

# CONTENTS

## 1. INTRODUCTION

## 2. DETAILED GUIDANCE MATRICES

### Cognition and Learning

- General Learning Difficulties                      School Action  
   School Action Plus  
   Criteria for statutory assessment
  
- Specific Learning Difficulties                      School Action  
   School Action Plus  
   Criteria for statutory assessment

### Behaviour, Emotional and Social Development

- School Action  
School Action Plus  
Criteria for statutory assessment

### Communication and Interaction

- Speech & Language Difficulties                      School Action  
   School Action Plus  
   Criteria for statutory assessment
  
- Autistic Spectrum Disorders                      School Action  
   School Action Plus  
   Criteria for statutory assessment

### Sensory and/or Physical Needs

- Physical Difficulties/Medical Conditions                      School Action  
   School Action Plus  
   Criteria for statutory assessment
  
- Hearing Impairment                                      School Action  
   School Action Plus  
   Criteria for statutory assessment
  
- Visual Impairment                                      School Action  
   School Action Plus  
   Criteria for statutory assessment

### **3. APPENDICES**

1. Summary guidance on funding arrangements at the different response levels.
2. Criteria and procedure for:
  - a) Long-term medical support
  - b) Top-up funding
3. Access arrangements for centrally-funded specialist services
4. Forms for:
  - a) Top-up funding requests
  - b) Top-up funding yearly review
  - c) Request for statutory assessment
  - d) Statutory review and 14+ transition report
  - e) 14+ transition plan
5. Model Individual Education Plan

## 1. INTRODUCTION

This revised guidance to schools on the identification and assessment of special educational needs (SEN) replaces the original guidance for schools published in 1997. It has been produced to take account of the 2001 SEN Code of Practice and the Cambridgeshire approach to funding SEN, introduced in April 2003. The main message is the need for an inclusive approach and a graduated response, accompanied by appropriate intervention to meet pupils' special educational needs.

The document is organised in a similar way to the Code of Practice, namely using four broad areas of need:

- Cognition and learning
- Communication and interaction
- Behaviour, emotional and social development
- Sensory and/or physical

It should be noted, however, that pupils will often have a range of needs which cover more than one of the areas listed, and, in school, children's needs are seen as a whole. The way that the document is organised, by looking at areas of difficulty separately, is not intended to encourage a different approach. The focus should continue to be on how these needs interact with each other and with the learning environment. The document aims to give helpful guidance, providing a broad indication of needs and the arrangements that may be associated with each of the response levels, thus enabling more consistent judgements to be made.

Separate guidance is being produced for the Foundation stage for Local Education Authority and non-maintained early years settings in receipt of Nursery Education Grant.

### **An Inclusive Curriculum**

All schools provide curriculum differentiation and adaptations to the curriculum, to teaching and learning styles and pastoral and behaviour support procedures, to take account of pupils' strengths and weaknesses. These arrangements may apply to many children at some time in their school life.

Guidance to teachers is provided in the National Curriculum Inclusion Statement<sup>1</sup> on providing effective learning opportunities for all pupils. That guidance outlines how teachers can modify the National Curriculum programmes of study to provide relevant and challenging activities at each key stage. It sets out three principles that are essential to developing a more inclusive curriculum:

- setting suitable learning challenges;
- responding to pupils' diverse needs;
- overcoming potential barriers to learning and assessment for individual groups of pupils.

---

<sup>1</sup> Further information available on [www.nc.uk.net](http://www.nc.uk.net)

A differentiated curriculum, reflecting variability within the school population, will address the majority of special educational needs and ensure access. It is only when interventions are required which are **additional to** or **different from** the differentiated curriculum provision made for all pupils that further help at School Action or School Action Plus is required. A table providing a broad indication of pupils' attainment levels in the core subjects at School Action and School Action Plus and at the request for statutory assessment stage, compared with the average attainment levels for their peer group, is set out below.

<b>Year Group</b>	<b>Age</b>	<b>Expected level for age</b>	<b>School Action</b>	<b>School Action Plus</b>	<b>Request for statutory assessment</b>
Y2	7	Level 2	Level 1	Working towards (WT) Level 1	WT Level 1
Y3	8	Level 2	Level 1	WT Level 1	WT Level 1
Y4	9	Level 3	Level 1	Level 1	WT Level 1
Y5	10	Level 3	Level 2	Level 1	At or below Level 1
Y6	11	Level 4	Level 2	Level 2	At Level 1
Y7	12	Level 4	Level 3	Level 2	At Level 1
Y8	13	Level 5	Level 3	Level 2	At or below Level 2
Y9	14	Level 5/6	Level 3	Level 3	At or below Level 2
Y10	15	Level 6	Level 4	Level 4	At or below Level 3
Y11	16	Level 6	Level 4	Level 4	At or below Level 3

### **The Graduated Response in Cambridgeshire**

Funding for support at School Action, School Action Plus and School Intensive Support is from the delegated school budget with additional support from the centrally-funded services (see below). This is to enable early, preventative intervention to be made to meet children's special educational needs without recourse to a statement. Many newly-identified children with long-term special educational needs, who may have had a statement under Cambridgeshire's previous funding arrangements, will now have their needs met in this way. (See **Appendices 1 and 2** for a summary of the funding arrangements and the relevant criteria and procedure for medical support and top-up funding.)

Further information about School Action, School Action Plus/School Intensive Support and Statutory Assessment is set out below.

- **School Action**

School Action describes interventions carried out within school to enable curriculum access and to improve individual pupil progress. It can be triggered by:

- little progress despite targeted teaching; and/or
- difficulty in core curriculum areas affecting other areas;
- persistent emotional and/or behavioural difficulties;
- sensory/physical problems where there is limited progress, despite specialist equipment;
- continuing communication problems.

Advice from specialist services about the assessment of children's needs and the differentiation of the curriculum can be sought at this point. (Access arrangements to the relevant centrally-funded services are set out in **Appendix 3**).

- **School Action Plus (including School Intensive Support)**

School Action Plus involves the school engaging with specialist support services and agencies in more detailed planning and design of interventions for individual pupils whose progress has continued to be limited, despite carefully-planned interventions at School Action, or whose educational needs require more intensive input and advice from external services.

- **Statutory Assessment of Special Educational Needs**

Virtually all pupils with special educational needs will have their needs met at School Action and School Action Plus/School Intensive Support. This is reflected in the changes to the SEN funding arrangements referred to above, enabling schools to make decisions about early intervention, leading to a more rapid response to addressing pupils' needs.

Statutory assessment is appropriate only for pupils with long-term needs arising from a major difficulty in one or more of the four areas of need:

- Cognition and learning
- Communication and interaction
- Behaviour, emotional and social development
- Sensory and/or physical

Cambridgeshire's criteria for statutory assessment are included in this guidance, alongside the detailed matrices for School Action and School Action Plus.

The School Request for Statutory Assessment form outlines the type of information that the LEA requires from schools. Statutory assessment will only be considered if the pupil has not made adequate progress (see next section below) through appropriate school-based interventions at School Action and School Action Plus.

All of the relevant Student Assessment-related forms are set out in **Appendix 4**.

## **Adequate Progress**

Whatever the level of pupils' difficulties, the key test of how far their learning needs are being met is whether they are making **adequate progress**. The SEN Code of Practice's definition of adequate progress is set out below. This encompasses the primary and secondary phase.

**“Adequate progress** can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the pupil and the pupil's peers;
- prevents the attainment gap growing wider;
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of other children of the same age;
- matches or betters the pupil's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills;
- demonstrates improvements in the pupil's behaviour;
- is likely to lead to accreditation;
- is likely to lead to participation in further education, training and/or employment.”

Different definitions of adequate progress will be appropriate in different cases. There is, for instance, no expectation that all pupils will close the gap in attainment between themselves and their peers. However, pupils and their parents are entitled to expect that, whilst the 'appropriate' definition arrived at is realistic, it is also one that is ambitious and is monitored regularly in a systematic and planned manner.

## **School Record-keeping for Pupils with Special Educational Needs**

The school has responsibility for ensuring that records are properly kept and available on pupils at School Action, School Action Plus/School Intensive Support, and on pupils who receive top-up funding and/or have statements. The exact format and style of such records remain at the discretion of each school. Advice on this is available from the support services.

There are standardised school request forms for top-up funding and statutory assessment, referred to earlier, and an expectation that, when requests are made, the records attached to the forms detailing interventions and reviews at School Action and School Action Plus/School Intensive Support will be sufficiently comprehensive for the LEA to come to an informed judgement on the merits of the request.

School records should include the following:

- a list of pupils at School Action, School Action Plus/School Intensive Support and with statements;
- the amount and type of support received by each pupil, including any top-up funding;
- copies of reports/advice from external professionals/agencies;

- Individual Education Plans (IEPs) for each pupil. (A Cambridgeshire model IEP is attached as **Appendix 5**).
- any additional plans used, such as, Individual Behaviour Plans, Pastoral Support Programmes or Personal Education Plans should also be included. The plans should include evidence that account has been taken of external advice provided;
- annotated planning that provides information about curriculum provision and learning outcomes, including the school's procedures.

## **Review Arrangements**

Regular reviews of pupils' IEPs should be held, ideally on a termly basis and at least twice per year. Reviews should focus on pupil progress, effectiveness of strategies, new information or factors, continued differentiation and modification in teacher planning and the setting of new targets. Specific guidance on reviews of statements is included with the pro-forma in Appendix 4.

## **Pupil Participation and Partnership with Parents**

Pupils and parents should be involved in these reviews, and with the general monitoring of progress, in order to improve the pattern of learning and foster the partnership between school and home. Training on pupil participation is available through the SEN professional development programme, which is published annually in the Inclusion Training Booklet, and advice on partnership with parents is available from the Parent Partnership Service.

## **Matrices for Matching Action to Levels of Special Educational Needs and Criteria for Statutory Assessment**

Guidance is provided in the matrices in Section 2 of this document on the type of activity that may be carried out by a school in response to differing levels of children's special educational needs. The matrices cover a number of different types of difficulty, grouped under the four areas of need referred to earlier. It should be noted that the guidance is, of necessity, broad in its nature, and that all elements do not apply to all children. Criteria for statutory assessment are also included with the matrices.

## **Further Guidance**

Further guidance is available within Section 6 of the DfES SEN Toolkit ("Strands of Action to meet SEN) and Section 5 ("Managing Individual Education Plans").

## **Children from Ethnic Minorities and More Able Pupils**

The Code of Practice states that "Children must not be regarded as having a learning difficulty solely because the language or the form of language of the home is different from the language in which they will be taught." Bilingual pupils may have specific needs because they are learning a second

language. Traveller pupils may also have specific needs because their lifestyle interrupts schooling. In both cases, it does not follow that such pupils necessarily experience learning difficulties.

The SEN Code of Practice, and therefore this guidance, does not cover the needs of more able pupils. The LEA believes that schools which address individual needs by offering a differentiated curriculum will be best placed to meet the additional needs of more able pupils, and there is LEA guidance on this issue.

**2. DETAILED GUIDANCE MATRICES FOR SCHOOL ACTION  
AND SCHOOL ACTION PLUS AND  
CRITERIA FOR STATUTORY ASSESSMENT**

## School Action Guidance

### Cognition and Learning: General Learning Difficulties

<b>Level and Description of Difficulty</b>	Low general attainment levels and difficulty in acquiring basic skills of literacy and numeracy. There may also be immature social and emotional development. Pupils are likely to be attaining well below the National Curriculum levels within which most children are expected to work (for example, at Level 1 at end of KS1, below Level 3 at end of KS2, below Level 4 at end of KS3). The Foundation Stage Profile and QCA Performance (P) scales can be used to allow equivalent assessment during all Key Stages (excluding Foundation Stage).
--	---

Assessment, Planning & Review	Grouping for Teaching	Curriculum & Teaching Methods	Human Resources
<p>At School Action, external support services can assess and provide advice on target-setting and planning.</p> <p>Assessment will utilise early years records, baseline assessment or QCA assessment baselines. Assessment should also include self-esteem, behaviour, organisational skills and appropriateness of teaching materials and strategies.</p> <p>Strengths and weaknesses will be analysed using curriculum-related assessment, criterion-referenced assessment and may be supplemented by standardised tests and/or diagnostic tests. (Training will be available on this.)</p> <p>IEPs will be set, using “SMART” targets and specifying access strategies and/or additional resources. There will be systematic monitoring of pupil progress, in terms of the effectiveness of interventions arising from the IEP (a minimum of twice per year).</p> <p>Use of appropriate differentiation and modification, ensuring access, will be demonstrated by annotated teacher planning.</p>	<p>Quality First Teaching plus additional small-group provision that is more targeted to individual needs than that provided by additional literacy support (ALS), early literacy support (ELS) and Springboard.</p> <p>However, Wave 2 materials (ALS/ELS/ Springboard) could be modified and used with older pupils if they have achieved the defined entry criteria.</p> <p>Grouping arrangements or additional support in the classroom are used flexibly to promote independent learning.</p> <p>Mixed ability or banded groupings will allow peer support and motivation of individuals.</p> <p>Individual or small group tuition to support IEP targets may be appropriate, but should consider interest level and verbal ability.</p>	<p>Access to National Curriculum / Foundation Stages with suitable differentiation of the rates and methods of delivery and use of appropriate resources from earlier key stages, to ensure new concepts have been understood.</p> <p>Access to the curriculum should be at the level of interest and verbal ability. The teaching material should be at an appropriate interest level.</p> <p>Specific reinforcement or skill-development activities in support of IEP targets may be required. Consideration should be given to the use of specialist software, targeted time-limited interventions, different learning materials or special equipment.</p> <p><b>Regular reinforcement and review of key skills to ensure mastery. Homework tasks will need to be modified to match the pace and level of the pupil’s learning.</b></p> <p><b>Differentiation of curriculum delivery needs to match pupils attainments and ability if the pupil is to work independently. Teaching and learning styles should also be considered.</b></p> <p><b>Modification of learning outcomes, including the use of ICT, will need to be established if the pupil is to work independently.</b></p>	<p>Class / subject teachers are responsible for enabling effective teaching and delivering the IEP, in conjunction with the SENCo.</p> <p>External support service(s) advise on curriculum adaptation and the implementation of the IEP.</p> <p>Multi-agency support may be required, if there is an overlap of educational, social or health needs.</p> <p>Focused Teacher Assistant (TA) / teacher time, with advice/support from SENCo and outside specialist(s).</p> <p>Targeted support at break / lunchtime may be required.</p> <p>SEN parental/carer involvement initiatives to improve the pattern of learning.</p> <p>Parents should be involved wherever possible to reinforce specific areas of the curriculum through targeted homework.</p>

		<p><b>Adult support may be used in a variety of ways, for example:</b></p> <ul style="list-style-type: none"><li>- <b>to focus and retain attention on task;</b></li><li>- <b>to ensure that task instructions have been understood;</b></li><li>- to act as scribe/reader.</li></ul>	
--	--	---	--

## School Action Plus Guidance Cognition and Learning: General Learning Difficulties

<b>Level and Description of Difficulty</b>	<p>Interventions at School Action have resulted in inadequate progress, for example, achievements remain significantly below that of peers starting from a similar attainment baseline.</p> <p>Continuing low general attainment levels, including difficulty in acquiring basic literacy / numeracy skills which may affect other areas of learning. There may also be continuing immaturity in social and emotional development. Attainment for pupils at the lowest end of School Action Plus will be well below the National Curriculum levels within which most children are expected to work (for example, P6 to Level 1 at the end of KS1, Level 2 and below at end of KS2, Level 3 and below at end of KS3.)</p>
--	--

Assessment, Planning & Review	Grouping for Teaching	Curriculum & Teaching Methods	Human Resources
<p>Assessment will be more detailed and will focus on the reasons for less than adequate progress: how the pupil is learning; more in-depth analysis of strengths / weaknesses; progress in relation to time, peers starting from similar level, and to age expectations. This assessment should include learning styles, self-esteem and arrangements for access to the wider curriculum.</p> <p>Other factors in the child's family or environment may also need to be considered as part of the assessment process.</p> <p>IEPs will include very carefully-considered targets, delivery methods and evaluation techniques.</p> <p>Consultation and advice from external agencies will be incorporated into the IEP and classroom differentiation and modification.</p> <p>The school's strategies for achieving progress should be monitored and the IEP reviewed regularly, with pupil and parent/carer involvement.</p> <p>Special arrangements for SATs and external examinations may be required.</p>	<p>Quality First Teaching in the early years plus specific, targeted support for pupils with SEN.</p> <p>There will be access to small group / in-class TA/teacher support that is more focused than the Wave 2 support.</p> <p>Programmes of individually-planned work will feature at School Action Plus.</p> <p>At secondary level, some students may benefit from access to a learning support base for considerable parts of the day, if this is part of the school's internal organisation for some pupils with SEN.</p>	<p><b><i>Pupils will be able to access the National Curriculum/Foundation Stages, albeit at levels below their peers, with suitable differentiation and teacher/TA support. Others may need very considerable differentiation with opportunities for overlearning across the curriculum areas outside of ordinary class groupings.</i></b></p> <p>Access to the curriculum should be at the level of interest and verbal ability. The teaching material should be at an appropriate interest level.</p> <p><b><i>Additional and different activities may be required, including a variety of practical materials and equipment to support pupils' learning.</i></b></p> <p><b><i>Additional access to ICT and specialist equipment and materials may be necessary to aid outcomes specified in the IEP. Multi-sensory techniques and opportunities for reinforcement may be appropriate.</i></b></p>	<p>Class/subject teachers are responsible for enabling effective teaching, differentiation and delivering the IEP, in conjunction with the SENCo.</p> <p>External support service(s) advise on the implementation of the IEP and/or are involved in direct work with the pupil.</p> <p>Multi-agency support may be required, due to overlap of educational, social or health needs.</p> <p>Focused TA/teacher time with advice / support from SENCo.</p> <p>Enhanced pastoral staff availability for some pupils.</p> <p>Focused break/lunchtime supervision for some pupils.</p> <p>Learning mentors to provide motivational support and pupil advocacy.</p>

		<p><i>At secondary level, it may be appropriate to consider alternative curriculum opportunities. Parental support and understanding of the programmes will be an essential part of maintaining the pupil's self-esteem.</i></p> <p><i>Modified Primary Strategy intervention programmes, for example, Early Literacy Strategy, Additional Literacy Strategy and Springboard, delivered by Tas to small groups of older pupils.</i></p> <p><i>Specialist structured programmes to develop key skills.</i></p>	
--	--	---	--



## **CRITERIA AND THRESHOLDS FOR STATUTORY ASSESSMENT**

### **COGNITION AND LEARNING : General Learning Difficulties**

In spite of purposeful and thorough support and intervention at School Action and School Action Plus (including the direct involvement of appropriate external agencies and services), as described in the relevant matrices, the pupil requires specialist resourcing to continue to access the full National Curriculum, and has still not developed skills that will allow independence in adult life.

The school may, therefore, need to consider requesting the LEA to undertake a statutory assessment of the pupil's special educational needs.

If the school decides to proceed with the request, the LEA will require written evidence that the pupil displays a combination of the following difficulties:

- Extremely low general attainment levels;
- Very considerable limitations in social skills or self-help skills;
- Attainment levels that are significantly below age-related expectations in National Curriculum subjects, as outlined in the National Curriculum table in the Introduction section and the literacy thresholds table at the end of this (Cognition and Learning) section.

Where the balance of evidence suggests that the pupil's difficulties:

- are significant and/or complex;
- have not responded to relevant and purposeful measures taken by the school and external specialists; and
- may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools in the area;

the LEA should consider very carefully the case for statutory assessment of the pupil's special educational needs.

**.School Action Guidance  
Cognition and Learning: Specific Learning Difficulties (Literacy and Numeracy)**

<b>Level and Description of Difficulty</b>	Performance in most areas of the curriculum is within the range likely to be achieved by the majority of pupils. Performance in one or two specific areas of the curriculum is likely to be towards the lower end of the expected range. Attainment in underlying skills may limit effective progress in some curriculum areas.
--	---

Assessment, Planning & Review	Grouping for Teaching	Curriculum & Teaching Methods	Human Resources
<p>At School Action, external support services can assess and provide advice on target-setting and planning.</p> <p>Assessment will utilise early years records, baseline assessment or QCA assessment baselines. Assessment should also include self-esteem, behaviour, organisational skills and appropriateness of teaching materials and strategies.</p> <p>Strengths and weaknesses will be analysed using curriculum-related assessment, criterion-referenced assessment and may be supplemented by standardised tests and/or diagnostic tests. (Training will be available on this.)</p> <p>IEPs will be set, using "SMART" targets and specifying access strategies and/or additional resources. There will be systematic monitoring of pupil progress, in terms of the effectiveness of interventions arising from the IEP (a minimum of twice per year).</p> <p>Use of appropriate differentiation and modification, ensuring access, will be demonstrated by annotated teacher planning.</p>	<p>Quality First Teaching plus additional small-group provision that is more targeted to individual needs than that provided by additional literacy support (ALS), early literacy support (ELS) and Springboard.</p> <p>However, Wave 2 materials (ALS/ELS/ Springboard) could be modified and used with older pupils if they have achieved the defined entry criteria.</p> <p>Grouping arrangements or additional support in the classroom are used flexibly to promote independent learning.</p> <p>Mixed ability or banded groupings will allow peer support and motivation of individuals.</p> <p>Individual or small group tuition to support IEP targets may be appropriate, but should consider interest level and verbal ability.</p>	<p>Teaching methods and organisation must compensate for any discrepancy between the pupil's verbal ability and performance in either literacy or numeracy. Access to the curriculum should be at the level of interest and verbal ability. The teaching material should be at an appropriate interest level.</p> <p>Access to National Curriculum / Foundation Stages with suitable differentiation of the methods of delivery and responses.</p> <p>Specific reinforcement or skill-development activities in support of IEP targets may be required. Consideration should be given to the use of specialist software, targeted time-limited interventions, different learning materials or special equipment.</p> <p><b>Regular reinforcement and review of key skills to ensure mastery. Homework tasks will need to be modified to match the pace and level of the pupil's learning.</b></p> <p><b>Differentiation of curriculum delivery needs to match pupils attainments and ability if the pupil is to work independently. Teaching and learning styles should also be considered.</b></p> <p><b>Modification of learning outcomes,</b></p>	<p>Class / subject teachers are responsible for enabling effective teaching and delivering the IEP, in conjunction with the SENCo.</p> <p>External support service(s) advise on curriculum adaptation and the implementation of the IEP.</p> <p>Multi-agency support may be required, if there is an overlap of educational, social or health needs.</p> <p>Focused Teacher Assistant (TA) / teacher time, with advice/support from SENCo and outside specialist(s).</p> <p>Targeted support at break / lunchtime may be required.</p> <p>SEN parental/carer involvement initiatives to improve the pattern of learning.</p> <p>Parents should be involved wherever possible to reinforce specific areas of the curriculum through targeted homework.</p>

		<p><i>including the use of ICT, will need to be established if the pupil is to work independently.</i></p> <p><i>Adult support may be used in a variety of ways, for example:</i></p> <ul style="list-style-type: none"><li>- <i>to focus and retain attention on task;</i></li><li>- <i>to ensure that task instructions have been</i></li><li>- <i>understood;</i></li><li>- <i>to act as scribe/reader.</i></li></ul>	
--	--	--	--

