

# Communication and Interaction - Speech and Language (CI-SPLD) Wave 1

Portsmouth Profile of Needs: 0/1

Mild/Moderate Language Delay

Pupil Description:

An awareness of a speech and language difficulty EG: The pupil seems to have some difficulty speaking or with communication.

Speech is understood by others but with some immaturities, which at times interferes with the acquisition of literacy and/or creates mild social difficulties.

The teacher has evidence that the student's language is delayed and / or vocabulary and comprehension are poor.

Differentiation and/or a management strategy are likely to help access the curriculum.

Needs some encouragement to take responsibility for own learning and to collaborate with peers in curriculum activities.

Needs some support to listen and respond to longer explanations, stories, sequences of information in a whole class situation.

Comments and questions often indicate an initial difficulty in understanding the main points of discussions, explanations, information given, in a whole class situation.

Sometimes develops and explains own ideas clearly, but may need support to contribute successfully to discussion about imaginary / factual activities and/ or to use vocabulary precisely and effectively.

Assessment Planning and Review

Learning Environment

Curriculum and Teaching Methods

Partners and Resources

Phonics assessment information

All teachers are teachers of children with special educational needs

Teaching methods may include the use of visual aids, signalling and signing to support understanding in lessons.

Informal discussion between Teacher and Parent/carer regarding Progress and Level of Need.

Parental feedback

Students with SLCN will access strategies and resources typically available in the classroom.

Strategies taken from the Solent NHS Schools Therapy Pack (Section 4). EG: small group and class work within the curriculum framework.

General whole school training, advice and support from external professionals (EG: Educational Psychologists, Specialist Learning Support Teacher (Learning), Speech and LanguageTherapist).

Observation

Some differentiation of speaking, understanding, listening tasks to allow access to the curriculum, which should include:

This might include specific teaching on:

Work scrutiny

- Visual demonstrations / support material
- Display key vocabulary
- Staff skilled in adjusting pace, order of activities and classroom environment in order to maintain interest and attention.

Class teacher plans/ delivers differentiated classroom activities based on speaking and listening

Please Note: Basic assessment of pupil's communication and interaction needs using identifying functional difficulties checklist in Solent NHS Schools Therapy Pack (see: p.35-39)

- See: p.133, p.140 and p.154 of the Solent NHS Schools Therapy Pack

Targets addressed through:

- vocabulary;
- comprehension and inference

Does not require regular additional adult support.

- use of language, sentence structures;
- the speech sound system;

May benefit from focused/small group teaching support at some points during the week

- sequencing ;
- active listening skills

Simple changes in the ordinary classroom setting to support individual differentiation.

- Social interaction
- Tailoring your delivery style to meet the individual need of the child/ children, considering areas such as:

The school implements and reviews its Accessibility Plan regularly to update the details relating to building access, communication and training needs information.

- Use of repetition
- 'Bossy Words'

Staff consider appropriate student grouping, seating arrangements and surroundings.

- Appropriate vocabulary choice
- Intonation

- Pace and delivery
- Pre-teaching vocabulary

- Simplifying language appropriate to level of understanding
- Use of prompt and "scaffold" for tasks to promote independent working may be required.

- Opportunities for social skills development
- High quality teaching of speaking and listening activities that are embedded across the curriculum (such as 'Talk for Writing')

## Communication and Interaction: Wave 2

### Portsmouth Profile of Needs:1

Moderate / severe delay in expressive or receptive language or Mild language disorder or mild/moderate speech sound disorder/delay of any severity (without attention/listening difficulties)

Moderate delay in expressive and / or receptive language and or mild disorder in speech sound production

### Pupil Description:

Demonstrate some delay/difficulties in verbal comprehension and/or spoken language and/or social use and understanding of language.

May have specific difficulties with language, which limit access to learning and the curriculum.

May have poorly developed receptive and expressive language skills that do not follow a typical pattern of development or may have speech, language and communication needs that are in line with the rest of their development

Social interaction may be limited and there may be some difficulty in making and maintaining friendships.

May have motor/coordination difficulties.

May display signs of lack of engagement in class.

Needs regular encouragement to take responsibility for own learning and to collaborate with peers in curriculum activities.

Needs regular support to listen and respond to longer explanations, stories, sequences of information in whole class situation.

Needs regular additional explanation in a group to help understanding of whole class instructions and information across the curriculum.

Needs regular support to include sufficient relevant detail to make a successful contribution to discussion.

Speech is usually understood by others but may have some immaturities and occasional difficulties with multisyllabic words that may interfere with acquisition of literacy and/or create moderate learning difficulties.

Needs regular support to use vocabulary precisely and effectively may take cues from the actions of others.

Assessment Planning and Review	Teaching Environment and Grouping	Curriculum and Teaching Methods	Partners and Resources
<p>Pupil's strengths and weaknesses in the areas of Speech, Language and Communication are observed and recorded.</p> <p>This may include reference to the pupil's understanding and use of vocabulary, sentence structure, conversational skills and speed of language processing, speech sound production, comprehension, memory, attention and listening, social interaction, Stammering, voice.</p> <p>Assessment informed by Teacher / SENCO observation, information/ advice from other agencies and the views of the young person /parents/Carers.</p> <p>At this stage a Speech and language referral may be required.</p> <p>Individual or Group SMART targets could be set based on their communication needs.</p> <p>Target pupils may be included on the school's provision map.</p> <p>Progress / Targets should be embedded within the whole class teaching and should be reviewed at least termly.</p>	<p>Complete a Communication Friendly Environment Audit and make adaptations as required.</p> <p>Individual or small group withdrawal may be necessary.</p> <p>Grouping arrangements should provide opportunities for peer support; the development of social understanding and inference and structured opportunities for conversation and sharing of ideas.</p> <p>Consideration to seating arrangements to ensure role models for speaking/ listening, minimise distractions; ensure uninterrupted view of the teacher.</p> <p>Verbal instructions, explanations will require simplification and visual support/demonstrations e.g. you may give the child an individual visual timetable/work schedule</p>	<p>Targets addressed through small group/individual interventions, such as:</p> <ul style="list-style-type: none"> <li>- Further pre-teaching of vocabulary</li> <li>- Narrative Group</li> <li>- Activities taken from the Solent NHS Schools Therapy Pack (Section 4).</li> <li>- Talk Boost</li> </ul> <p>Note: speech and language interventions may require training.</p>	<p>Access to a keyworker to act as a stable reference point.</p> <p>The SENCo/class teacher facilitates assessment, planning and monitoring and oversees additional support provided for the student.</p> <p>The SENCo will support and advise teachers.</p> <p>Staff skilled/ experienced in supporting students with SLCN. This would include training on the SLCN IDP materials.</p> <p>A wide range of concrete objects of reference and visual supports maximise student's potential for learning.</p> <p>Use of a home-school diary to support communication.</p> <p>Staff are able to monitor and assess for access to special exam arrangements</p> <p>Referral to Parent Partnership Service (as required)</p>

# Communication and Interaction: Wave 3

Portsmouth Profile of Needs: 2/3/4

Pupil has severe language delay or moderate language disorder or a severe speech sound disorder (with attention/listening difficulties)

Severe delay in expressive and / or receptive language and / or moderate language / speech sound disorder

Severe language disorder or diagnosed dyspraxia

Pupil Description:

Continuing difficulties with receptive and expressive language skills, despite carefully planned and executed interventions and at a level which impairs access to the curriculum.

Demonstrates a marked difference between their understanding and use of language and cognitive, social and adaptive skills. Difficulties may interfere (specifically) with the acquisition of literacy.

May clearly demonstrate frustration or stress, possibly have motor difficulties. May have a diagnosis of Specific Language Impairment (SLI)

Needs consistent encouragement to take responsibility for own learning.

Often needs individual/small group support to listen to instructions and to listen and respond to longer explanations, stories and sequences of information.

Occasionally able to talk about ideas beyond direct experience using familiar vocabulary, when prompted.

Speech can usually be understood by familiar people but causes difficulty to unfamiliar people.

May have Difficulties with social interaction.

There may be signs of Lack of engagement in class.

Assessment Planning and Review

Assessment Planning and Review	Teaching Environment and Grouping	Curriculum and Teaching Methods	Partners and Resources
<p>Detailed analysis of the student's strengths and weaknesses in receptive and expressive language.</p> <p>A member of the SLT will be the key professional involved in this.</p> <p>Outcome focussed targets will be set in consultation with external agencies including a SLT, Educational Psychologist, Learning Support Teacher (as appropriate).</p> <p>Outcome focussed targets will include positively phrased SMART targets which reflect the student's priority needs and will specify teaching arrangements and resources required with clearly defined success criteria. They will include strategies that reflect the student's preferred learning styles.</p> <p>Student progress will be subject to systematic monitoring and specifically their response to interventions outlined in the targets.</p> <p>Specific targets are relevant to particular curriculum areas and these are agreed with the appropriate staff members.</p> <p>Outcome focussed targets will be reviewed termly. Parents and students will be involved in target setting and review and students should have an understanding of the targets they are working to achieve.</p> <p>There should be an on-going cycle of identification, assessment, planning, implementation, monitoring and review.</p> <p>Regular home-school liaison.</p> <p>Other factors in a child's family or environment may also need to be considered as part of the assessment process.</p> <p>Consider whether a Single Assessment (SAF) would be appropriate.</p> <p>Risk assessments as required.</p> <p>The provision map will specify teaching arrangements; resources; strategies that reflect the student's preferred learning style and success criteria</p> <p>Parents and students will be involved in target setting and review. Students should have an understanding of the targets they are working to achieve.</p> <p>Systematic monitoring of progress to consider the impact of interventions will be used and will focus both on progress and the setting of new targets.</p>	<p>Mainstream class with access to individual and small group teaching within the classroom and/or periods of withdrawal.</p> <p>Grouping arrangements or additional support in the classroom used flexibly to promote language use and understanding.</p> <p>Specific environmental adaptations EG: Well defined and labelled using writing and drawings. etc.</p> <p>A range of classroom support that may include: -Use of a visual timetable -Prompt and/or instruction sheets -Visually identified expectations and teaching outcomes; -Frequent visual supports for teaching including signalling and signing.</p> <p>Teachers will be expected to use several or all of these strategies.</p> <p>Peer support both in class and in break times to facilitate social interaction. These will change according to the activity to provide a variety of social and learning experiences.</p> <p>School awareness that students with SLCN remain vulnerable to bullying and provide an appropriate level of support/monitoring.</p>	<p>Opportunities for targeted individual or small group intervention either within the class or withdrawal.</p> <p>The advice of the SLT will be followed and will inform teaching and learning tasks.</p> <p>Differentiation to reflect individual needs in relation to the curriculum, speaking and listening and social and emotional development.</p> <p>Access to the curriculum supported by specific approaches which may have been suggested by outside agencies.</p> <p>Classroom support and teaching methods include a variety of visual materials to aid comprehension, support speaking and the use of language and facilitate personal/ task organisation.</p> <p>-Social communication skills -Motor co-ordination difficulties -Organisational strategies -Curricular skills</p> <p>Targeted interventions may address: -Specific SLCN (EG: vocabulary comprehension and inference, use of language and sentence structures). -Speech sound system, sequencing and active listening skills) and in line with advice from SLT and/or a learning support teacher</p> <p>Programme generalisation supported within the classroom. This may include opportunities for pre and post teaching.</p> <p>Teacher explanation should be consistent and use repetition. Students will benefit from pre-teaching so that decoding of language does not get in the way of learning.</p> <p>Planned use of equipment to support learning (EG: ICT, audio-visual equipment as required).</p> <p>Opportunities to facilitate peer awareness and support.</p>	<p>Provision of up to £6000 of resources.</p> <p>TAs skilled/experienced in supporting students with SLCN who may be department or pupil focussed both in class and as part of individual/ small group withdrawal.</p> <p>Staff trained and able to implement strategies and support students with SLCN (EG: SLCN IDP materials). Key staff/TAs may access additional training.</p> <p>Input/involvement from Speech and Language Therapist or, Educational Psychologist to inform intervention programmes and/or provide specific advice about environmental adaptations.</p> <p>Consideration should be given to the use of additional ICT, audio-visual support.</p> <p>Referral to:</p> <p>Portsmouth Information and Advice Service (PIASS)</p> <p>Portsmouth Parent Voice <a href="mailto:portsmouthparentvoice@hotmail.com">portsmouthparentvoice@hotmail.com</a> 07825 185 608</p>

## Communication and Interaction: Wave 1 (ASD)

### Pupil Description:

Expressive and receptive language skills expected levels or with mild difficulties.  
 Some difficulties with social use of language.  
 May require some additional explanation of concepts  
 Poor conversation skills.  
 Some mild social difficulties.  
 May be aware of difficulties.  
 Interested in peers, wants to have friends but needs help with this.  
 Occasional mild anxiety.  
 Can be "talked through" problems.  
 Able to use "within class" calming strategies.

