Mainstream Schools Provision Descriptors and Funding Bands

Information for schools and other agencies

Durham
County Council

Contents

This document has also been written with reference to work published by other local authorities. Particular thanks to Bristol County Council. Thank you to all those who participated.

For further information about services and provision in Durham please visit our Local Offer website.

Background

Under the direction of the Council's SEND and Inclusion Resources Board (SIRB), work has been undertaken with stakeholders to identify the changes needed to improve the lives of pupils with additional needs and the review of High Needs provision and funding. One of the areas reviewed was the provision of Top Up Funding.

A public consultation was conducted in 2019 with a range of key stakeholders including schools and settings, parents and carers and partner services. The findings from the consultation identified that the majority of the respondents wanted to retain Top Up Funding and agreed with the proposal of moving to a banding system.

Stakeholders identified what was critical to quality for a new system:

- more streamlined approach
- fairer system based on pupil's needs
- allows for impact to be measured
- support is consistent and fair
- system is easy to navigate and access
- sufficient, good quality, clear advice and guidance is provided on the funding and support available.

This guidance highlights the range of support and expectations that schools should 'ordinarily provide' without the need for additional support from either a SEN Support Plan with additional funding or an Education Health and Care Plan - as well as describing the high needs provision for which Top Up Funding can be sought.

This document has been co-produced with Head teachers, SENCOs and local authority officers. The purpose of this document is to outline the provision that the local area expects to be made available for pupils with special educational needs and/or disabilities (SEND) in all mainstream schools and academies.

We also acknowledge that adapting practice to meet the needs of all pupils does bring its challenges. It is our hope that this accessible resource will be used to prompt discussion and facilitate planning to create more inclusive learning environments and experiences.

Inclusion

Inclusive education includes everyone learning together in mainstream settings. Some of the key things that we would notice if pupils were successfully included in their educational community are:

- Being **present** in their education setting
- **Participating** fully in their educational community
- **Achieving a**nd making progress at a pace that is right for them
- Feeling that they **belong i**n their community
- Working towards being as **independent** as possible.

Early identification of needs

Every school should have a clear approach to identifying and responding to SEND. Identifying need at the earliest point and then making effective provision improves long term outcomes for the pupil.

Preparing for Adulthood

In order to promote inclusion, foster independence and prepare a pupil for adulthood, the vast majority of additional adult support for all pupils should be delivered in a whole class or small group context.

We anticipate that 1:1 support is required in **only very exceptional circumstances** e.g. intimate care, individual therapy. Some pupils may require individualised approaches on occasions throughout the school day or 'on call' access. We would expect 1:1 support to be a small part of the overall request and clearly evidenced as part of the assessed needs of the pupil, agreed outcomes and as an appropriate intervention.

Transition

Transition is an important event in every pupil's life and facing a big change can feel overwhelming at times, even with careful preparation. A transition protocol has been developed and should be implemented across all schools in preparation for transition planning.

Durham County Council have a transition protocol, that **all** settings should adhere to.

The resources below can be found in 'Promoting Positive Behaviour; Working Together to Support Inclusion.'

They include:

- Pastoral Support Plan
- Risk Indicator Primary to Secondary
- Transition Passport Secondary Post 16
- Early Years Transition Risk Indicator
- Transition Passport EYFS
- Transition Passport Primary Secondary.

Settings must ensure early identification of needs takes into account how these needs may be affected by the additional expectations at all transition points. Where you identify that the pupil has been receiving extended support for a period of time this needs to be formalised through the Graduated Approach before the transition point.

There needs to be a focus on independence and resilience from the earliest ages through the Preparation for Adulthood Pathways. https://www.durham.gov.uk/article/22416/PfA-Outcomes

Section 1: Definitions of Provision

'Ordinarily Available Provision'

The SEN Code of Practice, 2015 defines this term as the support that mainstream schools or setting should provide for pupils through their agreed funding arrangements.

Quality First Teaching

"High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people". (CoP 2015)

High quality, inclusive teaching ensures that planning and implementation meets the needs of all pupils, and builds in high expectations for all pupils, including those with SEND. It is about the different pedagogical approaches that teachers use to engage and motivate learners which ensure good pupil progress.

The characteristics of quality first teaching are:

- Clearly designed lesson plans
- Plenty of opportunities to involve and engage with pupils
- Appropriate use of modelling, explaining and questioning for pupils to engage with higher levels of critical thinking skills.
- Providing pupils with the chance to talk both individually and in groups.
- An expectation that pupils will accept responsibility for their own learning and work independently.
- Regularly using encouragement and (authentic) praise to engage and motivate pupils.

Reasonable adjustments

Under the Equality Act 2010, schools are required to make 'reasonable adjustments' so that all children can access their facilities and services.

What is a special educational need?

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

What is special educational provision?

For children aged two or more, special educational provision is educational or training provision that is 'additional to' or 'different from' that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

"Settings must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less." (Code of Practice, 2015).

Section 2: Definitions of Funding

Core funding

For mainstream primary and secondary schools this is usually the local formula funding provided by the local authority to maintained schools and through the General Annual Grant (GAG) to academies.
Mainstream primary and secondary schools and academies are also notified of a 'Notional' SEN budget. This is not additional funding, but is an indicative share of the formula funding, indicating an amount that it is reasonable for schools to use to meet the additional needs of their pupils, including those with special educational needs. Notional SEN budgets are not ringfenced and schools may choose to spend more or less than their Notional SEN budget on SEND provision. Notional SEN budgets may also be taken into account when local authorities are considering requests for targeted support.

Targeted Support funding

Targeted Support is funded from the High Needs Block to provide additional or targeted support for pupils with SEND. This support can play an important role in enabling schools and colleges to meet a wider range of special educational needs and supports the presumption in law that children and young people should be educated in mainstream provision, unless their special educational needs require more specialist provision.

Durham Local Authority supports schools with additional funding where schools can demonstrate the number of pupils with SEND and/or high needs cannot be supported appropriately in their funding settlement.

In applying for targeted support, schools must define the circumstances in which additional funding will be used.

High Needs budget

The high needs funding system provides local authorities with resources to support provision for children and young people with special educational needs and disabilities (SEND) from their early years to age 25, enabling both local authorities and educational settings to meet their statutory duties under the Children and Families Act 2014. High needs funding is also intended to support good quality alternative provision for pupils who, because of exclusion, illness or other reasons, cannot receive their education in mainstream or special schools.

The provision that is funded through the high needs funding system includes 'top-up' funding in mainstream schools.

Top up Funding

Many children do not need high levels of support and funding to be able to meet their needs, but schools are expected to utilise up to £6000 from their 'Notional' SEN budget for each pupil who has special educational needs. If an individual's provision is more than this amount, schools could receive 'top-up' funding (from the High Needs budget). This funding is administered through local authorities and is allocated to reflect the costs associated with a pupil's provision as outlined in their Education, Health and Care Plan (EHCP). In County Durham, we also allocate this funding via SEN Support plans.

Section 3: School Ethos and Practice

This section describes the expectations of all mainstream schools and academies of the inclusive ethos that should be promoted and reflects the vital role that all staff, school leaders and governing bodies play in terms of early identification of need, providing accessible learning and reflective practice that are the foundations of 'Assess, Plan, Do, Review' (also known as 'The Graduated Approach') for pupils with SEND and, indeed, all children.

Schools should:

- create an inclusive ethos, where high achievement for all is expected, valued, and celebrated.

- provide high quality learning to enable pupils to acquire the skills, knowledge, and concepts relevant to their future.

- be caring and committed to providing the best for the pupils and strive to make sure that they are happy, secure, and successful.

- promote an ethos of care, mutual respect, and support, where effort is valued, and success celebrated.

- develop inclusive quality first teaching throughout the school and ensure all teaching is consistently good/outstanding to improve outcomes for pupils and further raise attainment.

- ensure a positive behaviour policy exists and staff model school expectations inside school and on the playground. Expectations for pupils' behaviour are high and the atmosphere is calm yet purposeful.

- ensure that they appoint a SENCO who is a qualified teacher, and ensure they are suitably experienced or qualified.

- include CPD for all staff in SEND to ensure that all staff members can teach and manage the range of learning needs of all pupils included in mainstream settings.

- inform parents/carers when special educational provision is made for a pupil, and they are placed on the school's SEN register.

- listen and respond to the concerns of pupils and their parents/carers and use person-centred approaches.

- provide pupils and their parents/carers with the information and advice necessary so that they are actively involved in decisions from the start.

- cooperate with the local authority in the development of the Local Offer and publish on their website a SEN Information Report, with links to the Local Offer(s).

- provide their local authority with information about all their pupils who have SEND.

- clearly articulate the strategy and approach to provision for learners with SEND and the rationale behind these.

- demonstrate commitment to support learners with SEND in home-school agreements and partnerships.

- ensure that pupils with SEND engage with school activities alongside their peers who do not have SEND.

- have respect for diversity.

- make effective use of resources.

The Governing Body should:

- receive appropriate training and development to ensure they can support learners with SEND.
- support the HT, the senior leadership team, and the SENCO in promoting inclusive practices in school.
- have regard to the SEND Code of Practice 0-25 years and provide strategic support to the head teacher.

The Headteacher and SLT should:

- advise the governors or trust of the school's policies to meet their SEND responsibilities.
- review progress made by pupils with SEND as a core part of the performance cycle and professional development of all teaching staff.
- ensure that the SENCO has sufficient time and resources to fulfil their role. This should include sufficient administrative support.

The SENCO should:

- receive appropriate training and development to ensure they can support learners with SEND.
- provide professional guidance, advice and continuing professional development to all staff, as well as working closely in partnership with staff, parents/carers, and other agencies. This can include guiding and advising staff on the graduated approach and the practicalities of what this means in terms of provision for a pupil.
- support staff to identify pupils who may need extra help and agree plans to ensure this is actioned.
- continue to successfully implement the SEND Code of Practice.
- focus on the strategic development of SEND policy and provision in the school while also having day-to-day responsibility for SEND provision in practice, coordinating this aspect of what the school offers for its pupils.
- provide generic advice in terms of how to meet a particular area of need, and specific advice in terms of bespoke guidance for each individual pupil.
- ensure that all records of and information about pupils with SEND are up to date.