## School Action Plus Guidance

### Cognition and Learning: Specific Learning Difficulties (Literacy and Numeracy)

<b>Level and Description of Difficulty</b>	Interventions at School Action have resulted in inadequate progress. Continuing significant difficulties in underlying skills are causing problems in accessing other areas of the curriculum, despite carefully-planned interventions. Very marked differences between attainment levels in different areas of the curriculum. There may also be indications of frustration and low self-esteem. There are likely to be additional factors affecting progress, for example, in areas of speech and language and/or motor organisation.
--	---

Assessment, Planning & Review	Grouping for Teaching	Curriculum & Teaching Methods	Human Resources
<p>Assessment will be more detailed and will focus on the reasons for less than adequate progress: how the pupil is learning; more in-depth analysis of strengths / weaknesses; progress in relation to time, peers starting from similar level, and to age expectations. This assessment should include learning styles, self-esteem and arrangements for access to the wider curriculum.</p> <p>Other factors in the child's family or environment may also need to be considered as part of the assessment process.</p> <p>IEPs will include very carefully-considered targets, delivery methods and evaluation techniques.</p> <p>Consultation and advice from external agencies incorporated into the IEP and classroom differentiation and modification.</p> <p>The school's strategies for achieving progress should be monitored and the IEP reviewed regularly, with pupil and parent/carer involvement.</p> <p>Special arrangements for SATs and external examinations may be required.</p>	<p>Grouping strategies, for example, banding and ability groups, are used flexibly within the classroom, to reflect areas of strength.</p> <p>Targeted individual and/or small-group support within the classroom from teacher or TA, ensuring access to wider curriculum.</p> <p>Individual or small-group tuition to support IEP targets. The support will be more focused and individualised than Wave 2 support.</p> <p>Opportunities for individual or small-group withdrawal to provide pre-teaching in preparation for whole-class work.</p> <p>At secondary level, some students may benefit from access to learning support base for some periods during the week, if this is part of the school's internal organisation.</p>	<p>More focused differentiation across the curriculum, taking into account pupils' strengths and needs in relation to their specific learning difficulties. Access to the curriculum should be at the level of interest and verbal ability. The teaching material should be at an appropriate interest level.</p> <p><b><i>Specialist structured programmes to develop key skills, for example, phonics, automaticity and specific identified difficulties in mathematics.</i></b></p> <p><b><i>In some cases, modified Primary Strategy intervention programmes, for example, Early Literacy Strategy, Additional Literacy Strategy and Springboard may be appropriate for delivery by TAs to small groups of older pupils.</i></b></p> <p><b><i>Use of specific teaching strategies that are appropriate for meeting particular pupils' learning needs, for example, multi-sensory techniques and opportunities for overlearning. Alternative means of accessing the curriculum, for example, using specialist ICT resources, having access to a reader and/or amanuensis.</i></b></p> <p><b><i>It may be necessary to carry out specific work in one or more of the following areas: self-esteem, study skills and organisation.</i></b></p>	<p>Class/subject teachers are responsible for enabling effective teaching, differentiation and delivering the IEP, in conjunction with the SENCo.</p> <p>External support service(s) advise on the implementation of the IEP and/or are involved in direct work with the pupil.</p> <p>Focused TA or teacher time, with advice and support from SENCo.</p> <p>Multi-agency support may be appropriate, for example, input from an Occupational Therapist or a Speech and Language Therapist.</p> <p>Additional pastoral support time, if required.</p>

## **CRITERIA AND THRESHOLDS FOR STATUTORY ASSESSMENT**

### **COGNITION AND LEARNING : Specific Learning Difficulties**

In spite of purposeful and thorough support and intervention at School Action and School Action Plus (including the direct involvement of appropriate external agencies and services), as described in the relevant matrices, the pupil requires specialist resourcing to continue to access the full National Curriculum, and has still not developed skills that will allow independence in adult life.

The school may, therefore, need to consider requesting the LEA to undertake a statutory assessment of the pupil's special educational needs.

If the school decides to proceed with the request, the LEA will require written evidence that the pupil displays a combination of the following difficulties:

- extreme differences between and/or within National Curriculum attainments in core/foundation subject areas;
- extreme difficulties in accessing the curriculum through written materials or through written recording, despite the use of a range of alternative methods of access;
- Attainment levels that are significantly below age-related expectations in National Curriculum subjects, as outlined in the National Curriculum table in the Introduction section and the literacy thresholds table at the end of this (Cognition and Learning) section.

Where the balance of evidence suggests that the pupil's difficulties:

- are significant and/or complex;
- have not responded to relevant and purposeful measures taken by the school and external specialists; and
- may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools in the area;

the LEA should consider very carefully the case for statutory assessment of the pupil's special educational needs.

Key Stage 1 at end of Y2	Key Stage 2 at end of Y4	Key Stage 2 at end of Y6	Key Stage 3 at end of Y8
<p><b>Reading</b></p> <p>Very early concepts not established - unaware that print carries meaning.</p> <p>Only recognises own name.</p> <p>Has no concept of story.</p> <p>Unable to immediately "read back" dictated text of own first-hand experience. Unable to match one spoken word with one written word.</p>	<p><b>Reading</b></p> <p>Aware that print carries meaning.</p> <p>Knows very few letter sounds.</p> <p>Reading vocabulary limited to very few familiar personal words.</p> <p>Able to make limited use of picture cues-may still be inventing text.</p> <p>Is unable to retell the main points of simple text.</p>	<p><b>Reading</b></p> <p>Does not respond to the meaning of text beyond the literal.</p> <p>Knows most letter sounds.</p> <p>Able to read approximately 30 Key Words.</p> <p>Still relying on picture cues and over-relying on initial sounds.</p> <p>Recalls limited elements of story in no logical sequence.</p>	<p><b>Reading</b></p> <p>Unable to access and locate information from the written word.</p> <p>Knows all letter sounds and can usually apply them to phonetically regular words.</p> <p>Knows most of the 100 Key Words (McNally).</p> <p>Over-relies on a single cueing system and/or may disregard reading for meaning.</p> <p>Needs prompts to recall text in logical order.</p>
Literacy attainments on LEA specified tests *are at or below the age equivalent scores in two or more areas in the table below.			
	Years 3/4	Years 5/6	Years 7/8/9
Age	7y 7y6 8y 8y6 9y	9y6 10y 10y6 11y	11y6 12y 12y6 13y 13y6 14y
Reading/Accuracy Age	5y 5y3 5y6 5y6 6y	6y2 6y4 6y6 6y7	6y8 6y9 7y 7y3 7y6 7y9
Reading/Comprehension Age	6y 6y1 6y2	6y3 6y4 6y6 6y7	6y9 7y1 7y3 7y6 7y7 7y10
Spelling	6y	6y2 6y3 6y4 6y7	6y10 7y 7y3 7y6 7y9 8y
(Statutory assessment may be considered for pupils who fall at or below these scores in only one area).			

Key Stage 1 at end of Y2	Key Stage 2 at end of Y4	Key Stage 2 at end of Y6	Key Stage 3 at end of Y8
<p><b>Writing</b></p> <p>Uses letters or letter-like symbols to communicate meaning.</p> <p>Attempts to write own name.</p> <p>Directionality not established.</p> <p>Unable to hear or record initial or final sounds.</p> <p>Unable to recall/record letter shapes.</p>	<p><b>Writing</b></p> <p>Unable to compose or transcribe a simple sentence, even with adult support (amanuensis).</p> <p>Has a written vocabulary of a few familiar words.</p> <p>Unaware of punctuation.</p> <p>Can hear and record some initial/final sounds.</p> <p>Letters are inaccurate and badly formed.</p>	<p><b>Writing</b></p> <p>Can compose a simple sentence.</p> <p>Has a written vocabulary of approximately 30 Key Words or less.</p> <p>Needs prompting to use full stops and capital letters appropriately.</p> <p>Will attempt to write simple words phonetically.</p> <p>Letters are inaccurately formed, poorly spaced with size variation.</p>	<p><b>Writing</b></p> <p>Can write simple sentences independently. Unable to copy accurately from the blackboard.</p> <p>Has a written vocabulary of most of the 100 Key Words (McNally).</p> <p>Usually demarcates sentences.</p> <p>Can write simple phonically regular words.</p> <p>Letters are more controlled - generally prefers to print.</p>

## School Action Guidance Behaviour, Emotional and Social Development

<b>Level and Description of Difficulty</b>	<p>The pupil presents persistent emotional or behavioural difficulties that have not been improved by differentiated learning opportunities or by the behaviour management techniques usually employed in the school.</p> <p>The difficulties may include: distractibility which disrupts the teaching and learning process; failure to make progress anticipated across many areas of the curriculum, accompanied by signs of frustration, withdrawal, disaffection, emotional mood swings, non-co-operation or non-attendance. There may be emerging problems with peer group relationships which affect classroom dynamics, such as regular interruptions, physical aggression and verbal abuse, which require teacher intervention.</p>
--	---

Assessment, Planning & Review	Grouping for Teaching	Curriculum & Teaching Methods	Human Resources
<p>The pupil's strengths and weaknesses in emotional and behavioural development may be analysed using behavioural checklists, such as the QCA EBD Scales (QCA 2001).</p> <p>Baseline recording of particularly difficult or significant behaviours should be made, for example: to carry out an "ABC analysis" of behaviour(s) to inform interventions and evaluation (<b>A</b>ntecedents, <b>B</b>ehaviour, <b>C</b>onsequences); to use QCA scales; to analyse 'time sampling' observations of behaviour. Support services can provide training in the various techniques.</p> <p>IEPs will be set using "SMART" targets.</p> <p>There will be systematic monitoring of pupil progress in terms of the effectiveness of interventions arising from the IEP.</p> <p>Regular reviews will be held, ideally on a half-termly basis. Parents/carers and pupil should be involved. Review will focus on behavioural progress, and the setting of new targets.</p>	<p>Grouping arrangements or focused support in the classroom or in the wider school context are used flexibly to promote behavioural progress.</p> <p>School-based social skills groups/focused circle time activities or pastoral support sessions may be of benefit, particularly in enhancing pupils' emotional literacy.</p>	<p>IEP behavioural targets focus on development of appropriate behaviours and elimination or reduction in inappropriate behaviours. Specific rewards and sanctions may need to be incorporated.</p> <p>Access to the curriculum should be at the level of interest and verbal ability. The teaching material should be at an appropriate interest level.</p> <p>Pupil and parent/carer involvement in the behavioural programmes will be clearly defined.</p> <p>Access to National Curriculum, with suitable differentiation on the methods of delivery, to accord with the presenting behavioural difficulties and/or any identified special educational needs.</p> <p>Schools should evaluate the methods used regularly, and adapt the curriculum and teaching approach in the light of pupil progress and experience.</p>	<p>A whole-school approach to behaviour management is in place and implemented in the practice of the whole school.</p> <p>Class or subject teachers are responsible for working with the pupil on a daily basis, delivering individualised or group behavioural programme. There may be some focused TA time provided under the guidance of the SENCo or pastoral head.</p> <p>The SENCo (or, in secondary schools, the pastoral head, in conjunction with the SENCo) facilitates assessment, planning and monitoring.</p> <p>Specialist teachers or educational psychologist may occasionally provide some advice on strategies, equipment or staff training.</p> <p>Parental/carer involvement in programmes is essential.</p>

## School Action Plus Guidance Behaviour, Emotional and Social Development

<b>Level and Description of Difficulty</b>	<p>Despite carefully-planned and purposeful interventions at School Action, the emotional and behavioural difficulties have not improved. External professionals and other agencies now become formally involved, requiring careful co-ordination within the context of the school.</p> <p>The increased difficulties may include: greater distractibility more severely disrupting the teaching and learning process several times a day; continuing failure to make progress across many areas of the curriculum, accompanied by signs of increasing frustration, withdrawal, disaffection, emotional mood swings, non-co-operation or non-attendance. There may be increasing problems with peer group relationships which affect classroom dynamics, such as regular interruptions, physical aggression and verbal abuse, and require considerable teacher attention.</p>
--	---

Assessment, Planning & Review	Grouping for Teaching	Curriculum & Teaching Methods	Human Resources
<p>Further analysis of the pupil's strengths and weaknesses in emotional and behavioural development on the QCA EBD Scales (QCA 2001) or other checklist, indicates continuing or widening problems.</p> <p>Ongoing recording of particularly difficult or significant behaviours for new baseline(s)</p> <p>Revised IEPs will be set following consultation with external professionals, such as specialist support teachers, EPs, Social Services or the Child and Adolescent Mental Health Service (CAMHS).</p> <p>There will be systematic monitoring of pupil progress in terms of the effectiveness of the revised, focused interventions arising from the IEP or the Pastoral Support Programme (PSP)*.</p> <p>Regular reviews will be held no less than half-termly. Parents/carers and pupil should be involved.</p> <p>*Note: It is only necessary to use one of these plans, not both.</p>	<p>Mainstream class or set with access to individual or small-group tuition within the classroom and/ or periods of withdrawal.</p> <p>In some cases, at secondary level, the facility to attend in-school learning support centres may be appropriate.</p> <p>Individual counselling or therapeutic support from external agencies may be appropriate.</p>	<p>Pupil will require a structured behavioural management programme, in conjunction with external agencies.</p> <p>Pupil and parent/carer involvement in the behavioural programme will be clearly defined.</p> <p>Access to the curriculum should be at the level of interest and verbal ability. The teaching material should be at an appropriate interest level. Continuing and developing differentiation of curriculum will be required.</p> <p>There may need to be a re-structured individual timetable within the context of an inclusive curriculum.</p> <p>Alternative programmes of study at KS4 should be provided, where appropriate.</p> <p>School-based social skills groups/ focused circle time activities or pastoral support sessions would continue to be of benefit in enhancing emotional literacy.</p>	<p>A whole-school approach to behaviour management is in place.</p> <p>Class/subject teachers are responsible for delivering the IEP, in conjunction with the SENCo.</p> <p>Considerable focused TA or teacher support time provided under the guidance of SENCo or pastoral head.</p> <p>The SENCo should lead on assessment, planning and evaluation, in liaison with pastoral staff.</p> <p>Specialist teachers, EP or other external agencies will provide advice and input.</p> <p>Parental/carer involvement in programme development for school and home is essential. Specific behaviour management guidance for parents/carers may be appropriate.</p>



## **CRITERIA AND THRESHOLDS FOR STATUTORY ASSESSMENT**

### **Behaviour, Emotional and Social Development**

If strategies and interventions adopted at School Action and School Action Plus have not met the needs of the pupil, including the direct involvement of appropriate external agencies and services, as described in the relevant matrices, the school may need to consider requesting the LEA to undertake a statutory assessment of the pupil's special educational needs.

If the school decides to proceed with the request, the LEA will require written evidence of the following:

- the degree of inappropriateness of behaviour or the extent of emotional and social difficulties, given the age of the pupil;
- the frequency, severity, duration, nature and characteristics of the behaviour or difficulties and their effects on the pupil's learning;
- the pupil's response to strategies contained in the individual plan(s), including the involvement of outside agencies and services;
- contextual responses implemented in school, for example, observations undertaken to establish a baseline, and subsequent observations and evaluation of progress;
- the long-term nature of behaviours or difficulties;
- increasing problems with peer group relationships that affect classroom dynamics;
- any learning difficulties and the differentiation of the curriculum and social context that are necessary to meet the pupil's needs.

Where the balance of evidence suggests that the pupil's emotional and behavioural difficulties:

- are significant and/or complex;
- have not responded to relevant and purposeful measures taken by the school and external specialists; and
- may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools in the area;

the LEA should consider very carefully the case for statutory assessment of the pupil's special educational needs.

## Communication and Interaction: Speech and Language Difficulties

<b>Description of Difficulty</b>	Difficulties in Speech and Language including understanding and using language in the classroom and following instructions. These difficulties may inhibit acceptance by and social interaction with peers. Attainment may be appropriate in those areas not reliant on speech and language skills but areas of the curriculum reliant on them will be affected. This may be particularly evident in the acquisition of literacy skills.
----------------------------------	--

Assessment, Planning & Review	Grouping for Teaching	Curriculum & Teaching methods	Human Resources
<p>Assessment will utilise professional records and baseline assessment</p> <p>Strengths and weaknesses will be analysed using curriculum-related and criterion-referenced assessment.</p> <p>Use of appropriate differentiation will be demonstrated by annotated teacher planning.</p> <p>There will be systematic monitoring of pupil progress in terms of the effectiveness of interventions arising from the additional targets. IEPs will be set up and reviewed with pupil and parent/carer involvement, as appropriate.</p>	<p>Grouping arrangements or additional support in the classroom are used flexibly to promote independent learning.</p> <p>Additional support or special grouping over and above Wave 2 support (ALS/ELS) may be required in the literacy/numeracy hour.</p> <p>Classroom setting/management should take social relationships into account.</p>	<p>Access to National Curriculum/Foundation stages with suitable differentiation of the rates and methods of delivery. Additional explanations from the teacher and checks on understanding may be needed. It may be necessary to use prompts to ensure instructions are understood and followed. National Curriculum access strategies will be identified.</p> <p>Access to the curriculum should be at the level of interest and verbal ability. The teaching material should be at an appropriate interest level.</p> <p>Specific reinforcement or skill development activities in support of IEP Targets may be required. Consideration should be given to the use of specialist software, different learning materials or special equipment.</p> <p>Pupil and parent/carer involvement in the teaching programme will be clearly defined.</p> <p>School staff should be aware of their own use of language and its effect on the pupil with speech and language difficulties.</p> <p>Teachers should ensure that positive, rich supportive language environments are created in their classes.</p>	<p>Class or subject teachers are responsible for working with the pupil on a daily basis, and for ensuring the delivery of the individualised or group programme.</p> <p>Some focused TA time may be required. The SENCo facilitates assessment, planning and monitoring.</p> <p>Specialist teachers, educational psychologist or speech and language therapists may provide advice on strategies, equipment or staff training.</p>

## School Action Plus Guidance

### Communication and Interaction: Speech and Language Difficulties

<b>Description of Difficulty</b>	<p>Despite having received an individualised programme and support under School Action the pupil has continuing speech and language difficulties which cause significant barriers to learning and impede the development of social relationships.</p> <p>There will be low rates of progress in many areas of the curriculum, particularly literacy, and increasing signs of frustration. Measured speech and language levels will be significantly below those of the majority of peers and progress against baseline assessment will be significantly below that of peers starting from a similar baseline.</p> <p>There may be difficulties with speech production which significantly limit participation in classroom activities. There may be considerable difficulty in meeting the language demands of ordinary learning activities, such as following instructions, understanding abstract concepts and poor carry-over of taught skills.</p>
----------------------------------	--

<b>Assessment, Planning &amp; Review</b>	<b>Grouping for teaching</b>	<b>Curriculum &amp; Teaching Methods</b>	<b>Human Resources</b>
<p>Consultation and advice from external agencies incorporated into the IEP</p> <p>IEPs will set out targets which are relevant and specific to the pupil, delivery methods and evaluation techniques.</p> <p>IEP set up and reviewed regularly with pupil and parent/carer involvement.</p> <p>Pupil progress can be tracked through National Numeracy and Literacy Strategy Frameworks.</p> <p>Relevant learning objectives can be set by tracking back – QCA Performance Scales may be required at Key Stages 1 and 2.</p>	<p>There will be access to considerable small group /in-class or individual TA/teacher support.</p> <p>Some pupils may benefit from access to a quiet area for parts of the school day for focused speech and language programmes.</p> <p>Some pupils may need regular practice at an individual level to achieve their particular IEP targets.</p>	<p>Access to the National Curriculum/Foundation Stages will be provided with suitable differentiation and teacher/TA support. Access to the curriculum should be at the level of interest and verbal ability. The teaching material should be at an appropriate interest level.</p> <p>Individual programmes to support IEP targets will be required.</p> <p>Focus will be on the educational implications of the assessed difficulties, but there will be tuition targeted at these difficulties under specialist guidance. This is likely to be combined with strategies aiming at maximising curriculum access.</p> <p>Additional access to ICT and specialist equipment and materials may be necessary to aid outcomes specified in the IEP.</p>	<p>Class/subject teachers and SENCOs are responsible for ensuring the delivery of the IEP.</p> <p>External support service(s) advise on the implementation of the IEP and/or may be involved in direct work with the pupil.</p> <p>Multi-agency support may be essential due to overlap of educational, social or health needs.</p> <p>Additional TA/teacher time, with advice/support from Senco and outside specialist(s).</p> <p>May be requirement for enhanced pastoral and break/lunch time support to ameliorate social interaction difficulties.</p>



## CRITERIA AND THRESHOLDS FOR STATUTORY ASSESSMENT

### COMMUNICATION AND INTERACTION : Speech and Language Difficulties

In spite of purposeful and thorough support and intervention at School Action and School Action Plus (including the direct involvement of appropriate external agencies and services), as described in the relevant matrices, the pupil requires specialist resourcing to continue to access the full National Curriculum, and has still not developed skills that will allow independence in adult life.

The school may, therefore, need to consider requesting the LEA to undertake a statutory assessment of the pupil's special educational needs.

If the school decides to proceed with the request, the LEA will require written evidence that the pupil displays a combination of the following difficulties:

- complex, long-term speech and language difficulties which cause substantial and extensive barriers to learning and severely impede the development of social relationships (see detailed information relating to difficulties with articulation/phonology, receptive and expressive language at the end of each key stage in the **attached** tables);
- social isolation and frustration are evident, which may (or do already) result in reluctance to participate, behavioural difficulties or absence from school.

Where the balance of evidence suggests that the pupil's difficulties:

- are significant and/or complex;
- have not responded to relevant and purposeful measures taken by the school and external specialists; and
- may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools in the area;

the LEA should consider very carefully the case for statutory assessment of the pupil's special educational needs.

