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Learning Services

Educating Children and Young People  
with  
Special Educational Needs

Strategy, Policy  
and  
Procedures

2013



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## 1. Introduction

This document outlines Ceredigion County Council's strategy for educating children and young people with special educational needs (SEN).

It also provides guidance on the authority's policies and procedures for identifying and supporting SEN, including the range of provision available, and funding to meet needs.

The SEN strategy is an integral part of the authority's framework for meeting the needs of all children and young people between the ages of 0 and 19.

It plays a vital role in the authority's work to ensure high standards for all and is closely allied with policies for school improvement and inclusion.

The authority's educational priorities include promoting high standards for all learners, achieving high levels of attendance, preventing exclusion and providing high quality support for learners with individual needs.

This strategy reaffirms the authority's commitment to maintain and improve on these priorities.

It is the authority's policy to educate all pupils within its mainstream schools in order to enable them to achieve their potential and to ensure their well-being.

This policy is at the heart of its School Improvement, Inclusion and SEN strategies.

The strategy, policies and procedures set out in this document take account of all current legislation and guidance, including the SEN Code of Practice for Wales (2002) and the Equality Act (2010).

In line with the direction of national policy, the authority is committed to making provision for pupils with SEN without a statement wherever possible.

Since 2009, the number of pupils requiring a statement to ensure provision has been significantly reduced. This reduction has been achieved through a detailed and highly effective process of school and service level planning and provision.

The authority is also mindful of the changes proposed in 'Forward in Partnership for Children and Young People with Additional Needs (Welsh Government, 2012) and will revise this strategy document as soon as these changes are confirmed.

## 2. Scope and Definitions

The strategy, policies and procedures within this document apply to all children and young people with SEN, aged between 0 and 19 years, who are:

- below statutory school age and resident in the authority;
- on roll in one of the authority's settings or schools; or
- resident in the authority and on roll in a school outside the authority.

### Special Educational Needs

The statutory framework for SEN is outlined in the Education Act 1996 and the Equality Act 2010.

Children have **special educational needs**<sup>2</sup> if they have:

- a learning difficulty that calls for special educational provision to be made for them.

Children have a **learning difficulty**<sup>3</sup> if they:

- have a significantly greater difficulty in learning than the majority of children of the same age;
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Education Authority; or
- are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

The SEN Code of Practice for Wales states that needs fall within the following broad areas:

- Cognition and Learning;
- Behaviour, Emotional and Social Development;
- Communication and Interaction; and
- Sensory and / or Physical.

<sup>2</sup> SEN Code of Practice for Wales (2002)

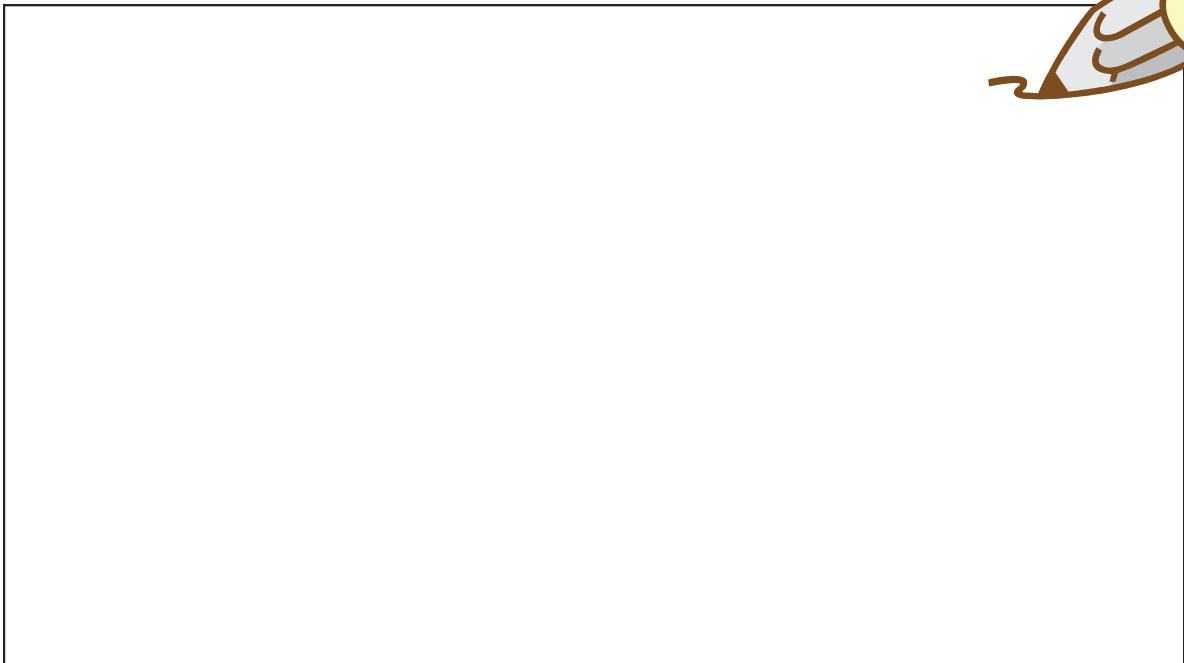
<sup>3</sup> Section 312, Education Act 1996

**A disabled person<sup>4</sup>:**

- has a physical or mental impairment; and
- the impairment has a substantial and long-term adverse effect on the person’s ability to carry out normal day-to-day activities.

**Special educational provision<sup>5</sup> means:**

- for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age schools maintained by the local authority, other than special schools, in the area; or
- for children under two, educational provision of any kind.



<sup>4</sup> Equality Act 2010

<sup>5</sup> Section 312, Education Act 1996

### 3. Vision Statement

The authority is committed to raising the achievement and narrowing the gap for children and young people with SEN so that they achieve the best possible standards, well-being and long-term life chances.

The authority believes that improving outcomes for pupils and young people with special educational needs is everyone's responsibility.

Accordingly, it works in partnership with schools, parents and other agencies to ensure that all children in Ceredigion, whatever their need, are valued, experience success in their learning, achieve their potential and personal goals and maximize their chances of a full and meaningful life.

This vision is achieved by providing:

- an inclusive education as close to home and the local community as possible;
- early and accurate assessment of needs;
- a broad, balanced and relevant range of learning opportunities;
- a range of mainstream, enhanced and specialist provision;
- high quality support, advice and training for schools;
- timely, accurate and relevant information for parents and carers;
- resources and services that are appropriate, effective, equitable, transparent, consistent, efficient and accountable; and
- access to social and leisure activities within the community.

## 4. Aims and Objectives

The overall aim of this strategy is to maximise the educational achievements and wellbeing of all pupils with SEN by providing a relevant, inclusive and effective education that fully meets their needs.

To achieve this aim, the authority will:

- a. identify and meet pupils' needs as early as possible;
- b. provide effective teaching and support for all pupils with SEN in accordance with the statutory requirements of the Equality Act 2010 and the SEN Code of Practice for Wales, 2002;
- c. educate pupils with SEN within the authority's mainstream schools wherever possible;
- d. work in partnership with pupils, parents, early years settings, schools and external agencies;
- e. work in partnership with other providers to arrange high quality, specialised education and services for the very few pupils whose needs cannot be met in a mainstream school; and
- f. monitor and evaluate data on outcomes for children and young people with SEN in order to inform the development of policies and provision.

## 5. Roles and Responsibilities

The authority is responsible for:

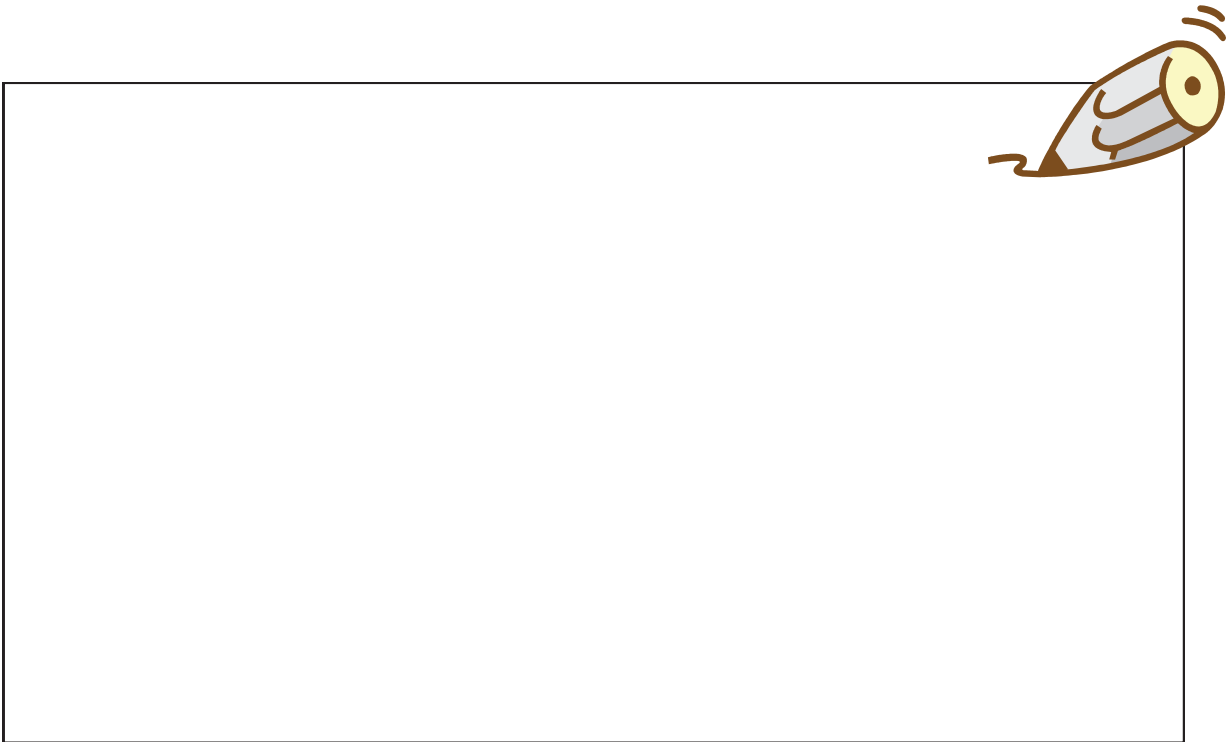
- providing pupils, parents and schools with access to specialist staff qualified in auditory and visual impairment, multi-sensory impairment, autism, physical and neurological impairment, speech and language and specific learning difficulties;
- ensuring efficiency and effectiveness of services;
- collating and evaluating performance data in relation to all pupils with SEN;
- keeping up to date with guidance in relation to funding and overseeing the distribution of funding in the most cost effective way;
- monitoring and reviewing the SEN strategy, provision and services; and
- challenging all providers to improve their performance and ensure that all children and young people with SEN are able to fulfil their potential.

All schools and settings are expected to:

- maintain an inclusive ethos for all pupils with special educational needs;
- identify an appropriate person from the governing body, to take responsibility, along with the Head teacher, for ensuring the setting or school maintains provision for pupils with SEN according to the SEN Code of Practice;
- develop, implement, report on and annually review the school's SEN policy;
- ensure that the responsibility for meeting the needs of pupils with SEN is shared by all staff;
- ensure that delegated resources for SEN are allocated fairly, efficiently and address identified needs;
- ensure systems are in place for the early identification, assessment, provision and monitoring of individual needs in line with the Graduated Response;



- ensure the identified needs and objectives as recorded in a child’s statement or joint resourced agreement<sup>6</sup> are met;
- provide an appropriately differentiated curriculum across all areas of learning in order to match the child’s need;
- work in partnership with children, their parents, guardians and / or carers ensuring they have access to information about their child’s needs and difficulties and, where appropriate, access to independent advice and support;and
- take advantage of training opportunities provided in order to develop SEN expertise throughout the school.



See section 6.3.3 for definition of joint resourced agreement

## **6. Strategies for Identifying and Meeting Special Educational Needs as early as possible.**

The authority places great importance on the early identification of SEN, to ensure that all children and young people have access to effective teaching and support as soon as possible.

The authority provides a range of specialist services for children and young people with SEN, their families and their schools.