Classroom Teachers should:

- receive appropriate training and development to ensure they can support learners with SEND.
- ensure a graduated approach (assess, plan, do, review) cycle of support with guidance from the SENCO, senior leadership, and specialists.
- focus on outcomes and provision for the pupils and be clear about the outcome wanted from any SEND support.
- be responsible for meeting special educational needs and use the SENCO strategically to support the quality of teaching and evaluate the quality of support.
- have high aspirations for every pupil and set clear progress targets, being clear about how the resources are going to help achieve this.
- involve parents/carers and pupils in planning and reviewing progress by seek their views and providing regular updates on progress towards outcomes.

- remain responsible for working with the pupils daily. Where the interventions involve group or one-to-one teaching away from the main classroom or subject teacher; the teacher should still retain responsibility for the pupil. They should work closely with staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching (SEND Code of Practice 0-25 years).
- have a sound understanding of how to respond to the diverse needs of learners, such as approaches used to support pupils with communication and interaction difficulties, or those that may have a specific learning difficulty.

Teaching Assistants, Mentors and One-to-One Tutors should:

- receive appropriate training and development to ensure they can support learners with SEND.
- have high aspirations for every pupil.
- develop strong relationships with pupils.
- contribute to graduated approach (assess, plan, do, review) cycle of support with guidance from the class teacher.
- continue to develop and deliver specific and precise intervention.
- have a sound understanding of how to respond to the diverse needs of learners, such as approaches used to support pupils with communication and interaction difficulties, or those that may have a specific learning difficulty.

Learners with SEND should be:

- fundamental to the teaching and learning policy and reflected in all other school policies.
- enabled to become active, responsible, and caring members of the school and wider community.
- provided with a curriculum that is sufficiently flexible to fully match their individual learning needs.
- given opportunities to develop independence and resilience.

Section 4: Ordinarily Available Provision

This section provides descriptors and examples of provision which provides tailored approaches for individual pupils within quality first teaching. The descriptors have been aligned to the Teachers' Standards. These standards define the minimum level of practice expected of trainees and teachers from the point of being awarded qualified teacher status (QTS). The Teachers' Standards are used to assess all trainees working towards QTS, and all those completing their statutory induction period. They are also used to assess the performance of all teachers with QTS who are subject to The Education (School Teachers' Appraisal) (England) Regulations 2012 and may additionally be used to assess the performance of teachers who are subject to these regulations and who hold qualified teacher learning and skills (QTLS) status.

1. A teacher must set high expectations which inspire, motivate and challenge pupils

Quality First Teaching

- A safe, stimulating, and nurturing environment for pupils, rooted in mutual respect.

- Suitable approaches for eliciting the pupil's views and taking them into account.

- Specific cues for changes/instructions e.g., visual, use of name, warning in advance.

- Arrangements for appropriate seating position in class (also applies to those with additional VI or HI).

- Work in small, structured, and adult facilitated group situations, at least for core subjects, where distractions can be minimised, and learning can be consolidated and moved on.

- Individually planned and agreed consistent expectations from all adults involved.

- Consideration of preferred learning styles and motivational levers

- Predictable, structured routine using resources if required e.g., visual timetables.

- Teaching approaches which place emphasis on direct teaching, differentiation, and practical tasks.

- Develop resilience, it is OK to make mistakes, adopt a fresh start and 'can- do' approach. Teaching approaches which place emphasis on direct teaching, finely graded tasks, structured multi-sensory techniques, practical tasks.

- Small group structured teaching of appropriate social interaction, including managing anger, negotiation, understanding of own feelings and those of others.

- A predictable and structured management regime using explicit rewards and sanctions with emphasis on encouraging self-organisation, attention to tasks, negotiating help, accepting whole class conformity and management of "free" time.

- Oversight when moving between locations/classrooms.

- Adult to guide and coach interaction to allow positive experiences and increase confidence.

Examples

The teacher stands by the door and greets Ryan with a big smile and a warm, friendly "Hello, how are you?" making him feel welcome and wanted. Also, it gives her an opportunity to assess his emotional state and readiness to learn and plan his response.

The teacher can reduce Ryan's stress coming into the room by having a seating plan and sticking to it. He will need to be reminded where he sits as he comes in. This needs to be a clear polite instruction, not a request as that gives room for confusion. Consider more imaginative responses too. Pupils might be allowed to stand at the back or be allowed to walk the room before settling.

2. A teacher must promote good progress and outcomes by pupils

Quality First Teaching

- Regular monitoring and evaluation of pupil progress.

- Be accountable for pupils' attainment, progress, and outcomes.

- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.

- Guide pupils to reflect on the progress they have made and their emerging needs.

- Teaching approaches should be regularly monitored for their effectiveness in supporting appropriate pupil progress for all.

- Ensuring access arrangements are available for internal assessments, public examinations and statutory assessments so they are accessible to all pupils.

- Under achievement is identified from data and next steps are planned.

- Teacher planning that considers formative and summative assessment information about pupil outcomes to ensure pupil progress.

- Preparation for changes to activities/routines/staffing.

- Programme of study appropriate to a pupil's levels of attainments, rather than Key Stage, which is regularly overseen, monitored, and evaluated by a qualified teacher / SENCO.

- Specific teacher planned modification of learning outcomes (e.g., alternative methods of response) including alternative recording strategies to access most of the curriculum (e.g., diagrams, mind maps, enhanced use of ICT with appropriate software) and/or frequent support for written tasks, and/or LSA.

- Encourage pupils to take a responsible and conscientious attitude to their own work and study, for example use of Pupil Profiles so all pupils are involved in how they like to learn/be supported.

- Organise appropriate support e.g., reader, scribe, ICT linked to the pupil's level of need.

- Consideration to be given as to how the pupil's needs will be met when they make the next transition.

Examples

If the teacher assesses at the door that Ryan needs five minutes of calm time before he starts the lesson, they need to find a way to provide it (a simple walk up and down the now calm corridor or sitting at the back of the class with a book or drawing a picture may be enough). Alternatively, let him into the room first so that he can find his seat and sort himself out when it is quiet. We should encourage Ryan to slowly take ownership about how he is feeling and consider his readiness.

A teaching assistant meets with Ryan every morning to discuss the day ahead and share the visual timetable. This provides an opportunity to discuss any changes in staffing or different events that may be taking place that day. This is also an opportunity to answer questions and prepare Ryan for the day ahead.

3.   A teacher must demonstrate good subject and curriculum knowledge

Quality First Teaching

- A broad and balanced curriculum which meets all statutory requirements.

- Programmes or resources suitable for a range of pupils with learning needs such as age-appropriate reading schemes or manipulatives in maths.

- Teacher planned adjustment to the balance of the curriculum to allow for advice from a suitably qualified professional for school staff regarding assessment, planning interventions and/or evaluating and reviewing progress (at least annually).

- Access to an adapted curriculum.

Examples

Clear consistent starting routine for the lesson: This should be a simple activity that can help Ryan settle – it could be that we hand him a word search (which he loves doing) the moment he walks in the room. A "settling task" that he likes is a way of cutting through the whole process of him having to get ready, unpack, sit in his seat, and settle.

Personalised learning for Ryan, with small step learning and monitoring. Ryan requires support to structure his approach to learning tasks e.g., visual, or practical strategies, such as step-by-step work plan, visual story boards, mind maps.

4.   A teacher must plan and teach well-structured lessons

Quality First Teaching

- Encourage a pupil's love of learning and intellectual curiosity.
- Individually planned and agreed consistent expectations from all adults involved.
- Ensure pupils experience success and receive additional praise from identified members of staff.
- Suitable approaches for eliciting the pupil's views and taking them into account.
- Frequent checking and use of additional cues with regard to understanding of instructions and tasks.
- Opportunities for repetition and reinforcement.
- Actively plan lessons related to specific strengths, interests the pupil may have.
- Appropriate resources to support learning such as the use of concrete materials.
- Differentiated activities.
- Planned bespoke activities for individuals related to specific strengths and interests the pupil may have, daily.
- Additional time for individuals to complete their given tasks, including thinking time, if necessary.
- Lessons broken up into manageable sections.
- Lessons represented in a range of accessible ways. For example, use of visual prompts or checklists to aid pupils with poor working memory.
- Increased differentiation to include more individualised approaches. For example, large print materials.
- Use technology to aid learning.
- Alternative approaches for pupils to record their work.
- Effective deployment of staff to intervene at the appropriate moment to support a pupil's learning.

Example

Pupils need some concrete materials and visual representation within maths to support understanding.

5. A teacher must adapt teaching to respond to the strengths and needs of all pupils

Quality First Teaching

- Use the advice of professionals to respond to the needs of all pupils.
- Be able to use and evaluate distinctive teaching approaches to engage and support all pupils.
- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Differentiated learning tasks for pupils with a range of learning needs in terms of content, pace, and outcomes.
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these e.g. whole class movement breaks.
- Regular monitoring, review and evaluation of the provision to ensure the progress of pupils.
- Comply with the Equality Act (2010) and provide suitable and appropriate responses to an individual pupil's needs such as:

  - individual provision and planning

  - flexible grouping

  - adaptations to policies and ensuring disability access

  - inclusion in the range of learning experiences (school trips etc).

- Support to prepare for any changes to the daily routine.
- Adjustments to rewards/consequences/behaviour systems at school and class level.
- A whole school ethos which incorporates the use of programmes such as Relax Kids, Lexia, early language programs which would typically benefit all pupils.
- Information and advice on successful strategies and individual outcomes and provision is incorporated into planning and delivery of the curriculum, e.g., use of visual supports, multi-sensory approaches etc.
- Scaffolding and adapted resources are provided to allow understanding and independence for pupils within the class e.g., writing frames.
- Use of aids or equipment such as communication cards to facilitate understanding of routines or tasks.
- Adjust the length of activities to maintain listening and attention and use visual or verbal prompts.
- Adapt resources to support pupils to access the lesson, for example, enlarged resources for pupils with vision impairment.
- Be aware of the classroom environment and instigate movement breaks for pupils on an occasional basis. Teacher oversight needed but no further support/no specialist assessment needed.

- Collate and appropriately share the information about the medical conditions of pupils with relevant staff. For example, to complete an individual healthcare plan, risk assessment, PEEP, taking into consideration those pupils who may need sight guiding to exit the building, etc.