At end of Key Stage 1 (Year 2)	At end of Key Stage 2 (Year 6)	At end of Key Stage 3 (Year 9)
<p><b>Articulation /Phonological Difficulties</b></p> <p>Speech is largely unintelligible.</p>	<p><b>Articulation/Phonological Difficulties</b></p> <p>Speech is only intelligible to familiar adults if the context is clear.</p>	<p><b>Articulation/Phonological Difficulties</b></p> <p>The criteria for Key Stage 2 will still apply.</p>
<p><b>Receptive Language</b></p> <p>Unable to progress beyond three element comprehension activity level .</p> <p>Is unable to convey a short phrase message and return with an answer.</p> <p>Is unable to recognise the relationship of words to concepts.</p> <p>Is unable to complete sequencing tasks.</p> <p>Is unable to process instructions involving complex spatial/temporal prepositions.</p> <p>Often gives inappropriate answers to questions.</p> <p>Understanding is restricted to literal/concrete interpretation of language.</p> <p>Unable to appreciate subtleties and nuances of language eg humour.</p>	<p><b>Receptive Language</b></p> <p>Unable to process the flow of language in the classroom resulting in failure:</p> <p>(i) to follow general classroom routines</p> <p>(ii) to follow instructions related to specific learning tasks.</p> <p>Difficulties with basic concepts eg place value/measurement/volume. Pupil is unable to apply concepts to the learning situation e.g. in mathematical reasoning.</p> <p>Difficulties in understanding abstract language/ concepts which impede progress in National Curriculum subjects e.g. in Science, History, Geography .</p>	<p><b>Receptive Language</b></p> <p>The criteria for Key Stage 2 will still apply.</p>

At end of Key Stage 1 (Year 2)	At end of Key Stage 2 (Year 6)	At end of Key Stage 3 (Year 9)
<p><b>Expressive Language</b></p> <p>Has difficulty in expressing simple responses to questions.</p> <p>Can only demonstrate limited concrete vocabulary.</p> <p>Uses limited length sentences with omissions (e.g. I go swings now).</p> <p>Frequently uses redundant language and doesn't appear to understand rules of two way communication with either peers or significant adults.</p> <p>Frequently uses inappropriate/incorrect responses and is unaware of the appropriate nature of the response.</p> <p>Has limited awareness of syntax and structure of sentences.</p> <p>Still uses word substitution or category substitution.</p> <p>Exhibits word finding/labelling difficulties.</p>	<p><b>Expressive Language</b></p> <p>Is still unable to engage in meaningful question and answer situations.</p> <p>Unable to access and retrieve information such that the pupil is unable to demonstrate knowledge and skills in National Curriculum subjects.</p> <p>Has difficulties with expression (including range, vocabulary used) such that pupil is unable to demonstrate simple thoughts and ideas.</p> <p>Fails to use oral and non verbal cues in communication such that peer interactions are experienced as unrewarding and pupil becomes increasingly isolated.</p> <p>Is unable to use logical and inferential skills in discussion thus depressing rate of attainment progress across the academic curriculum.</p> <p>Is unable to acquire new technical vocabulary eg. In Science, Geography etc.</p>	<p><b>Expressive Language</b></p> <p>The criteria for Key Stage 2 will still apply.</p>

## School Action Plus Guidance

### Communication and Interaction: Autistic Spectrum Disorders

<b>Level of Description Of Difficulty</b>	<p>Despite having received an individualised programme and concentrated support under School Action, the pupil has continuing communication and interaction difficulties that cause significant barriers to learning and impede the development of social relationships. There will be low rates of progress in most areas of the curriculum, although there may also be specific areas of strength.</p> <p>Difficulties within the “triad” of autistic spectrum disorders are more clearly evident and more severe: impaired language development; rigidity and inflexibility of behaviour, including play; difficulties with social communication and interaction.</p>
---	--

Assessment, Planning & Review	Grouping for Teaching	Curriculum & Teaching Methods	Human Resources
<p>Consultation and advice from external agencies (e.g. EP, specialist support teacher, CAMH, Social Services) incorporated into the IEP.</p> <p>IEPs will include very carefully- considered targets, delivery methods and evaluation techniques.</p> <p>IEP regularly reviewed with pupil and parent/carer involvement.</p> <p>Pupil progress can be tracked through National Numeracy Strategy and National Literacy Strategy frameworks.</p> <p>Relevant learning objectives can be set by tracking back – QCA Performance Scales may be required in Key Stages 1 and 2.</p>	<p>There will be access to considerable small group/in-class TA/teacher support that can be used flexibly to support learning and understanding of what is required.</p> <p>Provision of distraction-free area for working in the mainstream class.</p> <p>Some pupils may benefit from access to a quiet area for parts of the day, if this is part of the school's internal organisation for some SEN pupils.</p>	<p>Access to the National Curriculum/ Foundation Stages will be provided with suitable differentiation and teacher/TA support. Access to the curriculum should be at the level of interest and verbal ability. The teaching material should be at an appropriate interest level.</p> <p>Individual programmes to support IEP targets will be required and will need to have explicit links to the class curriculum, wherever possible.</p> <p>Focus will be on the educational implications of the assessed difficulties, but there will be tuition targeted at these difficulties under specialist guidance. This is likely to be combined with strategies aiming at maximising curriculum access.</p> <p>Additional access to ICT and specialist equipment and materials may be necessary to aid outcomes specified in the IEP.</p> <p>Structured programmes of work may need</p>	<p>Class/subject teachers are responsible for delivering the IEP, in conjunction with the SENCo.</p> <p>External support service(s) advise on the implementation of the IEP and/or are involved in direct work with the pupil.</p> <p>Training is an essential aspect of provision for all staff working with ASD pupils at School Action Plus.</p> <p>Multi-agency support is essential due to overlap of educational, social or health needs.</p> <p>Focused TA/teacher time with advice/support from SENCo and outside specialist(s). Individual support from visiting specialists</p> <p>There may be a requirement for enhanced pastoral and break/lunchtime support to develop social interaction skills.</p>

		<p>to be clearly set out via a visual timetable.</p> <p>The pupil will need preparation for changes in routine.</p> <p>Specialist structured programmes (for example, speech and language therapy programmes, signing, PECS, social stories, alternative literacy strategies) delivered on an individual basis.</p>	
--	--	---	--

## School Action Guidance

### Communication and Interaction: Autistic Spectrum Disorders

<b>Level of Description Of Difficulty</b>	The pupil has communication and/or interaction difficulties and continues to make limited progress despite the provision of a differentiated curriculum. Some difficulties within the “triad” of autistic spectrum disorders are evident: impaired language development; rigidity and inflexibility of behaviour, including play; difficulties with social communication and interaction.
---	---

Assessment, Planning & Review	Grouping for Teaching	Curriculum & Teaching Methods	Human Resources
<p>Assessment will utilise early years records, baseline assessment or QCA assessment baselines. It will focus on responding to the pupil’s presenting difficulties rather than depending on specialist assessment or confirmation of suspected autistic spectrum difficulties.</p> <p>Strengths and weaknesses will be analysed using behavioural checklists, curriculum-related assessment, criterion-referenced assessment and may be supplemented by standardised tests and/or diagnostic tests.</p> <p>IEPs will be set using “SMART” targets. There will be systematic monitoring of pupil progress in terms of the effectiveness of interventions arising from the IEP.</p> <p>Regular reviews should be held. Pupil progress can be tracked through National Numeracy and National Literacy Strategy frameworks. Relevant objectives can be set by tracking back.</p>	<p>Grouping arrangements or focused support in the classroom are used flexibly to promote independent learning.</p> <p>Focused support or special grouping over and above the Wave Two support may be required in the literacy/numeracy hours.</p> <p>Classroom setting/management takes account of social relationships.</p> <p>Provision of a distraction-free area for working in the mainstream class.</p>	<p>Access to National Curriculum /Foundation stages with suitable differentiation of the rates and methods of delivery. Individualised instructions or additional explanations from teacher may be required. Access to the curriculum should be at the level of interest and verbal ability. The teaching material should be at an appropriate interest level.</p> <p>Specific reinforcement or skill-development activities in support of IEP targets may be required. Consideration should be given to the use of specialist software, different learning materials or special equipment.</p> <p>Pupil and parent/carer involvement in the teaching programme will be clearly defined.</p> <p>Modified Wave Two support may be relevant for any pupils who are not in the appropriate year group but who meet the entry criteria for these programmes.</p> <p>The curriculum will focus on targets from earlier stages of the NLS and the NNS.</p> <p>Teaching and behavioural management strategies are targeted to enable participation in whole-class situations.</p>	<p>Class or subject teachers are responsible for working with the pupil on a daily basis, delivering the individualised or group programme. There may be some focused TA or teacher time.</p> <p>The SENCo facilitates assessment, planning and monitoring.</p> <p>Specialist teachers, educational psychologist or speech and language therapist may provide general advice on strategies, equipment or staff training at a formal or informal level.</p>

## **CRITERIA AND THRESHOLDS FOR STATUTORY ASSESSMENT**

### **COMMUNICATION AND INTERACTION : Autistic Spectrum Disorders**

In spite of purposeful and thorough support and intervention at School Action and School Action Plus (including the direct involvement of appropriate external agencies and services), as described in the relevant matrices, the pupil has still not developed communication and interaction skills to a level that will allow independence in adult life. The school may, therefore, need to consider requesting the LEA to undertake a statutory assessment of the pupil's special educational needs.

If the school decides to proceed with the request, the LEA will require written evidence that all of the following criteria are likely to apply and hinder effective learning:

- severe difficulties in following instructions, classroom routines and staying on task;
- atypical obsessive, challenging or withdrawn behaviours;
- resistance to changes in routines;
- inappropriate social behaviour, leading to social isolation;
- severe difficulties in understanding and using language.

Where the balance of evidence suggests that the pupil's difficulties:

- are significant and/or complex;
- have not responded to relevant and purposeful measures taken by the school and external specialists; and
- may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools in the area;

the LEA should consider very carefully the case for statutory assessment of the pupil's special educational needs.

**School Action Guidance**  
**Sensory and/or Physical Needs : Physical Difficulties/Medical Conditions**

<b>Level and Description of Difficulty</b>	Requires some adult assistance with the practical aspects of the curriculum or personal hygiene/dressing/fine motor skills. May exhibit increased fatigue, particularly towards the end of the day which affects classroom performance. Needs may impact on self-esteem and relationships with peers.
--	---

Assessment, Planning & Review	Grouping for Teaching	Curriculum & Teaching Methods	Human Resources
<p>Assessment will utilise early years records, baseline assessment or QCA assessment baselines.</p> <p>Strengths and weaknesses will be analysed using curriculum-related assessment, criterion-referenced assessment and may be supplemented by standardised tests and/or diagnostic tests.</p> <p>IEPs will be set, using “SMART” targets and reviewed regularly.</p> <p>There will be systematic monitoring of pupil progress, in terms of the effectiveness of interventions arising from the IEP.</p>	<p>Grouping arrangements or focused support in the classroom are used flexibly to promote independent learning.</p> <p>Classroom setting / management takes account of social relationships.</p>	<p>Access to National Curriculum / Foundation Stages with suitable differentiation of the rates and methods of delivery. May require an adapted physical education curriculum and additional support in some practical activities with physiotherapy or occupational therapy advice.</p> <p>Access to the curriculum should be at the level of interest and verbal ability. The teaching material should be at an appropriate interest level.</p> <p>Specific skill-development activities in support of IEP targets may be required. Consideration should be given to the use of specialist software, different learning materials or special equipment.</p>	<p>Class or subject teachers are responsible for working with the pupil on a daily basis, delivering any individualised or group programme.</p> <p>Some focused support may be required both in the classroom and at break and lunchtimes. The SENCo facilitates assessment, planning and monitoring.</p> <p>Specialist teachers, educational psychologist, physiotherapist or occupational therapist may provide some occasional advice on strategies, equipment or staff training.</p>

## School Action Plus Guidance

### Sensory and/or Physical Needs : Physical Difficulties/Medical Conditions

<b>Level and Description of Difficulty</b>	<p>Despite having received a carefully individualised programme, designed to meet the pupil's needs, and concentrated support under School Action, the pupil has continuing difficulty in accessing the curriculum. Barriers to learning and development require more specialised advice (and sometimes regular support) from external specialists.</p> <p>Such pupils may require significant adult assistance with the practical aspects of the curriculum or personal hygiene /dressing/ fine motor skills. May exhibit drowsiness, lack of concentration or motivation, as a result of their condition, which significantly affects classroom performance. Pupils' needs may impact on self-esteem and relationships with peers. May have additional learning / perceptual difficulties associated with their condition.</p>
--	--

Assessment, Planning & Review	Grouping for Teaching	Curriculum & Teaching Methods	Human Resources
<p>Consultation and advice from external agencies (for example, physiotherapist, occupational therapist, community paediatrician, educational psychologist, speech and language therapist) incorporated into the IEP.</p> <p>IEPs will include very carefully-considered targets, delivery methods and evaluation techniques.</p> <p>IEP regularly reviewed with pupil and parent / carer involvement.</p>	<p>There will be access to considerable small group / in-class TA/teacher support.</p> <p>Some pupils may need access to a base for therapy or special arrangements for toileting.</p>	<p>Access to the National Curriculum / Foundation Stages will be provided with suitable differentiation and support, particularly in PE and practical activities.</p> <p>Access to the curriculum should be at the level of interest and verbal ability. The teaching material should be at an appropriate interest level.</p> <p>Individual programmes to support IEP targets will be required.</p> <p>Focus will be on the educational implications of the medical / physical difficulties, but there may be therapy targeted at these difficulties under specialist guidance.</p> <p>Additional access to ICT and specialist equipment and materials may be necessary to facilitate access to the curriculum.</p>	<p>Class / subject teachers are responsible for delivering the IEP, in conjunction with the SENCo.</p> <p>External support service(s) advise on curriculum adaptation, the implementation of the IEP and/or are involved in direct work with the pupil.</p> <p>Multi-agency support will be required, due to overlap of educational, social or health needs.</p> <p>Focused TA / teacher time, with advice / support from SENCo and outside specialist(s).</p> <p>Targeted support at break / lunchtime may be required.</p>



## **CRITERIA AND THRESHOLDS FOR STATUTORY ASSESSMENT**

### **SENSORY AND/OR PHYSICAL NEEDS : Physical Difficulties/Medical Conditions**

In spite of purposeful and thorough support and intervention at School Action and School Action Plus (including the direct involvement of appropriate external agencies and services), as described in the relevant matrices, the pupil requires specialist resourcing to continue to access the full National Curriculum, and has still not developed skills that will allow independence in adult life.

The school may, therefore, need to consider requesting the LEA to undertake a statutory assessment of the pupil's special educational needs.

If the school decides to proceed with the request, the LEA will require written evidence that the pupil displays a combination of the following difficulties:

- complex and severe physical difficulties or medical condition;
- additional learning and/or communication difficulties requiring specialist intervention;
- emotional/behavioural problems (withdrawal, disaffection, reluctance to attend school);
- pupils' rate of learning may be affected by sickness absences, fatigue or medication.

Where the balance of evidence suggests that the pupil's difficulties:

- are significant and/or complex;
- have not responded to relevant and purposeful measures taken by the school and external specialists; and
- may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools in the area;

the LEA should consider very carefully the case for statutory assessment of the pupil's special educational needs.

## School Action Guidance

### Sensory and/or Physical Needs : Hearing Impairment

<b>Level and Description of Difficulty</b>	Pupils who are known to have a hearing loss (unilateral or bi-lateral) but who have not been prescribed hearing aids.		
<b>Assessment, Planning &amp; Review</b>	<b>Grouping for Teaching</b>	<b>Curriculum &amp; Teaching Methods</b>	<b>Human Resources</b>
Occasional consultation and advice from the Hearing Support Service.  Monitoring by class/subject teacher/SENCo.	Pupil based in the ordinary classroom.  Grouping strategies used to minimise the effect of background noise.  Pupils based predominantly in the ordinary classroom, supported through flexible grouping strategies.	The Hearing Support Service will liaise with the school staff about effective classroom management strategies.  Normal access to the school curriculum, which should be at the level of interest and verbal ability. The teaching material should be at an appropriate interest level.  .	SENCo will check with the parents/carers whether the child's hearing has been assessed.  SENCo or class teacher will co-ordinate arrangements for monitoring progress and for liaison with parents and other professionals.

**School Action Plus Guidance**  
**Sensory and/or Physical Needs : Hearing Impairment**

<b>Level and Description of Difficulty</b>	Pupil wears hearing aids and has a concomitant language/literacy delay.
--	---

Assessment, Planning & Review	Grouping for Teaching	Curriculum & Teaching Methods	Human Resources
<p>IEP drawn up, setting clear targets for language development.</p> <p>Qualified specialist teacher from the Hearing Support Service undertakes specialist assessment leading to a more specifically-focused IEP.</p> <p>Involvement of both educational and non-educational professionals in assessment and planning, particularly speech and language therapist.</p> <p>IEP regularly reviewed with pupil and parent/carer involvement, where appropriate.</p>	<p>Normal class grouping, but the Hearing Support Teacher liaises with the SENCo, class teacher or subject teachers regarding:</p> <ul style="list-style-type: none"> <li>▪ curriculum issues;</li> <li>▪ management of personal amplification systems and acoustics;</li> <li>▪ social and emotional factors;</li> <li>▪ inclusion issues.</li> </ul>	<p>Emphasis on increasing differentiation of activities and materials. Access to the curriculum should be at the level of interest and verbal ability. The teaching material should be at an appropriate interest level.</p> <p>Access to specialist amplification systems, such as personal hearing aids and a Radio Hearing Aid System, provided by the Hearing Support Service.</p> <p>May involve specialist teaching, supported by appropriate equipment and materials.</p>	<p>The Hearing Support Service will provide:</p> <ul style="list-style-type: none"> <li>▪ individual and small-group work on a regular basis;</li> <li>▪ provide training and development opportunities for staff with respect to hearing impairment;</li> <li>▪ advice on appropriate strategies.</li> </ul>



## **CRITERIA AND THRESHOLDS FOR STATUTORY ASSESSMENT**

### **SENSORY AND/OR PHYSICAL NEEDS : Hearing Impairment**

The pupil's degree of hearing impairment is likely to be so severe that he/she is unable to access the curriculum using purely oral methods, i.e. the pupil may need to use signed communication.

It is also likely that these pupils and those using an oral approach – even with adaptations to teaching methods and appropriate modification to teaching materials – may need to work at levels significantly below their peer group.

Greater emphasis on language development, auditory training and communication skills will be required. The social and emotional needs of these children will also need to be taken into account more widely.

Some pupils may have additional needs, for example, visual impairment, learning or physical difficulties.

## School Action Guidance Sensory and/or Physical Needs : Visual Impairment

<b>Level and Description of Difficulty</b>	<p>Pupils with a visual impairment may have difficulties with reading from the black/whiteboard/OHT, accessing standard written information at the normal pace and fine motor tasks. They may have swollen, inflamed, watery, painful or constantly moving eyes. They may rub the eyes excessively, react unusually to bright light or hold reading material at an unusual angle.</p> <p>Some pupils may suffer from a temporary reduction in vision, which, for a while, can seriously affect their ability to function in a classroom, unless staff take appropriate action to help. They include pupils who are being patched and those who experience sudden loss of vision in one eye (with full intact vision remaining in the other).</p>
--	--

Assessment, Planning & Review	Grouping for Teaching	Curriculum & Teaching Methods	Human Resources
<p>A Qualified Teacher of the Visually Impaired (QTVI) will assess functional vision and consult with school staff, parents and medical personnel. S/he will compile a report clearly identifying issues for school staff.</p> <p>Monitoring by class/subject teacher/SENCo.</p>	<p>Pupil based in the ordinary classroom.</p> <p>Grouping strategies used to minimise the effect of identified visual difficulties.</p>	<p>The Service will provide written advice for school staff about effective classroom management strategies and the implications of reduced vision in the school situation.</p> <p>Normal access to the school curriculum, which should be at the level of interest and verbal ability. The teaching material should be at an appropriate interest level.</p>	<p>SENCo will check with the parents/carers whether the child's vision has been assessed.</p> <p>SENCo or class teacher will co-ordinate arrangements for monitoring progress and for liaison with parents and other professionals.</p> <p>Specialist teacher (QTVI) will provide advice on teaching strategies, classroom management and equipment, as related to the child's visual access needs.</p>

## School Action Plus Guidance Sensory and/or Physical Needs : Visual Impairment

<b>Level of Description Of Difficulty</b>	<p>The pupil has a medically diagnosed visual impairment, and, as a result, can read only from the top four lines on the traditional eye chart. The pupil is likely to have a measurement of distance vision quoted as 6/18, or 6/24, or one or more of the following, visual difficulties:</p> <ul style="list-style-type: none"> <li>• Reduced near vision</li> <li>• Nystagmus (a constant flickering of the eyes)</li> <li>• A visual field defect</li> <li>• A colour vision defect</li> <li>• Photophobia (sensitivity to light)</li> <li>• Monocular vision (vision in one eye only)</li> </ul>
---	--

Assessment, Planning & Review	Grouping for Teaching	Curriculum & Teaching Methods	Human Resources
<p>Individual programmes to support IEP targets will be required involving consultation with the QTVI.</p> <p>IEPs will include very carefully considered targets, delivery methods and evaluation techniques.</p> <p>IEP regularly reviewed with pupil and parent/carer involvement, as appropriate.</p> <p>The QTVI will regularly monitor visual functioning and provide updated advice.</p>	<p>Grouping arrangements or additional support in the classroom are used flexibly to promote independent learning.</p> <p>Some withdrawal may be required for the teaching/reinforcement of specialist skills (e.g. typing, mobility).</p>	<p>Access to the National Curriculum/Foundation Stages will be provided with suitable differentiation and teacher/TA support. Access to the curriculum should be at the level of interest and verbal ability. The teaching material should be at an appropriate interest level.</p> <p>Individual programmes to support IEP targets may be required, with strategies aiming at maximising curriculum access.</p> <p>Additional access to ICT and specialist equipment and materials may be necessary to aid outcomes specified in the IEP.</p>	<p>A named QTVI will:</p> <ul style="list-style-type: none"> <li>• Visit the school on a regular basis to advise staff on strategies for ensuring pupils have a maximum access to the physical environment, the curriculum and written information.</li> <li>• Undertake monitoring and assessment of visual functioning</li> <li>• Provide a report at least annually, for school and parents</li> <li>• Provide training for school staff (one-to-one, small group, whole school).</li> <li>• Ensure the teaching of specialist skills, e.g. typing, mobility, when appropriate.</li> <li>• Assess pupils' specialist equipment needs and loan specialist equipment/</li> <li>• Provide support to parents, particularly at times of transition.</li> </ul>



## **CRITERIA AND THRESHOLDS FOR STATUTORY ASSESSMENT**

### **SENSORY AND/OR PHYSICAL NEEDS : Visual Impairment**

The school may need to consider requesting the LEA to undertake a statutory assessment of the pupil's special educational needs if:

- The pupil is blind, or has so little useful vision that he/she is unable to access the curriculum by sighted methods (i.e. he/she needs all materials presenting in a tactile or auditory format).
- The pupil's distance vision is clinically measured as 6/36 or worse, even with the best correction, (e.g. glasses, contact lenses).
- The pupil has a combination of some of the following:
  - Distance vision clinically measured as 6/18 or worse, even with the best correction
  - Such reduced near vision that he/she needs most or all materials specially adapted
  - Additional visual difficulties (e.g. Nystagmus, photophobia, field defect)
  - Additional significant, complex and long-term difficulties (e.g. learning, physical), which compound the visual difficulties.

These pupils will require significant adaptations and modifications to teaching methods, materials and the environment to ensure access to the curriculum. Where the evidence suggests that the pupil's difficulties:

- are significant and/or complex
- may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools in the area;

the LEA should consider very carefully the case for statutory assessment of the pupil's special educational needs.