These services focus on enabling schools to identify and meet the special needs of individual pupils as early and as effectively as possible.

In addition, the close connection between specialist services and the authority's school improvement officers is designed to ensure that priorities for whole-school improvement are fully aligned with those for inclusion and SEN.

The authority provides the following central services for children, families and schools.

Fuller information on support services is included in Appendix 1.

- Educational Psychology Service ( EPS );
- Advisory teachers;
- Centrally held Learning Support Staff LABSSAs & SALTSA's;
- Behaviour support / PRU service;
- Centrally held Behaviour Support Staff SEBSAs;
- Sensory Service;
- Inclusion support (EWOs); and
- SEN Administrative Team.

## 6.1. Early Identification ( Pre-school )

When it is deemed likely that a child will or may have additional educational needs they will be brought to the attention of the authority by Tîm Plant Anabl, Social Services, Speech and Language Therapy Service or, a direct referral from Audiology and Health.

The authority part funds support in pre-school settings in conjunction with Mudiad Meithrin.

As a result, the authority's Principal Educational Psychologist chairs multi-agency meetings twice termly to discuss children whose needs require additional support in pre-school settings.

Wherever it is thought necessary, 'the setting' will be offered additional support so that intervention strategies can be implemented by permanent staff within the setting.

This results in the increased capacity of the setting to address the additional needs of individual pupils.

Requests for additional support, from central services, on transfer to mainstream school are made through the authority's Pre- School ISRF.

A copy of the Pre-School ISRF is provided in Appendix 4.

Following appropriate involvement and or assessments from relevant agencies information is shared with team members.

For the most part children transferring to mainstream school will have their additional needs met through the Graduated Response.

A minority of pupils, whose individual needs and difficulties are particularly complex, and who will require specialist support or equipment, will be discussed at the authority's SEN panel.

## 6.2 Early Identification ( Schools and Settings )

The authority's central teams (School Improvement and Inclusion) work in close partnership with parents, teachers and teaching assistants to identify and meet the needs of children and young people in the authority's schools and settings.

The authority:

- provides schools and settings with EPS and Advisory Teacher services, including consultation, advice and training, to enable teachers to accurately assess and address whole school needs, as well as those of individuals and groups of pupils;
- ensures that SEN registers in schools and settings provide a comprehensive record of all pupils with SEN and the provision made for those pupils; and
- uses pupil-level data, including attendance records and standardised testing at the end of each Key Stage, to inform the identification of needs, to target intervention appropriately and to evaluate the effectiveness of provision.

The authority expects all schools and settings to:

- make full use of all available classroom and school resources, and differentiate learning opportunities to meet individual learning needs;
- monitor, review and evaluate all pupils' progress; and
- identify at the earliest possible stage any pupils who may need educational provision 'different from, or otherwise in addition to' that normally provided.

## 6.3 Graduated Response

The authority adheres closely to the principles and practice embodied in the SEN Code of Practice for Wales.

It relies on the consistent and effective implementation of its Graduated Response procedures for the success of this strategy.

The authority's approach to the Graduated Response recognises that :

- children learn in different ways and have different kinds and levels of special needs;
- all teachers are teachers of children with special needs;

- pupils may need help through the Graduated Response for just a short time or for many years;
- the range and style of support can be increased or reduced according to pupils' individual needs; and
- where a child's progress continues to cause concern, additional support and expertise must be made available as part of a continuous cycle of planning, action and review.

Where there is clear evidence of concern about a pupil's progress, the authority will work with schools to implement the Graduated Response procedures according to the following four levels:

- School (or Early Years) Action (S.A.)
- School (or Early Years) Action Plus (S.A.P)
- School (or Early Years) Action Plus Resourced Agreement (S.A.P.R.A.)
- Statement (S)

### **6.3.1. School Action**

School Action is defined as provision that is '*additional to, or otherwise different from*' expected mainstream differentiated provision.

It is made available at the earliest possible stage to any pupil who experiences greater difficulty in learning than the majority of his / her peers.

Their needs, and the action required to meet those needs, must be discussed with the parents and be recorded in school, both as part of the SEN Register and, on the pupil's Individual Education Plan (IEP).

The class teacher, in consultation with the Special Educational Needs Co-ordinator (SENCo) reviews the pupil's progress at regular intervals to determine whether the provision is effective or not, and to determine whether to continue or remove the additional support, or move up to the next Graduated Response level.

**The responsibility for identifying and meeting the needs of pupils, and for organising and delivering provision at School Action, rests with schools.**

Funding for this provision is included in schools' budgets.

Fuller details of the authority's strategy for funding SEN are provided in Appendix 2.

The role of the authority is to advise and support schools in how best to provide effectively at School Action.

The authority also monitors and evaluates the effectiveness and value for money of provision, by reviewing data on pupils' attainments as part of its school improvement work, and also through the data analysis work of the central SEN team.

### **6.3.2. School Action Plus**

Where a pupil makes very little or no progress in response to appropriately differentiated and targeted provision at School Action over at least two terms, then the school should consider making additional provision at School Action Plus.

The class teacher and SENCo reassess the pupil's needs, according to the appropriate criteria.

Full details of the SEN criteria are provided in Appendix 3.

The SENCo should complete an Inclusion Support Request Form (ISRF) in order to request additional support and / or advice from the authority, for example the Educational Psychology Team, Advisory Teachers, Behaviour Support Service or the Sensory Service.

A copy of this ISRF is provided in Appendix 4.

On receipt of additional advice and / or assessment information, the school is responsible for recording the pupil's needs at School Action Plus, for incorporating the new information within the pupil's IEP and for continued delivery of the IEP.

The school continues to monitor, evaluate and review the pupil's progress, to determine whether the programme is effective.

As with School Action, funding for School Action Plus is delegated to schools.

The authority's central SEN team continues to monitor and evaluate the impact of funding for additional support on pupils' progress.

### **6.3.3. School Action Plus Resourced Agreement (SAPRA)**

Where a pupil makes very little or no progress in response to appropriately differentiated and targeted provision at School Action Plus over at least two terms, then **the school** should request additional support from the authority by making a referral to the SEN Panel.

The panel will consider the evidence presented by the school, together with any assessment information from support services and / or outside agencies, and, if appropriate, will allocate additional resources from the central budget.

Funding for the pupil's Graduated Response provision is then the joint responsibility of the school and the Authority.

The pupil's needs, the provision to meet those needs, the respective roles and responsibilities of the school and the authority and the funding allocated by each party will be set out in a Joint Resource Agreement (JRA).

**For purposes of review, monitoring and evaluation, the Authority regards a JRA as equivalent to a Statement of SEN.**

#### **6.3.4. Statutory Assessment**

The authority accepts the basic principle incorporated in the SEN Code of Practice that only a very small minority of children will have SEN of a severity or complexity that requires a statutory assessment and a statement of SEN.

Normally, the authority will carry out a Statutory Assessment:

- if there is evidence to show that the school has implemented the Graduated Response and that the pupil continues to underachieve despite receiving the highest level of support available without a Statement; or
- if there is convincing and well-documented evidence of the immediate need for a Statutory Assessment, for example where a pupil has experienced a sudden and traumatic change of circumstances; or
- where the authority is aware that a pupil may need a special school placement.

#### **6.3.5. Statement**

The authority aims to meet the needs of as many pupils as possible without recourse to a Statement i.e. through provision at SAPRA.

However, for a small number of pupils, including all those for whom an out-of-county special school placement is needed, it is possible for the authority to maintain a statement in the usual way.

Additional funding for these pupils is met from the authority's centrally retained SEN budget.



## 6.4 School Planning Meetings

SEN planning meetings are a vital element of the authority's work with schools to ensure effective implementation of the Graduated Response, provision and resources and, the monitoring of pupils' progress.

These meetings ( one for each area ) are held annually at Canolfan Rheidol and are attended by all relevant authority staff, Head Teachers and SENCOs.

A general appraisal of the past year is given and details of forward planning / changes outlined.

In addition to individual school visits, authority personnel take the opportunity to review, monitor and discuss the effectiveness of individual schools' SEN provision and, provide advice and support which will enable schools to maintain high standards of provision and provide for future needs.

All schools are expected to complete a planning document detailing their use of SEN budget, expected needs, intervention provision and details of specific pupils or cohorts of pupils whose progress may be a cause for concern.

A copy of the document is held centrally and the information used to aid decisions on future planning for policies, provision, training, funding and expected outcomes.

During these sessions school staff have the opportunity to share immediate concerns with relevant authority staff and exchange expertise and good practice with colleagues.

## 6.5 SEN Panels

Requests for support are submitted to the authority using an Inclusion Support Request Form (ISRF).

All referrals are shared with each member of the SEN / Inclusion team before being assigned to the officer with the relevant expertise.

The assigned officer will arrange an appointment with the school to discuss / observe the child with a view to providing appropriate advice and support.

Each referral is logged and monitored to ensure that a response is delivered to the school within 5 working days.

The SEN team will continue to meet in order to discuss their case load and provide feedback to ensure the delivery of a consistent and comprehensive response.

Where there is significant cause for concern, cases will be referred to the SEN Resource Panel for discussion.

At this point parents will be informed, in writing, of this decision and any outcomes.

## The SEN Resource Panel

The Resource Panel meets once every half term and is made up of representatives from the Local Health Board, Social Services, (TPA) SNAP Cymru, Head Teachers and the L.A.

Following the request from the school the SEN Panel will consider the evidence received that appropriate strategies have been implemented over a reasonable period of time without success.

For each case presented, the Panel will consider the involvement of the L.A. and additional support services in assessing the child and reviewing the provision.

For this reason, the Resource Panel do not consider ISRFs that have only recently been submitted to the SEN team.



## **7. Strategies for providing effective teaching and support for all pupils with special educational needs in accordance with the statutory requirements of the Equality Act 2010 and the SEN Code of Practice for Wales, 2002.**

### **7.1 Generic Strategies**

The authority is committed to providing effective teaching and support for all pupils, both to ensure that pupils with SEN achieve the highest possible standards and also to enable schools to meet the needs of pupils with 'low level' learning and behavioural difficulties at an early stage.

Many of the authority's generic school improvement strategies focus closely on early identification of difficulties at school level, and in so doing help to reduce the number of pupils who underachieve in learning and / or develop behavioural difficulties.

These National and whole-authority strategies include:

- Literacy;
- Numeracy;
- Foundation Phase;
- advice, support and training for teachers in strategies that promote inclusion, such as effective differentiation and behaviour management; and
- support and challenge for underperforming schools, including those where attendance and / or behaviour is an issue.

### **7.2 Targeted Support and Intervention**

A wide range of targeted support and intervention is available, through the authority's Graduated Response system, to assist individual pupils and groups of pupils who are experiencing learning and / or behaviour difficulties that meet the criteria within the Code of Practice for SEN.

The types of support available are described below, and are grouped according to the main types of SEN.<sup>7</sup>

The authority is committed to responding flexibly to the wide range of severity and complexity of pupils' needs, and to meeting those needs for as long as necessary.

It should be noted that individual pupils may well have needs that span two or more areas, in which case the appropriate support is tailored accordingly.