- Ensure the classroom environment is safe for the movement of those pupils with medical conditions, considering their physical needs and the needs of pupils with a vision impairment.

- Referrals to a range of universal services to support pupils needs e.g., NHS SALT, OT, bereavement services.

- School staff use individual healthcare plan to adjust the classroom environment or teaching approaches to take into consideration potential triggers to medical conditions.

- School staff adapt some activities to take into consideration the physical needs of some pupils with medical conditions.

- Consideration and implementation of varied reading approaches for deaf pupils who are not able to fully access phonics.

6. A teacher must make accurate and productive use of assessment

Quality First Teaching

- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

- Use regular monitoring and evaluation of pupil progress, including relevant data, to set targets and plan subsequent lessons.

- Regularly monitor, review, and evaluate the effectiveness of interventions and support to ensure impact and progress of pupils with SEND.

- Consider formative and summative assessment information about pupil outcomes to ensure pupil progress.

- Arrangements to identify and assess pupils with SEND, to draw up and resource individual or group plans for interventions for pupils with a range of high incidence learning needs, such as: dyslexia, moderate learning difficulties, speech and language needs, social communication needs and behavioural needs.

- Ensure pupils can access a modification of arrangements for examinations (Access Arrangements).

- Involve universal services to support the accurate assessment of all pupils e.g., Health visitor for EYs, school nurse.

- Plan a programme of study appropriate to a pupil's level of attainment, rather than Key Stage, which is regularly overseen, monitored, and evaluated by a qualified teacher/SENCO.

- Frequently check pupils' understanding of instructions and tasks.

Example

A class teacher plans a specific appropriate process of assessment that measures progress against targets identified on a support plan which the pupil can complete themselves to show progress (possibly with increased time allowed).

A pupil might need a scribe or the use of recording hardware or software.

The pupil's progress requires intervention and moderation from the school SENCO and/or other specialists.

7. A teacher must manage behaviour effectively to ensure a good and safe learning environment

Quality First Teaching

- A predictable and structured whole school approach using explicit rewards and sanctions with emphasis on encouraging self-organisation, attention to tasks, negotiating help.

- All staff are aware of appropriately modified application of classroom/school expectations for behaviour.

- Suitably adapted approaches for managing pupil's behaviour effectively including adjustments to rewards/consequences/behaviour systems at school and class level.

- Support pupils to develop their resilience, it is OK to make mistakes, adopt a fresh start and 'can- do' approach.

- Pastoral Support Plans and Behaviour Management Programmes are frequently monitored, evaluated and reviewed.

- Non-verbal cues to deal with minor behaviour, e.g., raised eyebrows, being silent, making eye contact, using symbols, e.g., thumbs up, thumbs down; traffic light colours for mood.

- Appropriate methods to deal with minor behaviour concerns for pupils with vision impairment – use of sound cues, a quiet word, cards brought to desk for access.

- Individually planned and agreed consistent and clear expectations from all adults.

- Predictable, structured routine.

- Maintain good relationships with pupils by valuing them as individuals.

- Ensure frequent opportunities to experience success and to receive praise from staff.

- Be a model for good behaviour for learning and provide opportunities to pair the pupil up with a positive peer role model.

- Pupil's social and emotional wellbeing is a priority.

- Opportunities to work in small group situations to facilitate the development of social interaction, turn taking and cooperation with peers.

- Specific cues for changes/instructions e.g., visual, use of name, warning in advance.

- Advice can be sought from professionals or panels (e.g., Behaviour Intervention team, Behaviour Panel, Team Teach trainers).

- Pupil to independently access or request access to an environment with reduced social demand, access a personalised workstation/quieter area etc.

Examples

The pupils will need some additional support with group interactions and particularly unstructured times such as playtime, but this is not formalised or staffed by a specialist, this would be a regular staff member.

Personalised rewards systems e.g., Now……… (work related task) Then………. (activity of pupils' choosing / interest), green or positive points, recognition of effort as well as achievement or completion, no removal of earned rewards or points.

Single instructions and one task at a time, so not to overwhelm the pupil.

Time away from the class for sensory or movement breaks is planned for in a quiet calm distraction-free area of the classroom.

Pupils are supported to develop and use self-regulation strategies, to support inclusion and ensure early intervention to de-escalate e.g., count to 10, deep breathing, use a stress ball, sit on hands, movement break.

A diffusion of confrontation with humour, changing the subject, sending the pupil on a message, and giving them a classroom responsibility.

Positive praise, catching the pupil being good, focusing on the pupil's strengths, talents, and interests.

Seating for a pupil at the front of the classroom away from busy areas and distractions, e.g., away from windows or doors.

Pre-empted support to identify where difficulties may arise e.g., cover, different staffing, different room to usual day to day timetable.

5-point scale to help pupils who are displaying risky or inappropriate behaviours or that are showing misconceptions around behaviours with their peers and or staff.

Zones of regulation programme with pupils that are displaying high levels of anxiety within school, that may be manifesting as negative behaviour in and around the school building.

8. A teacher must fulfil wider professional responsibilities

Quality First Teaching

- Take joint responsibility for safeguarding all pupils and provide care to vulnerable pupils, including taking part in statutory Child Protection training.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Be pro-active in terms of their own professional learning associated with SEND needs.
- Engage in SEN & Additional Needs CPD opportunities to be able to teach and manage the range of learning needs of pupils.
- Communicate effectively and work collaboratively with pupils, colleagues, parents/carers.
- Teaching staff engage with parents and carers (particular support is offered to hard-to-reach parents/carers) by:
  - Inviting them to give their views about their child's SEND including their strengths and interests, outcomes and provision.
  - Involving them in reviews of progress and target setting.
  - Giving them information about national organisations, local networks and resources, including sports associations, Summer schools and classes.
- Enhanced teacher planning for key stage transfers and enhanced support plans for year-on-year moves.
- Effective transition arrangement for school moves. Teaching Assistants would be used to facilitate an extended transition (for example a Year 6 pupil visiting a secondary school in the summer term).
- Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
- Liaise with SENCO.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- To follow an inclusive approach so that school can accommodate pupils with additional needs in its breakfast club and after school club offer.
- Accompany pupils from and to transport if required.
- Liaise with relevant school staff and share information regarding the management of a pupil's medical needs.
- Take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils with individual needs.
- Value the feedback they receive from more experienced colleagues and professionals and use it to further develop their own practice.

Examples

A teacher, who has a pupil with needs moving into their class, would be proactive in seeking the advice of other colleagues and opportunities for professional development to understand how they can support the pupil's specific needs.

School leaders are proactive in identifying individual needs and monitor that action is taken to ensure the school remains inclusive to all.

A CPD programme is planned to ensure that staff remain up to date with their knowledge and understanding of Autism, dyslexia, ADHD, specific medical needs, etc. Parents/carers are regularly involved and know how to support targets at home.

SEND provision for individuals is regularly monitored by SENCo who may signpost to external agencies as well as manage legislative processes. For example, Health Services: speech and language therapy, occupational therapy, CAMHS, physiotherapy, Education Services: specialist teachers, Teachers of the Deaf or Qualified Teachers of Vision Impaired, Qualified Teacher of Multi-Sensory Impairment, Qualified Habilitation Specialist (sometimes called sensory services), specialist teachers for Autism or Educational Psychologists.

Outside agency input may include an assessment, assistance with programme planning or initial guidance.

Section 4: Band A –Special Educational Provision from Core and Notional Budgets

Schools are expected to provide 'additional to and different from' provision to meet identified SEND needs up to the value of £6,000 notional funding for each pupil. We have included provision descriptors to support schools to understand what types of provision should be in place and robustly monitored through APDR before applying for Top Up Funding.

The descriptors should not be used as a 'bank' of statements, and they should not be considered as an exhaustive list of provision.

- Use communication friendly approaches e.g. adapt communication style using visuals in the environment and in lessons, use multi-sensory communication, give information in smaller chunks with additional processing time, individual visual timetables, simplifying/repetition of instructions, checking understanding of instructions.
- Repetition/overlearning of concepts is used within lessons. Pre and post teaching used to reinforce and prepare pupils for the learning within the classroom.
- Adult mediation, modelling, scaffolding and extending play, language or thinking skills.
- Prompts are used to maintain attention and concentration, understanding of tasks, reframing of tasks, and understanding of instructions to work towards independent learning.
- Planned small group interventions/support programmes are facilitated as part of the weekly timetable e.g., programmes provided by OT, SALT.
- Daily check ins with a key person where a pupil may need support to process what has taken place during the day or to prepare for the upcoming day.
- Key person to support pupil by regularly checking and monitoring the use of specialist equipment e.g. hearing aids, cochlear implants, radio aids, CCTV, low vision aids.
- Emotional regulation support for pupils e.g. use of de-escalation strategies.
- Planned resilience/friendship/wellbeing groups to support the emotional needs of the pupils. Programmes may be suggested by school counsellor, CAMHS, SEND and Inclusion teams etc.
- Intervention to manage social needs effectively such as co-operative skills/social skills.
- Timetabled activities for social times, such as multi-skills, gaming, debate club, Lego, arts, and crafts to support pupils that find these times difficult to manage.
- Lesson outcomes are modified (e.g., alternative methods of response) including alternative recording strategies to access the curriculum (e.g., diagrams, mind maps, use of ICT with appropriate software).
- Adult modelling and support to negotiate and communicate in a safe and assertive manner e.g., use of Restorative Approach.

- Occasional monitoring and mediation of social interactions during unstructured times (this may include supervision for toilet visits, preventing inappropriate behaviour or ensuring strategies for enabling success).

- Support to prepare pupils for any planned changes to the daily routine.

- Nurture principles are embedded within the classroom context with consideration given to the additional needs of the pupil which might include discreet and supportive check-ins.

- Amendments are made to an already existing scheme of work to allow for certain pupils to access the lesson more efficiently e.g., green backgrounds to allow for pupils with dyslexia or visual stress.

- Specialist software is utilised to adapt (e.g., enlarge) resources on a large scale (e.g., a large novel).

- Regular (throughout the day) movement or sensory breaks (e.g., fidget toys) involving no or minimal additional adult support.