### **3. APPENDICES**

## APPENDICES

1. Summary guidance on funding arrangements at the different response levels.
2. Criteria and procedure for:
  - a) Long-term medical support
  - b) Top-up funding
3. Access arrangements for centrally-funded specialist services
4. Forms for:
  - a) Top-up funding requests
  - b) Top-up funding yearly review
  - c) Request for statutory assessment
  - d) Statutory review and 14+ transition report
  - e) 14+ transition plan
5. Model Individual Education Plan

**Identification and Assessment of Children with SEN  
Summary Guidance on Funding Arrangements**

The new funding arrangements have created new response levels. These are summarised below. In general terms, the new arrangements are as follows:

1.	<b>School Action</b>	Old Stage 2. School funding
2.	<b>School Action Plus</b>	Old Stage 3. School funding
3.	<b>School Intensive Support</b>	<p>This is a level of response (up to 15 LSA hours) between School Action Plus and the point at which schools can apply to the Resourcing Panel for top-up support.</p> <p>This level will be funded by schools, using the money previously allocated for statements, but now delegated on the basis of lower prior attainment and free school meals.</p> <p>The thresholds for statutory assessment remain as they are at present, which means that a child at this response level could have a statement. However, schools would have to meet the hours (up to 15) specified in the statement from within their own resources.</p> <p><b>Note:</b> Details of what arrangements schools will have to put in place at School Action/Action Plus/Intensive Support are included in the matrices. Requests for top-up funding to the Resourcing Panel will be conditional on the school producing evidence that it has made appropriate arrangements at these levels.</p>
4.	<b>Top-up support</b>	<p>The level at which schools request top-up support from the Resourcing Panel. This has been set at above 15 LSA hours. Criteria for top-up funding are included in this documentation.</p> <p>The thresholds for statutory assessment will remain as they are at present, which means that a child at this response level could have a statement. However, schools would have to meet the first 15 hours of any support specified in a statement from within their own resources.</p> <p>Any allocations agreed by the Resourcing Panel for 25 hours and over will be funded</p>

		in total centrally. (See below)
5.	<p><b>Central Allocation:</b> For children with statements who have the following categories of need: HI, VI, SLD, physical difficulties</p> <p>Children with statements with allocations over 25 hours.</p> <p>Medical hours (without statements)</p>	<p>The Resourcing Panel will make all of the decisions on the allocation of resources for the children outlined in the previous column, and the LEA will fund the total needs of these pupils (i.e. schools do not cover the first 15 hours).</p>

## **LONG-TERM MEDICAL SUPPORT** **CRITERIA AND PROCEDURES FOR ALLOCATION AND REVIEW**

The Student Assessment Service is responsible for the allocation of support for children who do not have Statement, but who have special educational needs which are related to certain medical conditions. This support is provided on the basis of information from schools and Community Paediatricians.

For some pupils it will be appropriate for a school to request this centrally-funded support, rather than a statutory assessment of the pupil's special educational needs.

### **• Eligibility Criteria**

Long-term medical support is available, on a discretionary basis, for pupils who do not have a Statement of Special Educational Needs, but have identified medical or physical difficulties which mean that they require adult support to enable them to access the school routine.

This support is intended to help the school meet the pupil's needs when medically-diagnosed difficulties may necessitate one or more of the following:

- ◆ assistance with mobility
- ◆ assistance with toileting
- ◆ regular physiotherapy or occupational therapy in school
- ◆ administering medication, ie rectal diazepam
- ◆ where there is a significant risk of injury to the child

Examples of conditions for which this support might be appropriate are:

- ◆ cystic fibrosis
- ◆ juvenile arthritis
- ◆ cerebral palsy
- ◆ epilepsy
- ◆ Perthes disease

**It is expected that for a child receiving this support a mainstream curriculum would be appropriate without the need for further multi-agency assessment.**

The support is not intended for pupils who require learning or behavioural support beyond that normally available to schools at School Action or School Action Plus. Rather, it is anticipated that the allocation of long-term support for the pupil's medical care, in addition to any support at School Action or School Action Plus for their learning or behavioural needs, is likely to allow the pupil appropriate access to the school routine over the longer term.

Emergency support, including support for medical/physical needs is available on a short-term basis by the Primary Support Service. This is appropriate, for example, for short-term support which may be necessary after an accident or operation. Separate provision is made via the Secondary Support Service for pupils who are too ill to attend school.

- **Level and Duration of Support**

Long-term medical support is allocated according to a pupil's individual needs in the light of the support already available at the school.

It is generally expected that this support will be necessary on a long-term basis, as the difficulties experienced by the children concerned are often life-long. The continued need for and the level of support is reviewed on an annual basis in the spring term. The support is based entirely on the pupil's long-term medical needs and it is therefore important that any special educational needs the pupil has are monitored and reviewed according to the arrangement which are appropriate for all pupils.

- **Process for Application and Review**

### **Application**

Any request from a school for support for a pupil's long-term medical needs should be made to the school's area Special Needs Officer on the appropriate form and be accompanied by a report from the school Community Paediatrician and/or an Occupational Therapist/Physiotherapist report as appropriate.

The medical report should describe a pupil's condition, how it affects access to the school routine and how support will be targeted to help the pupil in school. It should also provide confirmation that, if it was considered necessary, training would be provided for school staff, in line with the LEA's Code of Practice on the Arrangement for the Administration of Medication to Pupils.

If the appropriate information is provided and the request meets the eligibility criteria the request will be considered by the Resourcing Panel who may make an allocation of support.

### **Review**

Each spring term lists of children receiving support relating to their long-term medical needs will be sent to the Consultant Community Paediatricians in Cambridgeshire. Schools and school Community Paediatricians will be asked to review the pupils at this time, using the standard form. This form will be sent to schools by the Student Assessment Service.

The Student Assessment Service will then consider, on the basis of the advice received, to maintain, increase, reduce or withdraw the support. Support can, of course, be reviewed at any other appropriate time during the course of the year. The Resourcing Panel will then make decisions on the level of resources allocated for the following 12 months.

If, at any stage, it is felt that a pupil might require further assessment of their special educational needs, discussions will need to take place regarding the appropriateness of statutory assessment with relevant professionals.

GUIDANCE TO SCHOOLS FOR REQUESTING LONG-TERM MEDICAL SUPPORT FOR A PUPIL

1. Ask parents/carers to sign a consent form (MS1) authorising the school to request that the Community Paediatrician investigates the pupil's medical needs in school.
2. Ask your Community Paediatrician to provide a report detailing the pupil's medical condition or difficulties and describing the type of care that this necessitates in school and any school staff training which might be required to deliver it. Attach any other relevant medical reports, ie Occupational Therapy & Physical Therapy.
3. Following receipt of the Community Paediatrician's report, consider the eligibility criteria to check the likely validity of your request for additional support for the pupil.
4. Consult the pupil's parents/carers to ensure that they would support the request.
5. Complete the request form MS2.
6. Attach the medical report and send to the Student Assessment Service.
7. Any support allocated is based entirely on the pupil's long-term medical needs. It is therefore essential that any other needs the pupil has in school are monitored and reviewed appropriately, according to the arrangements for all pupils with special educational needs.
8. If resources are allocated, the school and the Community Paediatrician will be asked to complete a review form at least annually. This is most likely to be during the spring term. This form will be sent to you by the Student Assessment Service.
9. In the light of this review information, it will be determined whether or not the pupil still meets the eligibility criteria for this support.
10. The school will be informed by letter whether the support is to be maintained, increased, reduced or withdrawn.
11. Should the pupil's need for support change significantly during the year, the level of support can be considered before the spring term review. It should be remembered that, as the support is discretionary, it is important to recycle resources, whenever possible, in order that they are targeted where they are most needed.

**CONSENT FOR REFERRAL TO THE SCHOOL COMMUNITY PAEDIATRICIAN**

**I/we give consent for the headteacher to consult the school Community Paediatrician regarding my/our child's health.**

**I/we understand that this consent will release any relevant medical information/reports to the Community Paediatrician for the purpose of further exploring (child's name)'s needs in school.**

**I/we also understand that any reports concerning my/our child will be shown to me/us first and that I/we will be consulted before the school makes any further requests/referrals using this information (for example for additional support from the Local Education Authority).**

**Child's name:** \_\_\_\_\_

**DoB:** \_\_\_\_\_

**Signature of parent/carer:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**REQUEST TO STUDENT ASSESSMENT SERVICE FOR SUPPORT  
FOR A PUPIL WITH LONG-TERM MEDICAL NEEDS**

Before completing this request form you should consult your school Community Paediatrician and consider the eligibility criteria and the guidance notes.

Pupil's Name:  DoB:

Address  
(inc. Post Code):

School:

School Community Paediatrician:

**Purpose of Support**  
**(Briefly describe how the pupil's medical difficulties affect them in school)**

**How, and at what times of the school week/day, would support be targeted to meet the pupil's medical needs in school?**

**PLEASE ATTACH A COPY OF THE SCHOOL COMMUNITY PAEDIATRICIAN'S REPORT TO THIS REQUEST.**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**FOR OFFICE USE ONLY**

---

Agreed:      Yes    /      No                      Start Date: \_\_\_\_\_

Review Date: \_\_\_\_\_

**NOTES:**

## **STUDENT ASSESSMENT SERVICE**

Stanton House  
Stanton Way  
HUNTINGDON PE29 6XL



**Cambridgeshire  
County Council**

Education,  
Libraries & Heritage

### **Criteria for Top-Ups for Pupils who Receive School Devolved Funding (15 Hours and Below) to meet their special educational needs (with or without a Statement of Special Educational Needs)**

The following criteria are related to the four areas of special educational needs (SEN) identified in The Code of Practice. It is expected that, to qualify for either a top-up (that is allocations in excess of the equivalent of 15 hours of LSA time, or total funding for those with SEN that are agreed to need the equivalent of 25 hours or above of LSA time), schools will have to provide written evidence to the Resourcing Panel demonstrating that the pupil's SEN meet the majority of the criteria in the relevant area of need.

Evidence can be sourced from either the Annual Review of a Statement of SEN or by completing the Top-Up Review proforma, which will require details of IEPs and reviews over at least 3 terms and also details of the strategies and outcomes used to meet the pupils' SEN.

The Resourcing Panel will consider all requests for additional funding on a monthly basis and will refer to the following criteria. However, allocations are made to individual pupil's needs and there may be exceptional circumstances where an allocation is awarded that does not relate to a particular set of criteria. In such circumstances the school and parent will be made aware of the reasons for the Panels decision.

# **CRITERIA FOR OVER 15 HOURS LSA SUPPORT**

## **SENSORY AND/PHYSICAL NEEDS**

### **PHYSICAL**

#### **Description of Needs**

- Mobility problems/physical difficulties that impact on the pupil's ability to move around the school independently
- Impairment of fine motor skills prevents note taking by hand
- Limited independence and self help skills. Pupil requires support at playtimes and /or mealtimes e.g. opening lunch boxes; cutting up lunch, carrying trays and safety Pupil requires OT/PT therapy daily
- Communication difficulties (speech and/or language)
- Needs specialist IT equipment to record written work or alternative means of recording, eg scribe, Dictaphone

#### **Response to Needs**

- Requires Speech and Language Therapy – assessment, advice and monitoring
- Specialist seating, aids or equipment to enable access to all areas of the curriculum
- Pupil needs adult support in practical lessons e.g. DT
- Assistance required moving around the school, i.e. carrying bags, work etc. and /or may require trikes and other aids
- Alternative PE activities or supported in PE. Assistance required with dressing and undressing
- Support for independence skills
- Some assistance needed for toileting and other personal care issues
- Adaptations to the physical environment of the school
- Adult support to undertake daily PT programme

# **CRITERIA FOR OVER 15 HOURS LSA SUPPORT**

## **SENSORY AND/PHYSICAL NEEDS (continued)**

### **VI**

#### **Description of Needs**

- The pupil has significantly reduced distance and/or near vision

#### **Response to Needs**

- Additional supervision to ensure safety in practical activities and in unfamiliar surroundings e.g. school trips
- Most materials to be adapted in the most appropriate formats e.g. large print, audio. Access to own copy of work/OHTs
- Some specialist equipment to access the curriculum and training in its use
- Mobility training programme at times of transition devised and monitored by a qualified Mobility instructor and reinforced in school
- Touch typing tuition with reinforcement in school
- Regular access to a Q.T.V.I

### **HI**

#### **Description of Needs**

- Permanent Hearing loss
- Significant delay in language development
- Child uses lip reading and does not sign, but is not dependant on it for curriculum access

#### **Response to Needs**

- Advice from HSTs re acoustics and training of staff
- Audiological equipment requires daily checking
- HSS involved on a regular basis
- Speech and language therapy assessment, advice and monitoring required

# **CRITERIA FOR OVER 15 HOURS LSA SUPPORT**

## **Communication and Interaction**

### **Description of Needs**

- Persistent and severe phonological processing difficulties
- Difficulty in consistently understanding 3 or 4 information carrying words
- Severe problem in vocabulary, word finding and sentence patterns are all severely limited
- Severely delayed or disordered sound system – speech is only intelligible to familiar adults
- Needs predictable routine and structure. Pupil can learn routines and responds well to structure and consistency
- Severe difficulty understanding concepts and abstract language at a level expected for age
- Can give inappropriate answers to questions
- Anxiety to change can be diverted and pupil can be taught strategies to cope with change
- May need break and lunchtime support for social skills activities
- Rigidity of thought requires, operates to own agenda but with adult intervention will move on to another task
- Does not understand subtleties and nuances of language
- Low level obsessions which hinder both learning and socialisation
- Echolalia
- Finds social situations difficult. Pupil does not understand another's point of view or show empathy
- Uses socially inappropriate language
- Difficulty understanding social use of language – easily misinterprets interactions with peers – significant difficulty establishing peer relationships
- Does not understand basic rules of interaction, eg eye contact, form taking
- Some low level disruptive behaviour that indicates that the pupil is distressed
- Relies on gesture and context instead of oral language to express ideas and need

### **Response to Needs**

- Check pupil's understanding of verbal instructions; reinforce the content to ensure pupil comprehends fully
- Adult support to teach strategies to cope with predictable situations that arise during the school day
- Pupil can be diverted from obsessions through adult intervention
- Speech and Language Therapy support for communication programme, LSA to undertake follow-up work on a regular basis
- Adult support for organisational skills in school e.g. ensuring homework is recorded, right books for lessons, in the right place at the right time etc
- Whole school understanding of pupils needs and an agreed consistent approach
- Changes need to be previously prepared for where possible
- Child needs adult support in the less structured parts of the school day
- Social skills programme
- Prompts to listen/attend
- Augmentative communication, eg Makaton

# **CRITERIA FOR OVER 15 HOURS LSA SUPPORT**

## **Behaviour, Emotional and Social Needs**

### **Description of Needs**

- Regular outbursts of aggressive behaviour towards peers and adults
- Evidence of a significant level of disturbing rather than disruptive behaviour such as anxiety disorders, depression, self harming resulting in the pupil withdrawing themselves from any interaction with peers or classroom activities
- Very weak attention and listening skills resulting in constant interruption of other pupils concentration on set tasks
- Weak literacy skills
- Very low self-esteem destroys work, withdrawn and/or isolated. Very few if any friends
- Not motivation
- Pupil responds to praise
- Demands constant adult attention
- Persistent level of significant disruption in the class cause by the pupil wandering around he class, making comments, being slow to settle to a task etc
- Poor social skills that results in confrontation and conflict with peers in unstructured parts of the school day on a regular basis. Relates better to adults than peers

### **Response to Needs**

- Behaviour requires clear strategies consistently applied and agreed by the whole school
- Clear guidance for the child on the expectations of the school re behaviour. This is re-enforced daily with praise and rewards.
- Need for adult support in areas of curriculum where there is writing /listening
- Adult support required for the unstructured part of the school day to minimise opportunities for challenging and disruptive incidents.
- Weekly social skills programme to develop positive interaction with peers that is reinforced daily.
- Adult prompts throughout the day to refocus the pupil and to ensure that he/she stays on task.
- Adult support to re focus child away from disturbing behaviours in order to diminish self-injurious behaviours.
- Multi agency liaison on a regular basis involving all those supporting the child both in and out of school

# **CRITERIA FOR OVER 15 HOURS LSA SUPPORT**

## **Cognition and Learning**

### **Description of Needs**

- Very weak literacy (bottom 1% and below) and language skills (1<sup>st</sup> percentile)
- Difficulties experienced in all areas of learning
- Developmental delay
- Pupil can not keep up with the pace of learning within the class
- Passive learning style
- Has a limited circle of friends, is often distressed because of incidents misunderstandings in the playground. Immaturity can cause difficulties with peer group
- Needs help with organisation and planning
- Low self-esteem. Pupil lacks confidence in own ability. Reluctant to undertake new tasks
- Lack of Motivation
- Has difficulty following instructions
- Fine motor skills problems requiring a programme from the Occupational Therapy
- Some personal care issues
- Limited independence
- Other needs, ie HI, VI, mobility, speech production

### **Response to Needs**

- Social skill activities organised during break and lunch times
- Requires frequent over learning
- Some adult support to assist with or prompt personal care
- Some adult support to assist with developing the pupil's ability to process language
- Needs adult intervention to start a task and regular prompts to remain on task
- Check that pupil has understood instructions before beginning a task, adapt language if necessary
- Pupil needs support in literacy based areas of the curriculum
- Assistance with organising the recording of written work
- May require speech and language therapy assessment and advice

# CRITERIA FOR OVER 25 HOURS LSA SUPPORT

## **SENSORY AND/PHYSICAL NEEDS**

### **PHYSICAL**

#### **Description of Needs**

- Significant mobility and difficulties – no independent means of mobility. Health and safety issues regarding pupil's movement around the school
- Significant impairment of mobility in arms and upper torso
- Very poor fine motor skills, ie unable to hold a pen or pencil
- Organisational problems due to physical disabilities ie carrying books and equipment, getting from A-B in school
- Complex learning and /or social needs
- Severe communication difficulties/non-verbal

#### **Response to Needs**

- Requires daily Physio, Occupational Therapy and/or Speech and Language Therapy programme
- Access in all areas of the curriculum through specialist aids, equipment and furniture
- Specialist IT equipment needed to record all written work, possibly voice-activated
- Flexible teaching arrangements
- Possible need for alternative or augmentative communication, ie Alpha talker
- Need for specialist equipment, ie chairs/standing frame. Needs K Walker/electric wheelchair or other aid to move around the school
- Significant adaptations to school needed to ensure accessibility
- Moving and handling issues for staff, training required and possible risk assessments undertaken
- Need for skilled adult support to develop Independence skills
- Access to hydrotherapy/swimming pool
- Need for adult help in all practical lessons ie Science, DT

# **CRITERIA FOR OVER 25 HOURS LSA SUPPORT**

## **SENSORY AND/PHYSICAL NEEDS (continued)**

### **VI**

#### **Description of Needs**

- Child has little or no vision may be registered blind

#### **Response to Needs**

- A high level of supervision to ensure safety in practical activities, on the playground, when moving around the school between lessons and unfamiliar surroundings e.g. school trips
- All materials to be adapted in the most appropriate format eg Braille, large print, audio and needs access to specialist aids to access the curriculum
- A mobility training programme devised and monitored by a qualified Mobility instructor needing reinforcement regularly in school
- Adult support to develop independence skills, organisational skills, daily living skills with opportunities to develop social skills
- Touch typing with regular reinforcement
- Requires regular and frequent access to a Q.T.V.I
- Specialist equipment to access the curriculum and training in its effective use

### **HI**

#### **Description of Needs**

- The child is deaf or has little useful hearing even with aids
- Reliant on signing to access curriculum
- Has difficulties in addition to HI

#### **Response to Needs**

- Requires full time adult support in school
- Alternative or augmented forms communication needs to be implemented - Lip reading, signing etc
- Advice from HI regarding acoustics and seating
- Regular and direct specialist support
- Speech and Language Therapy required
- Checking of aids daily

# **CRITERIA FOR OVER 25 HOURS LSA SUPPORT**

## **Communication and Interaction**

### **Description of Needs**

- Unable to understand instructions unless relayed in differentiated language by an adult
- Cannot process the flow of language in the classroom
- Unable to make views known verbally
- Little if no understanding of concepts
- Severe speech production – is unintelligible
- Extreme obsessive behaviours that cannot be reduced
- A very high level of distress and anxiety caused by particular obsessions
- Becomes distressed easily, eg any change to routine or ending an activity
- Operates to own agenda. Can not be easily directed to other tasks
- Little or no understanding of social behaviour which causes significant difficulties with peers
- Little to no understanding of danger. Unawareness of potentially dangerous situations – breaks & lunchtime. Child requires lunch/break supervision
- Behaviour may often be disruptive and sometimes aggressive
- No understanding of non-verbal communication, eg eye contact, gesture, facial expression
- Lack of empathy to peers
- Cannot initiate or sustain conversation
- Unable to attend/listen for more than a few seconds

### **Response to Needs**

- Child needs a key person to help develop organisational skills and to prepare the pupil for changes throughout the day
- Needs highly structured approach to meet needs
- Daily communication programme, needing direct input from Speech and Language Therapists
- Child needs adult support in all lessons in order to begin and complete tasks without significant disruption to the learning of other pupils in the class
- Needs to be taught how to interact socially
- Causes concern regarding health & safety of pupil and/or other pupils
- Significant amount of time needed to teach the child appropriate social responses, play skills, etc.
- Whole school need training to respond consistently to this level of need.
- Advice and support from other professionals on the effective management of the child
- Needs an augmentative or alternative means of communication means of communication ie Makaton or PECS
- Adult support to undertake programmes to speech production
- Constant adult support to sustain attention

# **CRITERIA FOR OVER 25 HOURS LSA SUPPORT**

## **Behaviour, Emotional and Social**

### **Description of Needs**

- Child unable to complete any ability-appropriate task without constant adult prompts or supervision
- Child causes a very high level of disruption, eg constantly wandering around the class, calling out, interfering with other children's work, unable to settle, abusive, damage etc
- Demanding of adult attention
- Frequent, severe daily outbursts of aggression
- Physically and verbally aggressive to peers and/or staff on a regular basis. Significant level of intimidation towards adults and other pupils
- Risk of injury to peers and staff
- No regard for authority and rules and does not respond to usual reward systems. Child does not respond to routine, structure and positive management
- Probably very weak literacy and other associated learning difficulties, eg speech and language
- Child has very poor attention and concentration – few minutes only
- Significant behavioural problems that results in health & safety issues for child (e.g. self injury), other pupils & adults within the school environment – including breaks & lunchtimes
- Extremely withdrawn. Little if any positive interaction with peers therefore is isolated

### **Response to Needs**

- Break & lunchtime activities need to be structured to enable child to be taught play skills and social skills
- Requires constant adult supervision to support school's strategies to diminish negative behaviour and promote positive behaviour
- Needs multi-agency liaison Advice and support from all appropriate professionals including CAMH to share info about child's difficulties and how they are impacting on his learning
- Constant adult prompting to stay on task and to enable other pupils to engage in learning without disruption
- A significant level of adult intervention needed in re-channelling and refocusing to diminish self injurious and repetitive behaviour
- Pupil discussed by staff throughout the school. Requires a consistent school response to the child's behaviour
- Child may have been moved from another school i.e. managed to move or at risk of exclusion
- Staff require positive handling training

# **CRITERIA FOR OVER 25 HOURS LSA SUPPORT**

## **Cognition and Learning**

### **Description of Needs**

- Significant developmental delay
- Unable to complete any task without adult intervention
- Personal care issues, eg toileting issues
- Very Limited independence. Extremely vulnerable, health and safety issues
- Pupil has, in addition, other significant needs, ie HI, VI, mobility problems, poor speech production, and significant fine motor skills problems
- Re-integration from special school (SLD/PMLD)
- Little or no idea of danger
- Does not form relationships with peers. Plays/works alongside peers and not with
- Significant problems processing language and so access to the curriculum is prevented
- Little or no understanding of instructions without 1:1 adult support
- Poor organisational skills. Little if no ability to remember instructions or directions

### **Response to Needs**

- Requires constant over learning of concepts
- Adult support to organise and record written English
- Unable to move around the school without adult guidance and supervision
- Adult support to assist with personal care issues during the school day
- Needs to be taught social responses
- Requires adult supervision during playtimes/breaks for health and safety reasons.
- Requires an individually designed programme in order to promote the acquisition of literacy skills
- Pupil requires adult support to understand the instructions and information given out in the classroom
- Alternative curriculum activities may be required on a regular basis
- Requires speech and language therapy assessment and advice