Monitoring, Assessment and Review	Learning Environment	Curriculum and Teaching Methods	Partners and Resources
<p>Students have regular opportunities to evaluate their performance in learning activities.</p> <p>Students' self-assessment routinely used to set individual learning targets.</p> <p>Full inclusion in all school assessments and tasks.</p>	<p>Simple changes to the classroom environment (including an awareness of sensory issues) to support individuals.</p> <p>Peer awareness and sensitivity for students with ASD.</p> <p>Portsmouth reviews its accessibility plan regularly to update the details relating to building access, communication and training needs and information.</p> <p>Staff will consider appropriate student groupings, seating arrangements and surroundings.</p>	<p>All teachers are teachers of SEND.</p> <p>Students on the autism spectrum will access strategies and resources typically available in the ordinary classroom e.g. time taken by teacher to explain change in routine; Circle of Friends; Buddy System.</p> <p>Tasks may need to be differentiated according to a student's starting point. (e.g. outcome, resources, pace, grouping and alternative recording methods).</p> <p>Aspects of structured teaching may be helpful e.g. visual timetables, use of clear instructions particularly during transitions.</p> <p>Staff are skilled at selecting appropriate methods and materials for their lesson plans to ensure access across the curriculum for students.</p> <p>Staff are skilled in adjusting the pace and order of activities to maintain interest and attention.</p> <p>May benefit from focused/small group teaching support at some points during the week.</p>	<p>Parent/carer involved in line with school's policy and arrangements for students with additional needs.</p> <p>General whole school training, advice and support from PSENSP. See Appendices</p> <p>Referral to Parent Partnership (as required).</p> <p>Communication resources: <a href="http://www.widget.com">www.widget.com</a></p> <p>Play Learning through Play:              'Teaching play to Children with Autism'              By Nicky Phillips and Liz Beavan              ISBN 9781446207666</p> <p>The National Autistic Society <a href="http://www.autism.org.uk">www.autism.org.uk</a></p> <p>Parental Support:              Portsmouth Autism Support Network  <a href="http://www.portsmouth-autism-support.co.uk">www.portsmouth-autism-support.co.uk</a>              Whole school awareness and understanding of autism and its implications for the social and academic curriculum.</p>

## Communication and Interaction: Wave 2 (ASD)

### Pupil Description:

The student has difficulty with communication, interaction and/or imagination which impede his or her access to learning and the curriculum. These difficulties persist despite differentiated learning opportunities by the school.

The difficulties may include inability to interpret social cues, poor social timing, lack of social empathy, rejection of normal body contact or unawareness of other people's personal space, inappropriate eye contact, and lack of social conversation skills, literal use and interpretation of speech, rigidity and inflexibility of thought processes, resistance to change, solitary play and unusually focussed special interests.

Monitoring, Assessment and Review	Learning Environment	Curriculum and Teaching Methods	Partners and Resources
<p>Student's strengths and weaknesses in social communication/interaction and flexible thinking are observed and recorded in a variety of contexts throughout the school day.</p> <p>Assessment will be informed by teacher observation, information/advice from other agencies and the views of the student/parents.</p> <p>Individual outcome focused targets set, will consider social communication, interaction, flexible thinking and independence (some may be shared with other students where there are similar presenting problems in the same class).</p> <p>Specific targets are additional to whole class curriculum planning.</p> <p>Targets can be included on the school's provision map and class/subject teachers will implement targets in lessons.</p> <p>Targets will be reviewed termly. The provision map will specify; teaching arrangements; resources; strategies that reflect the student's preferred learning style and success criteria.</p> <p>Parents and students will be involved in target setting and review.</p> <p>Students should have an understanding of the targets they are working to achieve.</p> <p>Systematic monitoring of progress to consider the impact of interventions used and will focus both on progress and the</p>	<p>Individual or small group support (either in class or as part of a withdrawal)</p> <p>Grouping arrangements or additional support in the classroom is used flexibly to promote social interaction, language use/ understanding and use of imagination.</p> <p>There should be consistency within the classroom in terms of organisation, structure, routines, space and place, with identified areas and pathways.</p> <p>Visual supports for tasks and/or personal organisation will be needed. This support may also be used to manage change EG: visual timetables.</p> <p>Peer support systems may be established and developed (in particular to support unstructured times).</p> <p>Students may need access to a range of individualised approaches. This might include; a workstation; equipment for augmentative and alternative communication (AAC). <a href="http://www.communicationmatters.org.uk/page/what-is-aac">http://www.communicationmatters.org.uk/page/what-is-aac</a></p> <p>Consideration would need to be given to levels of support required to introduce / embed these approaches.</p> <p>Environmental audit completed and reasonable adaptations agreed and made as necessary. This might include: controlled lighting; good listening conditions; seating arrangements etc.</p>	<p>The structured promotion of social interaction/communication, flexible thinking and independence should be integral within the content and delivery of the curriculum.</p> <p>An approach that incorporates routines, structured tasks, immediate reward systems.</p> <p>Outcome focused targets will be addressed through small group and class work across the curriculum. Support would consider:</p> <ul style="list-style-type: none"> <li>- Use/ understanding of language</li> <li>- Acquisition of core skills for literacy/ numeracy</li> <li>- Use of alternative means of communication e.g. pictures to identify request or need to leave the room</li> <li>- Social use of language, support personal organisation, timetabling and developing independence</li> </ul> <p>Teacher explanation should be explicit and consistent. Avoid the use of sarcasm and idioms.</p> <p>Consider the function of a student's behaviour EG: Non-compliance as a difficulty with inflexible thinking.</p> <p>Vocabulary, inference, active listening and active response to general instruction should be specifically taught with support/advice from EP, SALT or PSENSP if required.</p> <p>Staff monitor and support students during unstructured times of the day.</p> <p>Explicit life skills will be taught as required. E.g. Stranger Danger, Internet Safety, Personal Hygiene, appropriate touch, using public</p>	<p>The SENCo/ Teacher facilitates assessment, planning and monitoring and oversees additional support provided for the student.</p> <p>The SENCo will support and advise teachers.</p> <p>Whole school information/ training as appropriate. Staff should feel confident in their ability to prepare resources and implement a range of autism friendly approaches EG: access to a quiet area and calming activities, social skills programmes and a range of visual approaches etc.</p> <p>A wide range of written or drawn visual supports for tasks and/or personal organisation. Such supports may also be used to manage change.</p> <p>A wide range of objects, visual supports and vocabulary lists to support and maximise student's potential for learning.</p> <p>Withdrawal facilities should be provided for times of stress.</p> <p>Use of a home-school diary to aid communication.</p> <p>Staff are able to monitor and assess for access to special exam arrangements.</p> <p>For further support and guidance / Outreach Contact: PSENSP via Mary Rose Academy</p> <p>Use of TEACCH: <a href="http://www.teacch.com">www.teacch.com</a></p> <p>Structured teaching which is based on understanding the learning characteristics of individuals with autism and the use of visual</p>

## Communication and Interaction: Wave 3 (ASD)

**Pupil Description:**  
 Student continues to have difficulties with communication, interaction and imagination which impede his or her access to the curriculum.  
 The difficulties relating to autism are evident and severe: impaired language development, rigidity and inflexibility of thought and behaviour, difficulties with social interaction, communication and sensory issues.

Monitoring, Assessment and Review	Learning Environment	Curriculum and Teaching Methods	Partners and Resources
<p>Detailed analysis of the student's strengths and weaknesses in social communication/interaction, flexible thinking/behaviour, environmental intolerance and basic skills levels.</p> <p>Outcome focused targets to be set following consultation with external professionals e.g. CAMHS, Educational Psychologists, Health Professionals and PSENSP.</p> <p>Progress will be subject to systematic monitoring and termly reviews.</p> <p>Clear systems to ensure effective communication between Pastoral Staff and Learning Support staff.</p> <p>Other factors in the child's family or environment may also need to be considered as part of the assessment process.</p> <p>Consider whether a Single Assessment framework (SAF) would be appropriate.</p> <p>Risk assessments as required.</p>	<p>Grouping arrangement or additional support in the classroom used flexibly to promote social interaction, language use and understanding.</p> <p>Classroom supports may include; the use of visual timetable; prompt and/or instruction sheets; visually identified expectations and teaching outcomes; frequent visual supports for teaching. Teachers will be expected to use several or all of these strategies.</p> <p>Considerable opportunities for individual or small group work within the classroom or on a withdrawal basis to address specific needs.</p> <p>Environmental audit completed and shared with staff and reasonable adaptations agreed and made as necessary.</p> <p>Access to individual work station/ ICT resources.</p> <p>Peer support structures to provide opportunities for the development of social interaction and communication skills e.g. Circles of Friends, Peer Mentoring or buddying approaches.</p> <p>School awareness that students on the autism spectrum remain vulnerable to bullying and provide support/monitoring in place.</p> <p>Specially equipped areas available to enable individual and small group teaching and/ therapeutic programmes.</p>	<p>Daily meet and greet with known member of staff. Mentoring from a skilled adult</p> <p>The student may require some individualised curriculum content, within the context of an inclusive curriculum to address some specific needs.</p> <p>Additional access to ICT may be necessary to support access to the curriculum.</p> <p>Modelling and support for tasks. Pre and post teaching (as required).</p> <p>Visual timetable available and consistently implemented to support curriculum access/engagement.</p> <p>Approaches such as TEACCH may inform the curriculum and teaching methods.</p> <p>There will be the use of rule based learning, immediate feedback and structured reward systems.</p> <p>Stress producing factors to be addressed (e.g. sensory or social overload). This might include</p> <ul style="list-style-type: none"> <li>- lesson breaks</li> <li>- support movement around school EG: from one teacher to another.</li> </ul> <p>Support for transitions, residentials and changes to routine can be managed by the use of:</p> <ul style="list-style-type: none"> <li>- Pupil information passports</li> <li>- photos of the new environment</li> <li>- a file of coping strategies/equipment</li> <li>- social stories etc.</li> </ul> <p>Promote social thinking, social success/appropriate behaviour (EG: Social Stories, Circles of Friends, Intensive Interaction).</p> <p>Address speech and communication needs. This would include social use and understanding of language and augmentative and alternative communication (AAC).  <a href="http://www.communicationmatters.org.uk/page/what-is-aac">http://www.communicationmatters.org.uk/page/what-is-aac</a></p> <p>Peer support in and out of the classroom.</p> <p>Opportunities for enhanced pastoral and break/lunchtime support to social interaction.</p>	<p>Regular home-school liaison.</p> <p>An individual in school trained / experienced in supporting students on the autistic spectrum. This individual will be in a position to advise class/subject teachers and meet with parents/ carers.</p> <p>Staff trained and able to implement strategies and support students with Autism</p> <p>Key staff/TAs may access additional training.</p> <p>Regular advice and input from external agencies such as the Educational Psychologists and Support Guidance and Skills.</p> <p>On-going multi-agency support and intervention may be required due to the overlap of educational/ care and health needs.</p>

# Cognition and Learning – MLD/SpLD: Wave 1

## Portsmouth Profile of Needs:

### SPLD

Some difficulty with subject specific / polysyllabic words

Notable phonic versions of spellings

May have fine and/or gross motor difficulties

Dyslexia screening test at risk quotient (DST ARQ) 1.0 – 1.4

### MLD

Some learning difficulties, shows some difficulties with conceptual understanding, (e.g. colours, shapes), symbolic, imaginative & make believe play.

Some evidence of child working below age appropriate achievement within EYFS

Cognitive assessment below the 15th centile or a standardised score of 75 - 80

### Pupil Description:

#### SpLD

Average or above levels of reasoning/ability with some discrepancies between attainments in different core subjects or within one core subject of the NC.

Some early difficulties with reading and spelling.

Handwriting skills may be poorly developed and finds recording difficult.

May have mild levels of sensory impairment (e.g. visual and or perceptual needs) / or fine motor skills,

May have difficulties related to behaviour, social or emotional issues and require some help with these.

#### MLD

Levels of attainment that are generally lower than those of their age equivalent peers

Some difficulty in acquiring skills, notably in language, literacy, numeracy skills (or early developmental skills).

May be slower to use, retain and apply everyday concepts than age equivalent peers.

May have mild levels of sensory impairment or fine motor skills

May need time allowed for mobility issues

May have difficulties related to behaviour, social or emotional issues and need some help with these.

### Monitoring, Assessment and Review

#### Learning Environment

#### Curriculum and Teaching Methods

#### Partners and Resources

Pupils have regular opportunities to evaluate their performance in learning activities.

Pupils should be given regular opportunities to reflect on their learning, making links to prior knowledge and experiences.

Pupils' self-assessment routinely used to set individual learning targets (such as pupil conferencing).

Full inclusion in all school assessments and tasks.

Simple changes to the ordinary classroom setting to support individual differentiation. This may include adapting classroom displays and limiting the volume of surrounding information.

Portsmouth reviews its Accessibility Plan regularly to update the details relating to building access, communication and training needs and information.

Teachers need to consider appropriate pupil groupings, seating arrangements and surroundings.