The areas are :

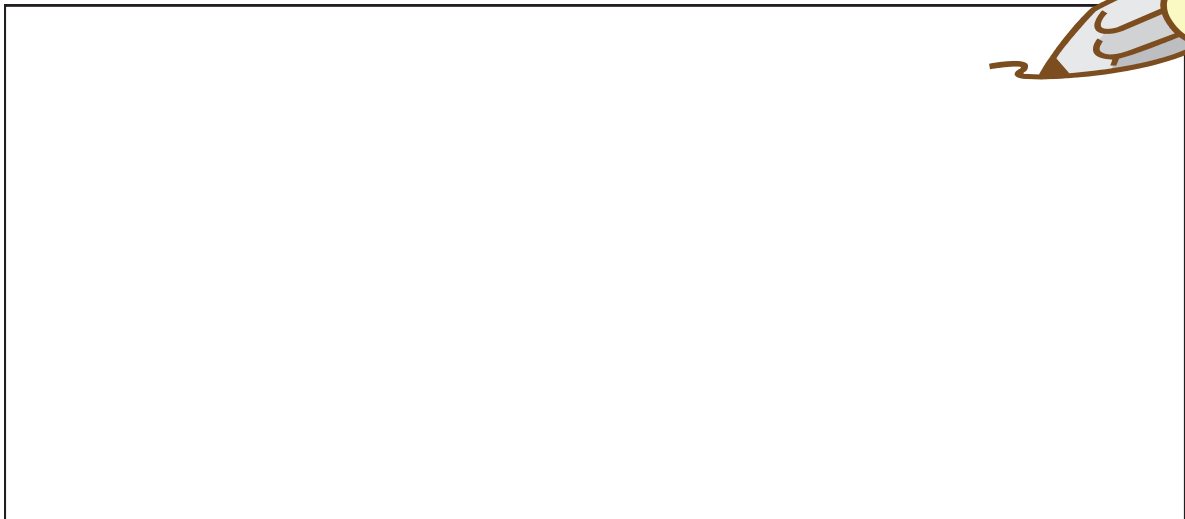
**Cognition and Learning**

**Behaviour, Emotional and Social Development**

**Communication and Interaction**

**Sensory and / or Physical**

These areas are described more fully in Appendix 3



<sup>7</sup> For definitions of types of SEN (except GLD), please see: Welsh Assembly Government Circular No. 024-07: Guidance to support the recording of Pupils' Special Educational Needs on School Information Management Systems (August 2007).

## **8. Strategies for educating pupils with SEN within the authority's mainstream schools wherever possible.**

The authority offers pupils with SEN a wide range of provision in Foundation Phase Settings and mainstream schools and, through partnerships with other agencies.

### **8.1 Foundation Phase Settings : ( Maintained & Non maintained )**

Although our statutory responsibility does not begin until the child is 3 years of age Ceredigion makes substantial funds available through the Referral Scheme to support additional needs provision within the Foundation Stage setting as it recognises the benefits of early intervention.

The Educational Psychologists, Behaviour Support, Foundation Stage Advisory Service and the Sensory Service support pupils in these settings.

Their role within these settings is to offer advice on appropriate interventions and provide information to the authority which determines forward planning of provision and resources in order to ensure a smooth transition to a mainstream Primary setting or other provision.

In both settings authority staff provide advice and guidance for SENCos, parents and support staff.

The Foundation Phase Advisory Service :

As part of their monitoring, modelling and advisory sessions authority staff identify children who present as needing further support.

In the event of these children not having been already identified by the setting, authority staff encourage setting leaders to consult with the Foundation Stage Advisory teacher for SEN and / or Referral Scheme Co-ordinators.

## 8.2 Mainstream Class Provision

The authority educates almost all children and young people with SEN either within their local mainstream schools or within more specialised (resourced) classes in specific primary and secondary schools.

The authority does not maintain any Special Schools.

In order to enable pupils with SEN to flourish within their local school and in a mainstream class wherever possible, the authority is committed to developing the capacity of mainstream schools to identify and meet pupils' needs.

In order to achieve this goal, the authority ensures that:

- school improvement teams work closely with SEN advisory teachers to share expertise, support and information, through SEN planning meetings and termly link visits to all schools;
- pupils' needs are effectively identified through individual school SEN planning meetings as well as through centrally collated data;
- schools have access to high quality specialist support and training to keep them informed of current advances in SEN and to assist them in implementing appropriate programmes for pupils;
- all SENCOs, particularly those newly appointed, benefit from termly training, networking and monitoring sessions, led by the Advisory Teachers and Educational Psychologists;
- staff in the Foundation Phase are supported in developing skills in early identification of children's needs;
- teachers and teaching assistants have opportunities to attend appropriate training in SEN, delivered as part of the authority's ongoing professional development programme;
- support for individual schools ensures consistency and effectiveness of approach throughout the authority; and
- there is an inclusive approach to Literacy and Numeracy, that promotes good practice, raises standards for all and provides opportunities for professionals to share their expertise.

### 8.3 Resourced classes in mainstream schools

Resourced classes maintain a flexible programme of support to enable pupils with more severe and complex needs to access both specialist and local provision.

These classes also provide an outreach service to local schools.

The authority provides resourced classes in mainstream schools as follows:

- Pili Pala and Enfys at Ysgol Llwyn yr Eos (Primary)
- Canolfan y Don at Ysgol Aberporth (Primary)
- Canolfan y Bont at Ysgol Bro Pedr (Secondary)
- Learning Support Centre at Penglais (Secondary)
- Canolfan y Môr Ysgol Uwchradd Aberaeron (Secondary)

### 8.4 Discrete provision

In addition, the authority maintains discrete provision in Key Stages 2 & 3 (Canolfan yr Eos, Canolfan Bro Steffan) and K.S.4 (Canolfan Aberaeron) for pupils requiring interim support, in order to modify their behaviour.

These settings are registered as portfolio Pupil Referral Units ( PRUs ) under the guidance of one management board.

All pupils who enter this provision are regarded as in need of SEN support of at least School Action Plus (S.A.P), and some have higher levels of need ( S.A.P.R.A. or a Statement ).

All PRU pupils have an Individual Education Plan and specific targets for moving back into an appropriate educational setting, further education, training or employment at Post 16.

## **9. Strategies for Working in Partnership with Pupils, Parents, Early Years Settings, Schools and External Agencies.**

### **Pupils and Parents / Guardians / Carers**

Local Authorities are required under Section 332A of the Education Act (1996) to arrange for the parent, guardian or carer of any child with SEN residing in their area to be provided with advice and information about matters relating to their child's need. When a child is placed on the school's SEN register the school's SENCo must seek the parents' permission and inform them of the availability of all parent partnership services.

Educational Psychologists, Advisory Teachers and Inclusion Officers are always available to support and advise schools and parents.

A monthly, authority based, Parent Drop In held at Canolfan Rheidol, is available to all parents, carers and guardians of pupils with special educational needs who may be experiencing difficulty with their child or, their child's provision.

This service affords parents the opportunity to discuss their concerns with appropriate authority staff and work together with schools towards a positive outcome for the child or young person.

It is recognised that occasionally, parents, guardians or carers may not agree with the authority on the level and / or type of support or the placement their child may need and may need support with regard to understanding the SEN process.

In order to address these issues, in addition to central staff, the authority will continue to work alongside SNAP Cymru ( PPA )and Tros Gynnal.

These partnerships will ensure that all parents, guardians, carers and children with special educational needs will have the opportunity to freely access accurate, impartial and confidential advice, support and information regarding the additional needs of their children and young people from birth to 19 years.

The authority also recognises the needs and rights of their pupils to have access to an independent person who will work in an open and accessible manner to promote and realise their rights.

*' 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 matter affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child '*

( U.N Convention on the Rights of the child )



Pupils with SEN should be actively involved, at an appropriate level, in discussions about their IEP including target setting and a review of their progress in achieving those targets.

Child friendly IEP formats, for all Key Stages, containing positive statements, to be completed by pupils, are available to all schools to ensure pupils and parents are fully aware and understand their targets and how they can be achieved. A 'How did I get on' review sheet is also available.

An example of these IEPs is provided in Appendix 4.

All schools are encouraged, where appropriate, to include pupils in their individual Annual Review meetings by seeking and recording their views.

It is important not to make assumptions about levels of understanding especially among very young children or children with communication or sensory difficulties. Some young people may need or wish for personal support or, may wish to express their views through a parent, friend or peer, social worker, counsellor, advocate or a Communicator.

The authority will continue to work alongside Tros Gynnal and other agencies e.g. CAMHS, NDCS to take into account the views of the child or young person.

From January 2015, children and young people in Wales will be able to

- Appeal to SENTW certain decisions made by their local authority about their special educational needs.
- Bring a claim about disability discrimination

This information is included in all correspondence related to young people's SEN.

SNAP Cymru are working closely with children and young people and families, and can act on behalf of a child to make an appeal to SENTW.

The contact details for the Parent Partnership Services are included in Appendix 1.

## **9.2 Schools and settings**

The authority will continue to support schools and Foundation Stage settings in the delivery of this strategy by:

- providing a set of common criteria for identification and assessment of needs;
- implementing its funding strategy;
- making a variety of appropriate resources available;
- providing effective training opportunities for all staff and Governors;
- establishing and supporting effective transition between Key Stages; and
- encouraging the sharing of good practice.

### 9.3 External agencies

The authority recognises the contribution of external agencies in improving outcomes for pupils with special educational needs by enhancing teaching and support for all pupils, in accordance with the statutory requirements of the SEN Code of Practice for Wales 2002 and the Equality Act 2010.

The authority works in partnership with a wide variety of agencies, including:

- Health Service;
- Specialist Child and Mental Health Service (CAMHS);
- Speech & Language Therapy Services;
- Social Services Department;
- Team Around the Family;
- Tîm Plant Anabl;
- Tîm Teulu;
- PRISM / SUDS ( Specialist Under 18 Drink and Drugs Service ); and
- Pyramid Clubs.

The contact details of all agencies can be found on the Ceredigion Web site  
[fis.ceredigion.gov.uk](http://fis.ceredigion.gov.uk)

## **10. Strategies for Working in Partnership with other Providers to arrange High Quality, Specialised Education and Services for the very few pupils whose needs cannot be met in a mainstream school.**

For the very few pupils whose needs cannot be met through mainstream education, the authority seeks high quality specialised education and support by working in partnership with other agencies and providers.

Each year, the authority places a very small number of pupils with exceptionally complex needs in provision outside Ceredigion.

Out-of-county provision is normally in a day or residential special school maintained by another authority, or in the independent sector.

Decisions to place pupils out of county are taken by a multi-agency Complex Needs Panel, with membership from the authority's Learning Services Directorate, Social Services Directorate and the Hywel Dda Health Board.

All out-of-county placements are subject to rigorous monitoring.

Schools are visited prior to placement to establish their suitability.

Once pupils are placed, the authority's central SEN team monitors and evaluates progress, by attending annual review meetings, by discussion with parents and by analysing progress data.

### **10.1. Complex Needs Panel**

This multi-agency strategic group meets on a monthly basis. Its rôle is to discuss and address the needs of children and young people by setting in place joint arrangements for assessment, planning and service provision for children who have complex needs and are known to all agencies.

The panel works to a clear protocol that provides a detailed local framework to facilitate effective joint working and decision-making.

Where possible, the needs will be met locally, but for a few pupils it will be necessary to secure out-of-county placements.

The panel considers all children and young people with complex needs that include:

- children and young people in need still living at home with their own families where the complexity and intensity of their needs cannot be met by one agency;
- children and young people looked after by the authority, where the complexity and intensity of their needs cannot be met by one agency;
- children and young people with specific learning needs where the complexity and intensity of their needs cannot be met by one agency and, where there is an increasing likelihood that their needs will require intervention, which may only be available outside existing county resources;
- children and young people with health needs ( physical, mental or emotional ) where the complexity and intensity of their needs cannot be met by existing universal or specialist health services, continuing and enduring social care or where there is an increasing likelihood that their needs will require intervention, which may only be available outside existing county resources;
- children and young people in the above categories where it is identified at an early stage that intervention is necessary to prevent the later need for more intensive intervention;
- the educational needs of such pupils must have firstly been discussed at the SEN Resource Panel and once again, parents will be informed and their views sought and also, when appropriate, the views of the child.
- from time to time, pupils who will require specialist intervention from one or more agency who will need to be referred to the Complex Needs Panel Inter-Agency Planning Group for information only.