## ACCESS ARRANGEMENTS FOR CENTRALLY-FUNDED SPECIALIST SERVICES

SERVICE	ALLOCATION	SERVICE DELIVERY	CONTACT
Access and Inclusion Specialist Teaching Service	<ul style="list-style-type: none"> <li>➤ Using the AEN formula, all primary schools receive an annual entitlement of <i>general support</i> (largely for SENCO support) and a further entitlement of specialist support.</li> <li>➤ Each <u>area</u> team is allocated an amount of flexible time to ensure access and inclusion for pupils whose needs (learning and behaviour) are particularly challenging.</li> <li>➤ The service also administers the Prevention and Exclusion budget for time-limited use with excluded pupils, or those on the verge of exclusion.</li> <li>➤ Secondary schools have a small general entitlement from this service for areas of special educational needs, excluding social, emotional, behavioural difficulties, which are covered by the Secondary Support and Inclusion Service.</li> <li>➤ Additional specialist support teacher time can be bought from the service, at a cost of £40 per hour.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The delivery pattern is agreed with the schools on a termly basis.</li> <li>➤ Educational provision other than at school is planned on an individual, needs-led basis for those pupils unable to attend, due to: <ul style="list-style-type: none"> <li>- exclusion;</li> <li>- challenging/difficult-to-manage behaviour</li> </ul> </li> </ul>	<p>Head of Service Angela Scott Gazeley House Princes Street Huntingdon Cambs PE29 3NS</p> <p>Tel: 01480 375580 Fax: 01480 375146 e-mail: <a href="mailto:angela.scott@cambridgeshire.gov.uk">angela.scott@cambridgeshire.gov.uk</a></p>

SERVICE	ALLOCATION	SERVICE DELIVERY	CONTACT
Educational Psychology Service	<ul style="list-style-type: none"> <li>➤ Formula allocation to all primary and secondary schools.</li> <li>➤ Allocation to special schools and special facilities according to size.</li> <li>➤ Small amount of contingency time held in reserve.</li> <li>➤ Additional time for INSET can be purchased at £60 per hour; £350 per day (6 hours); £175 per half day (3 hours).</li> </ul>	Delivery pattern is based on planning meetings held, at least annually, in each school.	<p>Principal Educational Psychologist, Keith Melton, ELH 1204, Castle Court, Shire Hall, Cambridge.</p> <p>Tel: 01223 717956 Fax: 01223 718179 e-mail: <a href="mailto:keith.melton@cambridgeshire.gov.uk">keith.melton@cambridgeshire.gov.uk</a></p>
Hearing Support Service	Levels of service support to schools are allocated according to the individual needs of each hearing impaired pupil/student.	Delivery could be daily (profound loss); weekly (severe to profound loss); fortnightly - half termly (moderate loss, hearing aids, attending local school); termly - annually (eg. mild to moderate loss and hearing aids).	<p>Head of Service Kate Stocks Hearing Support Service Fawcett School Alpha Terrace Trumpington Cambridge</p> <p>Tel: 01223 569948 Fax: 01223 845622 e-mail: <a href="mailto:kate.stocks@cambridgeshire.gov.uk">kate.stocks@cambridgeshire.gov.uk</a></p>

SERVICE	ALLOCATION	SERVICE DELIVERY	CONTACT
Secondary Support and Inclusion Service	<ul style="list-style-type: none"> <li>➤ Secondary Schools receive a minimum of one day in school support per week.</li> <li>➤ Additional support accessed for individual students through Pastoral Support Programmes (PSP).</li> <li>➤ School scan apply for out-of -school provision within the criteria agreed with secondary headteachers.</li> <li>➤ Charges levied are: <ul style="list-style-type: none"> <li>- pro-rata AWPU claim for students educated out of school;</li> <li>- training costs;</li> <li>- in some cases, contributory to the costs of PSPs.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Weekly in-school support agreed with staff in each school;</li> <li>➤ educational provision otherwise than at school for students unable to attend mainstream provision, due to: <ul style="list-style-type: none"> <li>- difficult-to-manage behaviour;</li> <li>- exclusion;</li> <li>- illness;</li> <li>- pregnancy or early motherhood.</li> </ul> </li> </ul>	<p>Head of Service Bob Sproson Ascham Centre Ascham Road Cambridge CB2 4BD</p> <p>Tel: 01223 712908 Fax: 01223 712912 e-mail: <a href="mailto:bob.sproson@cambridgeshire.gov.uk">bob.sproson@cambridgeshire.gov.uk</a></p>
Visual Impairment Service	Levels of Service support to schools are allocated according to the individual needs of each visually impaired pupil/student.	Levels of delivery range from daily to annual contact and are negotiated on an individual basis, with termly review.	<p>Head of Service Linda Lloyd Gazeley House Princes Street Huntingdon Cambs PE29 3NS</p> <p>Tel: 01480 375805 Fax: 01480 375733 e-mail: <a href="mailto:linda.lloyd@cambridgeshire.gov.uk">linda.lloyd@cambridgeshire.gov.uk</a></p>

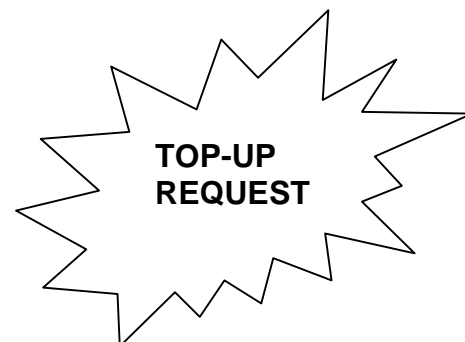
Ref: Linda/lilias/plans and tables/Access arrangements for Centrally Funded Education Service

# TOP-UP REQUEST



Cambridgeshire  
County Council

Education,  
Libraries & Heritage



## CAMBRIDGESHIRE LOCAL EDUCATION AUTHORITY

REQUEST FOR ADDITIONAL SUPPORT (TOP UP) TO SCHOOL FUNDED PROVISION FOR PUPILS  
WITHOUT A STATEMENT OF SEN

**Name of Child** \_\_\_\_\_

**Date of Birth** \_\_\_\_\_

**School** \_\_\_\_\_

**Request Date** \_\_\_\_\_

## Cambridgeshire Local Education Authority

Child's Name			
Forename (s):		Surname:	

Date of Birth:		UPN:		Year Group:	
----------------	--	------	--	-------------	--

Gender:		Language in Home:		Ethnicity:	
---------	--	-------------------	--	------------	--

School:	
---------	--

Home Address:	
---------------	--

Postcode:		Telephone Number:	
-----------	--	-------------------	--

Child Also Known As:	
----------------------	--

Name of Parent(s)/Guardian(s)		
Name:		Relationship to Child:

Name and Address of Parent(s)/Guardian(s) if different from above

Postcode:		Telephone Number:	
-----------	--	-------------------	--

Care Order/ Accommodated:		Date:	
(If yes to either, delete as appropriate and specify date)			

Other schools attended with dates

Reasons for Request
<p>Please complete Pages 3-5 and submit a WRITTEN SUPPORT as outlined in the Notes of Guidance on Pages 6-9</p>

**Summary of Evidence in Support of Request**

This summary is intended to provide a useful guide for writing the accompanying school report. The report should highlight how the evidence referred to here is relevant to the child’s needs and how they have been met.

**A request should not be submitted unless the school has already provided the equivalent of 15 hours and has detailed evidence of this support,** eg a number of reviews of the child’s Individual Education Plan (IEP) at School Action Plus and School Intensive. A request will not be considered unless this evidence is provided.

- 1. National Curriculum Attainment Summary.** Please complete as appropriate to the child’s Key Stage.

Year Group	Age	NC Level in core subjects as at (Insert Date)		
		ENGLISH	MATHS	SCIENCE
		AT 1	AT 1	
		AT 2	AT 2	
		AT 3	AT 3	
			AT 4	

- 2. Code of Practice School Action and School Action Plus**

Code of Practice Stage	Date started
School Action	
School Action Plus	

Reasons for move to School Action Plus

**Please attach a copy of at least the last two School Action Plus IEPs and Reviews.**

- 3. School Intensive**

Reasons for move to School Intensive

**Please attach copies of IEPs and Reviews at School Intensive. These should clearly identify where additional support is being given to the pupil which is above and beyond the normal differentiation expected in the classroom.**

**Number of hours of LSA Support or equivalent provided by the school**

#### 4. Summary of Progress as Tested

Please provide any test scores which indicate the child's progress over time. These should be referred to in full in the accompanying report.

Test used	Tested by (LST, EP, etc)	Date of test	Score

#### 5. Checklist of Agency Involvement

Agency/professional consulted	✓	Name of person providing report	Date of report(s)
Educational Psychology Service			
Pre-school Service/Portage			
Primary Support Service			
Secondary Support Service			
VI Service			
HS Service			
Community Paediatrician			
Speech and Language therapist			
Physiotherapist			
Occupational therapist			
School nurse			
E.W.O.			
Social Services			
Other(please specify)			

## 6. Support Provided

What staffing, materials and equipment (including IT) are provided by the school or an agency to support this child? **(It is vital that you clearly state the support the school is providing otherwise your application may be refused). Attach copies of timetables.**

Adults supporting child	Details of support, eg hours/minutes per week/fortnight for literacy/language	Provided by

Specialist materials/equipmen	

Signature of person making the request \_\_\_\_\_

Position held \_\_\_\_\_ Date \_\_\_\_\_

It is expected that the 'Responsible Person', who will normally be the Headteacher or Acting Headteacher, will sign this form.

## **NOTES OF GUIDANCE**

### **School Report Outlining Reasons for Request**

In order to ensure consistency in the consideration of requests for top ups, you must provide a detailed report which:

- a) states clearly the reasons for the request
- b) is guided by reference to the relevant sections of the County guidance
- c) includes information under all the headings listed on Pages 7 and 8
- d) provides the detailed information suggested by the questions

The questions are not exhaustive and there may be other relevant information you wish to include in your report.

Reports from support services involved with the pupil should be attached, with your school report, to your request

NB: Please ensure that you have completed all of the proforma on Pages 1 to 5.

## **1. Skill Levels and Functioning in School**

Is the pupil following programmes of study relating to the appropriate Key Stage? Please give details of the programmes of study in use.

Is the pupil subject to any temporary exception from the National Curriculum under Section 365 of the Education Act 1996? Is the pupil working at a level significantly below that of his/her peers in any of the core subjects of the National Curriculum? Please give details and refer to the County Guidance document.

Is the pupil falling progressively behind the majority of pupils of his/her age in academic attainments in any of the National Curriculum core subjects as measured by National Curriculum assessments, other standardised tests and teachers' own recorded assessments of a pupil's classroom work? If so, please give details.

Please give details of any progress, particularly recent progress, made by the pupil over a specified period between IEP reviews? Where standardised tests have been used over time, please give results and dates.

Please give details of what triggered the pupil's move from School Action to School Action Plus and then to School Intensive.

## **2. Identification of Learning Needs**

Please draw from the detailed advice in the County Guidance document and in the Code of Practice (see paragraphs 7.55-7.67 and provide details from the area or areas which will give the best description of the pupil's learning needs).

## **3. Strategies Used to Date**

Please give details of how the school has formulated, monitored and regularly evaluated the pupil's IEPs, including details of the involvement of outside specialists and of any structured support programmes (e.g. literacy, numeracy, behaviour management, speech and language) where appropriate, with their targets and outcomes.

Please give details of the pupil's progress within such programmes, as measured by IEP targets and/or standardised tests. Are the outcomes significantly and consistently below those which might be expected for a pupil following such programmes?

**Detailed and recent evidence of the pupil's functioning, programmes used and progress made is essential.**

#### **4. Resources Made Available by the School at School Action Plus and School Intensive**

What support has been provided from within the school's own resources and by relevant external support agencies to meet the pupil's special educational needs:

- what staff have been involved with the pupil and for what periods of time?
- what specialist materials/equipment have been used with the pupil?
  - what liaison arrangements are there between staff involved in the delivery of special educational provision?

This section should clearly identify where during the day the school has allocated additional support and why.

#### **5. Parental Involvement**

How have the pupil's parent(s) been involved to date? Have their views been sought and taken into account?

The view of parents should be included with this report, if available.

#### **6. Pupil Involvement**

Is the pupil aware of this request? Have their special educational needs been discussed with them? Has the pupil been involved in target setting? Where possible, their views should be included with the report.

#### **7. Other Factors**

In addition to the professional reports appended to this request, please provide, where relevant, any evidence of other identifiable factors which may affect the pupil's attainments (e.g. evidence of problems in the pupil's home circumstances, Social Services' involvement, poor school attendance).



## Pupil Participation

Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child.

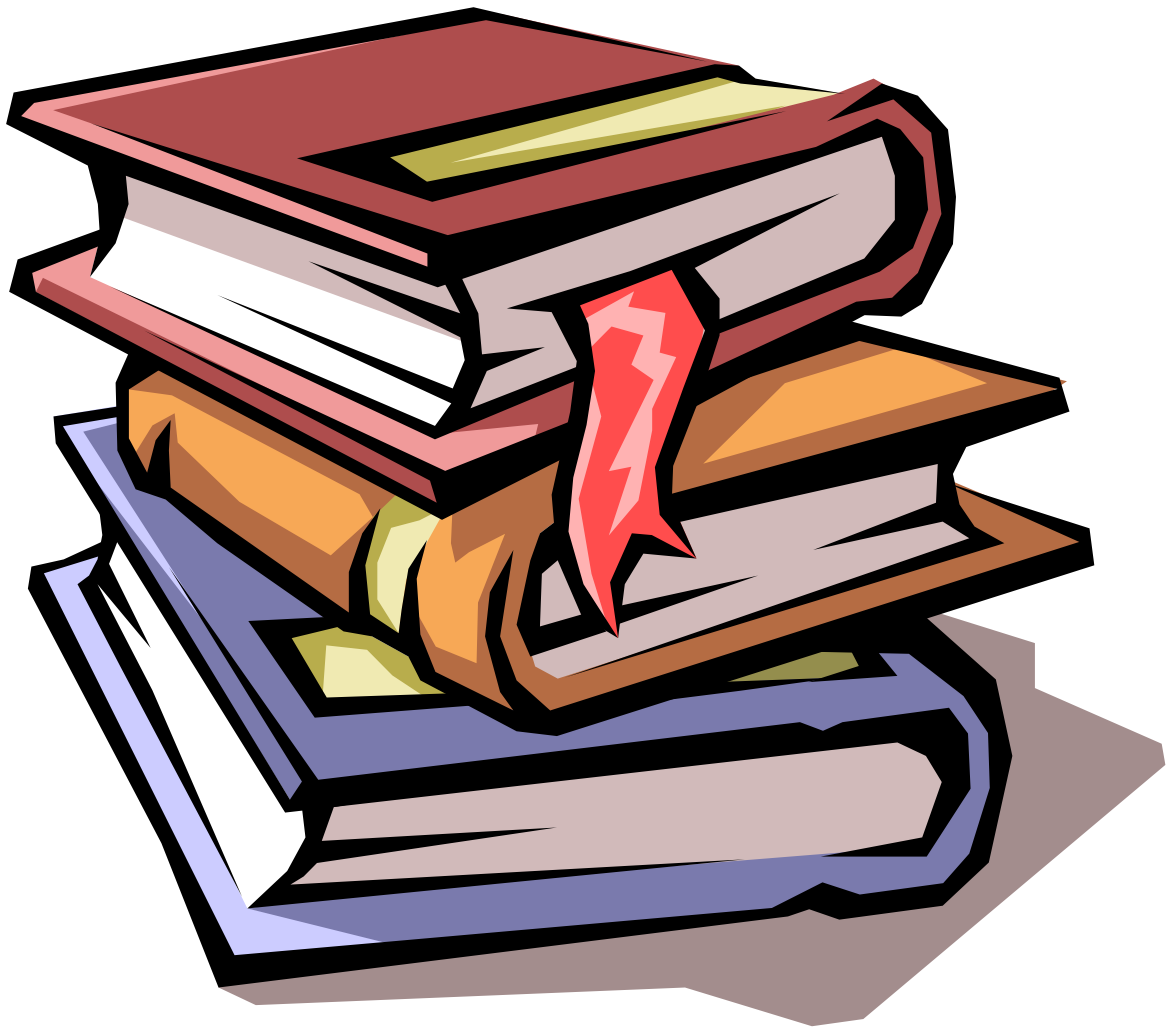
See Articles 12 and 13, The United Nations Convention on the Rights of the Child

Please find attached a copy of a form on which the views of the pupil/your child can be recorded. The LEA is expected to involve pupils in all aspects of their education and to find out what they think or want. The pupil's views will form an important part of the statutory assessment process now that the LEA has agreed to undertake a statutory assessment of the pupil/your child's special educational needs.

This form is made up of questions you can use to gather the pupil/your child's views for the statutory assessment process. You can, if you wish, use other questions or methods to find out what the pupil/your child thinks about statutory assessment. Whatever method you use please ensure that the young person's views are forwarded to the Student Assessment Service as soon as possible.

If the statutory assessment of the pupil/your child's needs results in a Statement of Special Educational Needs then this form will be used at each annual review.

If you have any concerns about using this form or recording your child's views the following people can give help and advice: Class teacher, SENCo, Special Needs Officer, Parent Partnership Officer.



# SECONDARY PUPIL PARTICIPATION FORM

## Pupil Views

**Child's Name:**

**Date of Birth:**

**School:**

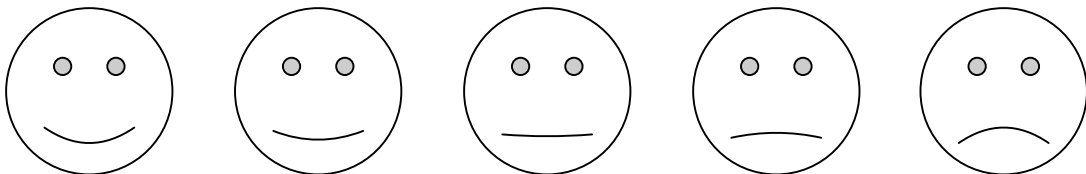
**We want to hear your what you think!**

If you don't want to use this form, that's ok, you can record your views in the way that you want to.

Here are five symbols, showing faces from really happy to really unhappy.

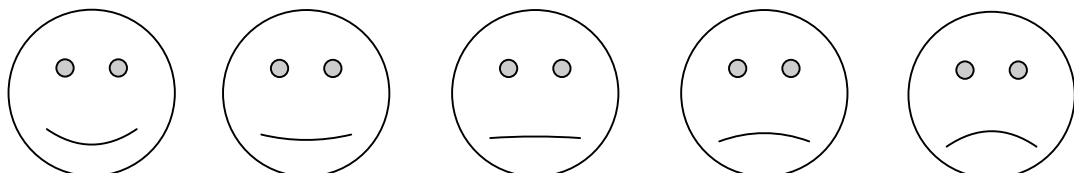
Tick the face, which is nearest to how you feel. There is a space under each one for you to add what is happening. But don't worry, it's not a test and someone can always help you to write things down. This is your big chance to say what you think!

**How do you feel things are going in English?**



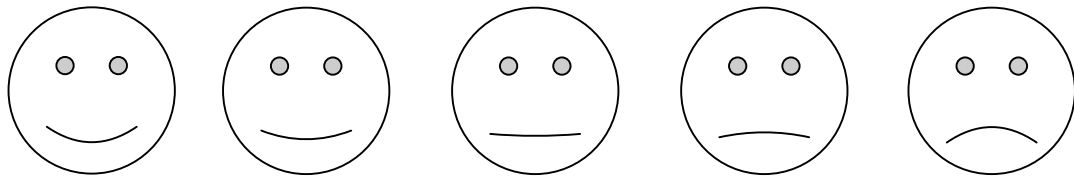
If you haven't ticked the Happy face, what do you think will help things to get better in English? If you have ticked the happy face, what things do you enjoy doing in this subject?

**How do you feel things are going in Maths?**



If you haven't ticked the Happy face, what do you think will help things to get better in Maths? If you have ticked the happy face, what things do you enjoy doing in this subject?

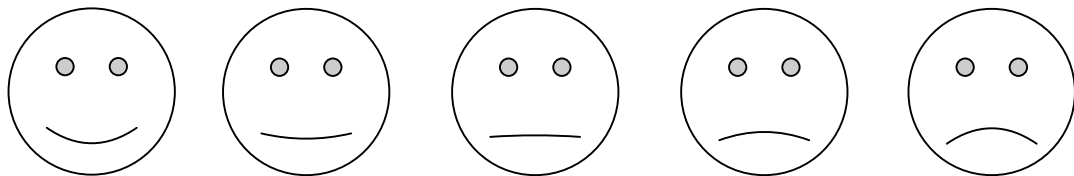
**How do you feel things are going in Science?**



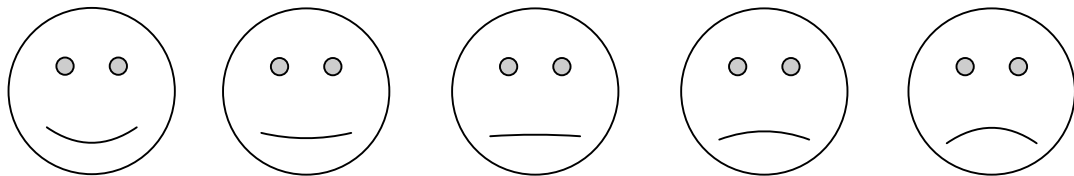
If you haven't ticked the Happy face, what do you think will help things to get better in Science? If you have ticked the happy face, what things do you enjoy doing in this subject?

**How do you feel things are going in Geography and History?**

**Geography**



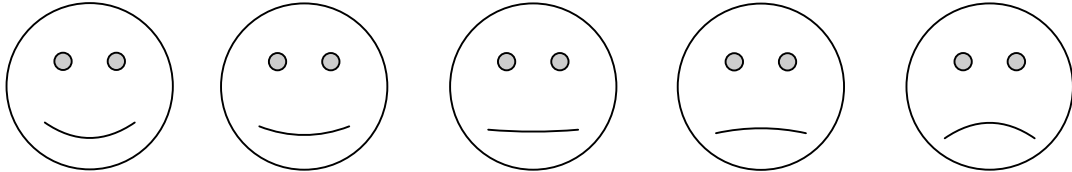
**History**



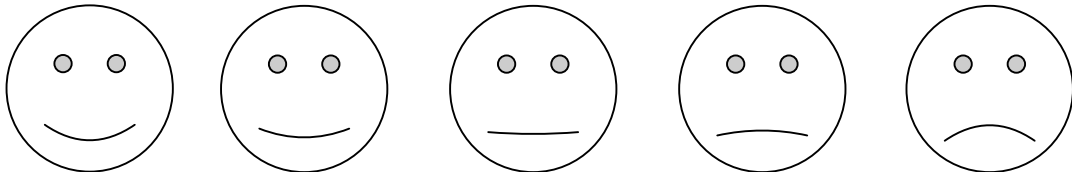
If you haven't ticked the Happy face, what do you think will help things to get better in Geography and History? If you have ticked the happy face, what things do you enjoy doing in this subject?