All teachers are teachers of children with special educational needs and can make decisions about their teaching based on research e.g:

<http://educationendowmentfoundation.org.uk/toolkit/>

Differentiation to ensure the development of literacy, numeracy, expressive language, communication skills, minimise behaviour and emotional difficulties and promote appropriate interpersonal skills with other students.

Teachers are skilled at selecting appropriate methods and materials into their lesson plans to ensure access across the curriculum for pupils with individual needs.

Teachers are skilled at adjusting the pace, order and topic of activities to maintain interest and attention.

Teachers are aware of implications of mild sensory impairment, fine motor skill development and medical issues see:

BEAM - (for Fine / Gross Motor development) and can be implemented here for EYFS. See: 'Schools Therapy Resource Pack'  
Tel: 0300 300 2019

May benefit from focused/small group teaching support at some points during the week.

Parent/carer involved in line with school's policy and arrangements for pupils with additional needs.

General whole school training, advice and support from external professionals.

Referral to Independent Advisory Support Service (as required).

Please also see Appendices:

-Comparing Maths Interventions

-Comparing Literacy Interventions

## Cognition and Learning: Wave 2

### Portsmouth Profile of Needs:

#### SPLD

Mild learning difficulties

May need more personalised learning and support with conceptual understanding and reasoning across the core curriculum.

Cognitive assessment below the 5th centile or a standardised score of 70-75 or presents with a very uneven cognitive profile

#### MLD

Moderate learning difficulties in acquiring basic conceptual understanding (e.g. colours, shapes), symbolic, imaginative and make believe play.

Working below the age expectations of EYFS.

Mild to moderate learning difficulties.

Cognitive assessment below the 5th centile or a standardised score of 70 - 75

#### Pupil Description:

May have low attainment reflected in a number of areas across the curriculum.

May also be socially and emotionally immature and have limited interpersonal skills.

May have difficulties with written and oral communication

May have poorly developed learning skills and concentration difficulties, be poorly motivated and resistant to learning.

Emerging evidence of difficulties in tasks involving specific abilities such as sequencing, organisation or phonological or short-term memory abilities

Low level difficulties in the acquisition or use of language

Specific difficulties e.g. affecting literacy skills, affecting fine and/or gross motor skills and affecting the development of numeracy skills. Possible difficulties with spatial and perceptual development.

#### Assessment Planning and Review

#### Learning Environment

#### Curriculum and Teaching Methods

#### Partners and Resources

Identifying needs according to Age Related expectations (ARE). Diagnostic / Cognitive ability / Standardised tests and Observational checklists e.g: Reading: DEST Test / Miscue Analysis Writing: DEST Test / teacher observation Maths: Education City / RM Maths These may involve observing and recording responses in different environments -identifying strengths and weaknesses -identifying learning rates and learning preferences

Good assessment should be in place in order to inform practice and interventions required, these should then be evidenced and tracked within a provision map.

Systematic monitoring of progress (following a plan, do, review model) to consider the impact of interventions used and will focus both on progress and the setting of new targets. These should be addressed by SMART learning targets. These should be reviewed termly.

Views of the young person and parents should be obtained in developing person-centred targets. Pupils understand and are able to contribute to the targets they are working to achieve.

Grouping arrangements or additional support in the classroom used flexibly to promote progress.

Opportunities for small group teaching to address provision map targets.

Flexible grouping to provide opportunities to work with peers of similar ability and those who are positive role models for language, behaviour and learning.

Access to peer supported learning (e.g. cross/same age peer teaching, use of buddy schemes, peer mentoring etc.)

The use and delivery of approaches and materials for pupils with SpLD. This could include use of multi-sensory teaching strategies, motor skills programmes (EG: The Solent NHS Trust School's Therapy Resource Pack).

A range of personalised classroom supports that may include:

- use of visual timetable/schedule
- prompt and/or instruction sheets
- visually identified expectations and teaching outcomes
- frequent visual supports for teaching including signalling and signing / Makaton

- independent access to physical resources that support learning EG: Personal dictionaries / Numicon and any other concrete apparatus that can support differentiation and independent learning

All staff understand and are able to provide support to meet the individual needs of students.

Staff are aware of the implications of a range of learning difficulties (including dyslexia, dyspraxia and dyscalculia).

Curriculum differentiation to reflect individual needs.

Teachers adapt curriculum planning and delivery to accommodate preferred learning styles.

Provision map targets addressed through individual/ small group and whole class work within the curriculum framework.

Access to specialist teaching and learning programmes which are multi-sensory, well-structured with opportunities for repetition and consolidation (over-learning) of skills.

Interventions or programmes selected are known to be evidence-based.

Strategies and targeted interventions (as required) to:

- develop personal organisation (timetabling and personal equipment)
- develop curricular skills
- extend concentration and attention to task.
- support weak spatial and perceptual skills
- support problem solving
- assist with developing fluent handwriting and/ or opportunities to develop word processing skills
- pre-teach topic specific vocabulary
- develop social skills

Use of alternative forms of recording where appropriate eg mind mapping, adapted proformas such as cloze procedure. An emphasis on concrete/ practical-based learning activities.

May require additional support for homework to ensure that tasks are understood and clearly recorded.

A key worker to act as a stable reference point.

SENCo or class teacher facilitates assessment, planning and monitoring and oversees additional support provided for the student.

Staff trained and able to support students with MLD and/or SpLD. This would include training from the IDP materials. This might include initiating support from external professionals, including:

- Portsmouth SEN Support Partnership (PSENSP)
- Educational Psychology Team
- Speech and Language Service
- Multi-Agency Behaviour Support (MABS)
- Child and Adolescent Mental Health Services (CAMHS)



# Cognition and Learning: Wave 3

## Portsmouth Profile of Needs:

### SPLD

Very uneven profile of skills  
 Difficulty in all literacy based subjects  
 Severe difficulties with HF words  
 Reading 6-7 years behind CA  
 Severe fine or gross motor difficulties  
 DST ARQ 2.0+

### MLD

Moderate to severe learning difficulties, significant delay acquiring basic conceptual understanding (e.g. colours, shapes), symbolic, imaginative & make believe play.  
 Rate of learning & acquiring new skills is slow.  
 Significantly (½ chronological age) below age expectations of EYFS Needs are long term.  
 Cognitive assessment below 2nd centile or a standardised score of 55 to 70

### Pupil Description:

Will have persistent difficulties (moderate and/ or significant) in the acquisition and/or use of language, literacy and numeracy skills which affect progress in other areas of the curriculum.  
 May also have difficulties with other areas e.g. motor skills, organisation skills, behaviour, social or emotional issues and multi-agency advice may be required.  
 May also have significant difficulties with concentration and retention requiring adult intervention and curriculum modification; little evidence of skill and knowledge transfer and significant difficulties in making and maintaining friendships and relationships.  
 May (in addition) have significant difficulties relating to behaviour, social or emotional issues and health and personal care issues that require on-going support.  
 Demonstrates evidence of long term lack of progress or regression despite appropriate intervention.

Assessment Planning and Review	Learning Environment	Curriculum and Teaching Methods	Partners and Resources
<p>Detailed analysis of strengths and weaknesses. Assessments completed by external professionals including one or more of the following:</p> <ul style="list-style-type: none"> <li>- Educational Psychologist</li> <li>- Speech and Language Therapist</li> <li>- CAMHS worker</li> <li>- MABS</li> <li>- Other Health Professionals</li> </ul> <p>Targets to be set following involvement and consultation with external professionals.                      Positively phrased, person-centred SMART targets, which reflect the student's priority needs/outcomes and will specify teaching arrangements and resources required with clearly defined success criteria. They will include strategies that reflect the student's preferred learning styles.</p> <p>Student progress will be subject to systematic monitoring. Their progress relating to interventions received should be reviewed termly EG: SEN Support Plans, Pupil Progress Meetings and Provision Mapping.</p> <p>Parents and students are involved in creating targets/outcomes and reviewing them. Students should have an understanding of the outcomes they are working to achieve. There should be an on-going cycle of identification, assessment, planning, implementation, monitoring and review.</p> <p>Assessments are focussed around identifying barriers to learning and how best to overcome these.</p> <p>Other factors in the child's family or environment may also need to be considered as part of the assessment process.</p> <p>Consider whether a Single Assessment (SAF) would be appropriate.</p> <p>Risk assessments as required.</p>	<p>Mainstream class or set with access to individual and small group teaching within the classroom.                      This might include periods of withdrawal with regular access to LSU (or similar).</p> <p>Grouping arrangements or additional support in the classroom used flexibly to support full inclusion and access to the curriculum.</p> <p>Specific environmental adaptations i.e. well defined and labelled using writing and drawings etc.</p> <p>In-class support in targeted subject areas.</p>	<p>Class teachers plan to implement aspects of the targets in their curriculum planning.</p> <p>Small group and/ or individual teaching opportunities providing over learning and revision.</p> <p>Differentiation to reflect individual needs and ensure effective inclusion and access to the curriculum.</p> <p>Additional regular support to address the following:                      -Work linked to targets/outcomes                      -Opportunities for pre and post teaching                      -Develop language and communication skills                      -Develop attention and listening skills                      -Support practical work with concrete/visual materials to establish concepts and skills                      -To support over learning and revision                      -To support students who have difficulty with recording                      -To develop personal organisation in response to timetabling, managing equipment and developing independent learning skills.                      -Deliver a range of curriculum-based interventions (including specialist programmes for dyslexia)                      -Strategies and support materials to help compensate for weak memory skills such as note taking, lists, key vocabulary books, mind maps, copying of diagrams, charts and/or alternative approaches to recording (e.g. software)</p> <p>Simplified language reinforced by visual materials and modelling to compensate for language delay.</p> <p>Support for homework (recording task requirements, and completing etc.).</p> <p>A system of negotiated rewards or strategies to improve motivation embedded in to day to day learning experience.</p> <p>A suitable mix of challenge and success across the curriculum to develop confidence and self- esteem.</p>	<p>Provision equivalent to up to £6000 per annum.</p> <p>A key worker to act as a stable reference point.</p> <p>Access to advice and training from external agencies. This might include:</p> <ul style="list-style-type: none"> <li>- Portsmouth SEN Support Partnership (PSENSP)</li> <li>- Educational Psychology Team</li> <li>- Speech and Language Service</li> <li>- Multi-Agency Behaviour Support (MABS)</li> <li>- Child and Adolescent Mental Health Services (CAMHS)</li> </ul> <p>TAs skilled and experienced in supporting students with general and specific learning difficulties who may be department or pupil focussed both in class and as part of individual/ small group withdrawal.</p> <p>ICT equipment and appropriately structured software to develop and support basic skills and alternative approaches to recording.</p> <p>Staff able to monitor and assess for access to special test arrangements</p> <p>Staff skilled and able to develop peer awareness of learning difficulties and support students in their understanding of their diagnosis/ needs.</p> <p>Regular home-school liaison.</p>

## Sensory and/or physical needs: Wave 1 (Physical Needs)

### Portsmouth Profile of Needs

Shows limited fine and/or gross co-ordination skills.  
Independently mobile without the use of aids, etc., but requires assistance for some routines/self-care skills.

#### Student Description:

Progress within the curriculum may be unaffected or mildly affected.  
Able to participate in most or all classroom activities.  
Has physical needs but the student can be independent with some minor adaptations to the environment.  
The teacher has concerns based on observation of some minor physical difficulties e.g. motor control problems, hand eye co-ordination, problems causing difficulties in throwing, catching in PE.

#### Monitoring, Assessment and Review

##### Learning Environment

##### Curriculum and Teaching Methods

##### Partners and Resources

Students have regular opportunities to evaluate their performance in learning activities.

Student self-assessment routinely used to set individual targets.

Full inclusion in all assessments and tasks.

Portsmouth will take into account the Accessibility Plan.

Staff consider appropriate student groupings, seating arrangements and surroundings

Portsmouth's curriculum promotes personal care and safety.

The setting implements/ reviews its accessibility plan regularly to update details relating to building access, communication and training needs and information.

Setting will provide easily made changes in the learning environment, and provide some differentiation within the classroom.

Careful consideration given to the position of the student in the classroom to allow for maximum independence of movement/ access to resources and equipment.

Where a student's progress is not adequate, it will remain important to review arrangements

Structured curriculum plan in PE

All teachers are teachers of student with special educational needs.

Students with physical needs will access strategies and resources typically available in the classroom.

Differentiation may be required to take account of slower pace in performing some tasks – may tire easily.

Staff are skilled at selecting appropriate methods and materials into their lesson plans to ensure access across the curriculum for students.

Staff skilled in adjusting pace and order of activities in order to maintain interest and attention.

Does not require regular additional adult support but may require some supervision/ support for medication/dietary needs.

May benefit from focused/small group teaching support at some points during the week.

Student encouraged to maximise and utilise their physical capabilities as independently as possible

Access to BEAM or 'Achieving Body Control (ABC) Section 3a (Gross Motor Skills) 'Clever Hands' Section

Parent/carer involved in line with setting's policy and arrangements for students with additional needs.

General whole setting training, advice and support from external professionals.