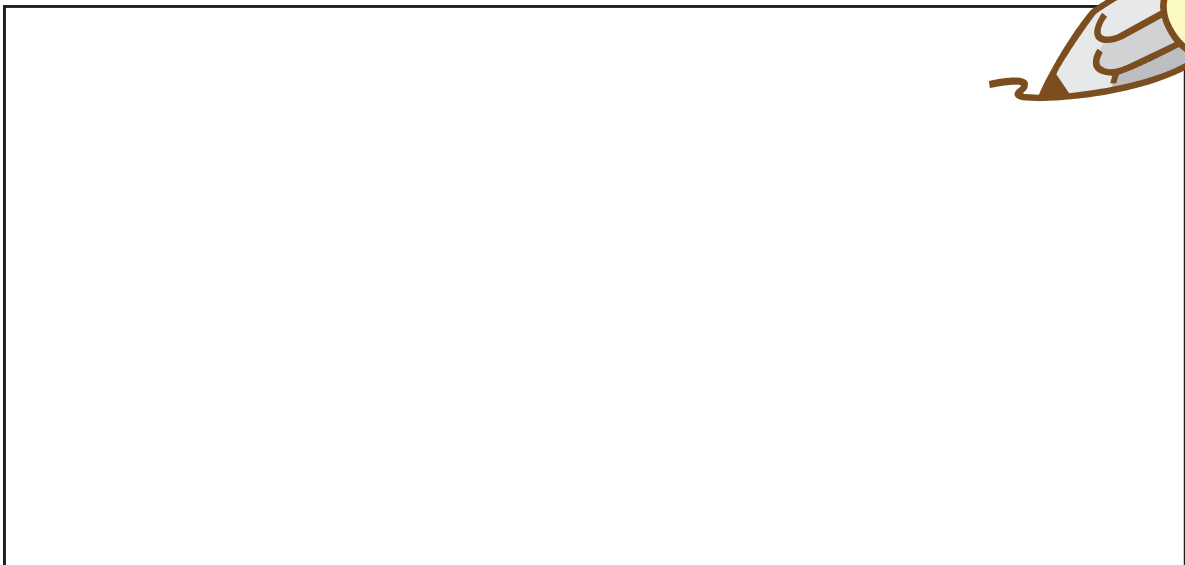
## 11. Strategies for monitoring and evaluating data on outcomes for children and young people with SEN in order to inform the development of policies and provision.

The authority regards the collection and recording of precise information and data for children with special educational needs as an essential factor in the development of policies and planning for effective provision.

The central SEN administrative team maintains an electronic SEN database, which includes information from schools' SEN registers, the annual PLASC SEN data records, individual and school-level progress data, records of school planning meetings and pupil assessment information.

Through regular analysis of this comprehensive data record, the authority is able to:

- monitor and evaluate the impact of interventions for individual pupils, groups of pupils and at school level;
- monitor and evaluate the impact of additional funding, both delegated and centrally held, on outcomes for pupils with SEN;
- target additional funding appropriately, and identify future funding needs; and
- monitor trends and identify emerging areas of need.



## **12. Monitoring and Evaluation of the Impact of the SEN Strategy.**

The Education Authority has a key role in monitoring schools. The strategic priorities, aims and key actions of the Regional Support, Challenge and Intervention Framework and the Children and Young People's Plan reflect and prioritise school improvement and self-appraisal.

The L.A. strategy for monitoring schools is incorporated within the Support, Challenge and Intervention Framework documentation.

The implementation of the SEN strategy, policies and procedures outlined in this document is subject to continuous monitoring by the authority as part of this framework.

The impact of the strategy on outcomes for children and young people with SEN is reviewed annually, as part of this overall programme of self evaluation and improvement planning.

**Appendix 1**

**Central Support Teams**

**Roles**

**&**

**Responsibilities**

## The Educational Psychology Service

The Educational Psychology Service (EPS) supports children and young people from 0 to 19 years of age.

The role of the EPS is to help raise educational standards and to facilitate educational inclusion through the use of psychology.

The work of the authority's educational psychologists can be divided into five main categories:

- the support of children's development and education;
- supporting school improvement;
- strategic role;
- contribution to early identification; and
- statutory assessment work.

This will be achieved by:

- operating a time allocation system to schools, based on a formula, which allows for a fair and transparent share of EPS resources;
- using a consultation model within its schools where the psychologist and members of staff work collaboratively to:
  - look at, and think about, the current situation;
  - identify areas where current strategies are proving successful;
  - identify areas which would benefit from further development; and
  - draw up possible strategies to facilitate development or change.

Consultation can take place with individual members of staff or groups of staff members and could be concerning individual children / groups of children or more general systemic issues, e.g. the development of literacy / behaviour within the school.



In order to try to bring about the change which will benefit the situation It may be appropriate for the psychologist to work with:

- individual children;
- whole schools; and
- parents and / or guardians / carers and outside agencies.

The EPS is also available to provide training courses to school staff and to undertake project work or psychological research.



## Advisory Teachers

Advisory teachers work with children and young people 0—19 with SEN within the authority to ensure they have the best possible opportunities to reach their individual potential.

The role of the Advisory Teacher is to:

- facilitate educational inclusion within mainstream settings;
- support schools in the raising of educational standards for all pupils; and
- provide training and support to increase the capacity of schools to address the needs of pupils with SEN.

This is achieved by :

- working closely with School Improvement Officers to identify and address areas of educational need or management;
- providing advice and guidance on the management of SEN provision;
- supporting schools in the early identification of a child's or young person's need;
- advising, modelling , monitoring and reporting on effective intervention strategies;
- guidance and provision of appropriate individual and whole school resources;
- offering training for whole schools, groups or individuals in general or specific areas of learning;
- supporting parents by providing advice and relevant information;
- co-ordinating and monitoring the work of centrally held support staff ( LABSSAs & SALTSAAs ); and
- co-operative working on county / national initiatives and processes with a view to 'closing the gap' and raising standards for all pupils.

## Behaviour Support Service

Ceredigion Behaviour Support Service aims to work in partnership with the whole school community and multi agency colleagues to promote the best possible standards of behaviour which promote effective teaching and learning.

We aim to share information on all aspects of behaviour support to enable all staff to learn from the good practice of others working to improve the behaviour of children and young people.

The Behaviour Support Service will offer:

- support and guidance to individual pupils;
- support and guidance to individual teachers;
- training for whole school staff;
- training for governors, and others working with children; and
- offer a link between parents, school and multi agency colleagues when appropriate;

Service provided:

Ceredigion Behaviour Support Service aims to provide initial support, advice and guidance on how to improve the behaviour of individual pupils at an early stage of the Graduated Response by.

- offering support to all Primary and Secondary schools in the county; and
- working closely with Head teachers, Special Needs Co-ordinators and Heads of Inclusion to ensure that the support offered by the service matches the needs of the school and the young person.

## The Education Inclusion Support Team

The Education Inclusion Service (EIS) supports children and young people of statutory school age (5 to 16) to ensure they take the best advantage of the educational opportunities on offer in schools and educational placements in Ceredigion.

The role of the EIS is, more specifically, linked to the attendance of children and young people of statutory school age who are registered pupils at Ceredigion schools; this includes pupils who are educated outside of the mainstream setting in a Pupil Referral Unit or otherwise by the Local Education Authority.

The work of the Education Inclusion Officers (EIOs) comprises of:

- promoting the regular attendance of children at school or other educational provision;
- assessing the needs of pupils with poor attendance, and taking action to improve this and maintain their well-being;
- assisting in the delivery of alternative curricular provision; and
- undertaking a specialist role.

This will be achieved by:

- working closely with schools to ensure that they have robust systems in place to secure good attendance;
- supporting parents with regard to attendance matters and other relevant issues;
- monitoring the attendance pattern of individual pupils and encouraging regular attendance at school by the use of appropriate strategies;
- undertaking intensive casework and providing the opportunity for individuals to be supported / mentored by the EIO or an appropriate professional;
- locating and arranging suitable alternative training or educational provision for those pupils in Key Stage 4 identified by schools as being “disaffected”;
- recording and analysing data, with particular regard to Welsh Government, county and school targets, and maintaining appropriate records on identified clients; and
- undertaking a specialist role which will add to the efficacy of the service, such as monitoring Elective Home Education, representation on Youth Justice, Team Around the Family and NEETs practitioners group.

## Sensory Service

The vast majority of hearing and visually impaired children will have been referred to the Education Department by the Health Authority prior to the child entering school.

Support for these children will be based on the partnership between the Educational Psychology Service, the Sensory Service and TPA.

It is at this early stage in the child's life that the Sensory Service would involve parents and outside agencies, including voluntary bodies, especially NDCS, RNID and RNIB.

When school entry is imminent, the Sensory Service will liaise with the Head teacher and teaching staff in order to prepare for the hearing or visually impaired child's admission.

This will include any reports or information on the child and advice regarding the most beneficial physical environment for the child within the classroom and throughout the school building.

Ceredigion will aim to meet the needs of all pupils with Sensory Impairment S.A. S.A.P. or S.A.P.R.A.

However, on the very rare occasions where an out-of-county placement is required a statutory assessment will be undertaken.

The service will :

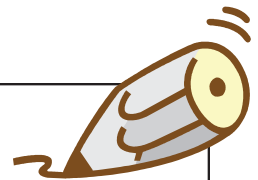
- undertake auditory / visual assessment procedures in order to identify needs;
- advise and liaise with teachers;
- support the education of children with sensory impairments;
- provide training for teaching and non-teaching staff;
- monitor the progress of sensory impaired children;
- providing reports for assessments;
- work in partnership with parents; and
- liaise closely with other professional bodies.

## SEN Administrative Team

The SEN Administrative Team is responsible for co-ordinating the response of specialist services to referrals made by schools, parents and other agencies to the SEN department.

This is achieved by :

- acting as the first point of contact in providing support / information for schools and parents with regard to provision for pupils with SEN;
- validating and monitoring referrals;
- assigning tasks to support officers in accordance with their areas of expertise;
- monitoring the delivery and effectiveness of support ;
- referring complex cases to the SEN resource panel and /or Complex Needs Panel;
- managing out-of-county placements with regard to provision and funding;
- maintaining Teacher Centre / pupil data systems and carrying out an audit requirements of pupils with SEN;
- facilitating provision for pupil transport by liaising with CPTU;
- managing the Statutory Assessment process and Annual review procedures; and
- co-ordinating SEN / Inclusion team meetings.



## The Inclusion Team

**ALN Manager.** Gillian Evans  
gillian.evans@ceredigion.gov.uk 01970 633605

**SEN Manager.** Gerwyn Loosley  
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### Educational Psychologist Team.

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### Advisory Teachers.

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### Behaviour Support.

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### Sensory Service.

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### Team Leader, Education Inclusion Service.

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Helen Llewelyn, helen.llewelyn@ceredigion.gov.uk 01970 633668

Gaynor Davies, gaynor.davies@ceredigion.gov.uk 01970 633668

## Contact Details for Parent Partnership Agencies

### SNAP Cymru

Head office: 10. Coppers Yard, Curran Road, Cardiff. CF10 5NB.

email: [headoffice@snapcymru.org](mailto:headoffice@snapcymru.org)

[www.snapcymru.org](http://www.snapcymru.org)

Advice line: 0845 120 37 30 Lines open 9.30 - 4.30 Mon - Fri .

Local contact:

Family and Young Person's Officer, Ceredigion.

Unit 5,

Aberaron Craft Centre,

Aberaeron.

SA46 ODX.

Tel: 01545 571538

Mobile : 07972059314

email: [ceredigion@snapcymru.org](mailto:ceredigion@snapcymru.org)

Fax: 01545 574913

### Tros Gynnal Plant

Head office: 12. North Road. Cardiff. CF10 3DY

Tel: 02920 396974

[www.trosgynnal.org.uk](http://www.trosgynnal.org.uk)



## Appendix 2

**How the Authority Funds**

**Provision for Pupils**

**with SEN**



Ceredigion's formula for funding ALN services in schools is based on clear principles of early intervention and is designed to enable schools to support pupils with special educational needs within the mainstream class.

The majority of the funding available to support pupils with SEN is included within schools' delegated budgets.

This provides schools with maximum flexibility in using funding to support individuals and / or groups of pupils, according to the Graduated Response as required by the SEN Code of Practice for Wales.

In practice, schools are free to organise provision in the way that best meets pupils' needs, but should bear in mind that they are accountable for the progress of all pupils, including those for whom the SEN panel has authorised additional funding.

The amount included in schools' delegated budgets for SEN funding is outlined in the current Funding Model

Schools are expected to use their delegated funding flexibly to provide all necessary support for pupils at **Early Years/School Action** or **Early Years/School Action Plus**.

