the spellings of these subject specific keywords; the priority is for John to 'store' the words correctly so that he can retrieve them when required.

He uses a word map to identify aspects of unfamiliar subject specific vocabulary. He knows the routine of how to complete this and is able to recall aspects of new words through identification of category, meaning, synonym and syllables. The aim is that he will do this independently as new vocabulary is introduced.

He needs time to process the question and to formulate a response or answer the question; asking a question ahead of when he needs to give the answer enables him to prepare his response.

Opportunities to repeat multi syllabic words and to rehearse his answers discretely enable him to answer with confidence using the correct and accurately pronounced words.

Modelling sentences to support correct word order in written sentences is needed. Preparation for the task and reminders of expectation are used to prompt self checking.

Self checking is used to ensure that he has used the correct tense; he is encouraged to have a go independently.

## Pen Picture

### Speech, language and communication needs (SLCN)

Josh is a Year 5 pupil. He has a diagnosis of SLCN, making it difficult for him to sequence sounds in words. He is difficult to understand by those who are not familiar with him and this affects his ability to answer in the classroom. Despite marked difficulties at times in making himself understood, he is a cheerful boy with good motivation. He has a small group of good friends who understand him well.

Josh's speech is assessed by the speech and language therapist on a termly basis in order to set targets for his phonology programme. This is carried out two to three times weekly with an LSA who has attended specific training in programme delivery for children with speech and language difficulties.

His language skills were also assessed by speech and language therapist in Year 3 and he was found to have some difficulties with understanding. These have now largely resolved, but he still has difficulty understanding idiom, and can take language very literally. He also has difficulty making appropriate judgements because of difficulties with inference.

His expressive language skills were found to be in the low average range. Poor speech affects his ability to use correct grammatical structures and he has some features of word finding difficulty affecting learning and retention of new words.

Despite performing in the good average range on BPVS, Josh is not achieving at the expected levels on the curriculum.

He was referred to the Educational Psychology Service and assessment confirmed that he falls within the good average range for non-verbal skills. He was described as being a strongly visual learner.

Josh has a particular interest in IT. Because of his poor writing and slow speed of recording, he is now following a touch typing programme for ten minutes a day in school. His family are encouraging him to practise at home.

Josh has two twenty minute sessions weekly to work on expressive language skills - following a programme recommended by the speech and language therapist, and using specific material to develop word recall and improve grammar.

Josh participates in a weekly Year 5/6 group for 35 minutes with the SENCo, to work on inference and non-literal language. Materials to support this have also been recommended by the speech and language therapist.

## **Pen Portrait – Early Years**

### **Speech, language and communication needs (SLCN)**

Maggie is 3½. She has been attending nursery for the last three months. She is a happy, bouncy, playful child who loves to be outside, climbing or using the slide. Maggie especially enjoys sliding down the slide. She also likes playing chasing games and likes to pretend to be a monster, roaring at the other children. When they pretend to be afraid, Maggie laughs and repeats the game.

When she is inside, Maggie often chooses the home corner. She dresses up, puts lots of toys into a bag and walks around the nursery, chattering and making song noises to herself. No words are discernible.

Maggie chooses from the whole range of toys available, usually choosing to play alone. She likes Duplo, especially the train carriages, which she links together expertly, putting a little person or animal in each.

Maggie willingly comes to activities when a member of the nursery staff suggests and seems to enjoy adult attention when at a directed activity. She watches closely what the other children are doing and copies them when making, for example, a collage. However, she only joins in these activities when an adult is present at the table. She seems proud of her paintings and pictures and is happy to show them to her mother.

Maggie can say 'Mama' but otherwise has no recognisable words. She makes a lot of strings of sounds with a sing song intonation.

Maggie's mother feels that Maggie is very bright and "understand everything". When Maggie wants something, she can usually find and get it herself; and when it is time to go out, Maggie gets her own shoes and coat, ready for mum to help her put it on.

Her keyworker, however, is not sure how much Maggie picks up from watching what is going on and how much she is really understanding what is being said.

Her keyworker has started to spend ten minutes each day working directly with Maggie one-to-one. She joins Maggie at her chosen activity and plays alongside her, mimicking Maggie's sounds. She also talks about what she is doing, focusing on certain key words that she wants Maggie to learn. Maggie smiles and laughs and gives good eye contact. She enjoys the one-to-one. In the last couple of weeks, she has started to make her sing-song noises seemingly in reply to the keyworkers comments. She sometimes then frowns and looks puzzled.

Maggie has been referred for Speech and Language therapy by her and local GP and is waiting for her appointment.

## Glossary and abbreviations

<b>AAC</b>	Augmentative and Alternative Communication
<b>ABCC</b>	Antecedent, Behaviour, Consequence Communication
<b>APS</b>	Average Point Score
<b>ASD</b>	Autistic Spectrum Disorder (or condition)
<b>BPVS</b>	British Picture Vocabulary Scale
<b>CaL</b>	Communication and Language Team
<b>CAMHS</b>	Child and Adolescent Mental Health Service
<b>CAT</b>	Cognitive Ability Test
<b>CI (team)</b>	Cochlea Implant team
<b>CoPS</b>	Cognitive Profile System
<b>CYP</b>	Children and young people
<b>DEST/DST</b>	Dyslexia Early Screening Test / Dyslexia Screening Test
<b>DfE</b>	Department for Education
<b>EHC</b>	Education, Health and Care
<b>ELSA</b>	Emotional Literacy Support Assistant
<b>EP</b>	Educational Psychologist
<b>EWO</b>	Education Welfare Officer
<b>EYFS</b>	Early Years Foundation Stage
<b>HEIP</b>	Hampshire and Isle of Wight Educational Psychology
<b>HI</b>	Hearing impairment
<b>HIAS</b>	Hampshire Inspection and Advisory Service
<b>IBMP</b>	Individual Behaviour Management Plan
<b>ICT</b>	Information and Communication Technology
<b>IDP</b>	Inclusion Development Programme
<b>InCo</b>	Inclusion Co-ordinator
<b>IPA</b>	Inclusion Partnership Agreement
<b>KS</b>	Key Stage
<b>LD</b>	Learning Difficulty
<b>LSA</b>	Learning Support Assistant
<b>NC</b>	National Curriculum
<b>NICE</b>	National Institute for Health and Clinical Excellence

<b>OT</b>	Occupational Therapy
<b>PBS</b>	Primary Behaviour Support
<b>PD</b>	Physical disability
<b>PECS</b>	Picture Exchange Communication System
<b>Physio</b>	Physiotherapy
<b>SAT</b>	Standard Attainment Test
<b>SEN</b>	Special Educational Needs
<b>SENCo</b>	Special Educational Needs Co-ordinator
<b>SEND</b>	Special Educational Needs and Disability
<b>SLCN</b>	Speech, Language and Communication Needs
<b>SALT</b>	Speech and Language Therapy
<b>SpLD</b>	Specific Learning Difficulties
<b>SC</b>	Social Care
<b>SEMH</b>	Social, Emotional and Mental Health difficulties
<b>SOS</b>	Specialist Outreach Support
<b>STA</b>	Specialist Teacher Adviser
<b>SULP</b>	Social Use of Language Programme
<b>TA</b>	Teaching Assistant
<b>TEACCH</b>	Treatment and Education of Autistic and related communication-handicapped Children
<b>VI</b>	Visual impairment

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