Referral to Portsmouth Information, Advice and Support Services (PIASS) (as required).

## Sensory and/or physical needs: Wave 2 (Physical Needs)

### Portsmouth Profile of Needs

Needs some help or requires adjustments to be made to learning environment to support fine and/or gross motor skills. Limited independence.

Needs assistance on stairs, etc. Not capable of running and jumping. Can sit on their own or require at most limited external support.

Mobile with the use of walking aids.

Needs daily adult support with self-care.

#### Student Description:

Will have a defined physical or medical condition that may be subject to regular medical/intervention

Will have needs that may impact on their self-esteem and social relationships

Will have moderate difficulties in aspects of curriculum access (e.g. wheelchair user)

Will have some gross and fine motor difficulties. Minor difficulties with spatial orientation

May tire easily and require rest breaks or change of activity

Will be Independent in most activities

Will be working at slower pace than peers or signs of increasing fatigue during the setting day

Use specialist aids relating to their disability e.g. wrist splint

Use limited, low tech specialist equipment to enhance their curriculum access,

Require limited adult assistance with practical aspects of the curriculum or self-help skills or personal care

#### Monitoring, Assessment and Review

Monitoring, Assessment and Review	Learning Environment	Curriculum and Teaching Methods	Partners and Resources
<p>Assessment will draw on assessments already made as part of standard educational practice i.e. early years records, baseline assessments or QCA assessments.</p> <p>Student's strengths and weaknesses will be identified through a range of activities – observation, checklists, dialogue with staff, curriculum-related assessment, criterion-referenced assessment, non- standardised tests and/or diagnostic tests and may be supplemented by standardised tests.</p> <p>Assessment may sit within a Provision Map will have SMART targets.</p> <p>Monitoring of student progress in terms of effectiveness of the interventions arising from the Provision Map.</p> <p>Regular review meetings should be held involving both parents/carers and students. The focus of these meetings should focus on progress made and the effectiveness of strategies employed. Setting new targets will be a key component of these meetings.</p> <p>Portsmouth may also have to initiate a separate individual health care plan to address the student's needs (however, such a plan is not part of the SEN process).</p> <p>Use Section 2: of the School's Therapy Pack for Assessment and suggested activities.</p>	<p>Mainstream class with flexible grouping/seating arrangements and consideration to classroom organisation and the use of additional support to promote independent learning.</p> <p>Individual support and/or groupings should be. This could be in the form of peer or teaching assistant support.</p> <p>Some adaptations to the setting environment may be necessary.</p> <p>Classroom organisation should take account of social relationships.</p> <p>Portsmouth will provide some changes in the learning environment. Some limited items of special equipment may be required to support learning/access to curriculum (desk, chair etc.).</p>	<p>Provision should aim to help the student in becoming a fully integrated member of the setting community.</p> <p>Targeted small group/individual intervention to address specific target (learning, independence and self-help skills, touch typing etc.) Withdrawal from class should be kept to a minimum.</p> <p>Curriculum differentiation and a degree of support to reflect individual needs (in particular in PE and other practical activities).</p> <p>Occasional flexible support in setting to include dressing/undressing and toileting.</p> <p>Support may be required with physical aids. Alternative approaches to recording used across the curriculum.</p> <p>Monitoring/ supervision may be required during unstructured periods of the day.</p> <p>Meet and greet by a consistent adult at the beginning and end of the day.</p> <p>Curriculum actively promotes positive attitudes to disability.</p> <p>Access to BEAM or 'Achieving Body Control (ABC) Section 3a (Gross Motor Skills) 'Clever Hands' Section 3b (Fine Motor Skills)</p>	<p>Individual support and groupings should be considered.</p> <p>Key worker identified to act as a point of reference.</p> <p>The SENCo or class teacher facilitates assessment, planning and monitoring and oversees additional support provided for the student.</p> <p>The SENCo will support and advise teachers.</p> <p>Class teachers remain responsible for working with the student on a daily basis, delivering any individual programmes.</p> <p>Some additional support may be required at periods throughout the day. Social situations such as breaks may need particular attention.</p> <p>Parents/carers to be consulted on levels of concern and to be asked for further advice along with consent to gain advice from other agencies.</p> <p>Referral to Portsmouth Information, Advice and Support Services (PIASS) (as required).</p> <p>Support from:</p> <ul style="list-style-type: none"> <li>• Occupational Therapy (OT)</li> <li>• Physiotherapist</li> </ul>

## Sensory and/or physical needs: Wave 3 (Physical Needs)

### Portsmouth Profile of Needs

Needs continuous help with fine and/or gross motor skills. Even with adaptations to the learning environment limited participation.

Needs access to wheelchair for movement either independent with chair or adult supported. Can sit when supported.

Requires constant adult supervision to ensure health and safety.

#### Student Description:

Will have moderate to severe physical difficulties

Has moderate/severe difficulties with the ability to function independently in the setting environment and in everyday life manages to navigate an appropriately adapted setting building/campus and can access the curriculum with some reasonable adjustments such as adult supervision and support

May use manual/electric wheelchair or walking aids for movement between buildings and needs assistance/

May have physical difficulty and additional difficulty such as delayed learning

Will need a clear plan which includes focused activities to develop physical skills

Will need differentiation of opportunity and extra time allowed to access the curriculum may need help to record work/may need AAC

Will need adaptations specifically for the PE curriculum

May/may not have progressed at nationally expected levels linked to prior attainment

May require exercises, activities and materials to support fine and gross motor skill development will require close supervision to ensure safety and physical well being

Requires regular therapy

Has physical dependence on others for the majority of the setting day

Has physical difficulties impacting on attainment levels in most curricular areas i.e. linked with condition, progress may be depressed by irregular attendance

### Monitoring, Assessment and Review

Monitoring, Assessment and Review	Teaching Environment and Grouping	Curriculum and Teaching Methods	Partners and Resources
<p>Detailed analysis of the student's physical/ wider needs. A range of Health professionals, Educational Psychology and Specialist teachers will contribute.</p> <p>Positively phrased SMART targets, which reflect the student's priority needs and will specify teaching arrangements and resources required with clearly defined success criteria. They will include strategies that reflect the student's preferred learning styles.</p> <p>Student progress will be subject to systematic monitoring and specifically their response to interventions</p> <p>Parents and students will be involved in target setting and review and students should have an understanding of the targets they are working to achieve.</p> <p>There should be an on-going cycle of identification, assessment, planning, implementation, monitoring and review.</p> <p>Regular home-setting liaison.</p> <p>Other factors in a child's family or environment may also need to be considered as part of the assessment process.</p> <p>Consider whether a Single Assessment Framework (SAF) would be appropriate.</p> <p>Risk assessments as required e.g:</p> <ul style="list-style-type: none"> <li>Evacuation Plans</li> <li>Thorough OFSITE assessments</li> </ul> <p>Staff able to monitor and assess for access to tests/assessments.</p>	<p>Audit of environment to consider access issues with adaptations to environment (as required).</p> <p>Mainstream class with modification of classroom organisation, routine and environment.</p> <p>Access to considerable individual/small group in class support.</p> <p>Access to a base for therapy or developmental programmes and/or special arrangement for personal and hygiene needs.</p> <p>Appropriate software and technology to support access to the curriculum.</p> <p>Appropriate peer groupings.</p> <p>Educational visits and extracurricular activities are planned to fully include the student with physical disability.</p>	<p>Opportunities and comprehensive resources for motor skill development offered within the setting curriculum.</p> <p>A focus on the educational implications of the physical difficulty (though therapy may support these areas of need).</p> <p>Pace of teaching takes account of possible fatigues and frustration experienced by the students.</p> <p>Specific activities to overcome physical difficulties e.g. reducing written work.</p> <p>Planned small group and individual work as necessary linked to tiredness or varying health / condition. This might also include timetabled learning breaks as required.</p> <p>Alternative methods of recording as advised.</p> <p>Additional access to ICT, specialist aids and adaptations to facilitate access to the curriculum.</p> <p>Individual/small group support with:</p> <ul style="list-style-type: none"> <li>Practical lessons</li> <li>Personal care</li> <li>Physiotherapy programmes</li> <li>Learning programmes</li> <li>Physical aids</li> <li>Movements around setting</li> </ul> <p>Materials available and used to develop peer awareness of physical difficulty.</p> <p>Class teachers remain responsible for working with the student on a daily basis, delivering any individual programmes</p> <p>Staff trained and able to deliver individualised therapy programmes; learning programmes.</p> <p>Reasonable adjustments/ arrangements made for formal assessment tasks such as additional time, amanuensis, rest breaks, use of ICT and enlarged papers</p>	<p>An identified key worker (where necessary).</p> <p>Differentiation techniques widely used to promote full access to practical activities.</p> <p>SENCo takes lead for co-ordinating provision.</p> <p>Specialist transport arrangements may be required.</p> <p>Possible access to:</p> <ul style="list-style-type: none"> <li>Harbour School – Milton</li> <li>Provision of work for Part time students / hospitalised students</li> </ul> <p>Regular liaison between external professionals and setting staff in relation to specific programmes and targets.</p> <p>Parents/carers to be consulted on levels of concern and to be asked for further advice.</p> <p>Specific training in managing health needs for class/subject teachers and TAs</p> <p>Training in Manual Handling</p> <p>Access to specialist advice on ICT (equipment and use) may be required.</p> <p>Referral to Portsmouth Information, Advice and Support Services (PIASS) (as required).</p> <p>Regular home setting liaison. Guidelines for Health and Safety and Risk Assessments available</p> <p>Access to a range of equipment including:</p> <ul style="list-style-type: none"> <li>furniture/ storage</li> <li>equipment to support the student.</li> <li>specialist equipment to support mobility</li> <li>specialist equipment to support communication</li> </ul>

## Sensory and/or physical needs: Wave 1 (Visual Impairment)

### Portsmouth Profile of Needs

Mild impairment  
 Mild bilateral field loss or adapted to monocular vision.  
 Navigates safely  
 Wears patch 1-2 hours daily  
 Colour blind

**Student Description:**  
 Some deterioration in certain areas of academic performance EG: Deteriorating handwriting, slowness in copying from the board, increasingly asking for written instructions to be given verbally.  
 A recognisable ophthalmic condition (i.e. a mild sensory loss) which has the potential to affect the learning process.

Monitoring, Assessment and Review	Learning Environment	Curriculum and Teaching Methods	Partners and Resources
<p>Students have regular opportunities to evaluate their performance in learning activities and self-assess routinely to set individual targets.</p> <p>Full inclusion in all assessments and tasks and consideration to statutory additional time allocation and special arrangements (as appropriate).</p>	<p>Portsdown will take advice from the Sensory Impairment team to take in to account student's needs regarding lighting, steps, stairs and blinds.</p> <p>RNIB environment audit</p> <p>Minor adjustments to classroom practice, materials and the learning environment may be required.</p> <p>Student's physical space in classroom to take account of visual difficulties.</p> <p>Consideration to a degree of peer support to encourage independence.</p>	<p>All teachers are teachers of student with special educational needs (SEN CoP)</p> <p>The class teacher is able to take basic steps using resources and strategies typically available in the classroom.</p> <p>Tasks may need to be differentiated according to a student's starting point. (e.g. outcome, resources, pace, grouping and alternative recording methods).</p> <p>Staff are skilled at selecting appropriate methods and materials in their lesson plans to ensure access across the curriculum.</p> <p>Staff skilled in adjusting pace and order of activities in order to maintain interest and attention.</p> <p>Student may benefit from focused/small group teaching support at some points during the week</p>	<p>For further advice see: <a href="http://www.rnib.org.uk/services-we-offer/advice-professionals">http://www.rnib.org.uk/services-we-offer/advice-professionals</a></p> <p>We will discuss any concerns re vision with parents. This discussion will be noted in setting records.</p> <p>Parent/carer involved in line with Portsdown's policy and arrangements for students with additional needs.</p> <p>General whole setting training, advice and support from Sensory Impairment Team.</p> <p>Referral to Portsmouth Information, Advice and Support Services (PIASS) (as required).</p>

## Sensory, Medical and/or physical needs: Wave 2 (Visual Impairment)

### Portsmouth Profile of Needs

Moderate impairment, partial sight e.g. needs enlarged print, minimum N14

Moderate bilateral field loss.

Has safe navigable vision in familiar areas.

### Student Description:

The student has a level of visual impairment which requires some modifications to be made to facilitate access to the curriculum, the setting, classroom environment, or the classroom management of the student e.g.: Positioning in class, use of equipment etc. Impaired functional vision in the educational setting is the key criterion.

While it is difficult to categorise these students they may also include those with: lower visual acuities, ocular motor difficulties, visual field loss, difficulties where patching is significantly reducing vision, progressive conditions where the present impairment is very slight.

If the student has visual perception difficulties this will compound the problems associated with all of the above.