- Interventions for a specifically identified cohort of pupils. These would be facilitated and evaluated by a specific member of staff attached to individuals or smaller groups to ensure timely and appropriate intervention and feedback is provided for the pupil(s) and home to ensure progress is made. Examples for all 4 broad areas of need are below:

  - Pupils have access to short to medium term support/interventions with an adult trained in specific programme delivery for a range of programmes to develop literacy, numeracy skills, delivered by a person trained in the programme delivery. Examples within for the Cognition & Learning area may include programmes such as: Lexia Reading Plus, Reading Recovery, Year 7 Catch Up, Toe by Toe, Word Wasp and Power of 2.

  - Pupils have access to short to medium term support/interventions with an adult trained in specific programme delivery for a range of programmes to develop speech and/or language skills delivered by a person trained in the programme delivery. Examples within for the Communication & Interaction area may include programmes such as: Speech Link, NELI, ELKLAN.

  - Pupils have access to short to medium term support/interventions with an adult trained in specific programme delivery for a range of programmes to develop social and/or emotional skills, delivered by a person trained in the programme delivery. Examples within for the SEMH area may include programmes such as: Getting Along, Zippy's Friends, Zones of Regulation.

  - Pupils have access to short to medium term support/interventions with a suitably trained or qualified adult who delivers a range of programmes and targeted interventions to develop physical/motor/ sensory skills. Examples for the Sensory & Physical area may include programmes such as: Speed Up or individualised intervention programmes for Sensory Impaired Pupils.

- Advice from professionals is utilised to support a pupil's needs e.g., NHS SALT, OT, Autism team, Sensory Team, Counselling, Educational Psychologist, bereavement services, LA panels (such as Inclusion Panel).

- Adults to adapt the environment, activities and/or teaching approaches to facilitate access for pupils with physical needs, vision or multi-sensory impairment and/or medical conditions.

- Key person to act as first point of contact, meet on a regular basis, discuss/review targets/social difficulties, coordinate support, build on successes, enhanced contact with home.

- Support for presenting behaviours that is strategically planned and structured as part of the timetable. A staff member is assigned (not employed) to provide the support as a key worker.

Section 5 - High Needs Provision – Top Up Banding Descriptors

This section provides descriptors and examples of provision which demonstrates tailored approaches for pupils with higher levels of SEND. For example, pupils who access a more individualised curriculum or multiple targeted interventions during the day; or may only be able to access the 'core offer' in the classroom with higher levels of additional support.

Schools must demonstrate why a pupil's needs cannot be met through 'Ordinarily Available Provision' using the school's core and notional budgets.

There may be times when a provision could fall into either 'Ordinarily Available Provision' or within the Top Up bands. For example, a pupil at age 4 requiring a language intervention may be supported by 'Ordinarily Available Provision', however, a pupil at age 10 requiring a similar intervention may require provision that falls within a Top Up band.

The descriptors should not be used as a 'bank' of statements, and they should not be considered as an exhaustive list of provision.

Bands B, C, D and E

There will be a 'best fit' approach to decide on the banding and stage. If a pupil's provision falls into a specific band, it is expected that all (or most) of the previous band's provision is already in place.

Each year the bandings may slightly change to take into account inflation etc. Schools will receive the updated amounts each year.

Top Up Band Descriptors

Band B

The pupil receives adult support in a mainstream school that is above what is ordinarily available. This includes adult support in the classroom, interventions outside of the classroom and occasional support in unstructured time.

Provision at this level should include descriptors from Band A plus the types of provision detailed below. This would include small group work with some occasional 1:1 support.

Examples of Cognition and Learning

- Adult provides specific support and check ins for a higher proportion of lessons to increase/maintain attention and concentration skills, time on task, understanding of instructions and tasks and independent learning skills.

- Adult to facilitate regular pre/post tutoring for specific areas of learning which is regularly monitored and reviewed to ensure appropriate pupil progress (e.g., topic/specialist language).
- Adult supported access to a personalised workstation/quieter area e.g., early stages of implementation of Teacch.
- Adult support which emphasises direct teaching, alternative teaching approach and support to generalise skills for a high proportion or parts of every lesson (e.g., alternative to phonics, thinking maps, structured multi-sensory techniques).
- Adult to provide support to implement learning at a different pace and/or stage e.g. Precision Teaching.
- Adult to provide and facilitate extended play experiences (e.g., imagination, concepts and problem solving).

Examples of Communication and Interaction

(NB pupils may have communication and interaction needs which impact on SEMH e.g., understanding and interacting in social situations - X ref with SEMH)

- Targeted adult support to use visual aids/resources to enable pupils to communicate needs, wants and ideas.
- Targeted adult to ensure that instructions and activities are understood.
- Adult support to facilitate modified tasks to aid collaborative learning.
- Adult facilitated targeted communication and language interventions.
- Adult facilitated communication and language so that key interaction skills are consolidated and generalised.
- Targeted support to gain attention by using name and physical proximity.
- Adult facilitates listening and attention when interacting with a peer.
- Adult supported teaching of play skills appropriate to developmental stage (incidental and planned).
- Targeted adult support to negotiate/compromise to enable the pupil to communicate in a safe and assertive manner.
- Targeted adult support to use appropriate augmented communication (e.g., PECS, Makaton, communication boards, objects of reference).
- Targeted adult support to check on understanding of increasingly complex social concepts/language.

Examples of Social, Emotional and Mental Health

- Targeted teaching, in small groups, of different social situations and what would be expected.
- Targeted teaching, in small groups, of social communication skills e.g., non-verbal communication, perspectives.
- Adult facilitation of small group work to practise social skills across a range of contexts e.g., taking turns and sharing.
- Adult facilitation of understanding social situations or changes to routine e.g., use of social stories.

- Adult facilitation of small group/paired work to practise friendship skills.

- Regular nurturing check ins throughout the day with a named key person.

- Access to Nurture group following Nurture Group principles.

- Targeted teaching to recognise and explore emotions e.g., develop a 'toolbox' of strategies for emotional regulation/resilience.

- Targeted support from a key adult to monitor and support pupils via co-regulation, de-escalation, recovery period.

- Targeted support for repairing and restoring relationships. e.g., Restorative Approaches.

- Opportunities for targeted small group support using Nurture approaches with regular check-ins across the day.

Examples of Physical and Sensory

Pupils who experience sensory loss and/or other physical disabilities may have needs in other areas as a result of their difficulties. This would be covered in those other areas e.g., support required to access the curriculum would be covered under cognition and learning.

- Adult facilitated movement or sensory breaks / sensory diet at regular points during lesson time.

- Adult facilitated programme to develop fine motor skills, which is regularly monitored to ensure pupil progress.

- Adult facilitated programme to develop gross motor skills, core strength and/or mobility skills under the advice of specialist, e.g., physiotherapist, Qualified Habilitation Specialist.

- Adult support with personal care provision, that is not age appropriate, to facilitate self-care skills, such as eating, drinking, toileting and to support development of independence in these areas.

- Additional support to safely access the environment, curriculum and off-site visits including swimming.

- Adult support working in partnership with teacher to plan adaptations of materials or tasks needed to support inclusion e.g. large print materials, electronic access to lesson information.

- Adult to provide pre teaching interventions to ensure pupils have the necessary knowledge and are familiar with materials being used within the lesson, understand new concepts, especially during practical lessons when a run through before the lesson is invaluable.

- Adult to facilitate social interactions and finding friends in unstructured times.

- Adult to support pupil in following spoken delivery of lesson, class discussion and instructions given.

- Adult support to facilitate participation in lessons; to encourage and develop pupil's attending and listening skills as well as contributions to the class.

- Adult support to introduce, model and develop new vocabulary and language skills alongside play.

- Adult support to model good communication strategies and mediate spoken communication between peers in class and social situations.

- Adult to facilitate interventions where modification of teaching delivery is necessary e.g. phonics, computer-based programmes that are difficult to hear (e.g. Lexia or programmes that use animations and not lip patterns).

- Adult to provide pre teaching interventions to ensure pupils have the necessary knowledge and are familiar with new language, vocabulary and concepts which will be used in the lesson and/or post tutoring interventions to reinforce these areas.
- Adult to support taking of lesson notes where appropriate in language-based lessons.
- Adult to implement intervention work on speech and language targets or literacy skills that are impacted by hearing loss.
- Adult to support any social and emotional interventions linked to pupil's sensory needs to promote good self-esteem and personal understanding of deafness.
- Adult support during school visits or activities such as swimming where hearing equipment will be taken off and instruction will need to be relayed individually to ensure understanding and safety for the pupil including during any emergency procedures.
- Adult to facilitate development of listening skills and/or Total Communication Methods/Sign Language.

Band C (C1 & C2)

The pupil receives more frequent adult support than in Band B. This includes adult support in the classroom, interventions outside of the classroom and increased support in unstructured time.

Provision at this level should include that already outlined in Band A and Band B plus the types of provision detailed below. This would include increased small group work, paired work and 1:1 support.

Examples of Cognition and Learning

- An increasingly differentiated curriculum.
- Access to learning is managed by frequent monitoring and specific support every lesson to increase/maintain attention and concentration skills, time on task, understanding of instructions and tasks and independent learning skills.
- Intense pre-/post- tutoring for many areas of learning which is regularly monitored and reviewed to ensure appropriate pupil progress (topic/specialist language, concepts, making links).
- Supported access to a personalised workstation (quieter area) which is frequently monitored.
- Use of specialised ICT with appropriate software for learning, supported by staff who have had additional relevant training.
- Adaptive teaching approaches which place emphasis on direct teaching, finely graded tasks, multi-sensory techniques, practical tasks.
- Adult to provide support to implement learning at a significantly different pace and level.
- Adult to provide and facilitate increased and extended play experiences (e.g. imagination, concepts and problem solving).
- Adult to modify and adapt resources such as modified large print resources, minimise information, access through technology.

Examples of Communication and Interaction

Pupils may have communication and interaction needs which impact on SEMH e.g., understanding and interacting in social situations.