Where it can be clearly demonstrated that a pupil's needs meet the criteria for provision of a greater degree of support than normally available at EY / School Action Plus, the authority will provide schools with additional funding from the central SEN budget.

These pupils will then move to Graduated Response level **School (or Early Years) Action Plus Resourced Agreement (SAPRA)**.

The SEN panel is responsible for all decisions to allocate, or discontinue, this additional funding at SAPRA.

Where the authority contributes additional funding, i.e. for pupils at SAPRA, it will also issue a **Joint Resource Agreement (JRA)** that details

- the needs of these pupils;
- the provision to meet needs; and
- the respective roles and funding commitments of the school and the authority in meeting those needs.

For a small number of pupils, including all those for whom an out of authority special school placement is needed, the authority will make and maintain a statement in the usual way.

As with SAPRA, additional funding for these pupils comes from the authority's centrally retained SEN budget.

The authority's funding contribution for a pupil at SAPRA, or with a statement in a mainstream school, is additional to i.e. does not replace, the school's contribution from its delegated budget.

Schools are expected to continue to contribute the portion of delegated funding that was previously allocated to support such pupils at School Action Plus.

## **Current Funding Model**

### **Primary schools:**

School Action (SA), and School Action Plus (SAP) funding is delegated to schools on the basis of the numbers who are eligible for Free School Meals (FSM) and an additional amount per capita for remaining pupils on the school roll.

### **Secondary schools:**

School Action (S.A.), and School Action Plus (S.A.P.) is delegated to schools on the basis of the numbers who are eligible for Free School Meals (F.S.M.) and an additional amount per percentage of remaining pupils on the school roll.

### **Future developments**

The authority will continue to implement this structure and further develop the process by working with Secondary and larger Primary schools to establish an equitable core funded staffing structure in order to support pupils with special educational needs.

**Appendix 3**

**Guidance for Schools**

**on the**

**Criteria for**

**SEN Provision**



This section gives advice that will enable parents, pupils, schools, the education service and other agencies to determine:

- the child's main area(s) of special educational need or difficulty; and
- the appropriate level of provision, according to the authority's Graduated Response procedures.

The local criteria incorporated in this document are based on interpreting the guidance offered within the SEN Code of Practice for Wales.

The aims of the criteria are:

- to ensure that pupils who need additional support and for whom the authority may provide some additional resource '*which is in addition to or otherwise different from*' that offered via the school's delegated budget are identified objectively, consistently and in a way that is fair to all; and
- that the authority and its schools are able to target appropriate support and funding towards pupils with the most severe and / or complex needs.

All schools should be aware that any request to the authority for additional support and / or statutory assessment should be accompanied by detailed evidence based on these criteria and on the outcomes of the Graduated Response provision to date.

### **Underlying principles**

Through application of common criteria, the authority will ensure that the needs of individual pupils and their respective schools are considered within a framework that is:

- **equitable:** fairness of structure and procedure;
- **transparent:** clear criteria and process;
- **consistent:** within and between schools across the authority;
- **efficient and effective in its use of resources:** clear access and exit criteria, with funding targeted towards pupils with the highest needs, and with close monitoring of the impact of funding; and
- **accountable:** the respective roles and responsibilities of all are clearly defined.

## Identification

The SEN Code of Practice makes it clear that a small percentage of **all** children will have a degree of special educational needs that require enhanced provision.

It is therefore expected that most children who are progressing at a slower / quicker rate will make 'adequate progress' and have their needs met through everyday mainstream differentiated teaching within their appropriate groups.

However, the school may find it appropriate to offer some pupils specific lessons, for a limited time, in lower or higher teaching groups as part of normal mainstream differentiation.

In line with this, pupils should not be placed in a higher or lower chronological aged registration group on a permanent basis.

Adequate progress is defined in a number of ways and can include progress that:

- closes the attainment gap between the child and their 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 peers;
- matches or betters the child's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills;
- is likely to lead to an appropriate accreditation; and
- is likely to lead to participation in further education, training and employment.

Provision for children who do not make progress in their learning / behaviour is a matter for the school as a whole.

It should not be assumed that all pupils can and will progress at the same rate.

*All teachers are teachers of children with special educational needs.  
( COP 5:1 )*

In addition, the Governing Body, the Head teacher and the SENCo have specific responsibilities.

The key to meeting all children's needs lies in the teachers' knowledge of each child's skills and abilities.

It is for individual schools to decide the procedures they adopt to meet the child's needs and to monitor and assess progress and outcomes.

The evidence gained from observations and assessments will provide details of the areas in which the child is not progressing even though the teaching styles have been differentiated.

Having gathered this evidence teachers should consult with the SENCo to review the current strategies and decided whether or not the child requires something '*in addition to or otherwise different from,*' in order to progress and experience success.



## Entry Criteria at School Action:

**When a child's difficulties prove less responsive to mainstream differentiated provision then an early start must be made in considering provision at School Action that is 'additional to, or otherwise different from' that already provided.**

At this point

- the school has the duty to inform parents, guardians and / or carers that special educational provision is being made for their child; ( Education Act 1996 317A )
- the child's needs and the provision to meet those needs should be recorded according to the criteria laid out in this document; and
- strategies introduced to enable the child to progress should be recorded in an Individual Education Plan ( IEP ).

The IEP should include :

- the start and review date of the plan;
- **S**pecific, **M**easured, **A**chievable, **R**ealistic and **T**imed targets;
- the specific strategies to be used to achieve the targets;
- the provision to be put in place over and above that of the normal mainstream setting;
- success and / or exit criteria; and
- outcomes and if appropriate, the next steps.

It is good practice to provide parents, guardians and / or carers with a concise and easily understood copy of the child's IEP. This will enable them to understand their child's difficulties and support them, as far as is realistic, in achieving success.

IEPs should be working documents and as such be continually kept 'under review,' in such circumstances there cannot simply be a 'fixed term' or a formal meeting for review.

Using this evidence teachers should consult with the SENCo to review the current strategies and decided whether or not the child requires something '*in addition to or otherwise different from,*' in order to progress and experience success.

However, at Foundation Stage & KS2 one term should be the maximum time before a review meeting is held to review the targets.

### Exit Criteria at School Action:

When a child's difficulties prove responsive to specifically differentiated provision as outlined in their IEP at *School Action* and, progress is maintained over a term, class teachers should consult with the SENCo to reassess the child's progress.

The IEP targets should be revised in order that the pupil begins to access differentiated mainstream class provision and by the end of the second term begins to develop independence in their learning.

**Where progress is maintained over two terms and the child no longer requires provision '*additional to, or otherwise different from*', as defined in the criteria, schools should no longer record the child as having special educational needs.**

### Further Support at School Action Plus:

Where a child's difficulties do not prove responsive to specifically differentiated provision as outlined in their IEP and, very little or no progress is noted over two terms, class teachers should consult with the SENCo to reassess the child's need according to the appropriate criteria.

The SENCo should complete an Inclusion Support Request Form ( ISRF ), along with all relevant evidence, in order to access additional support / advice from the L.A's. team of Educational Psychologists, Advisory Teachers or External Agencies.

At this point the child's needs should be recorded at  
School Action Plus with all advice received incorporated in the child's IEP

Where the school feels the child's needs arise specifically from a Speech & Language Impairment the school should make a direct referral to the Speech Therapy Service.

The child's needs and provision should be recorded at SAP while the provision remains.

Where the child receives SALTSA support the school should, as far as is possible, identify a Teaching Assistant so that any specific programmes continue to be delivered in the classroom setting and that the capacity of the school to address such needs is increased.

### Exit Criteria at School Action Plus:

The pupils needs remain recorded at SAP until;

- the advice / support received from the LEA / Outside agency is fully implemented;
- there is evidence of progress.

At this point, in order to

- ensure the school continue to implement the advice; and
- the pupil's progress is sustained and built on their needs should be recorded at S.A.

### Further Support at School Action Plus Resourced Agreement:

Where a pupil continues to make very little or no progress in response to appropriately differentiated and targeted provision at School Action Plus then the school should make a request to the SEN panel, along with supporting evidence, for further advice and / or support.

If granted, the provision of additional support / resources will be reviewed and agreed annually in a multi-disciplinary meeting.

### P Levels:

In order to ensure adequate, measurable and accountable progress for all pupils with SEN the Authority advise that, *where a pupil has been working towards Level 1 for more than 2 terms* the P. Level structure should be adopted as defined and monitored by the Authority.

Unless already recorded at a higher level, the pupil's needs should then be recorded at S.A.P.

'Exemption from National Standardised Tests will be dependent on pupils'  
P. Level Scale attainment.



**Areas  
of  
Learning**

# Cognition and Learning

## Specific Learning Difficulties. ( SpLD )

Specific learning difficulties is an umbrella term which indicates that pupils display differences across their learning.

Pupils with SpLD may have a particular difficulty in learning to read, write, spell or manipulate numbers so that their performance in these areas is below their performance in other areas.

Pupils may also have problems with:

- fine or gross motor control skills;
- tasks involving specific abilities such as sequencing, organisation or phonological or short-term memory abilities;
- language development;
- forming concepts, especially when information requires first hand sensory experiences; and
- frustration and / or low self-esteem, taking the form, in some cases, of behaviour difficulties.

Pupils with SpLD cover the whole ability range, and the severity of their learning difficulty varies widely.

Specific learning difficulties include:

### Dyslexia :

- pupils with dyslexia may learn readily in some areas of the curriculum but have a marked and persistent difficulty in acquiring accuracy or fluency in learning to read, write and / or spell;
- they may have poor reading comprehension, handwriting and punctuation; and
- they may also have difficulties in concentration and organisation and in remembering sequences of words. They may mispronounce common words, or reverse letters and sounds in words.

### Dyscalculia :

- pupils with dyscalculia have difficulty in acquiring mathematical skills; and
- they may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.

## Dyspraxia :

- pupils with dyspraxia are affected by an impairment or immaturity of the organisation of movement, often appearing to be clumsy;
- they find gross and fine motor skills hard to learn and difficult to retain and generalise;
- they may have poor balance and co-ordination, and poor awareness of body position; and
- their language may be late to develop, and they may have immature articulation.

## Moderate Learning Difficulty. (MLD)

Pupils with moderate learning difficulties will have attainments well below expected levels for pupils of similar age in all or most areas of the curriculum, despite appropriate interventions.

They have

- much greater difficulty than their peers in acquiring basic literacy and numeracy skills
- in understanding concepts
- in dealing with abstract ideas and generalising from experience.

They may also have problems with :

- developing speech and language skills
- low self-esteem
- concentration and attention
- social skills.

## Severe Learning Difficulty. (SLD)

Pupils with severe learning difficulties have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support.

They may also have

- associated difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills;
- pupils with SLD will need support in all areas of the curriculum;

- they are likely to require teaching of self-help, independence and social skills;
- some pupils may use sign and symbols but most will be able to hold simple conversations and gain some literacy skills; and
- their attainments may be below Level 1 of the National Curriculum ( P Levels being used ) for much of their school careers.

## Profound and Multiple Learning Difficulty. (PMLD)

Pupils with profound and multiple learning difficulties have a profound cognitive impairment / learning difficulty, leading to significant delay in reaching developmental milestones.

In addition they display one or more of the following:

- significant motor impairments;
- significant sensory impairments; and
- complex health care needs / dependence on technology.

The inter-relationship of these disabilities increases the complexity of need, in turn affecting all areas of learning.

Pupils with PMLD will need a distinctive curriculum to help them develop sensory, motor, social and communication skills all through their school careers, and into adult life.

- some pupils communicate by gesture, eye pointing or symbols, others by very simple language;
- these pupils require a very high level of adult support, both for their learning needs and also for their personal care;
- this will be based on a continuum of support and provision appropriate to needs and will incorporate the principles of integration and entitlement; and
- these children and young people will more often than not need continuous



These pupils will usually access education through one of Ceredigion's Specialist Support Units.

Admission to a Support Unit follows the recommendations of the Educational Psychologist and discussions at a multidisciplinary admission / review panel.