Monitoring, Assessment and Review	Learning Environment	Curriculum and Teaching Methods	Partners and Resources
<p>Student's strengths and weaknesses including functional vision in the educational setting are considered.</p> <p>Assessment will be informed by teacher observations, information/ advice from other agencies including specialist teacher (VI) and the views of the young person and parents.</p> <p>Individual SMART targets set, will consider VI needs. Specific targets are additional to whole class curriculum planning.</p> <p>Targets can be included on the setting's provision map and class teachers will implement targets in lessons. This may specify: teaching arrangements, resources and strategies that reflect the student's preferred learning</p> <p>Targets will be reviewed termly. Use of specialist aides, equipment and mobility needs should be recorded.</p>	<p>Portsmouth will undertake an SEN Adaptation Audit by qualified Mobility Officer to take in to account student's needs regarding:</p> <ul style="list-style-type: none"> <li>-lighting</li> <li>-steps and stairs</li> <li>-blinds</li> <li>-clear signage</li> <li>-high contrast colour schemes</li> <li>-overall classroom layout</li> <li>-additional lighting needs</li> </ul> <p>The student's position in class will need to ensure access to visual stimuli (including IWB and ICT etc.).</p> <p>All relevant staff should be aware of the student's VI needs and its implications e.g. lunchtime, office and caretaking staff.</p> <p>Students should remain part of the mainstream class for activities except in exceptional circumstances (such as small group or individual intervention).</p> <p>Grouping arrangements should reflect cognitive ability (rather than level of VI)</p>	<p>Class teacher to plan/ deliver differentiated classroom activities to reflect student's individual needs and ensure full access to all activities</p> <p>Provision map/targets addressed through small group individual and class work within the curriculum framework. This may address: VI needs, social/emotional skills, mobility, curricular access, specialist technology needs including touch typing.</p> <p>Specific consideration should be given to the manner in which staff present the curriculum including e.g:</p> <ul style="list-style-type: none"> <li>-Accessibility of printed materials</li> <li>-Use of auditory/ tactile stimuli to support visual stimuli</li> <li>-Speed of work</li> <li>-Social interaction with other students, encouraged through peer support approaches e.g. Buddying/ mentoring and peer group awareness of VI</li> </ul> <p>Appropriate access arrangements for assessments (as agreed by SI team) to be implemented as the normal way of working as preparation for formal exams.</p>	<p>Parents/carers and students involved in planning and reviewing interventions</p> <p>Access to a keyworker to act as a stable reference point.</p> <p>The SENCo or class teacher facilitates assessment, planning and monitoring and oversees additional support provided for the student.</p> <p>The SENCo will support and advise teachers.</p> <p>Students may benefit from using some specialist equipment/ visual aids EG:</p> <ul style="list-style-type: none"> <li>-Sloping reading/writing boards</li> <li>-Low power magnifiers</li> <li>-Dark pens/pencils</li> <li>-Dark lined books/paper</li> <li>-Large print materials EG: Ref Books</li> <li>-Bright PE equipment</li> <li>-ICT access (with advice from IT)</li> </ul> <p>Resources available from</p> <p>Access to electronic books and resources  <a href="https://load2learn.org.uk/">https://load2learn.org.uk/</a>  <a href="http://www.seeingear.org/">http://www.seeingear.org/</a></p> <p>Staff trained and able to support students with VI. This would address Visual Awareness of VI and its impact on learning as advised by the Sensory Impairment Service.</p> <p>Pupil membership of RNIB library with books delivered to school.</p>

## Sensory, Medical and/or Physical Needs: Wave 3 (Visual Impairment)

### Portsmouth Profile of Needs

Severe impairment, partial sight, e.g. needs access to enlarged print N18+, most work modified

Has limited navigable vision

#### Student Description:

Moderate to severe: Has a level of visual impairment which requires significant modifications to be made to the presentation of the curriculum, setting or classroom environment and the classroom management of equipment etc. This may be compounded by other problems such as visual fields loss, monocular vision, ocular motor impairment, visual perception difficulties or the presence of degenerative conditions and a severe near vision loss.

Will require printed materials to be modified or alternative access methods e.g. speech to texts etc.

Will likely require the provision of some specialist equipment. Significantly impaired functional vision in the educational setting is the key criterion.

Will have a significant level of visual impairment which may include a cerebral visual impairment and/or perceptual or processing difficulties.

Will use visual aids such as: magnifiers, binoculars, monoculars and specialist access technology such as CCTV, Zoom Text, Windows magnifier, Sound Plant and interactive whiteboard access.

Visual impairment will have a moderate impact on the student's ability to function independently in the setting environment and in their everyday life.

Will be able to access the curriculum but with consistent use of modified materials and presentation differentiation, reinforcement of language and concepts of mobility through exploratory daily discussion, supervision in unstructured times and PE and on-going support to facilitate social learning.

Mobility and Independence advice and programmes to be delivered regularly.

Monitoring, Assessment and Review	Learning Environment	Curriculum and Teaching Methods	Partners and Resources
<p>Detailed analysis of the student's strengths and weaknesses in relation to the student's VI, curricular skills, social/ emotional development and mobility.</p> <p>Outcome focussed targets to be set following consultation with external professionals, such as Educational Psychologists, Sensory Impairment Service, Health Professionals. These will be reviewed termly.</p> <p>Other factors in the child's family or environment may also need to be considered as part of the assessment process.</p> <p>Consider whether a Single Assessment Framework (SAF) would be appropriate.</p> <p>SEN Adaptation/ Mobility Health and Safety Review - as required e.g completion of personal evacuation plan. (PEEP)</p>	<p>Mainstream class or set with access to individual and small group teaching within the classroom and/or periods of withdrawal.</p> <p>Grouping arrangements or additional support in the classroom used flexibly to support access to curriculum.</p> <p>Peer support both in class and in break times to facilitate social interaction where required.</p> <p>The student may need additional task lighting.</p> <p>Seating arrangements for student understood and implemented to consider access to visual stimuli.</p> <p>Highlighted environmental features (eg yellow marking on steps and potential hazards)</p> <p>Good listening conditions.</p> <p>Independence and mobility training</p>	<p>On-going/ specific consideration by staff of the following:</p> <ul style="list-style-type: none"> <li>-Use of IWB and ICT</li> <li>-Accessibility of printed materials, and how they should be adapted</li> <li>-Modification of teaching methods</li> <li>-Speed of work</li> <li>-Physical position of student</li> </ul> <p>Targeted interventions/ support may be necessary to:</p> <ul style="list-style-type: none"> <li>-Prepare student for a class activity/ learning experience (pre and post teaching) e.g. additional preparation for trips, visits and external speakers.</li> <li>-Provide additional hands-on experience of materials or presentations</li> <li>-Develop specific skills to improve curriculum access (e.g. touch typing, use of magnifiers, distance aids and other specialist equipment)</li> <li>-Increase social interaction with peers</li> </ul> <p>-Teach independence, organisational and mobility skills. This would include:</p> <ul style="list-style-type: none"> <li>- independent living skills</li> <li>- support small group games and activities as an alternative to fast, large team games in PE and at break times.</li> <li>- regular opportunities to practice use of specialist equipment.</li> </ul> <p>Timetabled learning breaks as advised by external professionals.</p> <p>Staff to check student's understanding of task requirements. This would include homework.</p> <p>Opportunities for the student to understand the implications of their VI.</p> <p>Student supported routinely in the classroom by a TA as indicated by specific need (e.g. transcribing).</p> <p>Appropriate access arrangements for assessments/ exams to be implemented as appropriate.</p> <p>Use of home/setting diary.</p>	<p>Parents and students will be involved in target setting and review. Students should have an understanding of the targets they are working to achieve.</p> <p>Provision of support up to £6,000 pa.</p> <p>Key worker to act as stable point of reference</p> <p>Staff trained and able to support and include students with VI in all areas of the curriculum. This would include the preparation of appropriate resources / materials and the ability to implement more specialist strategies/ interventions as advised by Sensory Impairment Service.</p> <p>Staff aware, skilled and able to implement and manage changes and adaptations to the learning environment.</p> <p>Students may benefit from using a wide range of specialist equipment EG:</p> <ul style="list-style-type: none"> <li>-Sloping reading/writing boards</li> <li>-Magnifiers</li> <li>-Large print materials</li> <li>-Accessibility software for ICT</li> <li>-Larger computer monitor Separate TV monitor</li> <li>-Dark pens/pencils</li> <li>-Dark lined books/paper</li> <li>-Bright PE equipment</li> <li>-Lap-top</li> <li>-Digital voice recorder</li> <li>-iPad</li> </ul> <p>All printed materials or other learning materials/equipment will need to be modified.</p> <p>Staff trained to complete appropriate management of specialist equipment</p> <p>Staff skilled and able to develop peer awareness of VI.</p> <p>Staff are able to monitor and assess for access to special exam arrangements</p>

## Sensory, Medical and/or physical needs: Wave 1 (Hearing Impairment)

Portsmouth Profile of Needs

Mild hearing loss (e.g. conductive or unilateral hearing loss)

Can hear clear voice without amplification

### Pupil Description:

Frequent colds and/or ear infections that may cause hearing loss which may result in school absence.

Apparent fluctuations in responses to sound, spoken language and attention skills.

Difficulty in locating sound source

Difficulty hearing in background noise

There may be some associated behavioural needs.

### Monitoring, Assessment and Review

#### Learning Environment

#### Curriculum and Teaching Methods

#### Partners and Resources

Students have regular opportunities to evaluate their performance in learning activities.

Student self-assessment routinely used to set individual targets.

Full inclusion in all assessments and tasks.

Clinical diagnosis of mild unilateral or fluctuating hearing impairment may have been made and is monitored at local Audiology clinic.

School concerns re hearing should be checked with parents and discussed with the school nurse. This discussion should be noted in school records.

Where student's progress is not adequate, support arrangements should be reviewed.

Minor adjustments to classroom practice, materials and the learning environment may be required.

e.g:

- Good ear towards the Teacher
- Sit in front of class
- Sitting away from distractions / areas of high travel
- Do not talk to the whiteboard
- Repeat other pupils comments so that you can ensure the HI pupil hears them correctly

The teacher will provide some differentiation and opportunities to practice /reinforce listening and other skills as necessary.

The student's hearing will be assessed by an appropriately qualified professional, who will refer on to other agencies if required.

The class or subject teacher is able to take basic steps using resources and strategies typically available in the classroom.

Tasks may need to be differentiated by level / outcome/pace and grouping.

Staff are skilled at selecting appropriate methods and materials into their lesson plans to ensure access across the curriculum for students.

Student does not require regular additional adult support.

Student may benefit from focused/small group teaching support at some points during the week.

Use of subtitles where possible on audio-visual materials

Parent/carer involved in line with school's policy and arrangements for students with additional needs.

General whole school training, advice and support from external professionals, available through the: Sensory Impairment Team.

Reference to general guidance from the: National Deaf Children's Society: [www.ndcs.org.uk](http://www.ndcs.org.uk)

'Communication is the Key' A good practice survey of services for Deaf children. Ofsted: Ref 120169 [www.gov.uk](http://www.gov.uk)



## Sensory, Medical and/or physical needs: Wave 2 (Hearing Impairment)

### Portsmouth Profile of Needs

Moderate hearing loss, uses post-aural aids, non-verbal cues for communication

#### Pupil Description:

Moderate conductive bilateral hearing loss where child has been prescribed hearing aids, this could be fluctuate according to the time of year

Mild/ Mild High Frequency bilateral Permanent Hearing Loss: The student has a hearing loss that is permanent. This may be conductive (middle ear) or could have sensori-neural (inner ear) element or both (a mixed hearing loss). The student has a hearing aid which could be worn all the time but sometimes only when needed most, or at identified times.