**How do you feel things are going in French and/ or German?**

**French**



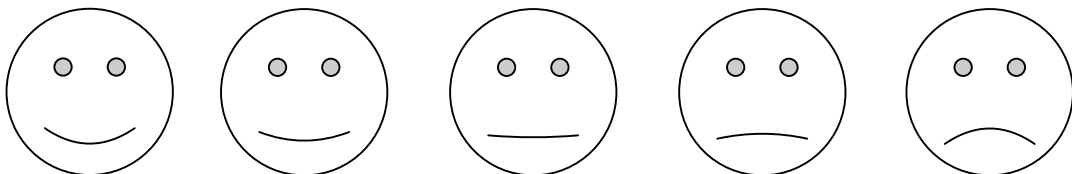
**German**



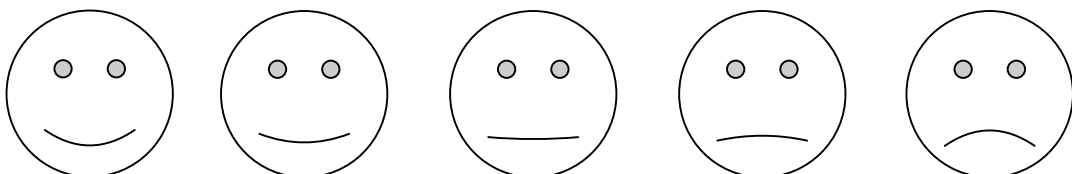
If you haven't ticked the Happy face, what do you think will help things to get better in French and/or German? If you have ticked the happy face, what things do you enjoy doing in this subject?

**How do you feel things are going in Art and PE?**

**Art**



**PE**



If you haven't ticked the Happy face, what do you think will help things to get better in Art and PE? If you have ticked the happy face, what things do you enjoy doing in this subject?

**What do you do in your free time at school?**

**Would you like to have things to do at lunchtime?**

**What things in school make you angry?**

**What would you change in school to help you?**

**Who helps you with your work?**

**Do you like to have help? Is there too much? Is there too little?**

## **ALL ABOUT ME**

**There are other things that you probably do in school that we haven't given you space to write about. Please use the space to tell us anything else about school.  
You can write or draw.**



# PRIMARY PUPIL PARTICIPATION FORM

## Child's Views

**Child's Name:**

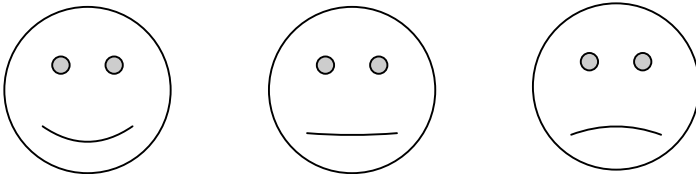
**Date of Birth:**

**School:**

## ALL ABOUT ME

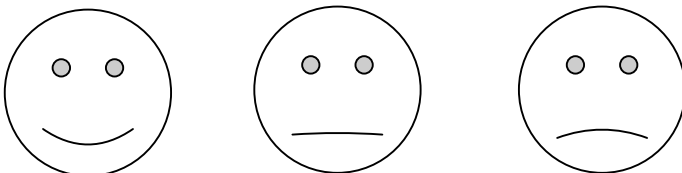
Here are three symbols, showing a face from really happy to really unhappy. Tick the face, which is nearest to how you feel. There is a space after each one for you to add a bit more about what's happening. Don't worry it's not a test, and someone can always help you to write things down, it's your big chance to say what you think.

**This is how I feel when I work in class**



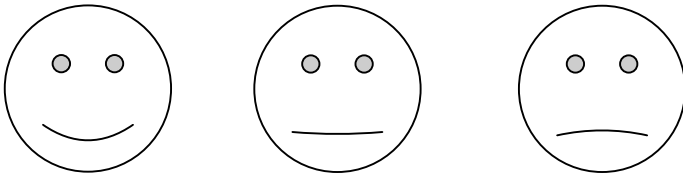
If you haven't ticked the happy face, what do you think could help things get better? If you have ticked the happy face, what things do you enjoy doing in class?

**This is how I feel when I work in a group**



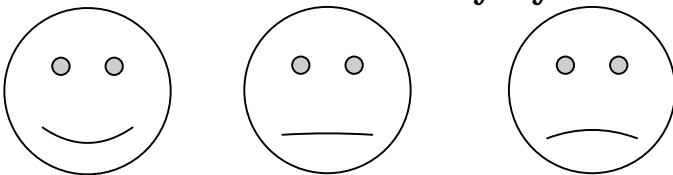
If you haven't ticked the happy face, what do you think could help things get better? If you have ticked the happy face, what things do you enjoy doing in a group?

**This is how I feel when I work with a friend**



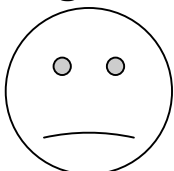
If you haven't ticked the happy face, what do you think could help things get better? If you have ticked the happy face, what things do you enjoy doing with your friend at school?

**This is how I feel when I work by myself**



If you haven't ticked the happy face, what do you think could help things get better? If you have ticked the happy face, what things do you enjoy doing by yourself?

**Things I find hard at school**



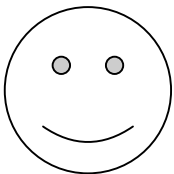
You can write or draw anything you find difficult to do in school

**Things I like doing at school**



Your can write or draw about anything you enjoy doing at school

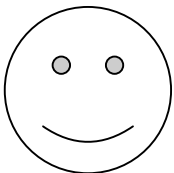
**Who helps you with your work in school?**



**What would you like to change about your school?**



**Would you like to come to the meeting to talk about what you do in school?**



**ALL ABOUT ME**

**There are other things that you probably do in school that we haven't given you space to write about. Please use the space to tell us anything else about school. You can write or draw.**

# Top-Up Yearly Review



Cambridgeshire  
County Council  
Education,  
Libraries & Heritage

## CAMBRIDGESHIRE LOCAL EDUCATION AUTHORITY

### Review of Additional (Top-up) Support provided for Pupils without a Statement of Special Educational Needs

SECTION 1 - CHILD'S PERSONAL DETAILS							
NAME:					DOB:		
ALSO KNOWN AS:			OFSTED CODE:			UPN:	
YEAR GROUP:			Is this the pupil's correct year group?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
ADDRESS: (Including Post Code)							
Has this address changed					YES	<input type="checkbox"/>	NO <input type="checkbox"/>

CHILD'S PARENTS OR PERSON RESPONSIBLE				
NAME:			RELATIONSHIP TO CHILD:	
ADDRESS: (Including Post Code)			TELEPHONE NUMBER:	
NAME:			RELATIONSHIP TO CHILD:	
ADDRESS: (Including Post Code)			NUMBER:	

SCHOOL:			
DATE OF REVIEW:			

### HEADTEACHER/PRINCIPAL OR REPRESENTATIVE

Name: \_\_\_\_\_ Date: \_\_\_\_\_



**SECTION 4 - SUMMARY REPORT FOR ANNUAL REVIEW**

ASSESSMENT RESULTS AT TIME OF REVIEW					
Test results	Test used	Current result	Date of test	Previous result	Date of test
Comprehension					
Spelling					
Number					
Others please specify					

SATS RESULTS				CURRENT TEACHER ASSESSMENT OF NATIONAL CURRICULUM LEVELS		
Key Stage <small>(circle as appropriate)</small>	1	2	3	Date:		
English	Maths	Science		English	Maths	Science

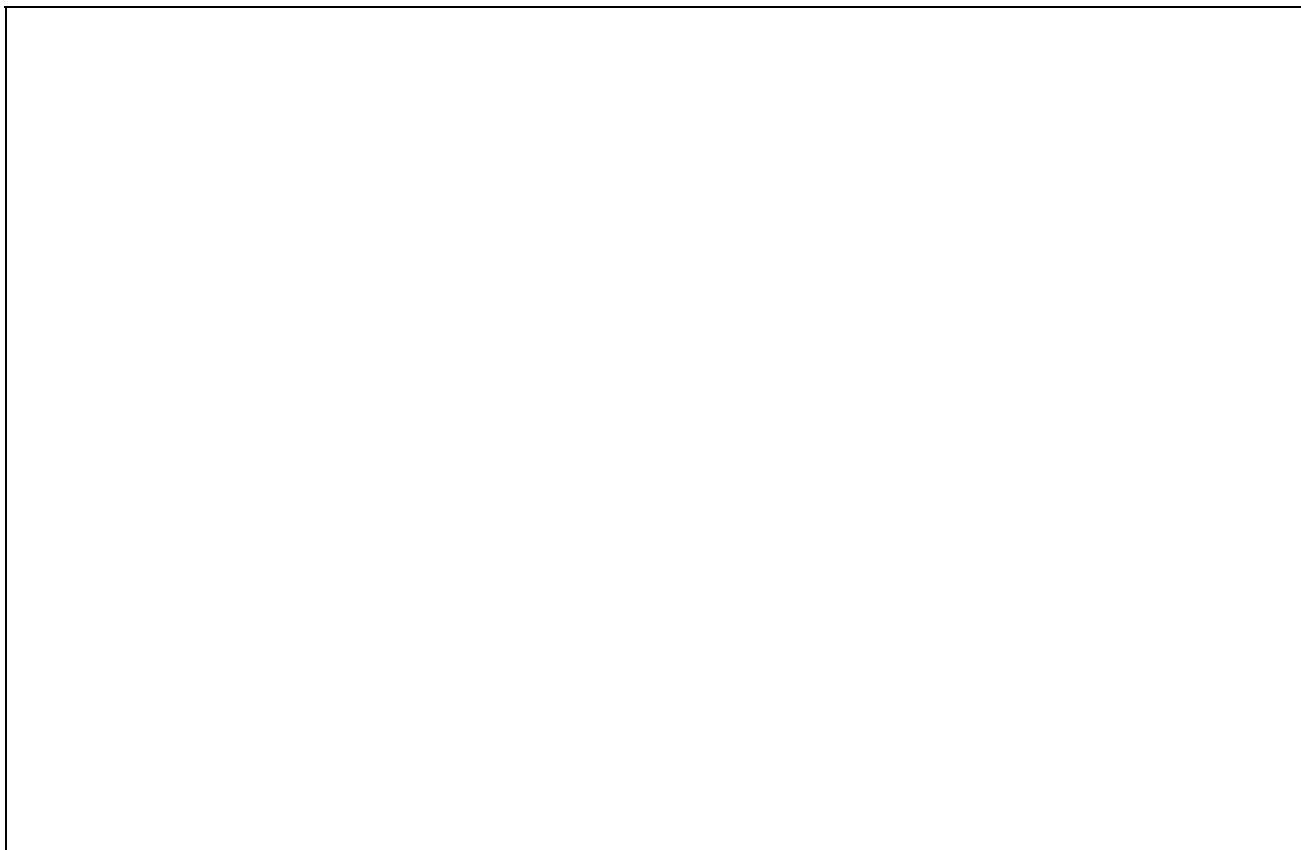
**Summary of progress made towards since last review (including successes, positive attitudes, functioning in school as well as the areas which remain a difficulty for the pupil)**

**YOU MUST ATTACHED ALL IEPs AND REVIEWS OF IEPs FOR THE LAST 12 MONTH PERIOD (IE SINCE LAST ANNUAL REVIEW OF SUPPORT)**

**SECTION 4 continued**

**Current description of child's special educational needs in school including any medical condition or needs (if appropriate)**

**ATTACH PROFESSIONAL REPORTS AS SUPPORTING EVIDENCE**



**Have there been significant changes in the child's circumstances since the last review, which affect his/her development and progress**



**SECTION 5 - VIEWS OF PARENTS/PERSON WITH PARENTAL RESPONSIBILITY**

<b>Pupil Name:</b>	
--------------------	--

<b>Do you think your son/daughter is making progress at school? In what subjects/areas particularly?</b>
--

<b>Is there anything that your son/daughter has achieved this year that you would particularly like to comment on or bring to the school's notice?</b>
--

<b>What do you think remain the main areas for concern?</b>
---

<b>Does your child enjoy/talk about school?</b>
---

<b>Do you think there needs to be any changes in the support your child receives, either at school or for his/her care needs, that should be considered at the meeting?</b>
---

<b>Do you need information about disability allowances and whether your son/daughter would be eligible for these?</b>
---

## SECTION 6 - VIEWS OF PUPIL

### Pupil Participation

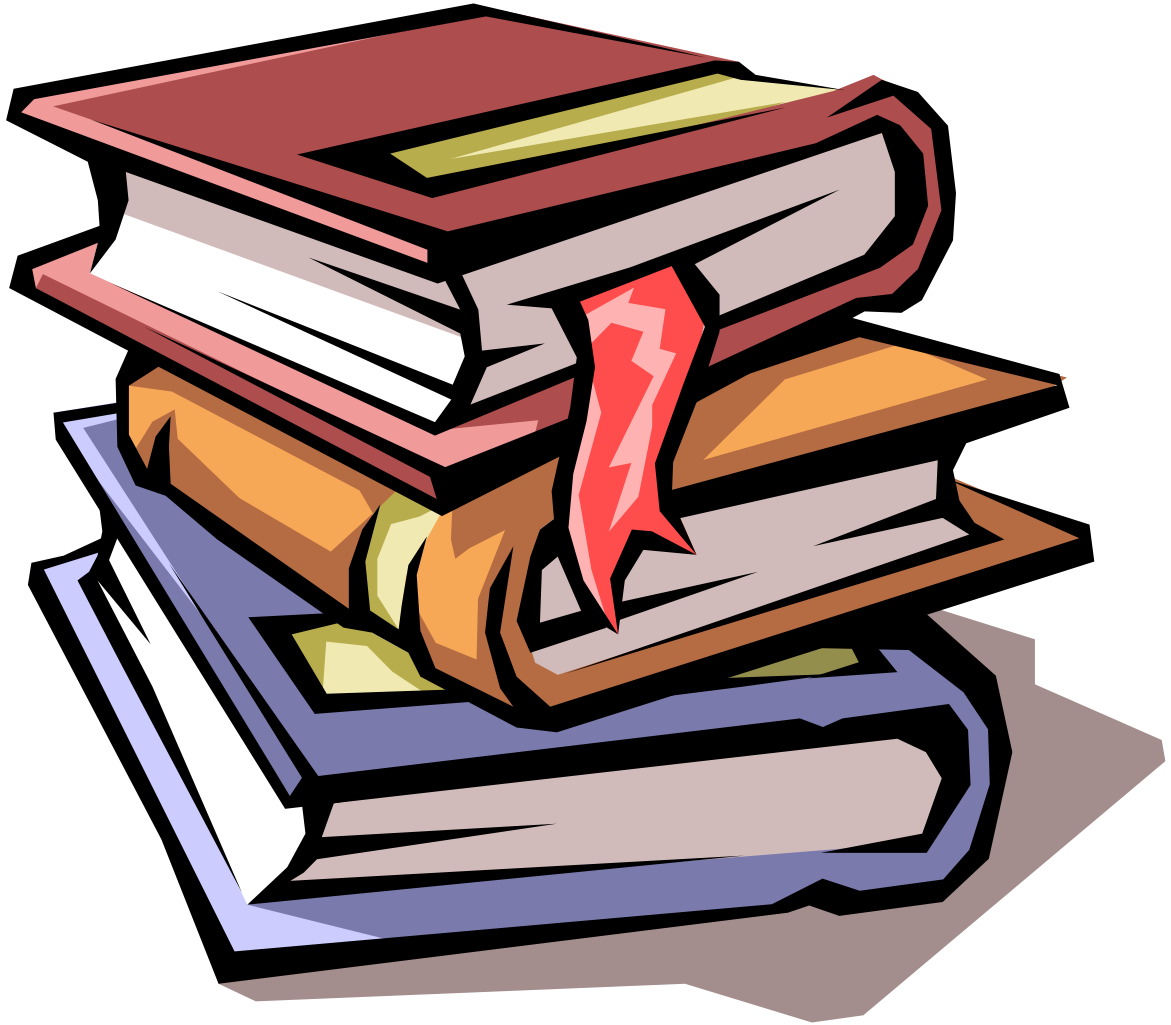
Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child.

**See Articles 12 and 13, The United Nations Convention on the Rights of the Child**

Please find attached a copy of a form on which the views of the pupil/your child can be recorded. The LEA is expected to involve pupils in all aspects of their education and to find out what they think or want.

This form is made up of questions you can use to gather the pupil's/your child's views about their time at school. You can, if you wish, use other questions or methods to find out what the pupil/your child thinks about school.

If you have any concerns about using this form or recording your child's views the following people can give help and advice: Class teacher, SENCo, Special Needs Officer, Parent Partnership Officer.



# SECONDARY PUPIL PARTICIPATION FORM

## Pupil's Views

**Child's Name:**

**Date of Birth:**

**School:**

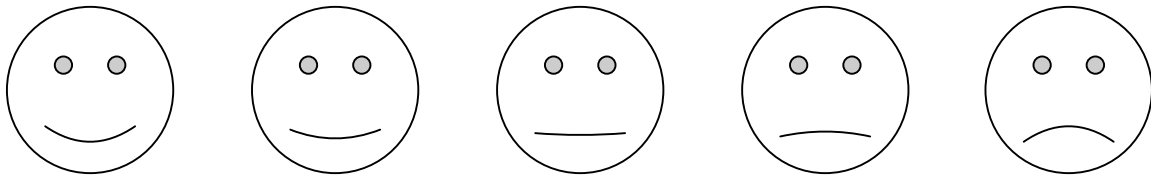
**We want to hear your what you think!**

**If you don't want to use this form, that's ok, you can record your views in the way that you want to.**

Here are five symbols, showing faces from really happy to really unhappy.

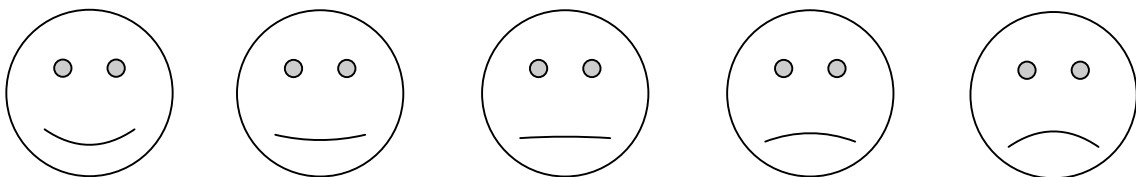
Tick the face, which is nearest to how you feel. There is a space under each one for you to add what is happening. But don't worry, it's not a test and someone can always help you to write things down. This is your big chance to say what you think!

**How do you feel things are going in English?**



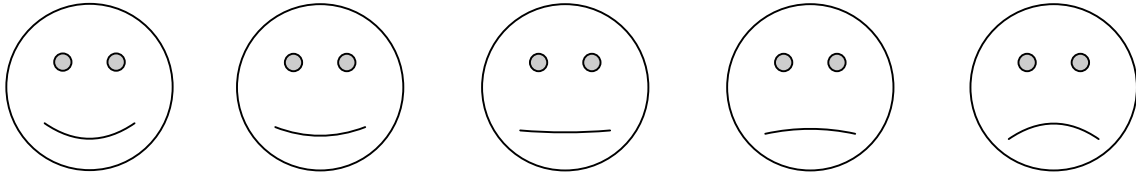
If you haven't ticked the Happy face, what do you think will help things to get better in English? If you have ticked the happy face, what things do you enjoy doing in this subject?

**How do you feel things are going in Maths?**



If you haven't ticked the Happy face, what do you think will help things to get better in Maths? If you have ticked the happy face, what things do you enjoy doing in this subject?

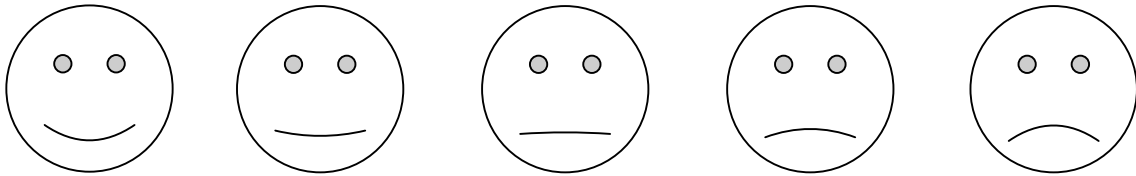
**How do you feel things are going in Science?**



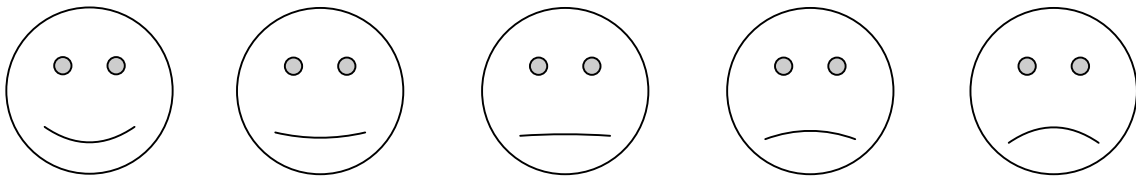
If you haven't ticked the Happy face, what do you think will help things to get better in Science? If you have ticked the happy face, what things do you enjoy doing in this subject?

**How do you feel things are going in Geography and History?**

*Geography*



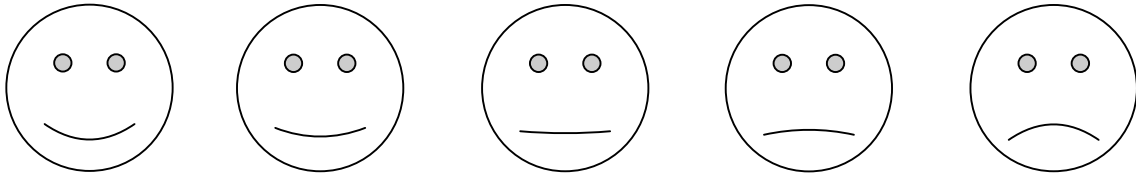
*History*



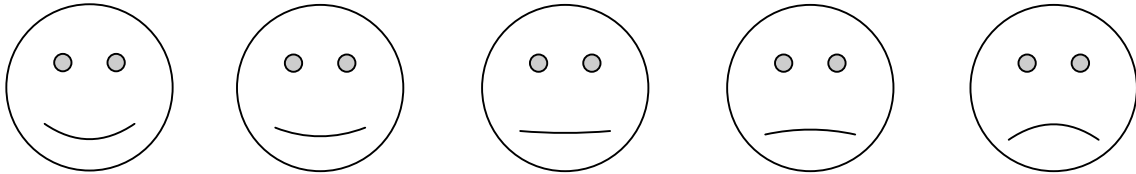
If you haven't ticked the Happy face, what do you think will help things to get better in Geography and History? If you have ticked the happy face, what things do you enjoy doing in this subject?