The admission meeting in which parents are vital partners is convened by the L.A. in consultation with the Head teacher.

The monitoring of the provision is ongoing and should be formally discussed at the annual multidisciplinary review meeting.

Lack of competence in either English or Welsh must not be equated with learning difficulties as understood in the SEN Code of Practice.

A medical diagnosis or a disability does not necessarily imply the child or young person has special educational needs that will require educational support that is 'in addition to or otherwise different from' mainstream provision.

## Entry Criteria

School Action ( S.A. )	The child has regular and consistent difficulties in accessing the curriculum. The child requires support over and above normal classroom differentiation. Standardised score in Literacy and Numeracy 75 – 84.
School Action Plus ( S.A.P. )	The child's main difficulty is in the area of Cognition and Learning. The child has received <u>additional appropriate support</u> at S.A. over at least two terms but has made little or no progress. The child's difficulties cause substantial barriers to learning, and require increased differentiation. Within lowest 5 <sup>th</sup> percentile. Standardised score in Literacy and Numeracy: 74 or less. Difference between standardised scores in Literacy and Numeracy and expected levels for child's ability to be considered.
School Action Plus Resourced Agreement ( S.A.P.R.A. )	The child's main difficulty is in the area of Cognition and Learning. The child has received additional appropriate support at S.A.P over at least two terms but has made little or no progress. The difficulties continue to cause substantial barriers to learning. At or below the lowest 1 <sup>st</sup> percentile. Standardised score in Literacy and or Numeracy: below 70. Difference between standardised scores in Literacy and Numeracy and expected levels for child's ability to be considered. Agreement through SEN resource panel, based on detailed evidence of Graduated Response to be submitted by schools.

## Evidence provided by the school or Early Years Setting.

S.A.	Continues to make little or no progress in specific areas despite mainstream. Classroom differentiation and basic skills intervention. Evidence provided by school of consultation with parents. Classroom assessment with details of intervention. Interventions as detailed in PLASC Matrix Level 1.
S.A.P.	Continues to make little or no progress in specific areas despite School Action support. (i.e. intervention which is <b>additional to or otherwise different from</b> mainstream differentiation and Basic Skills groups) Previous IEPs / targets with outcomes. Support Services involvement (whose advice / recommendations should be incorporated into the new IEP). Interventions as detailed in PLASC matrix Level 2.
S.A.P.R.A.	Difficulties are likely to persist for the child's school career without an intense programme of specialised intervention. Indications of how the difficulty affects access to the curriculum. Information about the involvement of Health professionals / Multi Agency involvement from an early age. Indication of which resources are required and how they will be allocated to improve outcomes. Interventions as detailed in PLASC Matrix Level 3 and / or 4.

## Curriculum and Teaching Methods

S.A.	Mainstream curriculum with some targeted differentiation. ( CT1 ) Timed intervention of tasks and activities within an 'inclusive' approach. Access to individualized multisensory programmes according to need.
S.A.P.	Mainstream Curriculum with significant and targeted differentiation sustained over time. ( CT2 ) Implementation of specific Literacy and / or Numeracy programmes as advised. Access to individualized multisensory programmes according to need. Use of an 'inclusive' teaching approach. Alternative programmes at KS4 where relevant. <i>SpLD friendly</i> approaches to include multisensory and adapted activities.
S.A.P.R.A.	Some curriculum modifications and individualised programme sustained over time. ( CT3 and or CT4 ) Significantly differentiated curriculum. Access to individualized multi sensory programmes according to need. Use of an inclusive teaching approach. Alternative programmes at K.S.4 where relevant.

## Grouping and Support

S.A	Mainstream class provision with occasional additional support in class. ( GS1)
S.A.P	Mainstream class provision for most of the time with targeted and sustained additional support in class and / or in a small group. ( GS2 ) Careful planning of class grouping / seating. Structured classroom management.
S.A.P.R.A.	Small group and / or class provision for most of the time. ( GS3 and or GS4 ) Structured classroom management.

## Specialised Resources

S.A.	Some individual access to equipment including ICT, normally available in class and shared with other children. ( SR1 ) Provision is school based. Use of allocated SEN funding to provide school based small group or individual support and / or resources .
S.A.P.	Individual access to normally available equipment as and when required. ( SR2 ) Home / School Link system. Specific programme materials as advised. Access to a store of individualized materials to meet objectives. Reference books and literature as advised. Provision is school based. Use of allocated SEN funding to provide school based small group teaching or individual teaching. K.S. support time for organization, course work, proof reading is advised.
S.A.P.R.A.	Individualised access to more specialist equipment sustained over time. ( SR3 and or SR4 ) ICT and other specific resources and adaptations assessed on an individual basis. Mainstream evaluation of needs & access to a supportive adult if required. Access to core staffing provision. Access to specialised provision according to need. Provision agreed through Service Level Agreement.

**Advice and Assessment**

S.A.	<p>Class teacher and SENCO assess needs, consulting occasionally with external agencies. (AA1)</p> <p>Attendance</p> <p>Regular monitoring of effectiveness of provision.</p> <p>Regular monitoring and review of targets within IEP in consultation with child and Parents.</p>
S.A.P.	<p>Class teacher and SENCO take advice from external agencies when reviewing. IEP (AA2)</p> <p>Attendance.</p> <p>Regular monitoring of effectiveness of provision.</p> <p>Regular monitoring and review of targets within IEP in consultation with child and Parents.</p> <p>Review with all agencies providing additional support.</p>
S.A.P.R.A.	<p>External agencies provide specialised assessments and advice that lead to a modified IEP. (AA3 and or AA4)</p> <p>Attendance.</p> <p>Regular monitoring of effectiveness of provision.</p> <p>Regular monitoring and review of targets within IEP in consultation with child and parents.</p> <p>Review with all agencies providing additional support.</p>

**L.A / Other Support Services & Monitoring**

Whole School	Local Authority and Schools monitor and evaluate Whole School Performance as part of the self evaluation and School Improvement agenda.	
S.A.	Class teacher and SENCO assess needs, consulting occasionally with external agencies. (AA1 )	
	School	Local Authority
	<p>Attendance.</p> <p>Regular monitoring of effectiveness of provision.</p> <p>Regular monitoring and review of targets within IEP in consultation with child and Parents.</p> <p>Review of SEN stage according to criteria.</p> <p>Annual SEN Audit.</p>	<p>Training for SENCo.</p> <p>Training for T.A. and Teachers.</p> <p>Discussion in SEN Planning meetings.</p> <p>Access to INSET courses and support Sessions from L.A. menu.</p> <p>Review of SEN stage according to criteria.</p> <p>Annual SEN Audit.</p>

S.A.P.	Class teacher and SENCO take account of advice and /or assessment from external agencies when reviewing IEP (AA2)	
	<p style="text-align: center;"><b>School</b></p> <p>Attendance. Regular monitoring of effectiveness of Provision. Regular monitoring and review of targets. within IEP in consultation with child, Parents and other agencies. Review with all agencies providing additional support. Review of SEN stage according to criteria. Annual SEN Audit.</p>	<p style="text-align: center;"><b>Local Authority</b></p> <p>Support and advice when requested from Education Inclusion Team and / or any other agencies. Access to INSET courses and support. Sessions from L.A. Menu. Review of SEN stage according to Criteria. Annual SEN Audit.</p>
S.A.P.R.A.	External agencies provide specialised assessment and advice that leads to modified IEP (AA3)) and / or contribute to the direct support for the pupil. (AA4)	
	<p style="text-align: center;"><b>School</b></p> <p>Attendance. Regular monitoring of effectiveness of provision. Regular monitoring and review of targets within IEP in consultation with child, parents and Sp &amp; Lang Service Evidence regarding the utilization of funding for the child during the previous year Advice from any other relevant agencies as appropriate. Annual SEN Audit.</p>	<p style="text-align: center;"><b>Local Authority</b></p> <p>EPS involvement to advise on needs and inform IEP. Health, Social Care and Career based support services contribute to IEP when appropriate. L.A. officer yearly attendance at IEP reviews if requested. Attendance at transition reviews (end of Key Stages) if requested. Review of SEN Stage according to criteria and individual needs Annual SEN Audit. Annual review of SAPRA. Careers Wales West and F.E. representative to attend Yr. 9 review.</p>

## Behavioural, Emotional And Social Difficulties (BESD)

Pupils with behavioural, emotional and social difficulties cover the full range of ability and, a continuum of severity.

- their emotional needs and behaviours present a barrier to learning and persist despite the implementation of an effective school behaviour policy, pastoral support and the personal / social curriculum;
- pupils may fail to meet expectations of the school and in some cases, but by no means all, may disrupt the education of others;
- in some cases the difficulties may arise from, or be exacerbated by, circumstances within the school environment or be associated with frustrations resulting from other learning difficulties;
- at the milder end of the continuum, pupils may have difficulties with social interaction which makes it difficult to work in a group or cope in unstructured time / sessions;
- pupils may have poor concentration, temper outbursts and be verbally aggressive to peers and adults;
- some pupils may display similar signs of low esteem, under achievement and inappropriate social interaction, but without outwardly challenging behavioural outbursts. They may be withdrawn, quiet and find it difficult to communicate; and
- some pupils may be unwilling or unable to form and maintain positive relationships with peers and / or adults.

## AD(H)D

- is a developmental disorder that occurs in 1 - 3% of the population;
- it is not related to intelligence and affects children from all walks of life although boys tend to be more affected than girls;
- there is a strong genetic component in the condition which manifests itself in signs of inattention, hyperactivity and impulsiveness; and
- it is not explained by developmental level or another condition and cannot be explained by other factors such as laziness, lack of sleep, too much television or food additives.

Pupils with mental health difficulties, including depression, eating disorders, attention deficit disorder (ADD) and attention deficit hyperactivity disorder (ADHD) should be recorded as BESD only if

additional or different educational arrangements are being made.

Entry Criteria	
School Action ( S.A. )	The child has regular and consistent difficulties in accessing the curriculum. They require support over and above normal classroom differentiation.
School Action Plus ( S.A.P. )	The child's main presenting difficulty is in the area of social, emotional and /or behavioural difficulties. Significant difficulties that persist disrupting the normal functioning of the classroom over a period of half an academic term. Schools should employ a screening measure which is relevant to the main concern.
School Action Plus Resourced Agreement ( S.A.P.R.A. )	The child's main presenting difficulty is in the area of social, emotional and / or behavioural difficulties. Significant additional learning needs in an ordinary classroom impossible without a high level of intervention.  Schools should employ a screening measure which is relevant to the main concern.
Evidence provided by the school or the early years setting.	
S.A.	Continues to make little or no progress in specific areas despite normal classroom Differentiation. Evidence provided by school of consultation with parents. Classroom assessment with details of strategies and intervention.
S.A.P.	Continues to make little or no progress in specific areas despite School Action Support. ( documentation enclosed) Latest IEP / IBP / targets with outcomes. Record of significant incidents / behaviour patterns. Support services involvement including SEBSA support.  If applicable, schools should carry out and 'Assessment Framework' referral to Social Services.
S.A.P.R.A.	SA / SAP documentation in place. Needs are likely to persist for the child's school career. Indications of how the difficulty affects access to the curriculum. Latest IEP / IBP / targets with outcomes. Record of significant incidents / behaviour patterns. Indication of how allocated funds would be used. Training initiatives.