Monitoring, Assessment and Review	Learning Environment	Curriculum and Teaching Methods	Partners and Resources
<p>Student's progress, strengths and weaknesses will have been monitored using a range of activities – baseline assessments, teacher observations, checklists, discussion with staff and external agencies, non-standardised tests and/or diagnostic tests and standardised tests.</p> <p>Class teachers will plan to implement aspects of the targets in their lessons.</p> <p>Assessment may sit within provision map planning.</p> <p>Individual SMART targets set, will consider a range of needs (some may be shared with other students where there are similar presenting problems in the same class).</p> <p>Targets can be included on the school's provision map and class/ subject teachers will implement targets in lessons.</p> <p>Targets will be reviewed termly.</p> <p>Parents and students will be involved in target setting and review. Students should have an understanding of the targets they are working to achieve.</p> <p>Systematic monitoring of progress to consider the impact of interventions used and will focus both on progress and the setting of new targets.</p> <p>At this stage it may be suitable to consider the introduction of a SEN Support Plan.</p>	<p>Staff should be aware of the student's hearing loss (better ear) and its implications in school. e.g:</p> <ul style="list-style-type: none"> <li>• poor language, vocabulary acquisition</li> <li>• poor attention and concentration skills</li> <li>• Social interaction</li> </ul> <p>Students should remain part of the mainstream class for activities except in exceptional circumstances (such as small group or individual intervention) and with flexible grouping arrangements.</p> <p>Students wearing hearing aids should be encouraged to wear it/them as instructed by the audiologist or ENT consultant.</p> <p>Any concerns and/ or observations about the use of the prescribed aid should be followed up with the parent and advice from the appropriate support services sought if difficulties cannot be resolved.</p> <p>Ensure the lighting in the classroom is good and that the student can see clearly at all times.</p> <p>Reduce background noise, consider listening conditions and develop an acoustic friendly classroom environment</p> <p>Discuss with the student where they find it easiest to hear and when it is difficult for them, make changes accordingly.</p> <p>Students should be seated in good listening positions.</p> <p>Provide students with visual representations to support understanding of what is spoken. The might include use of pictures, key vocabulary lists, diagrams.</p>	<p>Teacher to plan/ deliver differentiated classroom activities to reflect student's individual needs and ensure full access to all activities.</p> <p>Provision map/targets addressed through small group individual / class work. This may address Social and emotional skills.</p> <p>Plan use of audio-visual materials carefully</p> <p>Teach active listening skills e.g:</p> <ul style="list-style-type: none"> <li>• Smiling / nodding</li> <li>• Eye contact</li> <li>• Posture</li> <li>• Mirroring</li> <li>• Not being distracted</li> <li>• Questioning</li> <li>• Note taking</li> <li>• Summerising</li> </ul> <p>The speaker should identify themselves in some way so that the student can locate them before they begin to talk.</p> <p>This is of particularly importance in group discussion.</p> <p>The speaker should speak clearly (but without exaggerating lip movements or shouting).</p> <p>Check that students have heard/ understood all instructions.</p> <p>Students should (in particular) be made aware of safety measures in technology rooms, science labs etc.</p> <p>Cue in the student when someone else is speaking in a group discussion and where possible repeat what the other student has said.</p> <p>Encourage variety in use of teaching approaches/ senses to support learning (movement, vision, touch etc.).</p> <p>Effective transition planning (school to school or class to class).</p>	<p>Access to a keyworker to act as a stable reference point and to check hearing aids.</p> <p>Advice and guidance from a specialist teacher (HI): See Sensory Impairment Service</p> <p>Strategic use of peer support</p> <p>Medical intervention and monitoring undertaken by the Audiology clinic.</p> <p>Parents involvement in the planning / Interventions and an active support in a student's use of amplification.</p> <p>The SENCo/Teacher facilitates assessment, planning and monitoring and oversees additional support provided for the student. The SENCo will support and advise teachers.</p> <p>Staff with skills/experience in supporting students with HI.</p> <p>Visual supports to maximise student's potential for learning.</p> <p>Consideration of classroom listening resources such as classroom soundfield systems (CSFS)</p>

## Sensory, Medical and/or physical needs: Wave 3 (Hearing Impairment)

### Portsmouth Profile of Needs

Moderate/Severe bilateral hearing loss needs aids e.g. radio aids/ sound filed systems for curriculum access

#### Pupil Description:

Moderate to Severe Bilateral Loss: Will have a moderate to severe /Auditory Neuropathy Spectrum Disorder and use personal hearing aids, radio aids and possibly a sound field system. The loss is permanent or long term and can be conductive but is likely to also have a sensori-neural element or mixed. The student should wear hearing aids all the time.

Students with a moderate/severe hearing loss: Will have some difficulty in accessing spoken language. May have some language delay, listening which will impede progress unless appropriate support offered. Speech clarity may be affected. Will benefit from opportunities to lip-read. Will lead to to some difficulties with listening, attention, concentration, communication and class participation.

At KS3 and 4 enhanced difficulties when moving to subject based teaching groups and a variety of teaching styles. This includes greater demands when lip-reading a number of staff, increased linguistic demands and conceptual complexity and less favourable acoustic environments

Associated difficulties with attention, concentration and social relationships.

Monitoring, Assessment and Review	Learning Environment	Curriculum and Teaching Methods	Partners and Resources
<p>Detailed analysis of the student's strengths and weaknesses in relation to the student's HI, curricular skills, SLCN and social/ emotional development.</p> <p>SMART targets which reflect the student's priority needs and will specify teaching arrangements and resources required with clearly defined success criteria. These can be set following consultation with external professionals, such as Educational Psychologists, Specialist Teachers (HI), Health Professionals (e.g. SLT).</p> <p>Student progress will be subject to systematic monitoring and specifically their response to interventions outlined.</p> <p>Parents and students will be involved in target setting and review. Students should have an understanding of the targets they are working to achieve.</p> <p>May require extra time for completing SATS (see access arrangements</p> <p>Consider whether a Single Assessment Form (SAF) would be appropriate at this stage.</p> <p>May require application for Educational Health Care Plan (EHCP)</p> <p>Risk assessments as required e.g:</p> <ul style="list-style-type: none"> <li>• Evacuation Plans</li> <li>• Thorough Off-site Risk Assessments</li> </ul>	<p>Mainstream class with access to individual and small group teaching within the classroom and/or periods of withdrawal.</p> <p>Grouping arrangements or additional support in the classroom used flexibly to support access to curriculum.</p> <p>Peer support both in class and in break times to facilitate social interaction where required.</p> <p>Environmental audit undertaken with appropriate adjustments.</p> <p>Classroom environment should provide good acoustics (including use of field sound systems) and good lighting.</p> <p>Acoustic friendly classroom environment and quiet listening conditions/space for 1:1 work..</p> <p>Quiet/ private space for hearing aid test box checks and for management of personal hearing and radio aids.</p> <p>Additional specialist systems may be required to enhance listening in the learning environment e.g. radio aid</p> <p>Use of classroom display, pictures, word banks, visual dictionaries and specific software to introduce and reinforce new language and verbal concepts.</p> <p>In class support to reinforce and support access to classroom discussions e.g. through note-taking.</p>	<p>Opportunities for targeted individual or small group intervention either within the class or withdrawal. The advice of external professionals will inform teaching and learning tasks. This may include direct/ indirect involvement from a specialist teacher (HI).</p> <p>Differentiation to reflect individual needs both in relation to the curriculum and speaking and listening.</p> <p>Targeted interventions/ support may address EG:</p> <ul style="list-style-type: none"> <li>• Specific HI needs (including use / care/ security of equipment)</li> <li>• Include direct/ indirect involvement from a specialist teacher (HI).</li> <li>• Communication and Interaction (CI) (e.g.) vocabulary comprehension and inference, use of language, sentence structures, the speech sound system, and active listening skills:</li> <li>• Social language skills .</li> <li>• Organisational strategies</li> <li>• Curricular skills (and may include more extensive teaching to specific gaps e.g. concepts)</li> </ul> <p>Teachers should try to stay in one place when talking to allow the student to have a good view of the face at all times.</p> <p>Timetabled learning breaks as advised by external professionals.</p> <p>Pre-tutoring and post tutoring of subject specific vocabulary and/or concepts.</p> <p>Teacher/ TA to check student's understanding of concepts throughout lessons.</p> <p>Opportunities for the student to learn</p> <p>Staff to check student's understanding of task requirements. This would include homework / Access arrangements for assessments to be implemented as appropriate.</p> <p>Visual cues and reinforcement always available.</p> <p>Use of home/ school diary</p>	<p>Key worker, teacher or TA to act as a stable reference point and problem solve Audiological equipment.</p> <p>Regular advice from HI team to offer specific advice on needs of the student with regards to hearing loss, curriculum delivery, classroom management and assessment arrangements.</p> <p>Staff trained and able to support and include students with HI in all areas of the curriculum. This would include the preparation of appropriate resources / materials and the ability to implement specialist strategies/interventions.</p> <p>Staff with knowledge and understanding of how hearing aids perform in a mainstream environment.</p> <p>Staff with knowledge and understanding of how to use radio aids and in which situations it is most beneficial to the student. This will include advice and support from specialist teachers.</p> <p>Staff skilled and able to monitor students with moderate, severe, sensori-neural hearing losses plus high frequency and long term conductive losses and liaise with schools / parent/carer as appropriate.</p> <p>Staff are trained and able to complete daily functional tests of radio aids, personal hearing aids and sound field systems.</p> <p>Staff skilled and able to implement and manage changes and adaptations to the learning environment.</p> <p>Staff skilled and able to develop peer awareness of hearing impairment.</p> <p>Staff trained and able to support a programme to develop student's audiological independence skills. This might be provided by a specialist teacher (HI).</p> <p>Appropriate software and technology to support access to the curriculum.</p> <p>Staff able to monitor and assess for access to special exam arrangements.</p>

## Sensory, Medical and/or physical needs: Wave 1 (Medical Needs)

### Portsmouth Profile of Needs

May need support with administration of regular medication in setting.

May mean occasional absence from setting.

Progress within the curriculum may be unaffected or mildly affected.

Able to participate in most/all classroom activities.

The condition is usually effectively controlled by medication.

The condition may influence tiredness and concentration levels.

Students may need access to specific items of small equipment if medical conditions have resulted in minor motor impairments.

Setting age mothers.

Monitoring, Assessment and Review	Learning Environment	Curriculum and Teaching Methods	Partners and Resources
<p>Whole school policy in relation to the provision of individual health care needs in setting with specific reference to the following policy/ good practice guidance.</p> <ul style="list-style-type: none"> <li>- Access to Education for Student and Young People with Medical Needs.</li> <li>- Supporting Students with Medical Needs - Good Practice Guide.</li> <li>- A Guide to the Law for Setting Governors: Managing Medicines.</li> </ul> <p>Regular review and monitoring by the setting is essential.</p> <p>Full inclusion in all setting assessments and tasks.</p> <p>Where student's progress is not adequate, it will be necessary to review the strategies being used.</p> <p>Students have regular opportunities to evaluate their performance in learning activities.</p>	<p>Portsmouth's curriculum promotes personal care and safety.</p> <p>Portsmouth implements/ reviews its accessibility plan regularly to update details relating to building access, communication and training needs and information.</p> <p>Staff consider appropriate student groupings, seating arrangements and surroundings.</p> <p>Class teachers may need to give careful consideration to student's position in the classroom.</p>	<p>Differentiation may be required to take account of slower pace in performing some tasks – may tire easily.</p> <p>Where student's progress is not adequate, it will always be important to review the arrangements being used.</p> <p>Staff are skilled at selecting appropriate methods and materials into their lesson plans to ensure access across the curriculum for students.</p> <p>Staff skilled in adjusting pace and order of activities in order to maintain interest and attention.</p> <p>Does not require regular additional adult support but may require some supervision/ support for medication/dietary needs. But may benefit from focused/small group teaching support at some points during the week.</p> <p>Effective systems/links to support students off-site and attending alternative provision.</p>	<p>Parent/carer involved in line with setting's policy and arrangements for students with additional needs.</p> <p>General whole setting training, advice and support from external professionals.</p> <p>Referral to Portsmouth Information, Advice and Support Services (PIASS) (as required).</p> <p>Possible involvement from a specialist teacher/MET (at this stage, this might include students whose medical needs are temporary in nature e.g. a fracture).</p>

## Sensory, Medical and/or physical needs: Wave 2 (Medical Needs)

<ul style="list-style-type: none"> <li>- Will have known medical needs.</li> <li>- Medical condition will be generally stable and under control, but may need monitoring in setting and close liaison maintained with home.</li> <li>- Medical condition may necessitate supervision or support for medication needs at specific times e.g. medication, diet, toileting.</li> <li>- Progress within the curriculum may be affected by condition or medication.</li> <li>- May participate in most/all activities but at a slower pace that peers or show signs of increasing fatigues during the setting day.</li> <li>- May need more supervision in potentially hazardous situation e.g. science lab, swimming, using PE apparatus.</li> </ul>
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Monitoring, Assessment and Review	Learning Environment	Curriculum and Teaching Methods	Partners and Resources
<p>A range of professionals may be involved depending on the nature of the student's needs that may be diverse.</p> <p>Comprehensive health care planning in advance of admission/entry/ transition to and from setting.</p> <p>Fire Evacuation Plans to be developed and personalised to provide for students with physical needs.</p> <p>Assessment may sit within a Provision Map. This will include SMART/ positively phrased targets; teaching arrangements; resources; strategies that reflect the student's preferred learning style and success criteria.</p> <p>Specific consideration may also be given to the following:                      -Monitoring/support (for safety) during practical/PE lessons                      -Supervision of medication outside the classroom                      -Pastoral support                      -Liaison with home/hospital service for absence from setting during periods of hospitalisation. This might include involvement of a range of specialist teachers.</p> <p>Supervision of unstructured times</p> <p>Teaching strategies that take into account medical condition, age, ability and learning style to ensure full curriculum access.</p> <p>Review should focus on student progress, effectiveness of strategies, new information and the setting of new targets. Parents and students will be involved in target setting and review. Students should have an understanding of the targets they are working to achieve.</p> <p>Systematic monitoring of progress to consider the impact of interventions used and will focus both on progress and the setting of new targets.</p> <p>A proactive response to student absence alongside early intervention and support. This would include an analysis of patterns of attendance.</p> <p>Risk assessments as required.</p>	<p>Mainstream class with flexible groupings (small group/individual).</p> <p>Some adjustments to classroom organisation, routines and environment.</p> <p>Some adjustments to reflect medication/dietary/ toileting and other health needs.</p> <p>Staff arrange and take responsibility for any regular medical intervention.</p> <p>Portdown will facilitate full access to areas of the curriculum for student with limited mobility needs (e.g. students using wheelchairs, crutches etc.).</p>	<p>Differentiation to provide for individual needs and (in particular) to take account of slower pace.</p> <p>Support in place by class/subject teacher to allow students to catch up following periods of absence.</p> <p>Suitable arrangements for administration of medication.</p> <p>Supervision of health/hygiene/personal care procedures.</p> <p>Monitoring/ support for social situations (such as breaks) may be required.</p> <p>Curriculum promotes personal care and safety.</p> <p>Access to alternative methods of recording across the curriculum where appropriate.</p> <p>Specific information sharing on the causes and implications of the medical condition circulated to relevant members of staff where appropriate.</p> <p>It may be appropriate to incorporate manual handling as part of health care planning.</p> <p>Strategic use of peer support (e.g buddy systems, peer mentors, circle of friends).</p> <p>Opportunities to develop peer awareness and sensitivity. This would typically involve support from specialist teachers and/ health professionals.</p>	<p>Individual provision for OT/physiotherapy on a daily basis.</p> <p>Identified key worker to act as a stable reference point.</p> <p>Specialist transport arrangements may be required.</p> <p>Class teachers remain responsible for working with the student on a daily basis, overseeing the delivering of any programmes.</p> <p>The SENCo or class teacher facilitates assessment, planning and monitoring and oversees additional support provided for the student.</p> <p>The SENCo will support and advise teachers.</p> <p>Staff trained and able to provide for health and related needs in setting and/or other emergency measures. This might include emotional/ psychological needs.</p> <p>Training in Manual Handling may be necessary.</p> <p>Parents/carers to be consulted on levels of concern and asked for further advice.</p> <p>Referral to Portsmouth Information, Advice and Support Services (PIASS) (as required).</p>