**How do you feel things are going in French and/ or German?**

*French*



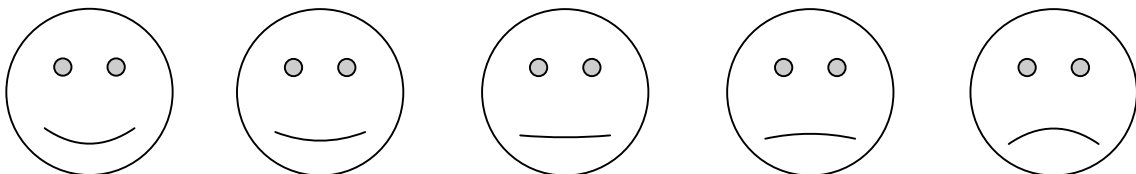
*German*



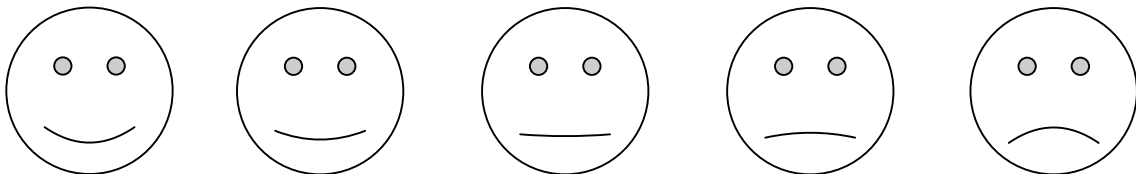
If you haven't ticked the Happy face, what do you think will help things to get better in French and/or German? If you have ticked the happy face, what things do you enjoy doing in this subject?

**How do you feel things are going in Art and PE?**

**Art**



**PE**



If you haven't ticked the Happy face, what do you think will help things to get better in Art and PE? If you have ticked the happy face, what things do you enjoy doing in this subject?

**What do you do in your free time at school?**

***Would you like to have things to do at lunchtime?***

***What things in school make you angry?***

***What would you change in school to help you?***

***Who helps you with your work?***

***Do you like to have help? Is there too much? Is there too little?***

## **ALL ABOUT ME**

**There are other things that you probably do in school that we haven't given you space to write about. Please use the space to tell us anything else about school.  
You can write or draw.**



# PRIMARY PUPIL PARTICIPATION FORM

## Child's Views

**Child's Name:**

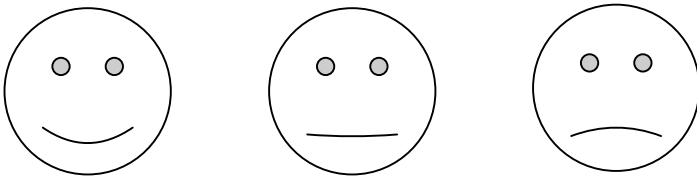
**Date of Birth:**

**School:**

### ALL ABOUT ME

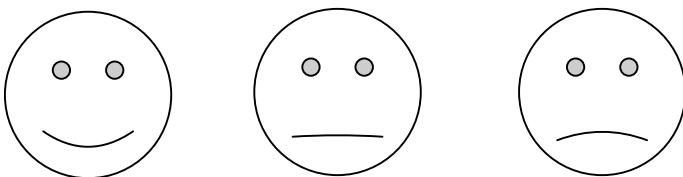
Here are three symbols, showing a face from really happy to really unhappy. Tick the face, which is nearest to how you feel. There is a space after each one for you to add a bit more about what's happening. Don't worry it's not a test, and someone can always help you to write things down, it's your big chance to say what you think.

**This is how I feel when I work in class**



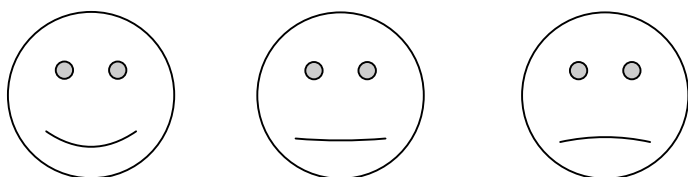
If you haven't ticked the happy face, what do you think could help things get better? If you have ticked the happy face, what things do you enjoy doing in class?

**This is how I feel when I work in a group**



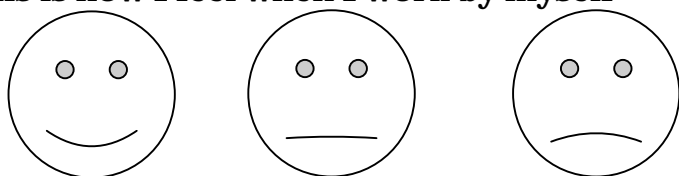
If you haven't ticked the happy face, what do you think could help things get better? If you have ticked the happy face, what things do you enjoy doing in a group?

**This is how I feel when I work with a friend**



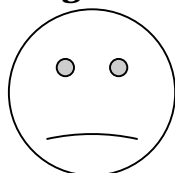
If you haven't ticked the happy face, what do you think could help things get better? If you have ticked the happy face, what things do you enjoy doing with your friend at school?

**This is how I feel when I work by myself**



If you haven't ticked the happy face, what do you think could help things get better? If you have ticked the happy face, what things do you enjoy doing by yourself?

**Things I find hard at school**



You can write or draw anything you find difficult to do in school

**Things I like doing at school**



Your can write or draw about anything you enjoy doing at school

*Who helps you with your work in school?*



*What would you like to change about your school?*



*Would you like to come to the meeting to talk about what you do in school?*



## **ALL ABOUT ME**

**There are other things that you probably do in school that we haven't given you space to write about. Please use the space to tell us anything else about school. You can write or draw.**

**SECTION 7 - Other discussion/comments generated at this review meeting**

--

<b>ACTION</b>	<b>BY WHOM</b>	<b>TARGET DATE</b>

**PLEASE ATTACH ALL REPORTS REFERRED TO IN THIS REVIEW DOCUMENT**



## CAMBRIDGESHIRE LOCAL EDUCATION AUTHORITY

REQUEST FOR STATUTORY ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS  
(Section 323 Education Act 1996)

**Name of Child** \_\_\_\_\_

**Date of Birth** \_\_\_\_\_

**School** \_\_\_\_\_

**Request Date** \_\_\_\_\_

## Cambridgeshire Local Education Authority

### Request for Statutory Assessment of Special Educational Needs (Education Act 1996)

Child's Name			
Forename (s):		Surname:	

Date of Birth:		UPN:		Year Group:	
----------------	--	------	--	-------------	--

Gender:		Language in Home:	
---------	--	-------------------	--

School:	
---------	--

Home Address:	
---------------	--

Postcode:		Telephone Number:	
-----------	--	-------------------	--

Child Also Known As:	
----------------------	--

Name of Parent(s)/Guardian(s)			
Name:		Relationship to Child:	

Name and Address of Parent(s)/Guardian(s) if different from above

Postcode:		Telephone Number:	
-----------	--	-------------------	--

Care Order/ Accommodated:		Date:	
(If yes to either, delete as appropriate and specify date)			

Other schools attended with dates

Reasons for Request
Please complete Pages 3-5 and submit a WRITTEN SUPPORT as outlined in the Notes of Guidance on Pages 6-9

## Summary of Evidence in Support of Request

This summary is intended to provide a useful guide for writing the accompanying school report. The report should highlight how the evidence referred to here is relevant to the child's needs and how they have been met.

A request should not normally be submitted until at least two reviews of the child's Individual Education Plan (IEP) at School Action Plus have taken place over at least two terms. If a request is made before this, please refer in your report to the relevant exceptions from Page AIN 12 in the guidance on the Identification and Assessment of Special Educational Needs in Cambridgeshire (referred to below as the Stages guidance).

- 1. National Curriculum Attainment Summary (please refer to AIN 4 in the Stages guidance).** Please complete as appropriate to the child's Key Stage.

Year Group	Age	NC Level in core subjects as at (Insert Date)					
		ENGLISH		MATHS		SCIENCE	
		AT 1		AT 1			
		AT 2		AT 2			
		AT 3		AT 3			
				AT 4			

- 2. Code of Practice School Action and School Action Plus**

Code of Practice Stage	Date started
School Action	
School Action Plus	

**Please attach a copy of the last School Action Plus and Review.**

Reasons for move to School Action Plus

- 3. Code of Practice School Action Plus**

	Date
First School Action Plus IEP	
First School Action Plus Review	
Most recent School Action Plus IEP	
Most recent School Action Plus Review	

Total number of School Action Plus Reviews

**Please attach a copy of all School Action Plus IEPs and Reviews to the request**

#### 4. Summary of Progress as Tested

Please provide any test scores which indicate the child's progress over time. These should be referred to in full in the accompanying report.

Test used	Tested by (LST, EP, etc)	Date of test	Score

#### 5. Summary of Agency Involvement

Agency/professional consulted	✓	Name of person providing report	Date of report(s)
Educational Psychology Service			
Pre-school Service/Portage			
Primary Support Service			
Secondary Support Service			
VI Service			
HS Service			
Community Paediatrician			
Speech and Language therapist			
Physiotherapist			
Occupational therapist			
School nurse			
E.W.O.			
Social Services			
Other(please specify)			

#### 6. Support Provided

What staffing, materials and equipment (including IT) are currently provided by the school or an agency to support this child? Please list overleaf:

Adults supporting child	Details of support, eg.hours/minutes per week/fortnight for literacy/language	Provided by

Specialist materials/equipment	

**7. Summary of Child’s Special Educational Needs**

Please indicate the area or areas where the child’s special educational needs are most significant (i.e. where they may meet the Statutory Assessment thresholds).

--

**8. Checklist**

Please ensure that this request for statutory assessment includes:

	✓
Pages 1-5 of this proforma	
School report (see Pages 6-9)	
Final School Action IEP and Review	
All School Action Plus IEPs and Reviews	
All relevant and available reports from educational professionals, including an Educational Psychologist	
Reports from other professionals, where available	
Parent’s/carers’ and child’s views, where appropriate/available	

Signature of person making the request \_\_\_\_\_

Position held \_\_\_\_\_ Date \_\_\_\_\_

It is expected that the ‘Responsible Person’, who will normally be the Headteacher or Acting Headteacher, will sign this form.

Educational Advice

Please note that, if a request for statutory assessment is agreed, Educational Advice will be required again at a later date. This may be based on the report submitted with this

request, but would need to be appropriately updated. If no updated advice is available please re-submit this advice but re-date it with the date you send it again.

# NOTES OF GUIDANCE

## School Report Outlining Reasons for Request

In order to ensure consistency in the consideration of requests for statutory assessment by the County Learning Support Panel, you should provide a detailed report which:

- a) states clearly the reasons for the request, as indicated in the Code of Practice paragraph 7.13;
- b) is guided by reference to the relevant sections of the Stages guidance;
- c) includes information under all the headings listed on Pages 7 and 8;
- d) provides the detailed information suggested by the questions.

The questions are not exhaustive and there may be other relevant information you wish to include in your report.

Reports from support services involved with the pupil should be attached, with your school report, to your request for statutory assessment.

*A request for statutory assessment must be made when the school has taken relevant and purposeful action to meet the pupil's learning difficulties, but the school is of the view that the pupil's needs remain so substantial that they cannot be met from within the resources normally available to the school.*

A checklist/summary of what the school report should contain is provided on Page 9 as an aide memoire.

**Please also complete the proforma on Pages 1 to 5.**

## **1. Skill Levels and Functioning in School**

Is the pupil following programmes of study relating to the appropriate Key Stage? Please give details of the programmes of study in use.

Is the pupil subject to any temporary exception from the National Curriculum under Section 365 of the Education Act 1996? Is the pupil working at a level significantly below that of his/her peers in any of the core subjects of the National Curriculum? Please give details and refer to the County Guidance document.

Is the pupil falling progressively behind the majority of pupils of his/her age in academic attainments in any of the National Curriculum core subjects as measured by National Curriculum assessments, other standardised tests and teachers' own recorded assessments of a pupil's classroom work? If so, please give details.

Please give details of any progress, particularly recent progress, made by the pupil over a specified period between IEP reviews? Where standardised tests have been used over time, please give results and dates.

Please give details of what triggered the pupil's move from School Action to School Action Plus of the Code of Practice.

## **2. Identification of Learning Needs**

Please draw from the detailed advice in the County Guidance document and in the Code of Practice (see paragraphs 7.55-7.67 and provide details from the area or areas which will give the best description of the pupil's learning needs).

## **3. Strategies Used to Date**

Please give details of how the school has formulated, monitored and regularly evaluated the pupil's IEPs, including details of the involvement of outside specialists and of any structured support programmes (e.g. literacy, numeracy, behaviour management, speech and language) where appropriate, with their targets and outcomes.

Please give details of the pupil's progress within such programmes, as measured by IEP targets and/or standardised tests. Are the outcomes significantly and consistently below those which might be expected for a pupil following such programmes?

Please refer to the relevant section(s), relating to strategies, within the Stages guidance, with particular reference to the statutory assessment criteria.

*Detailed and recent evidence of the pupil's functioning, programmes used and progress made is essential.*

#### **4. Resources Made Available by the School at School Action Plus**

What support has been provided from within the school's own resources and by relevant external support agencies to meet the pupil's special educational needs:

- what staff have been involved with the pupil and for what periods of time?
- what specialist materials/equipment have been used with the pupil?
  - what liaison arrangements are there between staff involved in the delivery of special educational provision?

#### **5. Parental Involvement**

How have the pupil's parent(s) been involved to date? Have their views been sought and taken into account?

The view of parents and, where appropriate, the pupil should be included with this report, if available.

#### **6. Pupil Involvement**

Is the pupil aware of this request? Have their special educational needs been discussed with them? Has the pupil been involved in target setting?

#### **7. Other Factors**

In addition to the professional reports appended to this request, please provide, where relevant, any evidence of other identifiable factors which may affect the pupil's attainments (e.g. evidence of problems in the pupil's home circumstances, Social Services' involvement, poor school attendance).

## **Checklist / Summary**

***Please ensure that you have provided the relevant information/evidence***

### **1. Skill Levels and Functioning in School**

- a) Whether following age-appropriate programmes of study.
- b) Details of programmes of study.
- c) If there are exceptions from the National Curriculum.
- d) Attainments in core subjects compared to peers.
- e) Whether falling progressively behind peers.
- f) Evidence for (e).
- g) Progress over a given period.
- h) Details of triggers for moves between School Action and School Action Plus.

### **2. Identification of Learning Needs**

- a) With reference to the Stages guidance.
- b) With reference to the Code of Practice, paragraphs 7.55-7.67.

### **3. Strategies Used to Date**

- a) Full details of school's use of IEPs (evidence of outcomes is essential).
- b) Detailed evidence of functioning, programmes used and progress.
- c) Details of outside specialist involvement.
- d) Details of structured programmes and strategies: targets and outcomes.
- e) Evidence of progress within such programmes.
- f) With reference to the Stages guidance.

### **4. Resources Made Available by the School at School Action Plus**

- a) Details of additional support from within the school's own resources: staffing; materials; equipment; liaison arrangements.

### **5. Parental Involvement**

- a) Level of parental involvement.
- b) Views of parent(s) and pupil, where appropriate.

### **6. Other Factors**

- a) Evidence of other identifiable factors.

**This is not an exhaustive checklist/summary, but designed to be used as an aide-memoire. Please see Pages 7 and 8 for more detailed guidance.**

## Pupil Participation

Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child.

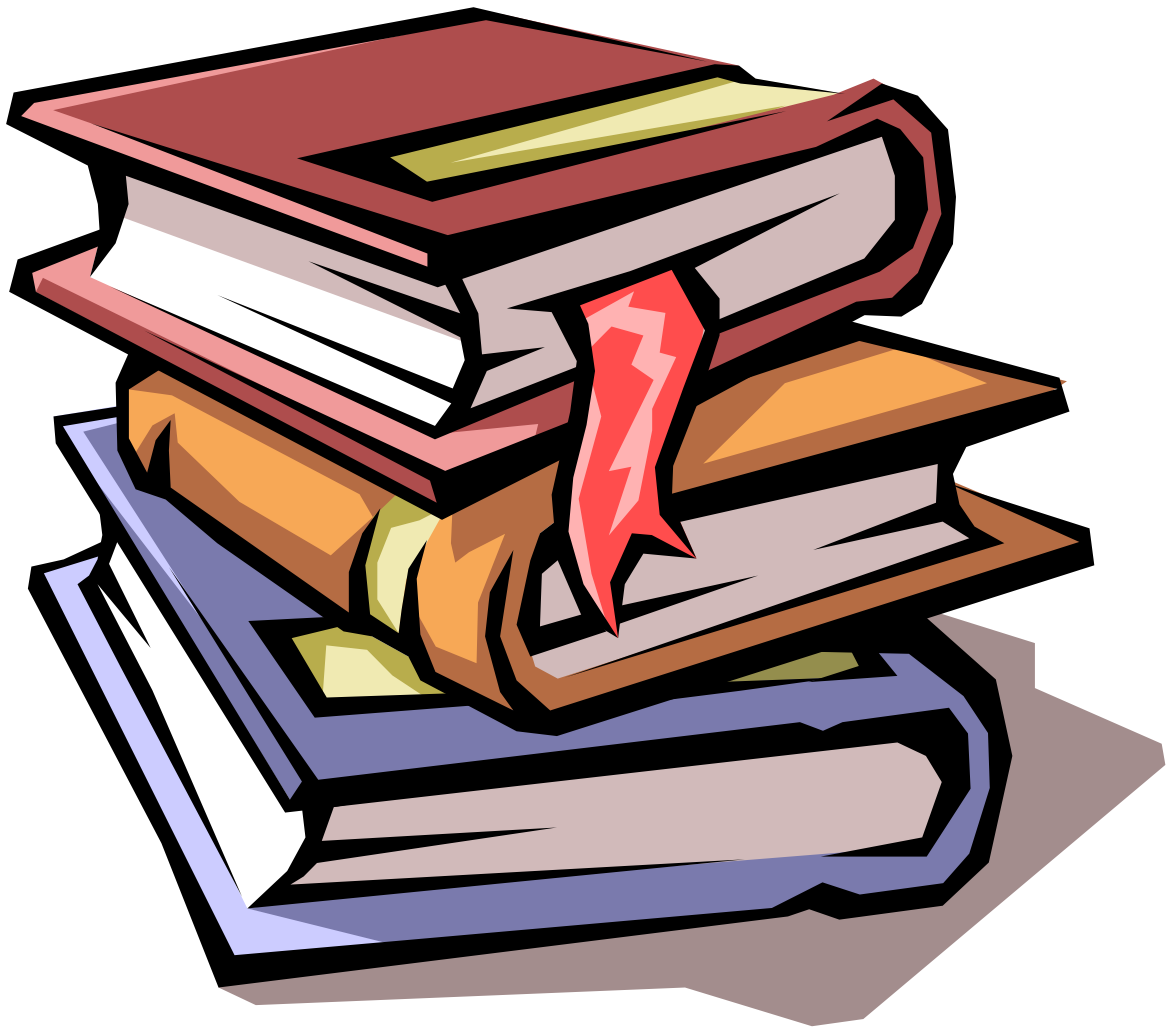
**See Articles 12 and 13, The United Nations Convention on the Rights of the Child**

Please find attached a copy of a form on which the views of the pupil/your child can be recorded. The LEA is expected to involve pupils in all aspects of their education and to find out what they think or want. The pupil's views will form an important part of the statutory assessment process now that the LEA has agreed to undertake a statutory assessment of the pupil/your child's special educational needs.

This form is made up of questions you can use to gather the pupil/your child's views for the statutory assessment process. You can, if you wish, use other questions or methods to find out what the pupil/your child thinks about statutory assessment. Whatever method you use please ensure that the young person's views are forwarded to the Student Assessment Service as soon as possible.

If the statutory assessment of the pupil/your child's needs results in a Statement of Special Educational Needs then this form will be used at each annual review.

If you have any concerns about using this form or recording your child's views the following people can give help and advice: Class teacher, SENCo, Special Needs Officer, Parent Partnership Officer.



# SECONDARY PUPIL PARTICIPATION FORM

## Pupil Views

**Child's Name:**

**Date of Birth:**

**School:**

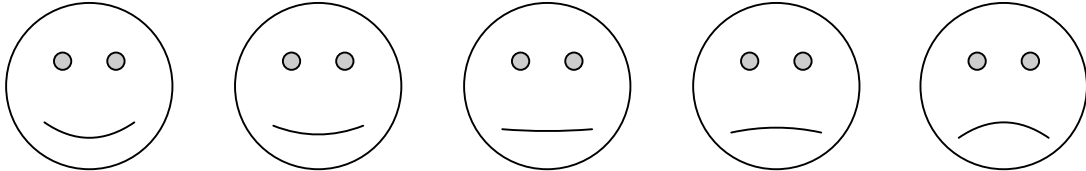
**We want to hear your what you think!**

**If you don't want to use this form, that's ok, you can record your views in the way that you want to.**

Here are five symbols, showing faces from really happy to really unhappy.

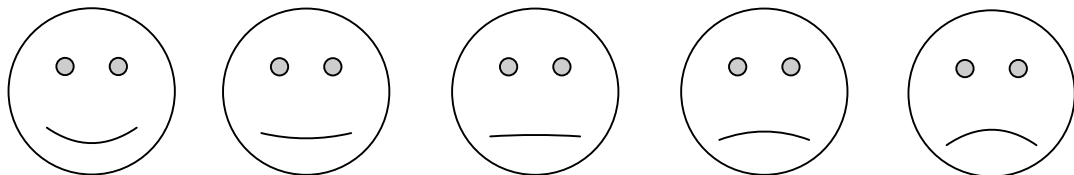
Tick the face, which is nearest to how you feel. There is a space under each one for you to add what is happening. But don't worry, it's not a test and someone can always help you to write things down. This is your big chance to say what you think!

**How do you feel things are going in English?**



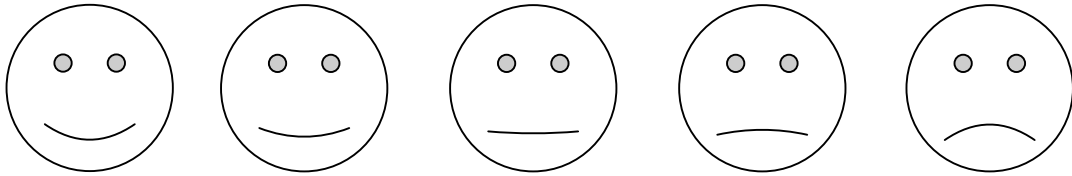
If you haven't ticked the Happy face, what do you think will help things to get better in English? If you have ticked the happy face, what things do you enjoy doing in this subject?

**How do you feel things are going in Maths?**



If you haven't ticked the Happy face, what do you think will help things to get better in Maths? If you have ticked the happy face, what things do you enjoy doing in this subject?

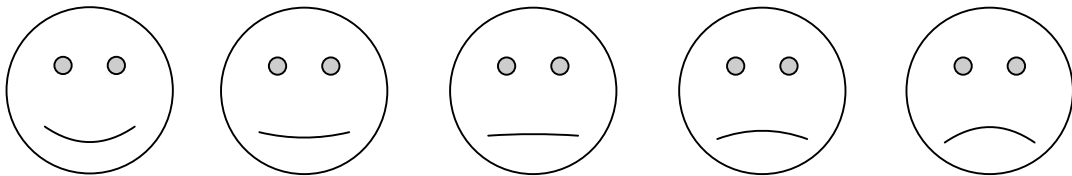
**How do you feel things are going in Science?**



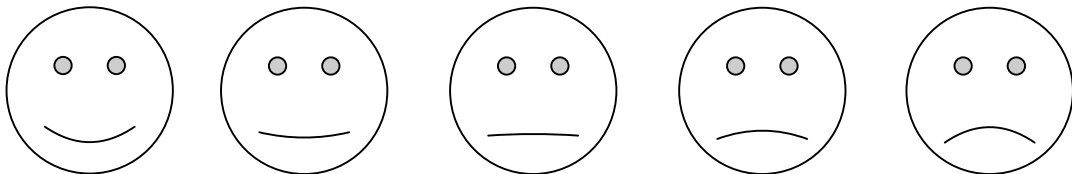
If you haven't ticked the Happy face, what do you think will help things to get better in Science? If you have ticked the happy face, what things do you enjoy doing in this subject?