- Frequent and ongoing direct teaching of specific speech and/or language under the advice of outside professionals e.g., SLT, Autism Team.
- Frequent opportunities planned to develop early interaction skills e.g., intensive interaction.
- Planned explicit teaching of early play skills, which may be linked to language development and/or social development, under the advice of a professional.
- Use of specialised ICT with appropriate software for communication supported by staff who have had additional relevant training.
- Personalisation of tasks and activities e.g. layout and content of task and variation in resources used to take into account communication needs and/or developmental stage.
- More frequent opportunities for supported positive interaction with others.
- Adult supported structured interaction to practise skills within social contexts.
- Frequent adult commentary on what the pupil is doing in a preferred activity to develop simple language and improve attention and listening skills.
- Frequent adult facilitation of listening and attention in adult led tasks through the use of an enabling environment (e.g., different spaces, group sizes, visuals, and motivators).
- Frequent adult support to use visual aids/resources to enable pupils to communicate needs, wants and ideas.
- Frequent adult support to negotiate/compromise to enable the pupil to communicate in a safe and assertive manner.
- Direct teaching of augmented communication tools e.g., PECS, Makaton, communication boards.
- Interventions in small groups, pairs or 1:1 on programmes recommended by health professionals (e.g., speech and language or physio programmes delivered by school staff).

Examples of Social, Emotional and Mental Health

- Planned and frequent access to evidence based social and emotional programme(s) facilitated by staff who have had additional relevant training linked to pupil's identified areas of need.
- Adult facilitation of proactive and carefully planned adaptations to the daily routine and environment to reduce demands.
- Key adult available to help negotiate/navigate tasks and activities.
- Adult facilitated adjustments to rewards/consequences/behaviour systems at school and class level.
- Adult focused work on promoting self-esteem and confidence.
- Use of a structured framework/approach around conflict resolution which focusses on repairing and restoring relationships e.g., restorative approaches.

- Adult focussed support around inclusion and engagement e.g., scaffold support around social interactions including unstructured times.

- Adult facilitated support so that key social and emotional skills are consolidated and generalised e.g., using social stories to aid understanding of a range of situations.

- Key adult to monitor, plan and facilitate early intervention strategies and support via co-regulation and recovery e.g., distraction, reframing, sensory breaks.

- Nurture approach/principles used frequently with check-ins planned into the daily routine.

- Frequent activities and interventions with peers are carried out in a very small group with adult modelling, sensitive scaffolding with a focus on developing social skills.

- Frequent adult support across the day to enable the pupil to tolerate others in his/her space.

- Frequent support available to support the pupil to increasingly tolerate uncertainty and / or change that occurs as part of day to day life in school.

Examples of Physical and Sensory

Pupils who experience sensory loss and/or other physical disabilities may have needs in other areas as a result of their difficulties. This would be covered in those other areas e.g., support required to access the curriculum would be covered under cognition and learning.

- Adult facilitated movement or sensory breaks / sensory diet at increased points during lesson time.

- Increased adult facilitated programme to develop fine motor skills, which is regularly monitored to ensure pupil progress.

- Increased adult facilitated programme to develop gross motor skills, core strength and/or mobility skills under the guidance of specialist, e.g., physiotherapist, Qualified Habilitation Specialist (and in addition to PE curriculum noted below).

- Additional support in PE lessons to safely implement modifications or alternative movement programmes as recommended by specialist (e.g., physiotherapist, occupational therapist, QTVI/QHS, advisory teacher).

- Increased adult support to safely access the environment and curriculum.

- Increased personal care provision to facilitate self-care skills, such as eating, drinking, toileting and to support development of independence in these areas.

- Increasingly personalised curriculum.

- Adult to give more frequent support to pupil in following spoken delivery of lesson, class discussion and instructions given to enable them to participate in lessons. (This may include Total Communication approaches/Sign Language as appropriate).

- Adult to more frequently support participation during social times by modelling good communication strategies to classmates and mediating spoken interactions as needed (This may include Total Communication approaches/Sign Language as appropriate).

- Ongoing adult support and intervention sessions to introduce, model and develop new vocabulary language and communication skills in class and where appropriate social situations (This may include listening skills and/or Total Communication/Sign Language methods).

- Frequent adult support working in ongoing partnership with teacher to plan day to day adaptations of materials or tasks needed to support inclusion.
- Adult to deliver day to day interventions where modification of teaching delivery is necessary e.g. phonics, computer-based programmes that are difficult to hear (e.g. Lexia or programmes that use animations and not lip patterns.)
- Adult to provide regular pre-teaching support to ensure pupils have the necessary knowledge and are familiar with new language, vocabulary and concepts which will be used in the lesson or post teaching to reinforce these areas.
- Adult to frequently support in taking of lesson notes.
- Adult to regularly support any social and emotional interventions linked to pupil's sensory needs to promote good self-esteem and personal understanding of deafness.
- Adult to implement ongoing intervention work on speech and language targets or literacy skills that are impacted by hearing loss.
- Adult to give ongoing support during school visits or activities.
- Adult to facilitate continuing development of listening skills and/or Total Communication Methods/Sign Language.

Band D (D1 & D2)

The pupil receives frequent and more intensive adult support. This includes adult support in the classroom, interventions outside of the classroom and frequent support in unstructured time.

Provision at this level should include descriptors from Bands A, B and C plus the types of provision detailed below. This would include more frequent, intensive 1:1 support and some small group and paired work.

Examples of Cognition and Learning

- Highly differentiated schemes of work/programme of study adapted by a qualified teacher e.g., Year 7 pupil in a Nurture group that still requires a further individualised curriculum.
- Access to learning is managed by constant and targeted specific support to increase/maintain attention and concentration skills, time on task, understanding of instructions and tasks and independent learning skills to enable access to learning.
- Highly supported access to a personalised workstation (quieter area).
- Intense pre-/post- tutoring for all areas of learning which is regularly monitored and reviewed to ensure appropriate pupil progress (topic/specialist language, concepts, making links). Will include recommendations from professionals.
- Significantly modified outcomes (e.g., alternative methods of response) including alternative recording strategies to access the majority of the curriculum (e.g., diagrams, mind maps, enhanced use of ICT with appropriate software).
- Adult to provide and facilitate significantly modified play experiences (e.g. imagination, concepts and problem solving).

Examples of Communication and Interaction

Pupils may have communication and interaction needs which impact on SEMH e.g. understanding and interacting in social situations.

- Intensive and ongoing direct teaching of specific speech and/or language delivered by experienced and appropriately trained staff who can support communication and interaction.
- Highly supported specialist use of ICT and/or augmented communication aids with appropriate software e.g., technology that allows the pupil to engage/communicate.
- Adult facilitation of highly motivating resources and toys to support focus for short periods of time and to develop wider interests.
- Specific planned provision embedded into the environment to enable play and exploration at an appropriate developmental stage.
- Frequent and intensive opportunities planned to develop early interaction skills (e.g. intensive interaction).
- Intense direct teaching of augmented communication tools (e.g. PECS and Makaton) to embed and support communication skills.
- More frequent and intensive adult facilitation of listening and attention in adult led tasks through the use of an enabling environment (e.g. different spaces, group sizes, visuals and motivators).
- More frequent and intensive adult commentary on what the pupil is doing in a preferred activity to develop simple language and improve attention and listening skills.
- More frequent and intensive adult support to use visual aids/resources to enable pupils to communicate needs, wants and ideas.
- More frequent and intensive adult support to negotiate/compromise to enable the pupil to communicate in a safe and assertive manner.
- Significant personalisation of tasks and activities (e.g. layout and content of task and significant variation in resources used) to take into account communication need and/or developmental stage.

Examples of Social, Emotional and Mental Health

- More frequent and intensive support from a range of experienced and appropriately trained staff who can effectively support social, emotional, and mental health needs.
- A flexible and adapted curriculum with access to modified environments and daily routine, which will include more regular use of planned breaks e.g., sensory breaks, calm breaks, calm kit, and access to preferred activities.
- More frequent activities and interventions with peers are carried out in a very small group with intense adult modelling, sensitive scaffolding with a focus on developing social skills.
- Tailored adult facilitation and intensive support for opportunities and experiences of positive social interactions across the school day including unstructured times.
- Flexible response by the key adult for supporting the development of self-regulating strategies across the day including unstructured times e.g., co-regulation, de-escalation strategies.

- More frequent and intensive support available around identified SEMH needs informed through advice/consultation with relevant professionals or services.

- Adult facilitating the details of a safety plan to ensure the safety and wellbeing of the pupils.

- Nurture approach/principles, a golden thread through more frequent and intensive support to access an appropriately adapted curriculum.

- More frequent and intensive adult facilitated support so that key social and emotional skills are consolidated and generalised (e.g. using Social Stories to aid understanding of a range of situations).

- Intensive adult support available across the day to enable the pupil to regulate emotions.

- Intensive adult support available across the day to enable the pupil to tolerate others in his/her space, cope with change and uncertainty.

Examples of Physical and Sensory

Pupils who experience sensory loss and/or other physical disabilities may have needs in other areas as a result of their difficulties. This would be covered in those other areas e.g., support required to access the curriculum would be covered under cognition and learning.

- Adult facilitated movement/sensory breaks very frequently throughout the school day.

- Adult facilitated personalised gross motor /mobility programme overseen by specialist (e.g., physiotherapist, Habilitation Specialist) to maximise movement, orientation and independence skills.

- Adult support to use specialist resources e.g., standing frame, specialist seating.

- Adult support to ensure specialist equipment is available and fully charged, any faults or issues to be resolved asap.

- Adult facilitated personalised fine motor programme overseen by specialist (e.g., occupational therapist) to maximise independence and self-care.

- Direct adult support at all times when moving around the environment to facilitate movement and promote development of mobility and orientation skills as well as ensure safety under the direction of Habilitation Specialist.

- Direct adult support to manage personal care needs, due to an underlying condition, including eating, drinking and toileting.

- Direct adult support to implement and reinforce development of personal care skills due to profound vision/multi-sensory impairment such as eating, drinking and toileting as advised by Health professions and Habilitation Specialist.

- Significant amount of adult support to ensure personalised curriculum resources are available for the pupil's lessons such as the provision of tactile and braille resources, reduction of visual information.

- An ongoing and increasingly personalised curriculum including 1:1 and small group teaching modified to meet individual needs and targets planned in partnership with class teachers and Sensory Team staff including social and emotional interventions linked to sensory needs.