## Sensory, Medical and/or physical needs: Wave 3 (Medical Needs)

Medical condition may result in regular absence from setting

Medical condition may require regular supervision/support for medication/diet needs

May have some incontinence including Ileostomy and colostomy

Medical condition may impact on ability to access the curriculum (this may be permanent)

May work at a slower pace than peers or show signs of increasing fatigues during the setting day

Condition may influence tiredness and concentration levels

Will have complex difficulties which may include cognitive and sensory as well as medical may have regular frequent or long term periods of absence from setting (as a result of a degenerative condition)

Sudden onset of complex psychological needs that impacts on a student's ability to attend setting

Medical condition requires supervision/support with appropriate training provided to TA

Monitoring, Assessment and Review	Learning Environment	Curriculum and Teaching Methods	Partners and Resources
<p>Teaching staff and Health/ Education professionals assess student's strengths and weaknesses and changing needs. A detailed analysis will include the views of the young person/ parents.</p>	<p>Mainstream class or set with flexible groupings access to include individual and small group teaching within the classroom and/or periods of withdrawal.</p>	<p>Opportunities for targeted individual or small group intervention/support either within the class or as part of a withdrawal arrangement. The advice of the external professionals may inform interventions delivered.</p>	<p>Provision of support for up to 15 hours per week. Identified key worker to act as a stable reference point. SENCo to lead in co-ordinating provision. Specialist transport arrangements may be required.</p>
<p>Targets will include; positively phrased SMART targets, which reflect the student's priority needs and will specify teaching arrangements and resources required with clearly defined success criteria. They will include strategies that reflect the student's preferred learning styles.</p>	<p>Considerable opportunities for individual or small group work within the classroom or on a withdrawal basis to address specific needs identified in the student's support plan.</p>	<p>A flexible approach to timetabling may be appropriate.</p>	<p>Regular liaison between external professionals and setting staff in relation to specific programmes and targets. Parents/carers to be consulted on levels of concern and to be asked for further advice.</p>
<p>Student progress will be subject to systematic monitoring and specifically their response to interventions outlined on their support plans.</p>	<p>Adjustments to the classroom organisation, routines and environment may be required.</p>	<p>Differentiated curriculum to provide for individual learning needs (specifically literacy, handwriting) required to support access to some curricular areas, e.g. PE, handwriting tasks, unstructured times.</p>	<p>Class or subject teachers remain responsible for working with the student on a daily basis, delivering any individual programmes. Close liaison/pastoral support is essential to maintain contact between setting/parent/carers, home tutor and hospital.</p>
<p>Support Plans will be subject to termly review.</p>	<p>Extra help may be required at times in the setting day, e.g. dressing, undressing, steps, stairs, PE, unstructured times, meal times, self-care and other practical activities.</p>	<p>Specific consideration given to the need to 'catch up' following periods of absence.</p>	<p>Monitoring/supervision/support for subjects/task with additional, practical or physical demands (e.g. D and T, PE etc.).</p>
<p>Specific targets relevant to particular curriculum areas and these are agreed with the appropriate staff members.</p>	<p>Some limited items of special equipment may be required to support learning/access to curriculum (this might include access to specialist ICT equipment/word processors).</p>	<p>Monitoring and support for social situations (such as breaks) may be required.</p>	<p>Specific training in managing care needs for class teachers and TAs (as appropriate).</p>
<p>Regular home-setting liaison.</p>	<p>Some building adaptations may be necessary.</p>	<p>Plan for provision of medication.</p>	<p>Staff able to monitor and assess for access to special exam arrangements.</p>
<p>Assessments will focus on reasons for any slow progress: how the student is learning; more in-depth analysis of strengths/weaknesses; progress in relation to time, peers starting from similar level, and to age expectations.</p>	<p>Temporary /flexible access to setting may be appropriate. This would require work to be provided for students at home.</p>	<p>Curriculum designed to teach students to self-management of the majority of their health and personal care needs.</p>	<p>Access to specialist advice on ICT (equipment and use) may be required.</p>
<p>A PSP may be developed to ensure regular (fortnightly) review.</p>	<p>Consider 'time out' opportunities to help students manage symptoms of fatigue.</p>	<p>Students included in all setting assessments and tasks with permitted adaptations.</p>	<p>Multi agency support may be required due to overlap of educational, social or health needs.</p>
<p>Other factors in the child's family or environment may also need to be considered as part of the assessment process.</p>		<p>Consideration of concessions for examinations etc.</p>	<p>Parent/carer to be involved in the monitoring of progress through the IEP and/or Review procedure.</p>
<p>Consider whether Single Assessment (SAF) would be appropriate.</p>			<p>Regular home setting liaison.</p>
<p>Risk assessments as required</p>			<p>Guidelines for Health and Safety and Risk Assessments available.  Appropriate involvement from a specialist teacher/ MET for advice and support.  Referral to Portsmouth Information, Advice and Support Services (PIASS) (as required).</p>

# Social, Emotional and Mental Health Difficulties (SEMH): Wave 1

## Portsmouth profile of needs

Some difficulty forming healthy emotional attachments.

Lacks self-confidence and self-esteem.

Some difficulties with forming relationships and social interaction skills, play and imagination skills and behaviours e.g. shows some inappropriate responses in social situations and/or some difficulties in playing with peers.

Impulsive behaviour and inconsistency when responding to boundaries and correction.

Occasionally disruptive.

Sometimes lacks curiosity and interest in the environment and is unmotivated to explore and learn.

## Student Descriptor:

Low level disruptive behaviour (possibly due to unidentified learning difficulties/ prolonged failure/poor emotional literacy and social skills).

Occasionally withdrawn and isolated and on the fringes of activities.

Unpredictable and involved in low level distractions, which hinder own/ others' concentration.

May have some difficulties with interpersonal skills

May show some signs of frustration.

Monitoring, Assessment and Review	Learning Environment	Curriculum and Teaching Methods	Partners and Resources
<p>Students have regular opportunities to evaluate their performance in learning activities.</p> <p>Students' self-assessment routinely used to set individual learning targets.</p> <p>Student is fully included in all setting assessments and tasks.</p> <p>Teacher will observe and monitor behaviours in different contexts for a short period of time and decide on a course of action e.g. may require Individual Behaviour plan (IBP) or referral to MABS if behaviour is escalating.</p>	<p>Quality First Teaching</p> <p>Calm and purposeful climate for learning / emotional environment for learning where all students feel they belong and their contributions are valued</p> <p>The overall atmosphere is warm, friendly and responsive to students whilst maintaining high expectations of wanted behaviour and learning.</p> <p>Simple changes to the classroom environment to support individual differentiation and ensure every student experiences success and makes progress.</p> <p>Staff considers appropriate student groupings, seating arrangements and surroundings</p> <p>Eg: learning environment, lunchtimes, playground and transition periods</p> <p>Portsmouth provides focused opportunities to teach rules and routines, build self-esteem, develop social and emotional skills to all students EG: SEAL (Social Emotional Aspects of Learning) Can be downloaded from: The National Strategies Archive, Circle Time, PSHE</p> <p>Ensure lunchtimes and transitions are supported eg:</p> <ul style="list-style-type: none"> <li>-Clear systems to manage Behaviour</li> <li>-activities available at lunchtime and on the playground</li> <li>-close liaison between midday staff and teachers</li> <li>-lunchtime rewards                             <ul style="list-style-type: none"> <li>– Staff training available from Multi-Agency Support Service (MABS)</li> </ul> </li> </ul> <p>Whole school evaluates effect of policies and practice on SEMH outcomes of children and this informs setting's development plan.</p>	<p>All teachers are teachers of student with special educational needs.</p> <p>Portsmouth has a clear Behaviour Policy which is underpinned by a clear ethos and values. It should be relevant to the setting's specific context, practical to implement and subject to regular review. The policy should have reference to:</p> <ul style="list-style-type: none"> <li>• The importance of relationships between adults and students in creating a positive environment.</li> <li>• Expressly teaching and modelling of positive behaviour and social and emotional skills to all students.</li> <li>• Behavioural expectations / rules/values</li> <li>• Staff focus on the positive where possible – 'catching the students being good'</li> <li>• Emphasising choice rather than control including the calm use of consequences with the language of choice and 'take up time' (time to respond to choice without feeling under pressure) whenever possible.</li> <li>• De-escalation arrangements and strategies:                             <ul style="list-style-type: none"> <li>Anger Management</li> <li>'Bullying and its prevention' see: Portsmouth Anti-bullying Strategy 2015 – 2017: <a href="http://www.portsmouthscb.org.uk">www.portsmouthscb.org.uk</a></li> </ul> </li> <li>• Extremism and its prevention see: Prevent for Schools July 2015 <a href="http://www.preventforschools.org">www.preventforschools.org</a></li> <li>• How the success of the policy will be monitored and evaluated. E.g. pupil surveys, analysis of exclusions, bullying, racist incidence. This policy should be read in conjunction with other policies eg: Bullying, safeguarding, school policies and Local Authority Policies.</li> </ul> <p>An awareness of some difficulties and strengths noted and monitored by the class/ subject teacher.</p> <p>Clear boundaries and a setting wide system of meaningful rules, incentives and sanctions with consistent and fair application.</p> <p>Tasks may need to be differentiated by length/support/level/outcome/pitch/pace and grouping to match learning needs, concentration level, interest and motivation.</p> <p>Use information gathered to begin to consider what need the pupil is trying to meet through behaviour? (What is the behaviour telling us? What is the communicative function of the behaviour)</p> <p>Use of strategies such as:</p> <ul style="list-style-type: none"> <li>• Choice rather than control</li> <li>• Giving rule reminders</li> <li>• Whole school strategies: assemblies / Circle time / tutor time</li> <li>• Reinforcement of positive behaviours</li> <li>• Consistent behaviour expectations from all staff</li> <li>• Collaborative Problem Solving – Staff training available from Multi-Agency Support Service (MABS)</li> <li>• De-escalation Strategies – Staff training available from Multi-Agency Support Service (MABS)</li> </ul>	<p>Parent/carer involved in line with setting's policy and arrangements for students with additional needs.</p> <p>Whole setting training, advice and support from external professionals.</p> <p>Referral to Parent Partnership Services (as required).</p> <p>PSHE Association: <a href="http://www.pshe-association.org.uk">www.pshe-association.org.uk</a></p> <p>Circle Times activities:</p>

## Social, Emotional and Mental Health Difficulties (SEMH): Wave 2

### Portsmouth profile of needs

Frequently disruptive.  
 Behaviour is variable dependent on context. May be in conflict with peers/adults.  
 Occasionally physically/verbally aggressive  
 Often lacks curiosity and interest in the environment and is unmotivated to explore and learn.  
 Difficulties with forming relationships and social interaction skills, play and imagination skills and behaviours.  
 Difficulty coping with changes in routine/environment  
 Fairly often disrespectful to staff and or students  
 Fairly often will interrupt and seek attention inappropriately  
 Known to have bullied others in last 6 months  
 Difficulty in forming healthy emotional attachments.  
 Fairly often shows lack of or inappropriate emotions and interaction with others.