## Curriculum and Teaching Methods

S.A.	<p>Ordinary curriculum with some targeted differentiation. (CT1)            Timed intervention of tasks and activities within an inclusive approach.            Access to individualized multi sensory programmes according to need.            An inclusive teaching approach.            An Assertive Discipline approach to managing behaviour.</p>
S.A.P.	<p>Curriculum with significant and targeted differentiation sustained over time within a mainstream setting. (CT2)            Careful planning of class grouping / seating.            An inclusive teaching approach.            A PHSE programme to include emotional health sessions on self- awareness and awareness of others.            Incorporation of e.g. Circle Time' to resolve conflict and to teach specific Social Skills.            Circle of Friends / Buddy system / Peer mentoring.            Intervention by SEBSA.            Specific programmes as advised.            Access to interim arrangements including PRU / alternative curriculum.</p>
S.A.P.R.A.	<p>Some curriculum modifications and individualised programme sustained over time . (CT3)            Significantly differentiated curriculum.            SpLD friendly approaches to include multisensory Literacy / Numeracy and adapted Activities.            Access to individualized multisensory programmes according to need.            Use of an inclusive teaching approach.</p>

## Grouping and Support

S.A	<p>Mainstream class provision with occasional additional support in class. (GS1)</p>
S.A.P.	<p>Mainstream class provision for most of the time with targeted and sustained additional support in class and / or in a small group. (GS2)            Careful planning of class grouping / seating.            Structured classroom management.            Access to interim provision in a PRU.</p>
S.A.P.R.A.	<p>Small group and / or class provision for most of the time. (GS3)            Structured classroom management.</p>



### Specialised Resources

S.A.	<p>Some individual access to equipment including ICT, that is normally available in class and shared with other children. (SR1)</p> <p>Provision is school based.</p> <p>Use of allocated SEN funding to provide school based small group or individual support and resources.</p>
S.A.P.	<p>Individual access to normally available equipment as and when required. (SR2)</p> <p>Home / school link system.</p> <p>Specific programme materials as advised.</p> <p>Access to a store of individualized materials to meet objectives.</p> <p>Home / school link system.</p> <p>Provision is school based.</p> <p>Use of allocated SEN funding to provide school based small group teaching or individual teaching.</p> <p>K.S.4: support time for organization, course work, proof reading advised.</p>
S.A.P.R.A.	<p>Individualised access to more specialist equipment sustained over time. (SR3)</p> <p>ICT and other specific resources and adaptations assessed on an individual basis.</p> <p>Mainstream evaluation of needs.</p> <p>Access to a supportive adult if required.</p> <p>Access to core staffing provision if available.</p> <p>Access to specialised provision according to needs.</p> <p>Provision agreed through Service Level Agreement.</p>

### Advice and Assessment

S.A.	<p>Class teacher and SENCO assess needs, consulting occasionally with external agencies. (AA1)</p> <p>Regular monitoring of effectiveness of provision.</p> <p>Regular monitoring and review of targets within IEP in consultation with child and parents.</p>
S.A.P.	<p>Class teacher and SENCO take advice from external agencies when reviewing IEP. (AA2)</p> <p>Regular monitoring of effectiveness of provision.</p> <p>Regular monitoring and review of targets within IEP in consultation with child and parents.</p> <p>Review with all agencies providing additional support.</p>
S.A.P.R.A.	<p>External agencies provide specialised assessments and advice that lead to modified IEP. (AA3)</p> <p>Regular monitoring of effectiveness of provision.</p> <p>Regular monitoring and review of targets within IEP in consultation with child and parents.</p> <p>Review with all agencies providing additional support.</p>

## L.A / Other Support Services and Monitoring

S.A.	Class teacher and SENCO assess needs, consulting occasionally with external agencies. (AA1)	
	School	Local Authority
	Regular monitoring of effectiveness of provision. Regular monitoring and review of targets within IEP in consultation with child and parents. Review of SEN stage according to criteria. Annual SEN Audit.	Training for SENCO. Discussion in SEN Planning meetings. Access to INSET Courses and support sessions from L.A. Menu Review of SEN stage according to criteria. Annual SEN Audit.
S.A.P.	Class teacher and SENCO take account of advice and / or assessment from external agencies when reviewing IEP (AA2)	
	School	Local Authority
	Regular monitoring of effectiveness of provision. Regular monitoring and review of targets within IEP in consultation with child, parents and other agencies. Review with all agencies providing additional support. Review of SEN stage according to criteria. Annual SEN Audit.	Support and advice when requested from Education Inclusion Team or any other agencies Access to INSET courses and support sessions ( from L.A. Menu ) Review of SEN stage according to criteria Annual SEN Audit.
S.A.P.R.A.	External agencies provide specialised assessment and advice that lead modified IEP (AA3) and / or contribute to the direct support for the pupil (AA4)	
	School	
	Regular monitoring of effectiveness of provision. Regular monitoring and review of targets within IEP in consultation with child and parents and SALT. Evidence regarding the utilization of funding for the child during the previous year. Advice from any other relevant agencies as appropriate. Annual SEN Audit.	EPS involvement to advise on needs and inform IEP. Health, Social Care and Career based Support Services contribute to IEP when appropriate. LA officer yearly attendance at IEP reviews if requested. Attendance at transition reviews if requested. Review of SEN stage according to criteria and individual needs. Annual SEN Audit. Annual review of SLA. Careers Wales West and F.E. representative attend Year 9 Review.

# Communication And Interaction Difficulties

## Speech, Language and Communication Difficulties (SLCD)

Pupils with speech, language and communication needs cover the whole ability range. They have difficulty in understanding and / or making others understand information conveyed through spoken language.

Pupils may have specific language impairment which is not typical of their other abilities.

Linguistic difficulties may also be associated with developmental delay or learning difficulties.

Speech and language difficulties may show themselves in the following ways:

- problems with the production of speech;
- difficulty in finding words and joining them together in meaningful and expressive language;
- have a reduced vocabulary or find it hard to recall words;
- they may use words incorrectly with inappropriate grammatical patterns;
- problems in communicating through speech and other forms of language;
- difficulties or delays in understanding or responding to the verbal cues of others;
- difficulties with the acquisition and expression of thoughts and ideas;
- difficulty in understanding and using appropriate social language;
- frustrations and anxieties arising from a failure to communicate that may possibly lead to apparent behavioural difficulties and deteriorating social and peer relationships; and
- some primary aged children will require more specialist support through attending a language support centre.

This does not apply to pupils whose first language is not English / Welsh unless they also have a special educational need in this area.

Referrals for Speech and Language assessment /advice should be made directly to the Speech and Language Therapy Service using their specific criteria and referral form.

## Autistic Spectrum Disorders

It is recognized that autism covers a wide spectrum. Pupils with autism cover the full range of ability and the severity of their impairment varies widely. Each child is an individual in their response to the world around them.

There are three main areas of impairment ( Triad of Impairment )

- Social Interaction;
- Social Communication; and
- Rigidity of Thought

Some pupils also have learning disabilities or other difficulties, making diagnosis difficult. Pupils with autism may have difficulty in understanding the communication of others and in developing effective communication themselves.

Young pupils may not play with toys in a conventional and imaginative way but instead use toys rigidly or repetitively.

They can find it hard to generalise skills and have difficulty adapting to new situations often preferring routine.

Pupils with autism may also have difficulty in :

- understanding and using non-verbal and verbal communication;
- understanding social behaviour, which affects their ability to interact with children and adults;
- thinking and behaving flexibly, which may show in restricted, obsessional or repetitive activities;
- understanding the social behaviour of others;
- understanding the social context of speech and behaviour as they tend to be literal thinkers;
- adapting to changes in routine or a new situation; this can lead to inappropriate behaviour; and
- managing high levels of stress and anxiety in settings that do not meet their needs.

Some pupils with autism have a different perception of sounds, sights, smell, touch and taste and this affects their response to these sensations.

### Asperger's Syndrome

Pupils with Asperger's syndrome exhibit similar difficulties to those described under autism.

Pupils share the same triad of impairments but have higher intellectual abilities and their language development is different from the majority of pupils with autism.

They may not have any clinically significant delay in language or cognitive development.

Pupils with this disorder may have impairment in social interactions and communication skills. They may also develop stereotyped behaviour, interests or activities.

## Entry Criteria

School Action ( S.A. )	The child has consistent difficulties in the area of communication and interaction. The child requires support over and above normal classroom differentiation.
School Action Plus ( S.A.P. )	The child's main difficulty is in the area of communication and interaction. The child's difficulties impede the development of social relationships and cause substantial barriers to learning. Levels as advised by the relevant professional. Child's potential.
School Action Plus Resourced Agreement ( S.A.P.R.A )	The child's main presenting difficulty is in the area of communication and interaction The child's difficulties impede the development of social relationships and cause substantial barriers to learning. Levels as advised by the relevant professional. Child's potential.
<b>Evidence provided by the school or the Early Years Setting.</b>	
S.A.	Continues to make little or no progress in specific areas despite normal classroom differentiation and basic skills intervention. Evidence provided by school of consultation with parents. Classroom assessment with details of intervention.
S.A.P.	Continues to make little or no progress in specific areas despite School Action support. ( i.e. intervention <u>over and above</u> differentiation and basic skills groups ) Previous IEPs / targets with outcomes. Support services involvement whose advice / recommendations should be incorporated into the new IEP. Indication of how allocated funds would be used.
S.A.P.R.A.	Continues to make little or no progress in specific areas despite School Action Plus support. Previous IEPs / targets with outcomes. Difficulties are likely to persist for the child's school career without an intense programme of specialised intervention. Indications of how the difficulty affects access to the curriculum. EPS involvement.

S.A.P.R.A.	<p>Multi agency involvement from an early age.  Information about the involvement of health professionals.  Support services involvement whose advice/ recommendations should be incorporated into the new IEP.  Training initiatives.  Indication of what resources are required and how they will be allocated to improve outcomes.</p>
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### Curriculum and Teaching Methods

S.A.	<p>Mainstream curriculum with some targeted differentiation. ( CT1 )  Timed intervention of tasks and activities within an inclusive approach.  Access to individualized multi sensory programmes according to need.</p>
S.A.P.	<p>Mainstream curriculum with significant and targeted differentiation sustained over time. (CT2)  Individualised approaches to promote attention and listening; comprehension of spoken language, conceptual awareness, verbal reasoning, expression, vocabulary and social skills.  Incorporation of specific programmes as advised: methods including Circle Time; Social Stories; Visual Timetables; Language Builder.  (e.g. based on Elklan course )  Access to individualized and structured multi sensory programmes according to need.  Use of an inclusive teaching approach.  Alternative programmes at K.S.4 where relevant.</p>
S.A.P.R.A.	<p>Some curriculum modifications and individualised programme sustained over time. (CT3)  Significantly differentiated curriculum with use of e.g. TEACCH, PECS methods and materials.  Alternative communication techniques as appropriate.</p>

### Specialised Resources

S.A.	<p>Some individual access to equipment including ICT, this is normally available in class and shared with other children. (SR1)  Provision is school based.  Access to individualized multi sensory programmes according to child's individual needs.  Use of allocated SEN funding to provide school based small group or individual support and resources.</p>
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### Grouping and Support

S.A	<p>Mainstream class provision with occasional additional support in class.(GS1)</p>
S.A.P	<p>Mainstream class provision for most of the time with targeted and sustained additional support in class and /or in a small group. (GS2)  Careful planning of class grouping / seating.  Structured classroom management.</p>
S.A.P.R.A.	<p>Small group and /or class provision for most of the time. (GS3)  Structured classroom management.</p>

S.A.P.	<p>Individual access to normally available equipment as and when required.(SR2) Home /School Link system. Specific programme materials as advised. Access to a store of individualized materials to meet objectives. Reference books and literature as advised. Provision is school based. Access to individualized programmes using classroom resources and I.C.T. Multi-sensory materials relevant to the child's needs. Specific programme materials / software e.g. <i>Elklan, Social Stories, Circle Time, Social Use of Language</i> Use of allocated SEN funding to provide school based small group teaching or individual teaching.</p>
S.A.P.R.A.	<p>Individualised access to more specialist equipment sustained over time. ( SR3 ) ICT and other specific resources and adaptations assessed on an individual basis. Access to specialised provision according to need. Provision agreed through Service Level Agreement.</p>

### Advice and Assessment

S.A.	<p>Class teacher and SENCO assess needs, consulting, occasionally, with external agencies. (AA1) Regular monitoring of effectiveness of provision. Regular monitoring and review of targets within IEP in consultation with child and parents.</p>
S.A.P.	<p>Class teacher and SENCO take advice from external agencies when reviewing IEP. (AA2) Regular monitoring of effectiveness of provision. Regular monitoring and review of targets within IEP in consultation with child and parents. Review with all agencies providing additional support.</p>
S.A.P.R.A.	<p>External agencies provide specialised assessments and advice that leads to a modified IEP. (AA3) EPS involvement to advise on needs and inform IEP. Health based, social care based and career based support services contribute to IEP where appropriate. Regular monitoring of effectiveness of provision. Regular monitoring and review of targets within IEP in consultation with child and parents. Review with all agencies providing additional support.</p>