- Frequent ongoing adult support to deliver personalised curriculum including 1:1 or small group intervention time e.g compensatory skills, use of modified large print, technology, CCTV, screen readers and development of listening skills.
- Significant adult support and intervention to mediate the curriculum, through verbal descriptions and hands on concrete models.
- Frequent and ongoing adult support for pupil in following spoken delivery of lessons and class discussion as well as encouraging their participation (this may include Total Communication approaches/Sign Language as appropriate).
- Significant and intensive adult support and intervention to model, encourage and develop pupils' expressive communication skills including spoken language and/or Total Communication/Sign Language in class and social situations and to mediate spoken communication in class and social situations where appropriate.
- More frequent and intensive adult support in class to take notes based on spoken lesson content and class discussion so that pupil has access to all learning points. (This may be done electronically)
- Ongoing in depth pre and post teaching support to ensure pupils have the necessary knowledge and are familiar with new language, subject specific vocabulary and concepts which will be used in mainstream lessons.
- Regular adult support to implement ongoing intervention work advised by additional professionals such as SALT, EP, CAMHS.
- Comprehensive risk assessments for off site visits liaising with Sensory Specialists to assess accessibility and ensure safety.
- Adult to give significant levels of support during the visits and provide sight guide as appropriate and ensure safety.
- Adult to give significant levels of support during school visits or activities to enable pupil to participate.
- Intensive adult support to facilitate continuing development of listening skills and/or Total Communication Methods/Sign Language.
- Frequent and intensive adult support and intervention sessions to introduce, model and develop new vocabulary, language and communication skills in class and where appropriate social situations (this may include listening skills and/or Total Communication/Sign Language methods).
- More frequent and intensive adult support for social and emotional interventions linked to pupil's sensory needs to promote good self-esteem and personal understanding of deafness.

Band E (E1 & E2)

The pupil receives support which is **above Band D for the majority or all of the week**.

Within this level the expectation is the staff will have undertaken additional training and develop specialist skills in order to be able to provide the right support for the needs of the child. Ideally two staff who can develop this level of specialist skills need to be trained so that cover for absence and sharing of highly intensive work is successful for all involved e.g. sign language, intensive interaction, Nurture, braille, use of assistive technology, curriculum adaptations.

- A bespoke totally individualised curriculum/specialist teaching approaches appropriate to a pupil's developmental stage, rather than Key Stage delivered by appropriately experienced/trained staff.

- A bespoke curriculum/specialised teaching which place emphasis on direct teaching, highly adapted tasks, structured multi-sensory techniques, practical tasks, during child-led and/or restorative activities.
- Highly intensive and ongoing adult support to deliver a bespoke, individualised curriculum for specific cohorts of pupils e.g. tactile learning and braille for most of the week for a vision impaired learner.
- Highly intensive and ongoing adult support for pupil in following spoken delivery of lessons and class discussion as well as encouraging their participation (this may include Total Communication approaches/Sign Language as appropriate).
- A high level of 1:1 staffing, highly specialist approaches and high levels of vigilance in structured and unstructured times.
- Specialist teaching approaches of an individualised Nurture provision as part of a highly adapted curriculum.
- Highly intensive adult support to help co-regulation during and following frequent and intense periods of prolonged dysregulation.
- Direct adult support from staff who have accessed additional mobility training when moving around the environment to facilitate movement and promote development of mobility and orientation skills as well as ensure safety.
- Significant adult support to manage personal care needs, due to an underlying condition, including eating, drinking and toileting.
- Where additional adult(s) are available, careful planning around who is best placed/most experienced to meet the specific needs of the pupil should be considered e.g. HTLA to support the class or group while the class teacher supports the learning of the pupil as part of their bespoke and individualised curriculum.

Band E2

This is only available for pupils with EHC plans. There should be very few children who need this level of support in a mainstream school.

Exceptional Circumstances

In additional to a banding, there may be very exceptional cases where an additional member of staff is required to meet severe and complex physical needs.

- Evidence will be required from a relevant health professional such as an Occupational Therapist or consultant.
- Additional provision for these pupils will be costed individually via a Costed Provision Map by the Local Authority and added to the relevant band.

Section 6 - High Needs Provision – Training, Equipment and Resources

Most training, resources and equipment for pupils with SEND should be included within 'Ordinarily Available Provision'. However, some bespoke training and/or resources may be required to support pupils and can be requested as Top Up funding (from the High Needs Budget). As these can be 'one-off' costs (i.e., not repeated year on year), these have not been added to the Top Up band descriptors. Funding of these costs will be a one-off payment in addition to the Top Up Band funding.

These costs typically fall into two areas: training and resources.

Training

Criteria for eligible (top up) funding:

- Training must be recommended in writing by a specialist for an individual pupil (not usually a cohort of pupils) with **significant** needs.
- Training would usually be for one member of staff who requires initial training, in order to deliver a specific intervention or when a pupil requires highly bespoke curriculum modifications. There may be some very exceptional circumstances where a wider group of staff may require specific training.
- Private health recommendations (e.g., OT) would only be considered if there is no NHS equivalent service.

Schools/settings will need to:

- Be very explicit in why they are requesting more than one member of staff to be trained.
- Demonstrate how they have utilised core and notional budgets before requesting Top Up funding for further training

To help schools understand what would be classed as part of a school's Quality First Teaching offer, we have created a 'directory' of training below. *N.B. this list is not exhaustive and if you have any questions about specific training, please contact the relevant SEND Support team. There are also more details about courses DCC offer in the Course Directory found on the Local Offer.

Free training

Vision and Multi-Sensory Impairment:

Depending on level of vision/multi-sensory impairment the DCC VI team provide:

- Whole school vision/multi sensory awareness training

- In Primary schools- class teacher and support specific training around needs of pupil
- In Secondary schools – awareness plus training around modifications and adaptations for subjects, especially for practical subjects (Science, DT, PE, and IT)
- Class awareness sessions
- Shadowing/coaching for mainstream staff during VI/MSI Team intervention sessions

For schools who have Braillists – introduction to non -sighted learners, ongoing training and troubleshooting of development which can include development of staff braille skills, making tactile drawings and charts, practical non-sighted maths skills, production of braille resources, mobility, and independence skills - including sight guide training

- UEB online
- Training around MSI awareness, including methods of communication, Access to information and Orientation and mobility

SEMH:

The DCC Emotional Wellbeing Team (EWEL Team) provide:

- Bereavement counselling from external services e.g., Jigsaw, St Cuthberts Hospice
- Youth Awareness of Mental Health (YAMH for Y9)
- Durham Resilience Programme
- Restorative Approaches
- Anna Freud schools link programme
- Specific trauma informed therapeutic support e.g., Full Circle
- Attention Difficulties / ADHD
- Identifying and meeting the needs of pupils who are anxious
- Supporting staff wellbeing
- Interventions facilitated by Mental Health Support Teams (MHST's) around anxiety (CBT based) - free to MHST schools (or core and notional budgets for non MHST schools)

Quality First Teaching (from Core funding) training examples include:

Cognition & Learning & Assistive Technology

- Supporting pupils with memory difficulties
- Supporting pupils with handwriting difficulties
- Supporting pupils with sensory needs in the classroom
- Using in Print
- Specific fine or gross motor skills programmes for individuals recommended by specialist, such as OT
- Multi-sensory approach to teaching and learning

Communication & Interaction

- Whole school approaches to autism
- NELI
- ICAN

SEMH

- Coaching
- Zones of Regulation
- FRIENDS for Life
- Dinosaur School
- Listening Matters
- Restorative approaches
- Attachment & Trauma/ Attachment Aware schools
- Harmful sexual behaviour
- Mental wellbeing awareness
- Self-esteem programme
- INSPIRE Relaxation Programme
- INSPIRE Strategies for safety & Wellbeing programme
- Nurturing staff wellbeing and resilience

- Lunchtime supervisor training

- Loss and Bereavement Awareness

- Relax Kids

- Social Skills Getting Along (KS1)

- Social Skills (KS1 & 2)

- Talk About for Teens

- PSHE programmes

- Brain breaks

- Nurture Groups

- Level 1 Team Teach

- Crisis Response

Deaf / Hearing Impairment

Depending on level of hearing impairment the DCC HI team provide:

- Whole School or small group Deaf/HI Awareness Training

- Training on use management and maintenance of hearing technologies and radio aid equipment

- Specific subject training on modification of curriculum/Language modification – for specific children and appropriate staff

- Shadowing/coaching for mainsteam staff during HI Team intervention sessions

- Introductory Sign Language (targeted towards appropriate staff/pupils typically working with Early Years)

- Deaf/HI Awareness for peers/classmates

- On-line course on Deaf Awareness

- Adapting reading approaches for deaf/HI children

- Training/Advice for SENCOs

Movement & Physical

- Speed Up (handwriting)

- OT developmental programmes

- Supporting pupils with mobility and physical needs

Specialist training from Top Up funding can include:

- Social Stories.
- Lego Therapy.
- Therapeutic Writing.
- Clicker.
- Counselling.
- Colourful Semantics.
- Intensive Interaction.
- SCERTs.
- Makaton.
- ELKLAN.
- Talk Boost
- TEACCH
- PECS
- Specialist Physio recommended programmes
- Online courses for VI and MSI awareness
- Partners in Learning Advanced Certificate for Education Support (RNIB/VIEW)

Resources & Equipment

Criteria for eligible top up funding:

- Must be recommended by a specialist in writing.
- Only resources in the High Needs Top Up list over £70 would be considered.

Schools/settings will need to:

- Be very explicit in why they are requesting the resource/equipment.
- Demonstrate how they have utilised the resources at Quality First Teaching, which they have purchased through Core and Notional funding before requesting Top Up funding.

To help schools understand what would be classed as a school's Quality First Teaching offer (i.e., out of their Core and Notional funding), in terms of resources and equipment, we have created a 'directory' below.

*N.B. The lists below are not exhaustive. If in doubt, liaise with relevant SEND Support teams. Some resources are duplicated, as they are relevant for more than one need.

Cognition & Learning

Quality First Teaching:

- Phonics mats; writing prompts; vocabulary mats; calculation methods; place value prompts; classroom labelling.
- Group visual checklists
- Differentiated homework tasks
- Maths manipulatives e.g., tens and one's cubes; Numicon; place value cards/counters; Cuisenaire rods
- Writing scaffolds; cue cards for spelling; sentence starters; nouns; adjectives; grammatical cues etc
- Maths scaffolds – cue cards for mathematical language; concrete; pictorial representation and abstract.
- Access to simple devices to aid access to the curriculum (sloping writing surface, pencil grips, range of scissors)
- Multisensory task cards to support memory
- Phoneme frames/sound buttons for spelling and reading.