**How do you feel things are going in Geography and History?**

**Geography**



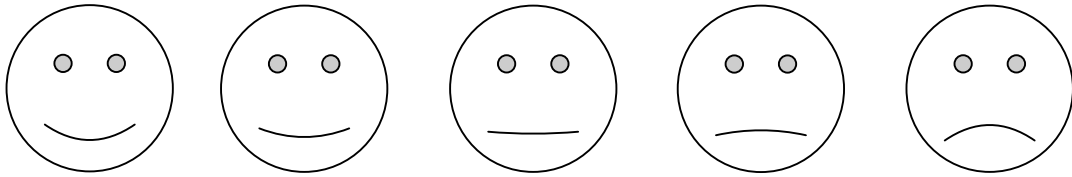
**History**



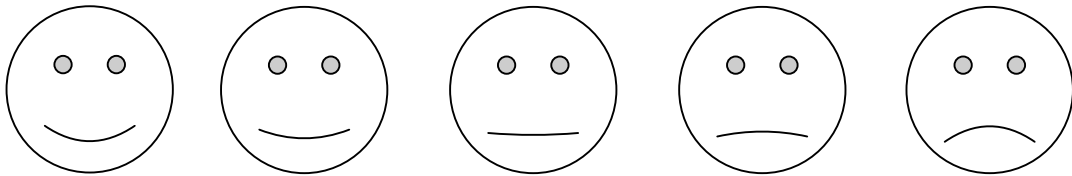
If you haven't ticked the Happy face, what do you think will help things to get better in Geography and History? If you have ticked the happy face, what things do you enjoy doing in this subject?

**How do you feel things are going in French and/ or German?**

**French**



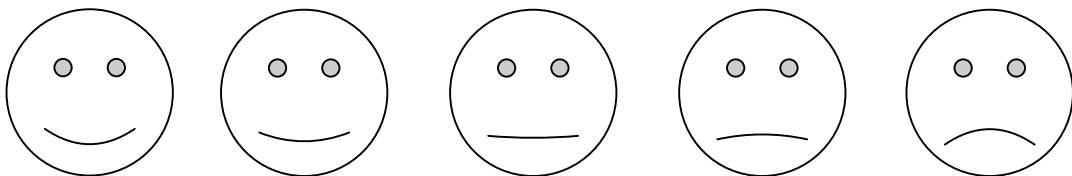
**German**



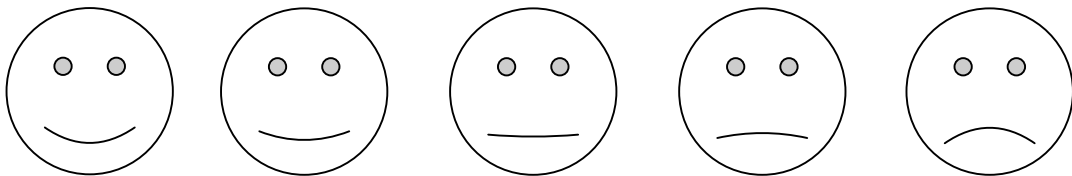
If you haven't ticked the Happy face, what do you think will help things to get better in French and/or German? If you have ticked the happy face, what things do you enjoy doing in this subject?

**How do you feel things are going in Art and PE?**

**Art**



**PE**



If you haven't ticked the Happy face, what do you think will help things to get better in Art and PE? If you have ticked the happy face, what things do you enjoy doing in this subject?

**What do you do in your free time at school?**

**Would you like to have things to do at lunchtime?**

**What things in school make you angry?**

**What would you change in school to help you?**

**Who helps you with your work?**

**Do you like to have help? Is there too much? Is there too little?**

## **ALL ABOUT ME**

**There are other things that you probably do in school that we haven't given you space to write about. Please use the space to tell us anything else about school.  
You can write or draw.**



## Pupil Participation

Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child.

**See Articles 12 and 13, The United Nations Convention on the Rights of the Child**

Please find attached a copy of a form on which the views of the pupil/your child can be recorded. The LEA is expected to involve pupils in all aspects of their education and to find out what they think or want. The pupil's views will form an important part of the statutory assessment process now that the LEA has agreed to undertake a statutory assessment of the pupil/your child's special educational needs.

This form is made up of questions you can use to gather the pupil/your child's views for the statutory assessment process. You can, if you wish, use other questions or methods to find out what the pupil/your child thinks about statutory assessment. Whatever method you use please ensure that the young person's views are forwarded to the Student Assessment Service as soon as possible.

If the statutory assessment of the pupil/your child's needs results in a Statement of Special Educational Needs then this form will be used at each annual review.

If you have any concerns about using this form or recording your child's views the following people can give help and advice: Class teacher, SENCo, Special Needs Officer, Parent Partnership Officer.



# PRIMARY PUPIL PARTICIPATION FORM



## Child's Views

**Child's Name:**

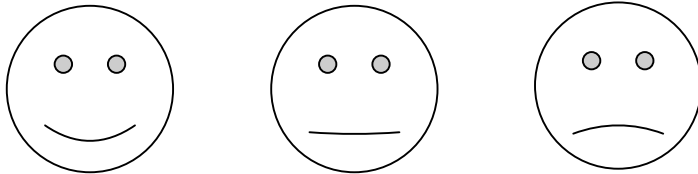
**Date of Birth:**

**School:**

## ALL ABOUT ME

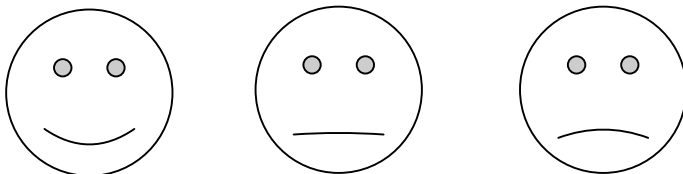
Here are three symbols, showing a face from really happy to really unhappy. Tick the face, which is nearest to how you feel. There is a space after each one for you to add a bit more about what's happening. Don't worry it's not a test, and someone can always help you to write things down, it's your big chance to say what you think.

**This is how I feel when I work in class**



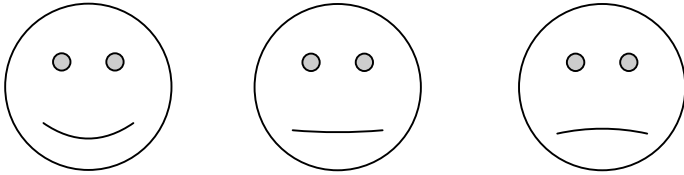
If you haven't ticked the happy face, what do you think could help things get better? If you have ticked the happy face, what things do you enjoy doing in class?

**This is how I feel when I work in a group**



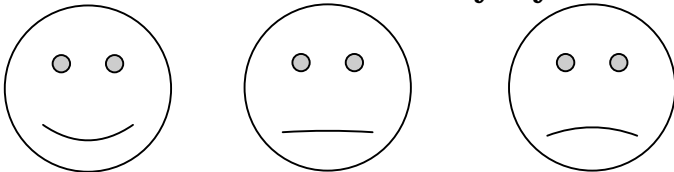
If you haven't ticked the happy face, what do you think could help things get better? If you have ticked the happy face, what things do you enjoy doing in a group?

**This is how I feel when I work with a friend**



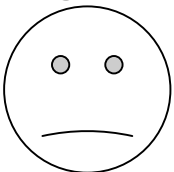
If you haven't ticked the happy face, what do you think could help things get better? If you have ticked the happy face, what things do you enjoy doing with your friend at school?

**This is how I feel when I work by myself**



If you haven't ticked the happy face, what do you think could help things get better? If you have ticked the happy face, what things do you enjoy doing by yourself?

**Things I find hard at school**



You can write or draw anything you find difficult to do in school

**Things I like doing at school**



Your can write or draw about anything you enjoy doing at school

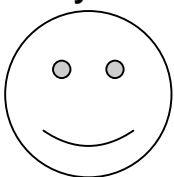
**Who helps you with your work in school?**



**What would you like to change about your school?**



**Would you like to come to the meeting to talk about what you do in school?**



## ALL ABOUT ME

There are other things that you probably do in school that we haven't given you space to write about. Please use the space to tell us anything else about school. You can write or draw.

## CAMBRIDGESHIRE 14+ TRANSITION ANNUAL REVIEW

To be used with ALL Annual Reviews from 14+ onwards

STUDENT'S PERSONAL DETAILS					
NAME:		DOB:			
ALSO KNOWN AS:		UPN:			
SCHOOL:					
YEAR GROUP:		Is this the correct Year Group?	Y / N <small>(please circle)</small>	EXPECTED DATE OF LEAVING SCHOOL:	
ADDRESS: (Including Post Code)					
STATEMENT	Y / N <small>(please circle)</small>		"TOP UP"	Y / N <small>(please circle)</small>	
DATE OF CURRENT STATEMENT:					
Is SEN Home to School Transport currently provided?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>	
DATE OF CURRENT REVIEW:		DATE OF PREVIOUS REVIEW:			

STUDENT'S PARENTS OR PERSON RESPONSIBLE			
NAME:		RELATIONSHIP TO STUDENT:	
ADDRESS: (Including Post Code)		TELEPHONE NUMBER:	
NAME:		RELATIONSHIP TO STUDENT:	
ADDRESS: (Including Post Code)		TELEPHONE NUMBER:	

<b>HEAD TEACHER/PRINCIPAL OR REPRESENTATIVE</b>
---

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>STUDENT/PARENT/CARER</b>
-----------------------------

Student Attended Review: Yes  No  Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Parent/Carer

This paperwork will be shared with professionals and other agencies as appropriate  
**SECTION A - DETAILS OF THOSE INVITED TO TRANSITION ANNUAL REVIEW**

NAME	STATUS	REPORT YES/NO (attach, if report provided)	CONTACT DETAILS (This <b>MUST</b> be completed)	ATTENDED YES/NO

**SECTION B**

NUMBER OF CENTRALLY FUNDED  
TA HOURS ALLOCATED

TOTAL TA HOURS  
ALLOCATION

<b>CURRENT USE OF STATUTORY SUPPORT HOURS (short description + hours)</b>				
	MORNING	BREAKS & LUNCH TIMES	AFTERNOON	TOTAL

<b>MON</b>				
<b>TUE</b>				
<b>WED</b>				
<b>THU</b>				
<b>FRI</b>				

**SECTION C - SUMMARY REPORT FOR STATUTORY ANNUAL REVIEW**

<b>ASSESSMENT RESULTS AT TIME OF STATUTORY ANNUAL REVIEW</b>					
<b>Test results</b>	<b>Test used</b>	<b>Current result</b>	<b>Date of test</b>	<b>Previous result</b>	<b>Date of test</b>
Reading accuracy					
Comprehension					
Spelling					
Number					
Others <i>please specify</i>					

<b>SATS RESULTS</b>			<b>CURRENT TEACHER ASSESSMENT OF NATIONAL CURRICULUM LEVELS</b>		
<b>Key Stage</b> <small>(circle as appropriate)</small>	2	3			
<b>Date:</b>			<b>Date:</b>		
<b>English</b>	<b>Maths</b>	<b>Science</b>	<b>English</b>	<b>Maths</b>	<b>Science</b>

**Summary of progress made towards achieving the objectives described in Part 3 of the student's Statement**

--

**PARENT/CARERS - Views on progress since the last review**

**Do you think your son/daughter is making progress at school? In what subjects/areas particularly?**

**Is there anything that your son/daughter has achieved or especially enjoyed in school this year that you would like to comment on or bring to the school's notice?**

**Do you think there are areas for concern? If so what are they?**

**STUDENT'S VIEWS**

**Comments and/or views of the student on their time in school since their last review**

**SECTION D - This section considers the student's current skills and needs. Please complete as appropriate**

- 1. STUDENT'S CURRENT FUNCTIONING including successes, strengths, achievement, attitudes and social functioning and details on school attendance, if appropriate**

**2. SUPPORT REQUIRED IN SCHOOL, eg class organisation, specialist resources, additional adult support etc**

--

**3. DETAILS OF MEDICAL NEEDS, PERSONAL CARE AND COMMUNICATION NEEDS, if applicable including specialist equipment required (Please tick box if not applicable)**

<b>Not applicable</b>	<input type="checkbox"/>

**4. DETAILS OF CARE PACKAGE IF APPLICABLE, eg respite, accommodated, home support (Please tick box if not applicable)**

<b>Not applicable</b>	<input type="checkbox"/>
-----------------------	--------------------------

**SECTION E - THE STATEMENT – RECOMMENDATIONS TO AMEND**  
*Please complete this Section at the review meeting. All Questions must be completed*

Having recorded and discussed the student’s progress during the review, consider each of the following sections of the Statement of special educational needs and detail **recommendations** for its **amendment**. Amendments will be considered in light of these recommendations only if there is written evidence provided to support them.

<b>Should the Statement be maintained? If NO please specify reasons for recommending discontinuation</b>	<b>YES</b>	<input type="checkbox"/>	<b>NO</b>	<input type="checkbox"/>

**Complete the following sections as necessary detailing clearly changes that are required to the existing Statement**

<b>Part 1: Introduction</b>				
<b>Does this Section need any changes? If YES please specify the changes required</b>	<b>YES</b>	<input type="checkbox"/>	<b>NO</b>	<input type="checkbox"/>

**Part 2: Special Educational Needs**

<b>Have the student's needs changed since the Statement was written or the last review? If YES detail changes referring to supporting evidence</b>	<b>YES</b>	<input type="checkbox"/>	<b>NO</b>	<input type="checkbox"/>
--	------------	--------------------------	-----------	--------------------------

**Part 3: Special Educational Provision – Objectives**

<b>Have any of the objectives in the Statement been achieved? If YES detail changes referring to supporting evidence</b>	<b>YES</b>	<input type="checkbox"/>	<b>NO</b>	<input type="checkbox"/>
--	------------	--------------------------	-----------	--------------------------

<b>Have any new objectives been identified? If YES detail changes referring to supporting evidence</b>	<b>YES</b>	<input type="checkbox"/>	<b>NO</b>	<input type="checkbox"/>
--	------------	--------------------------	-----------	--------------------------

**Part 3: Educational provision to meet needs and objectives**

<b>Is there a need to change the provision (including modifications and disapplications) as described on the Statement? If YES detail changes referring to supporting evidence</b>	<b>YES</b>	<input type="checkbox"/>	<b>NO</b>	<input type="checkbox"/>
--	------------	--------------------------	-----------	--------------------------

**Part 3: Monitoring arrangements**

<b>Is there a need to change arrangements for setting targets and monitoring progress as described on the Statement? If YES please specify changes and attached supporting evidence</b>	<b>YES</b>	<input type="checkbox"/>	<b>NO</b>	<input type="checkbox"/>
---	------------	--------------------------	-----------	--------------------------

**Part 4: Placement**

<b>Is the student likely to remain at the current school until the next Annual Review? If NO please specify below if this is to be a phase change or other, with supporting evidence if appropriate</b>	<b>YES</b>	<input type="checkbox"/>	<b>NO</b>	<input type="checkbox"/>
---	------------	--------------------------	-----------	--------------------------

Secondary Transfer or other school transfer

Recommended school following Annual Review

**Part 5: Non-educational needs**

Is there a need to change the non-educational needs which require provision as specified on the Statement? If YES please give details

YES

NO

**Part 6: Non-educational provision**

Is there a need to change the non-educational provision as specified on the Statement? If YES please indicate the new involvement of other Agencies as stated in the most recent reports available. Please attach these reports

YES

NO

**SECTION F - Other discussion/comments generated at this part of the Statement review**

ACTION RELATED TO THE <u>STATEMENT</u> ONLY	BY WHOM	TARGET DATE


**Please ensure that you have attached any reports associated with this part of the Statement review**

**SECTION G - TRANSITIONS CHECKLIST**

**1. Has the student participated in:**

	<b>YES/NO</b>	<b>COMMENTS</b>
<b>Work experience/work related learning</b>		
<b>Visit to post school provision</b>		
<b>Meeting with a Connexions adviser</b>		
<b>Careers advice and guidance in school</b>		
<b>Preparatory work for the review</b>		

**2. Have the student's achievements in and out of school been recorded so that others can recognise and build on them?**

	<b>YES/NO</b>	<b>COMMENTS</b>
<b>Records of Achievements/Progress File</b>		

<b>Out of school achievement</b>		
<b>Accreditation undertaking/completed</b>		
<b>Has the pupil an Individual Learning Plan?</b>		

- 3. Has the student and their family been fully involved in the 14+ processes? If not what needs to happen?**

- 4. Is the student and parent/carer aware of all the options available on leaving school?**

- 5. Have all appropriate professionals invited to the meeting, attended? Who was not at the meeting and needs to be contacted?**

- 6. Does the family need information about local Parent Partnership and Parent Information schemes and voluntary agencies?**

- 7. Are there issues for post school that may relate to non-educational provision (eg short breaks, mobility, life skills, benefits, transfer to adult Health/Social Services)**

that need to be considered?

8. Is communication between all agencies and the family adequate to ensure clear communication and a sharing of information? If not, what needs to happen?

**SECTION H - STUDENT CONTRIBUTION**

**SUMMARY OF STUDENT'S VIEWS EXPRESSED AT THE MEETING ABOUT POST SCHOOL**

Is "Planning My Future", or other report, attached?

YES

NO

Was it completed/supported by staff?

YES  NO

**PARENT/CARER CONTRIBUTION**

**SUMMARY OF PARENT'S/CARER'S VIEWS EXPRESSED AT THE MEETING ABOUT POST SCHOOL**

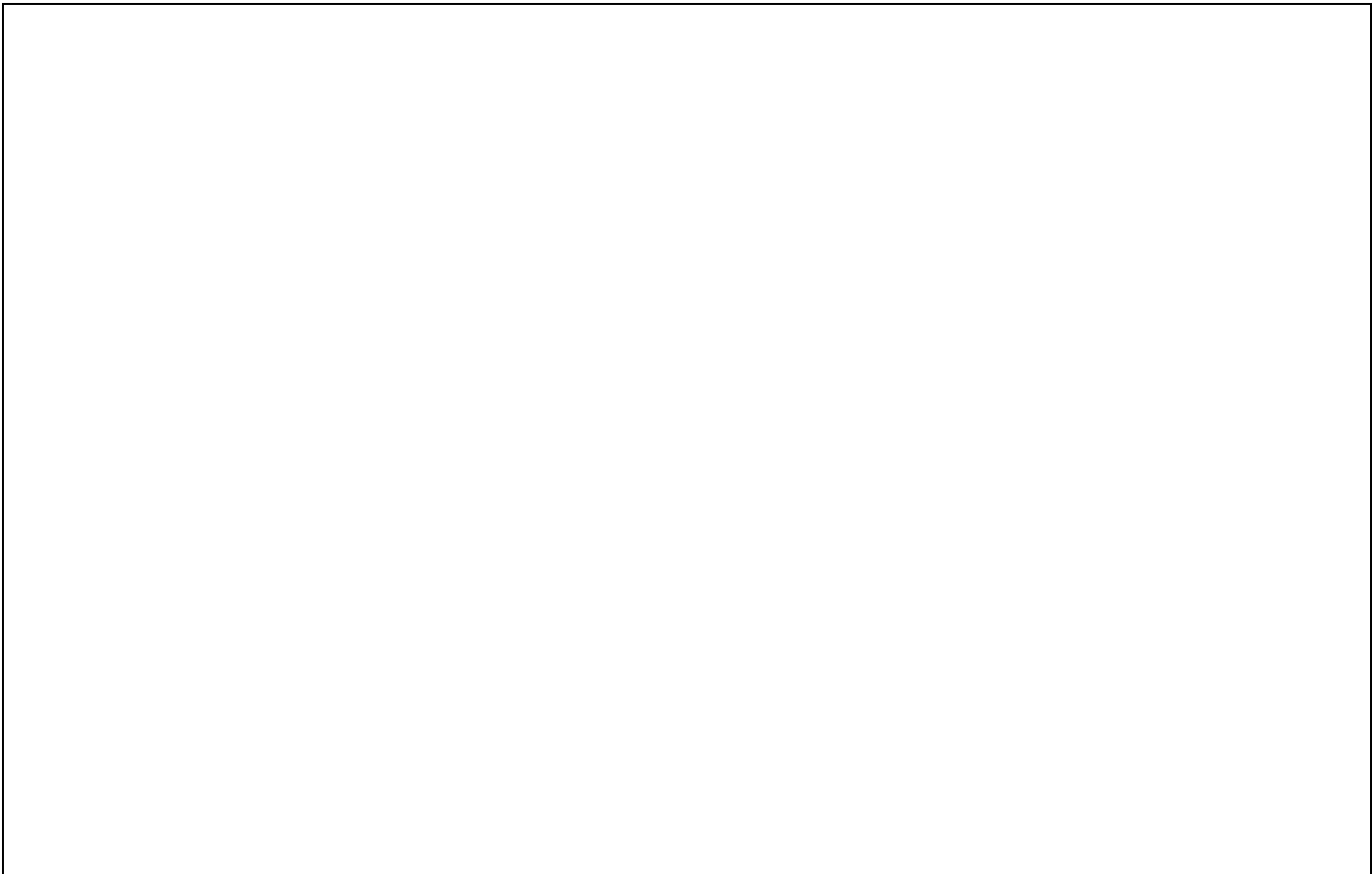
Is "Parent's/Carer's Questionnaire", or other form of report, attached?

YES  NO

**OTHER CONTRIBUTORS**

**SUMMARY OF PROFESSIONALS' VIEWS EXPRESSED AT THE MEETING ABOUT POST SCHOOL, this in addition to any reports submitted for the review**

**PROPOSALS FOR THE PLAN FOR THE STUDENT POST SCHOOL**



**NAME:**

**DOB:**

**TRANSITIONS PLAN - YEAR GROUP**    **9   10   11   12   13   14** (Please circle for appropriate Year Group)

ACTION	TIMESCALES	NAMED PERSON	CONTACT DETAILS	CONNEXIONS ONLY - OUTCOMES
Copy of the completed 14+ Transition Annual Review document forwarded to Student Assessment				
Connexions return updated Transition Plan to school only	4 weeks prior to next Review	Transitions Co-ordinator		

**FOR OFFICE USE ONLY**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Special Needs Officer

Passed to Connexions on \_\_\_\_\_

Statement attached?

YES

NO

<b>Student Name:</b>		<b>DoB:</b>	
----------------------	--	-------------	--

**Date Targets Set:** \_\_\_\_\_

**Date Targets Reviewed:** \_\_\_\_\_

<b>OBJECTIVES</b> <i>as specified on current Statement.</i>	<b>TARGETS</b> <i>to address objectives and other needs.</i>	<b>ACTION</b> <i>teaching strategies, staffing, grouping, frequency of support, equipment/pastoral/medical arrangements</i>	<b>OUTCOMES</b> <i>progress made by student, effectiveness of education plan, objectives achieved.</i>

<b>Student Name:</b>		<b>DoB:</b>	
----------------------	--	-------------	--

<b>OBJECTIVES</b>	<b>TARGETS</b>	<b>ACTION</b>	<b>OUTCOMES</b>
Other needs			

**Parents should be invited to any IEP or target planning meetings held during the year which set shorter term targets based on the above.**