### Student Descriptor:

Presents with emotional or behavioural difficulties that have not improved following differentiated learning opportunities or behaviour management techniques usually employed by the setting.  
 Presents with poor concentration despite structured and time limited tasks.  
 May be withdrawn and isolated, generally seeking too little adult attention OR Student may be unpredictable/disruptive, attention seeking, frequently ignoring instructions and following few routines.  
 Has difficulties with interpersonal problems, reluctant to share, reluctant to participate in social groups, distracts other students, careless with learning materials.  
 May have failed to make progress anticipated across many areas of the curriculum accompanied by signs of frustration, disillusionment, mood swings, non-co-operation and non-attendance.  
 Has emerging problems with peer group relationships that affect classroom dynamics and require teacher intervention.

Monitoring, Assessment and Review	Learning Environment	Curriculum and Teaching Methods	Partners and Resources
<p>Student's strengths and weaknesses in emotional and behavioural development considered using behavioural checklists and used to inform individualised interventions:</p> <ul style="list-style-type: none"> <li>Boxall Profile</li> <li>Strengths and Difficulties Questionnaire see: <a href="http://www.sdqinfo.org">www.sdqinfo.org</a></li> <li>Sociograms (looking at friendship groups)</li> <li>Social and Emotional Aspects of Learning (SEAL programme)</li> </ul> <p>On-going recording of difficult behaviours to provide baseline(s) and exceptions when behaviour does not occur or is less frequent / severe.                      Recording should enable clear analysis of antecedents, behaviours, consequences (ABCs).</p> <p>SMART behavioural targets will be set, shared with students (ideally set by the student where possible) and parents and reviewed at least termly as part of an Individual Behaviour Plan. (Some may be shared with other students where there are similar presenting problems in the same class).</p> <p>Systematic monitoring of progress to consider the impact of interventions used e.g. use of provision map, report card or target chart and analysis and consideration of the need for SEN Support Plan</p> <p>Consideration on Off Site risk assessments needs to be made for these children.</p>	<p>Grouping arrangements or additional support in the classroom are used flexibly to promote behavioural progress.</p> <p>Provision map targets addressed through small group and class work within the curriculum framework and may address behavioural and social/emotional skills. These will be additional to/different from the behaviour management techniques used throughout the setting.</p> <p>Appropriate behaviour and expectations taught alongside the academic curriculum.</p> <p>Curriculum differentiation to reflect individual behavioural needs and ensure every student experiences success and makes progress.</p> <p>Additional support is put in place at break times, lunchtimes and transitions as appropriate.</p>	<p>Individual Behaviour Plans are referred to on a daily basis. Clearly identified outcomes agreed with all parties for both appropriate and inappropriate behaviours. IBP includes specific social and emotional skills to be taught and strategies to teach these skills through 1:1 or small group work.</p> <p>Student and parent involvement in the behavioural programmes is clearly defined.                      Staff use a range of teaching and learning strategies and delivery styles to ensure maximum engagement.</p> <p>Students are encouraged to identify appropriate role models within settings.                      Silver SEAL (or similar curriculum) delivered 1:1 or in small groups in conjunction with other class wide approaches that consider social/emotional needs (e.g. Circle Time). Staff training available from Multi-Agency Support Service (MABS)                      Staff monitor and support students during break times and lunchtimes. Opportunities for individual discussion and support should be available daily if required. Peer resources might be used:</p> <ul style="list-style-type: none"> <li>Circle of Friends</li> <li>Peer Mentoring/ Mediation. Staff training available from Multi-Agency Support Service (MABS)</li> </ul> <p>An enhanced level of pastoral support may complement established pastoral arrangements. This should be available daily from an adult who it is felt is most able to build a positive relationship. Suitable schemes may include:</p> <ul style="list-style-type: none"> <li>ELSA (Emotional Literacy Support Assistant) support under Silver SEAL section.</li> </ul> <p>Specific social and emotional skills can also be taught by and ELSA who can also provide a 'key person' or 'safespace' for pupils to share experiences and reflect on progress in 1:1 or small group situations                      Training available through EP Service.</p> <ul style="list-style-type: none"> <li>EFA (Emotional First Aid) – Staffs knowledge of mental health is enhanced through Emotional First Aid training:</li> <li>Assessment and Problem solving in order to understand the message / function of child's behaviour. Consider what the communicative function of the behaviour is telling us. See:                             <ul style="list-style-type: none"> <li>CPSA (Collaborative Problem Solving) - Staff training available from Multi-Agency Support Service (MABS):</li> <li>Social Use of Language Programme (SULP)</li> <li>Social Stories</li> </ul> </li> <li>Support or alternative activities available at unstructured times e.g. lunchtime</li> </ul> <p>Environmental audit completed and appropriate adjustments made.                      Interventions to develop positive / trusting relationships with key staff and to maximise participation.</p>	<p>Identified keyworker (member of Inclusion Team), to act as a stable point of reference and facilitates assessment, planning, monitoring and oversees additional support provided for the student (although support must be overseen by a qualified Teacher). Including any individualised or group behavioural programmes and regular 1:1 support sessions.</p> <p>External professionals including:</p> <ul style="list-style-type: none"> <li>(EP) Educational Psychologist</li> <li>(MABS) Multi-Agency Behavioural Support</li> <li>PSENSP Portsmouth SEN Support Partnership</li> </ul> <p>may provide support and/or whole setting staff training.</p> <p>Parent/carer to be consulted on levels of concern and actively involved in programmes/ interventions.</p> <p>Use of ICT, audio visual support, self-directed time out (this may require student to be able to identify a safe place to reduce anxiety to support student's access to the curriculum.</p> <p>CAMHS screening tool to identify the mental health needs of students:</p> <p>Positive Body image:</p>

## Social, Emotional and Mental Health Difficulties (SEMH): Wave 3

### Portsmouth profile of needs

Difficulty in regulating emotions (e.g. laughing at others distress)  
Shows extreme responses in when experiencing changes in routine/transition. Displays bizarre ritualistic/obsessive repetitive or stereotyped behaviours

**Significant difficulties with forming relationships and social interaction skills, play and imagination skills and behaviours.**  
Extreme difficulty coping with changes in routine/environment.  
Often disrespectful to staff and or students  
Often interrupts and seeks attention inappropriately  
Fairly often disrespectful of property  
Feared as a bully, having physically hurt others  
Highly resistant to interventions/adult support.  
Regularly shows physical/verbally aggressive & intimidating behaviour to peers & adults. Disruptive on daily basis.  
Shows little interest in their surroundings and when learning new skills. Rarely leads own exploration and play.  
Finds it very difficult to cope with most learning situations as an individual or as part of a group. Shows very little interest in setting work at all

**Student Descriptors:**  
May be withdrawn and isolated with limited or selective communication, may not communicate feelings or fail to engage in play or group activity Aspects of behaviours present significant barriers to learning.  
Identification of co-morbidity factors Shows lack of trust in some adults Presents with emotional difficulties  
Takes physical risks in respect of self and others  
Physical intervention may be necessary on occasions to safeguard self and other children  
Difficult or demanding behaviour, which might include physical aggression towards adults, peers and property. Teaching and learning is frequently disrupted despite the delivery of an appropriate curriculum.  
Has difficulty working both in a group and with individual support. May deliberately destroy own or other's work  
Persistent BESD may inhibit participation, understanding and contribution to activities and learning in the classroom and result in extremely limited progress in all areas and may not have progressed at nationally expected levels linked to prior

Monitoring, Assessment and Review	Learning Environment	Curriculum and Teaching Methods	Partners and Resources
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**Consideration of the need for an EHCP (Education, Health and Care Plan)**  
Analysis of the student's strengths and weaknesses in social/ emotional and behavioural development. EG: Emotional Literacy Checklist, and Assessing Pupil Progress in Social and Emotional Aspects of Learning (APP for SEAL).  
Continue on-going recording of difficult behaviours to provide baseline(s) and exceptions when behaviours do not occur or are less frequent / severe. Recording should enable clear analysis of antecedents, behaviours, consequences (ABCs).  
Clear assessment processes that enable the student's behaviour and responses to intervention to be measured within a given time span. Specific measures of progress to be used should be identified.  
Pastoral Support Programme (PSPs) set following involvement from external professionals such as:

- (EP)Educational Psychologists
- MABS (Multi-Agency Behaviour Support
- Family Intervention Project
- CAMHS: Child and Adolescent Mental Health Services

Tel: 023 92 684700  
Email: [snhs.camhs-general@nhs.net](mailto:snhs.camhs-general@nhs.net)

Assessment of other individual needs as appropriate. Other factors in the child's family or environment may also need to be considered as part of the assessment process. Consideration at this stage may need to consider whether a SAF (Single Assessment Framework) is required.  
Risk assessments as required. The Portsmouth Risk Assessment and Planning document may need to be completed.  
"Aim" assessment as required for behaviours that are sexually problematic. – request to social care for support.

Mainstream class with flexible groupings.  
Consideration to changes to seating and groupings in class.  
Behavioural/ learning environments audited frequently by teachers and changes made to support positive behaviour and learning.  
Regular proactive 1:1 interventions to teach social and emotional skills and support involvement of the student in the process of planning and review (including setting their own goals and building upon progress) Supported by Learning Mentors.  
Small group and within class support to teach / reinforce understanding of rules, rewards and sanctions and the social and emotional skills needed to follow these  
Opportunities for periods of respite using withdrawal to smaller groups. This might include self-directed/ individual time-out.  
Use of peer support strategies, this may include;

- Peer Mediation e.g. [www.bbc.co.uk/education/clips/z6stsbk](http://www.bbc.co.uk/education/clips/z6stsbk) Staff training available from Multi-Agency Support Service (MABS)
- Restorative Justice e.g. [www.restorativejusticeforschools.co.uk](http://www.restorativejusticeforschools.co.uk)
- Circle of Friends
- Discussion Groups
- Social Support Groups
- Buddying systems.

Systems to ensure effective communication between all staff members.  
Access to:

- Breakfast Club
- After school activities
- Loss Companions
- Mentoring to support behaviour change.

Staff training available from Multi-Agency Support Service (MABS).  
Support at breaktimes, lunchtimes and transitions proactively planned based on individual needs.

Additional targeted teaching in small groups or individually, for significant parts of the day to address IBP/PSP targets.  
Access to group / 1:1 support to develop EL skills eg: Anger Management, Social skills, Friendship skills.  
Interventions include more specialist strategies (skills based programmes, therapeutic input / mentoring), more focused rewards / sanctions. PSP includes:  
- An analysis of student's behaviour to identify the communicative function of the behaviours and the skills that have not yet been learned  
- Identified individual skills to teach including functionally equivalent behaviour(s), functionally related skills (ie. Social and emotional skills / emotional literacy skills) and coping skills  
- Strategies to teach and practise these new skills  
- Ways of reinforcing these new skills / wanted behaviours  
- Planned responses to unwanted behaviours  
- De-escalation arrangements  
- Other adaptations to the curriculum as appropriate  
- Involvement of other agencies  
- Review arrangements  
See PCC PSP format.  
A structured behaviour management programme developed in conjunction with relevant external agencies.  
Student and parent/carer involvement in the behaviour programme defined.  
Differentiation across the curriculum to reflect individual needs and to ensure experience of success and progress.  
A flexible timetable (as appropriate) within the context of an inclusive curriculum.  
Access to the SEAL programme (or similar).  
Use of equipment to motivate and sustain learning e.g. ICT and audio-visual equipment.  
Opportunities to develop peer awareness/ sensitivity and support both in and out of the classroom.  
Regular home-setting liaison.  
Access to individually tailored support from a Learning Mentor  
Intensive interventions to develop positive / trusting relationships with a number of key staff and to maximise participation.  
Interventions are used to repair and rebuild damaged relationships e.g. Mediation from Restorative Approaches.

Identified Key worker (member of Inclusion Team) to act as a stable reference point with the capacity for frequent 1:1 support sessions. (This may include short sessions several times a day)  
Appropriate Senior member of staff to lead on assessment, planning and evaluation in conjunction with pastoral staff (where needed).  
Whole staff trained and able to implement strategies to support positive behaviour  
Staff trained and able to deliver evidence-based interventions that address SEMH needs. This might include:  
- Functional analysis of behaviour  
- Use of assessment tools that consider developmental issues (e.g. Boxall Profile and APP for SEAL)  
- Use of Collaborative Problem Solving and/or restorative approaches to conflict resolution. Use of Solution-Focused Approaches  
- Use of Team Teach – staff training available via PSENSP  
- Other additional/ specialist training for key staff (Behaviour Management, Attendance, targeted SEMH interventions including behaviour change)  
Parent/carer involvement in programme development for both setting and home.  
Support is provided for staff who are managing challenging situations eg. Supervision and/or debrief sessions.  
Consideration of either a managed move to another mainstream school via the Fair Access protocol or placement at either Flying Bull Resourced Provision (YrR to Yr4) or The Harbour School (Yr5 to Yr11) for a period of specialist SEMH provision – both via the Inclusion Support Panel using the Change of Placement form.