Top Up funding:

- Visual task cards to support processing skills and auditory working memory.
- Bespoke interventions, e.g., Colourful Semantics, Word Wasp, Hornet, Toe by Toe, Plus 1 Power of 2, Phame, PAT (Phonological Awareness Training, precision teaching, matching/selecting/naming, See and Learn
- Visual Perception programmes, sequencing, and organisational skills
- Alternative forms of recording to enable pupils to demonstrate knowledge without need for extended written work e.g., Clicker 8
- Additional communication strategies use of augmentative sign systems (e.g., Makaton) and use of symbols
- Makaton visual and signs
- Multisensory Editing Strips for instructions for a writing task, What I Need etc
- Maths Tool Kit (pack of personalised resources- individual prompts- selected concrete apparatus- visual guides to demonstrate methods)

Assistive Technology

Quality First Teaching:

- All low-tech solutions e.g., Coloured overlays; pencils grippers; alternative rulers/scissors/pens; magnifiers; writing slopes; visual timetables; reading ruler; keyboard stickers; stylus
- Some mid-tech solutions e.g., Audio recording devices; talking calculators; switch adapted toys; sensory room toys; electronic spellcheckers; electronic dictionaries; reading pens; headphones
- All standard high-tech solutions e.g., Computers/laptops/tablets/Chromebooks
- All standard software
- InPrint 3 software for staff to use to make differentiated resources.

Top Up funding:

- Non-standard high-tech solutions e.g., Laptop, Chromebook, tablet or computer with specialist software/apps recommended by a qualified professional
- Peripheral aids to be used with the above e.g., alternative mouse, alternative keyboard, keyguards
- Highly specialised/bespoke high-tech solutions e.g., eye gaze devices; switch access devices; AAC aids
- All non-standard hardware
- All non-standard software/apps licences

- Table/wheelchair mount; floor stand; specialist case
- On-going advice/support from an AT Advisory Inclusion Teacher to support the effective use of bespoke Assistive Technology solutions.

Communication & Interaction (including Autism & Speech & Language)

Quality First Teaching:

- Visual prompts (now/next boards, visual timetable, what I need, objects of reference, task cards, key vocabulary visuals)
- Use of sensory audits
- Whole class emotional literacy approaches e.g., Zones of Regulation
- Sensory boxes
- AET (Autism Education Trust) audits tools e.g., competency framework and schools' standards
- Use of specific assessment tools to measure progress e.g., Venturing into Play, SCERTs, AET Progression Framework
- Use of tools to gather pupil's views
- Lego Therapy resources

Top Up funding:

- PECs, Makaton, Communication Boards or books, AAC devices (augmentation & alternative communication)
- Intensive interaction/Attention Autism/SCERTs
- Heavily supported workstation following complete TEACCH approach
- Individualised sensory diet

Social, Emotional & Mental Health

Quality First Teaching:

- INSPIRE Relaxation techniques in the classroom (Staff attend a CPD session and are provided with materials and resources to facilitate the sessions in school)
- Self-Esteem (Staff attend a CPD session and are provided with materials and resources to facilitate the sessions in school)
- Mindfulness (usually facilitated after staff have attended an accredited CPD programme such as DOT B).
- Durham Resilience Programme (DRP) is a whole school development which is free to schools

- Zones of Regulation books
- 'Think Good Feel Good' book
- Websites with free resources can be accessed via the EWEL team; including the Health and Wellbeing Framework website; which schools can sign up to around developing a whole school approach to wellbeing.

Top Up funding:

- Team Teach

Sensory Movement/Fine & Gross Motor Skills

Quality First Teaching:

- Access to simple, everyday assistive devices to aid access to the curriculum (sloping writing surface, pencil grips, range of scissors)
- Additional activities to develop fine/gross motor skills where these are part of general pattern of difficulties
- Letter and number formation prompts
- Wake Up Shake Up; Flexi kids; Cosmic Kids Yoga; Twinkl movement breaks; Go Noodle; Debbie Doo
- Developmental programme to develop pre-requisite skills such as pencil control and handwriting patterns e.g. Write from the Start, Speed Up
- Developmental programme to develop pre-requisite skills e.g., Scissor Skills – Griffin OT
- Developmental programme to enhance personal and self-help skills
- Left-handed strategies e.g., Yoro pencil; left-handed writing guide; Stabilo Easy Graph left-handed pencils; seating.
- Self-care activities, early identification of movement difficulties (Early Movement Programme)
- Movement games; fiddle toys; chew toys; theraband
- Messy Play – sensitive to sensory input
- Noodle Desk Drumming

Top Up funding:

- Individualised motor/sensory programme
- Movement station
- Access to therapy that may link with SEMH needs e.g., hydrotherapy
- Higher cost sensory adaptations e.g., standing desk, ball chair, Zoomer rocker, gym ball, trampette

- Weighted vests/lap pads

Vision Impairment:

Free:

- Long canes – funded from VI team.

Trials of equipment may be organised following advice from VI Team and once this is completed a decision is made on the suitability of the equipment. If appropriate, then the school purchase the equipment through Core, Notional or Top Up Funding depending on the equipment- see below. The school is responsible for the insurance and upkeep. If it is agreed that a pupil no longer requires a piece of equipment it should be returned to the VI team to be recycled wherever possible.

Quality First Teaching:

- iPads/tablets/laptops/stylus – for use in classroom to allow mirroring of IWB, access to ematerials which can be magnified and adapted on screen
- Electronic reading books and apps to support learning which have accessibility built into app or can be modified on screen e.g. Oxford Owl.
- Modified Large print or Braille resources provide by VI team

Any consumable items such as:

- Touchy feely books e.g That's not my….
- Natural resources – shells, milk cartons etc to provide concrete examples for non-sighted learner
- Fine motor skills programmes, thread and posting activities, fantastic fingers, play dough disco, tactile recognition of textures
- Specialist paper – braille paper, zychem paper (to make tactile pictures), coloured paper
- Bold lined exercise books, black fine liner pens, soft darker pencils, coloured pritt sticks
- Tactile markers or method to illustrate image such as bumpons, wikki stixs
- Dychem mats
- German film
- Large print or tactile rulers and protractors
- Maths resources - Tactile dice, Trundle wheel, Tactile Geometry Mat and Set, Tactile Tape Measure
- Braille scrabble, Talking Jolly Phonics (£55)

- Purchase/loan of Modified Large Print books
- Sloping board/ black triboard
- Time and paper costs for modified large print.
- Audible ball
- Adaptations to the environment such as, bright coloured paint/tape for marking steps or corners not easily seen
- Brightly coloured handrails and blinds (should be part of the schools accessibility planning)

Top Up funding:

Students with significant vision/multi-sensory impairment may need specialist equipment. Examples include:

- Magnifiers.
- CCTVs.
- Penfriend – electronic reader
- *Braille equipment – this includes a Brailler for the pupil (mechanical or electronic). If this is not available from the stock held by the VI service, then schools are asked to request Top Up funding for it; with the understanding that the equipment comes back to the team once it is finished with so it can be used for another pupil.
- Embosser
- Zychem machine

Hearing Impairment:

Free from HI team:

Radio Aids are available from the HI team to students who require them (because the school context is noisy, and it will aid their access to spoken word).

There is no cost to schools, but we expect schools to either insure equipment, or take out insurance with the LA (including £100 excess).

This equipment must be returned to the HI team to be recycled wherever possible.

Quality First Teaching:

- I pads/tablets/laptops etc – for use in classroom to allow more visual representation of vocabulary/pictoral information.

- Soundfield Systems to improve acoustics in the classroom.
- Speech to Text Apps – which may need annual subscription to supplement listening with written word.
- Apps for monitoring noise levels in the classroom and creating good listening environments e.g., Silent Light App or Too Noisy Pro.
- Furnishings to create good listening conditions e.g., carpets, blinds, sound insulation.
- Additional care kits for staff for hearing aid/radio aid checking (we provide these initially when issuing a radio aid).
- Computer Software for speech, language and literacy development e.g. Communicate In Print (with sign language additions)

Top Up funding needed for:

- More advanced sign language training

Physical & Medical

Please note, schools are **not** able to request any physical adaptations from the High Needs Budget.

However, further information for schools is outlined below:

Examples of smaller aids up to £300
- Writing aids
- Toilet seats
- Portable steps
- Footrests
- Postural support cushions

There is 'handyperson' ('Bernicia Handyperson') service that can deal with all small adaptations to all schools and academies. The LA have negotiated a lower cost to schools of £300 for this service.

The DCC Occupational Therapist makes recommendations with instructions on what is required to the above service and school pay for the work. School receives a quote but can also use their own local trades people if they wish.

N.B. Usually if a pupil requires several pieces of equipment – it can quickly amount to more than £300 and if they require some small adaptations plus equipment that too can 'push over' £300.

Example of adaptations over £300:

- Ramps
- Toilet adaptations
- Structural alterations

For Adaptations over £300 adaptations go to the ***School Places & Capital Programme Manager*** *adam.williams@durham.gov.uk*

Examples of auxiliary aids or equipment over £300:

- Height adjustable desks
- Changing tables
- Specialist postural/functional seating
- Commode/toilet seats.

Examples can also include therapy equipment such as: walkers, standers etc. prescribed by physiotherapy staff. These items can range from £300 up to £3000-£4000 for more specialist aids. Each pupil may require 1 or more pieces of equipment and staff to support needs.

Any auxiliary aid or disability equipment over £300 required for the pupil to use at school is paid for by the LA. The DCC Occupational Therapist completes a request to a Strategic Senior Officer.

Glossary of SEND terms

Glossary text	Description
Access Arrangements	Access arrangements are special arrangements, or reasonable adjustments, which a small number of disabled pupils are entitled to in their public exams. The intention is that pupils can demonstrate their ability in an area without their disability being a barrier.
ADHD	Attention Deficit Hyperactivity Disorder (ADHD) is a brain disorder that affects how you pay attention, sit still, and control your behaviour. It happens in children and teens and can continue into adulthood. ADHD is the most commonly diagnosed mental disorder in children.
Additional Needs/Notional Budget	The additional needs/notional budget is a notional share of the core budget, not additional funding on top of the core budget
Alternative Provision	Alternative Provision settings are places that provide education for children who can't go to a mainstream school. Local Authorities arrange education for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education.
Autism	Autism is a developmental disability caused by differences in the brain. Some people with Autism have a known difference, such as a genetic condition. Other causes are not yet known. Scientists believe there are multiple causes of Autism that act together to change the most common ways people develop.
Assistive Technology	Assistive technology refers to the devices and services that are used to increase, maintain, or improve the capabilities/active participation of a pupil with a disability.
Auditory and Visual Enhancements	Contrasting paint colours around doors, braille signage on internal doors, additional visual markers available to distinguish different areas of the school where required and T loop to support hearing.
Augmentative Communication	Augmentative Communication refers to systems and devices that aid communication for pupils who find it difficult to speak.

Augmented Communication Aids	Any device, either electronic or non-electronic, that is used to transmit or receive messages, such aids range from communication books to speech generating devices.
Braille	A form of written language for blind people, in which characters are represented by patterns of raised dots that are felt with the fingertips.
Children and Adolescent Mental Health Service (CAMHS)	CAMHS assess and treat children and young people with emotional, behavioural or mental health difficulties.
Core Funding	Core funding is the funding for SEND that is provided from either formula funding or place funding.
Differentiation	Differentiating instruction may mean teaching the same material to all pupils using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each pupil. Teachers who practise differentiation in the classroom may: – Design lessons based on pupils' learning styles. – Group pupils by shared interest, topic, or ability for assignments. – Assess pupils' learning using formative assessment. – Manage the classroom to create a safe and supportive environment. – Continually assess and adjust lesson content to meet pupils' needs.
Education Health and Care plan (EHC plan)	An EHC plan describes the special educational needs that a child or young person has and the help that they will be given to meet them. It also includes the health and care provision that is needed. It is a legal document written by the local authority and is used for children and young people who have high support needs.
ELKLAN	ELKLAN is the leading externally accredited training organisation offering programmes taught through local Speech & Language Therapists (SaLT's) working collaboratively with specialist education staff.

Emotional and Behavioural Support and Counselling	Small group and 1:1 opportunities with trained staff to provide care in school and / or implement advice from other services.
Enabling Environment	An enabling environment is a rich and varied space where risks are minimised and well managed, and children are protected from harm and abuse. An environment that is warm, welcoming, nurturing and facilitating a sense of belonging.

Graduated Approach	The SEND Code of Practice states that schools should follow a graduated approach when providing SEN Support. This is based on a cycle of:
	
	   – Assess
	   – Plan
	   – Do
	   – Review

Habilitation Specialist for Children and Young People	Habilitation Specialists are part of the Sensory Team who help a child or young person learn and develop mobility, independence and functioning skills for daily living.
HI (Hearing Impairment)	A person is said to be hearing impaired if they are not able to hear as well as someone with normal hearing, meaning hearing thresholds of 20dB or better in both ears. It can be mild, moderate, severe or profound and can affect one or both ears.
High Needs Funding and High Needs Top-Up Funding	High needs funding is the funding that LA use to pay for special school places. High needs top-up funding is additional funding paid directly by the LA for some high need's pupils.
Inclusive Education	Inclusive education – also called inclusion – is education that includes everyone, with non-disabled and disabled people (including those with "special educational needs") learning together in all mainstream settings.

Key Stage	A key stage is a stage of education. They are separated in age as follows:
	
	   – Key Stage 1, 5-7 years old, school years 1 and 2
	   – Key Stage 2, 7-11 years old, school years 3 – 6
	   – Key Stage 3, 11 – 14 years old, school years 7 - 9

	− Key Stage 4, 14 – 16 years old, school years 10 - 11
	− Key Stage 5, 16 – 18 years old, school years 12 - 13
Local Authority/Authorities	Local authorities are administrative offices that provide services within their local areas. There are 152 across England which are education authorities.
Makaton	Makaton is the UK's leading language programme for adults and children with learning or communication difficulties. It is also used by everyone who shares their lives, for example, parents and other family members, friends and carers, and education and health professionals.
Maintained School/ **Maintained Nursery School**	Schools in England that are funded by a local authority including any community, foundation or voluntary school, community special or foundation special school.
Mainstream school	This is a school that provides education for all children, whether or not they have special educational needs or disabilities.
Multi-sensory Impairment	'Multi-sensory impairment' is the term used if you have a combined vision and hearing impairment which causes difficulties with access to information, communication, and orientation and mobility. The terms 'dual sensory impairment' or 'deafblind' (which does <u>not</u> mean a total vision and hearing loss) can also be used interchangeably.
Nurture Approach	A nurturing approach has a key focus on the school environment and emphasises the balance between care and challenge which incorporates attunement, warmth and connection alongside structure, high expectations and a focus on achievement and attainment.
Nurture Group	Nurture groups are a short-term, focused intervention for children with particular social and/or emotional difficulties which are creating a barrier to learning within a mainstream class.
Outcomes	Outcomes describe the difference that will be made to a child or young person as a result of special educational

	and other provision. Must be specific, measurable, achievable, realistic and time-bound (SMART).
Outside Support Agencies	If the school needs to seek further help or advice in order to meet the needs of pupils with SEND after continued SEN Support - through a Pupil Profile has taken place, outside education or health care agencies with additional expertise will be contacted (e.g., Durham's Children's and Young Person Service). In some instances, school needs to seek advice, assessment, and support from other agencies at any level of our graduated response in order to meet the pupils' individual needs (for example Speech and Language Therapists, School Health, The Visual Impairment Service, The Auditory Impairment Service and Portage).
PECS	PECS stands for Picture Exchange Communication System. It is an alternative communication system developed in 1985 by Andy Bondy and Lori Frost, to help children affected by autism convey their thoughts and needs.
Pedagogical Approaches	The theory and practice of learning and how this process has an impact and is influenced by the social, cultural, economic and the political factors of the students.
Phonics	A method of teaching pupils to read by correlating sounds with symbols in an alphabetic writing system.
Pre and Post Teaching	Pre-teaching is a way to get students to engage with content before they engage with it in class It can be especially useful for learners with low prior knowledge, poor working memory, or those with any SEND. Post teaching, or over-learning involves going over concepts and learning again after the lesson.
Preparing for Adulthood	The term "Preparing for Adulthood" is used to describe the process of moving from childhood into adult life. There may be a number of different agencies involved in supporting the transition including health, social care and education services and these will all change as the young person approaches adulthood.
Quality First Teaching (QFT)	The Code of Practice (2015) states "High quality teaching that is differentiated and personalised will meet the

individual needs of the majority of children and young people".

Quality First Teaching is a recommended approach to teaching and learning regardless of a pupil's needs.

Every school is required to identify and address the needs of the pupils with SEN that they support. Schools use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's SEN to ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.

Reasonable adjustments	An education provider has a duty to make 'reasonable adjustments' to make sure disabled students are not discriminated against. These changes could include providing extra support and aids (like specialist teachers or equipment).
	Schools are not subject to the reasonable adjustment duty to make alterations to physical features, like adding ramps. They must make the buildings accessible for their disabled pupils as part of their overall planning duties.
Resilience	Resilience is the ability to bounce back from a negative experience or difficult challenge. Resilience is built by having confidence that you'll be able to get through or work around your problems, and by learning effective ways to cope with negative thoughts and emotions.
Restorative Approaches	Restorative approaches is a mindset, providing the foundation to build, maintain and repair relationships. The restorative 'way of being' creates a culture of high challenge and high support, and aims to work with people rather than doing things to or for them.
School Ethos	Values and beliefs which the school officially supports.
Social Stories	Social stories use words or images to explain specific occurrences, behaviours, social interactions, concepts, or skills. They are designed to benefit those with developmental delays, social issues, autism, or other difficulties with comprehension.

SEN Support Plan	A document that schools use to outline and monitor the needs, outcomes and provision to support a child or young person with SEN.
SEND Code of Practice 2015	This is the statutory guidance that supports Part 3 of the Children and Families Act 2014. It tells local authorities, early years settings, schools, colleges, heath and social care providers and others what they must and should do to identify, assess and provide for children and young people with SEN or disabilities. See SEND Code of Practice 0 to 25 years
Special Educational Needs and Disabilities Coordinator (SENCo/SENDCo)	A SENDCo is a qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEND provision.
Small Group Interventions	If it is felt that a pupil requires additional support in order to meet expectations for their age, established via quality teaching and assessment, then specific targeted (short and medium term) interventions will be planned, taught, assessed and reviewed.
Special Educational Provision	Special education is any educational or training provision which is extra to or different from what is needed by other children or young people the same age. This covers many different things including communicating through sign language, having worksheets in a larger font, needing one-to-one or small group support. Some children and young people may need extra help which is not special educational provision such as having medication at school. As this is not support with education or training it would not be classed as special educational provision.
Speech and Language Therapy	Speech and language therapy provides treatment, support and care for children and adults who have difficulties with communication, or with eating, drinking and swallowing
Statutory guidance	Statutory guidance is guidance that local authorities and other local bodies have a legal duty to follow.
Team Teach	Team Teach is an accredited, award-winning provider of positive behaviour management training, equipping individuals and teams in a variety of settings to deal with challenging situations and behaviours in ways that lead

	to desirable outcomes and positive relationships at work or in daily life.
TEACCH	Treatment and Education of Autistic and related Communications Handicapped Children (TEACCH) is a 'whole-of-life' program. It looks at the skills and strengths children already have, and it aims to build on these to promote development.
Top Up Funding	If the provision required for a pupil with SEND exceeds the maximum funding allocated by the government for special educational provision then 'Top Up Funding' can be applied for via the Local Authority. The Local Authority will assess the needs of the pupil concerned and may provide additional funding to schools from the LA's high needs block if deemed appropriate.
Transition planning	Preparation for moves between phases of education or for adult life
Universal Services	Services which all families can expect to access without needing any extra SEND resources. Universal services are expected to make reasonable adjustments to accommodate Children/young people with SEND.
Vision Impairment	Vision impairment is the term used to describe a loss of sight that cannot be corrected using glasses or contact lenses and ranges from a mild loss to profound (Blind). Vision impairment may impact on near, distance activities or the visual field, where the eye cannot see as wide an area without moving the eyes or turning the head. Vision Impairment can impact on daily activities such as reading and writing, reading from the board, social interactions as well as walking and finding your way around. Development of compensatory skills and use of adaptive technology, equipment and resources with training can reduce the barriers.