### L.A. / Other Support Services and Monitoring

S.A.	<p>Class teacher and SENCO assess needs, consulting occasionally with external agencies (AA1)</p>	
	<p>School</p>	
	<p>Attendance. Regular monitoring of effectiveness of provision. Regular monitoring and review of targets within IEP in consultation with child and parents. Review of SEN stage according to criteria- Annual SEN Audit.</p>	<p>Local Authority training for SENCOs. Discussion in ALN. Planning meetings. Access to INSET Courses and support session from L.A. Menu. Review of SEN stage according to criteria. Annual SEN Audit.</p>

S.A.P	Class teacher and SENCO take account of advice and / or assessment from external agencies when reviewing IEP. (AA2)	
	<p style="text-align: center;">School</p> <p>Regular monitoring of effectiveness of provision.  Regular monitoring and review of targets within IEP in consultation with child, parents and SALT.  Review with all agencies providing additional support.  Review of SEN stage according to criteria-  Annual SEN Audit.</p>	<p style="text-align: center;">Local Authority</p> <p>Support and advice when requested from Education Inclusion Team or any other agencies.  Access to INSET courses and support sessions (e.g. Elklan training) from L.A. menu.  Review of SEN stage according to criteria.  Annual SEN Audit.</p>
S.A.P.R.A.	External agencies provide specialised assessment and advice that lead to modified IEP (AA3)) and / or contribute to the direct support for the pupil. (AA4)	
	<p style="text-align: center;">School</p> <p>Regular monitoring of effectiveness of provision.  Regular monitoring and review of targets within IEP in consultation with child and parents and SALT.  Evidence regarding the utilization of funding for the child during the previous year.  Advice from any other relevant agencies as appropriate.  Annual SEN Audit.</p>	<p style="text-align: center;">Local Authority</p> <p>EPS involvement to advise on need and inform IEP.  Health, Social Care, and Career based Support Services contribute to I.E.P. when Appropriate.  L.A. Officer attendance at IEP reviews if requested.  Attendance at Transition Reviews (end of Key Stages) if requested.  Review of SEN stage according to criteria and individual needs.  Annual SEN Audit  Annual review of SLA.  Careers Wales West And F.E representative to attend Year 9 Review.</p>



## Sensory and / or Physical

It is difficult to generalise the impact of Sensory impairment on a child's development. The needs of each child will vary and factors such as personality, age of onset of impairment, degree of loss, the presence of additional disabilities and cognitive ability will make each child unique.

### Hearing Impairment ( H.I.)

- hearing Impairment affects pupils across the whole range of ability;
- the degree of hearing impairment ranges from pupils with a mild hearing loss to those who are profoundly deaf; and
- some children are born deaf while others may become deaf later on due to, illness or trauma.

For educational purposes, pupils are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and / or particular teaching strategies in order to access the concepts and language of the curriculum.

- the majority of Hearing Impaired children are integrated into local mainstream schools; and
- early diagnosis and the enormous development in amplification and hearing aid technology ensures that this is an effective placement.

More recently, digital hearing aids have come available and more and more Ceredigion children will be fitted with digital hearing aids if considered appropriate for their needs.

These hearing aids offer advanced technology and offer pupils excellent opportunities for developing their auditory skills.

There are two distinct types of hearing impairment in children :

### Conductive Hearing Loss :

- this does not often pose serious problems and is treatable;
- pre-school children and children of Nursery School age are very likely to acquire conductive hearing losses; and
- it is estimated that in any Nursery class anything up to twenty to twenty five per cent of children can have this type of loss at one time or another.

### Sensory Neural Hearing Loss :

- this is a more serious form of hearing impairment as it affects the auditory nerves;
- in the vast majority of cases the condition is irreversible; and
- children who have a moderate to profound hearing loss will be prescribed hearing aids.

The following terminology and definitions have been nationally agreed.

- SLIGHTLY HEARING-IMPAIRED: children whose hearing loss does not exceed 40 dB
- MODERATELY HEARING-IMPAIRED: children whose hearing loss is from 41 dB to 70 dB
- SEVERELY HEARING-IMPAIRED: children whose hearing loss is from 71 dB to 96 dB
- PROFOUNDLY HEARING-IMPAIRED: children whose hearing loss is greater than 96 dB

## Visual Impairment ( V.I.)

Visual Impairment affects pupils across the whole range of ability.

- the degree of visual impairment ranges from slight difficulties and minor impairment through to blindness;
- categories such as “blind” or “partially sighted” are used for medical and legal purposes; and
- these can carry different connotations if used in educational contexts.

Although representing only one aspect of vision, and in some instances not the most salient, VISUAL ACUITY is the basis on which an individual’s visual impairment is usually categorised.

Apart from clear vision at a distance, visual impairment may also have an impact on other aspects of vision, such as loss of peripheral vision, loss of central vision or disturbances in the visual field.

For educational purposes, pupils are considered to be Visually Impaired if they :

- require adaptations to their environment or specific differentiation of learning materials in order to access the curriculum.

Educationally blind children will rely on tactile and auditory information in order to learn and are potential braille users.

However, most of these children, approximately 80% of those classed as blind, may have some residual vision or light perception that they can use to help orientate themselves, avoid obstacles and interpret the environment.

World Health Organisation categories of vision:

Category of Visual	Degree of impairment	Visual Acuity with correction	Alternative Definition
Normal	None / Slight	6 / 6 – 6 / 9	Near normal
Low Vision	Moderate	Less than 6 / 18	Moderate low vision
	Severe	6 / 36	Severe low vision
Blindness	Profound	Less than 3 / 60	Profound low vision or Moderate blindness
	Near Total	Less than 1 / 60	Severe or total blindness
	Total	No light perception	Total Blindness

Multi-Sensory Impairment:

When someone is born with combined sight and hearing difficulties the condition is defined as:

**Congenital Deaf-Blindness.**

When these problems develop later in life the condition is termed:

**Acquired Deaf-Blindness.**

Where children have severe developmental problems in addition to their deaf-blindness they are known to have:

**Multi-Sensory Impairment.**

Ceredigion has support centres in both Primary and Secondary sectors where children with Multi-Sensory Impairment are educated.

These centres receive additional advice provided by the Sensory Service.

In addition, Ceredigion L.A. staff liaise with other L.A.s in the region to provide specialist advice for children and young people with multi-sensory Impairment.

## Physical Impairment:

There are a wide range of physical disabilities affecting pupils within the whole ability range.

Some pupils are able to access the curriculum and learn effectively without additional educational provision.

These pupils have a disability but do not have a special educational need.

For others, the impact on their education may be severe.

## Medical Conditions / Syndromes:

A medical diagnosis does not necessarily mean that pupils have SEN.

It is dependent on the impact the condition has on their educational needs.

In such cases, an individual assessment of the child's and school's needs will be undertaken and, where appropriate, advice sought from other agencies.



Entry Criteria		Hearing Impairment
School Action ( S.A. )	<p>The child's main difficulty is in the area of hearing.</p> <p><i>When the school suspects / observes that a child's hearing is affecting their learning development they should consult with parents in order to refer to their G. P. and / or seek permission to refer to school nurse and / or the visiting Teacher of the H.I.</i></p> <p>Mild to moderate hearing loss. ( Sensory neural or conductive )</p> <p>Classroom audit.</p> <p>Possible amplification.</p>	
School Action Plus ( S.A.P. )	<p>Moderate hearing loss causing substantial barrier to learning. ( Sensory neural or long term conductive )</p> <p>Requires amplification.</p>	
School Action Plus Resourced Agreement ( S.A.P.R.A. )	<p>Severe to profound hearing loss causing substantial barriers to learning which will persist throughout their school career. ( Sensory neural )</p> <p>Requires amplification.</p> <p>They require support over and above normal classroom provision.</p>	
Evidence provided by the school or the early years setting.		
S.A.	<p>Evidence of difficulties with listening / attention, concentration, understanding and / or responding and possibly mild speech, language and communication difficulties.</p> <p>Evidence provided in conjunction with parents.</p>	
S.A.P.	<p>Evidence of a hearing loss that can result in significant speech and language difficulties and access to areas of the curriculum which are not well supported by visual / practical activities.</p>	
S.A.P.R.A.	<p>Evidence of severe speech and language difficulties which restrict communication and access to all areas of the curriculum which will persist throughout the child's school career .</p> <p>Information of the involvement of Health professionals.</p> <p>Indication of how allocated funds will be used.</p>	

## Curriculum and Teaching Methods

S.A.	<p>Ordinary curriculum with some targeted differentiation. (CT1)                      An inclusive teaching approach.                      Access to individualized multi sensory programmes according to need.</p>
S.A.P.	<p>Mainstream class with an inclusive teaching approach.                      Visual and kinaesthetic learning strategies.                      Language differentiation and delivery of the curriculum.                      Possibly modification of learning materials.                      Advice on curriculum modification and access.                      Specific language and communication skills programmes.                      Some additional support to access the curriculum</p>
S.A.P.R.A.	<p>Curriculum modifications and individualised programmes sustained over a long time.                      Differentiation of the curriculum                      Considerable additional support to access the curriculum                      A total communication environment or natural oral approach.</p>

## Grouping and Support

S.A	<p>Class based with occasional support. ( GS 1 )                      All staff should speak clearly using simple phrases.                      Ensure the child has understood.                      Consider the seating arrangements.                      Adopt visual and kinaesthetic learning strategies.</p>
S.A.P.	<p>Main class and / or small group provision with targeted and sustained additional support. ( GS 2 )                      Advice on curriculum modification and access.                      Specific language and communication skills programmes.                      Differentiation of the curriculum and specialist support across the curriculum.                      Some additional support for core subjects with a total communication environment or natural oral approach.</p>
S.A.P.R.A.	<p>Small group and / or class provision for most of the time. ( GS 3 )                      Structured classroom management.                      Differentiation of the curriculum and specialist support in all core subject areas.                      Considerable additional support for core subjects with a total communication environment or natural oral approach.</p>

## Specialised Resources

S.A.	<p>Audit of learning environment.</p> <p>Amplification equipment (e.g. hearing aids) and daily monitoring.</p> <p>Some individual access to ICT equipment normally available in class and shared with other pupils. ( SR1 )</p> <p>Use of allocated SEN funding to provide school based individual / small group support.</p>
S.A.P.	<p>Audit of learning environment.</p> <p>Amplification equipment. (e.g. hearing aids and possibly radio microphone systems assessed on individual need )</p> <p>Daily monitoring.</p> <p>Technical support.</p> <p>Individual access to ICT equipment available in class as and when required. (SR 2 )</p> <p>Subtitling and visual aids.</p> <p>Use of allocated SEN funding to provide school based individual / small group support.</p>
S.A.P.R.A.	<p>Audit of learning environment.</p> <p>Amplification equipment (e.g. hearing aids and possibly radio microphone systems )</p> <p>Daily monitoring.</p> <p>Technical support. Subtitling and visual aids.</p> <p>ICT resources and other specific resources based on an individual need. (SR 2 )</p> <p>Signed interpretation.</p>

## Advice and Assessment

S.A.	<p>Class teacher and SENCo assess needs consulting occasionally with external agencies. (AA1 )</p> <p>Regular monitoring of effectiveness of provision.</p> <p>Regular monitoring and review of IEP targets with child, parents and specialised staff.</p>
S.A.P.	<p>IEP based on programmes devised by Sensory Service.</p> <p>Ongoing by the T.A. ( following advice given by the Sensory Service )</p> <p>Access to INSET courses and support.</p>
S.A.P.R.A.	<p>Sensory Service provide specialised assessments and advice that lead to a modified IEP (AA3 and or AA4)</p> <p>Regular monitoring of effectiveness of provision.</p> <p>Regular monitoring and review of targets within IEP in consultation with child, parents and Sensory Service.</p> <p>Review with all agencies providing additional support.</p> <p>Access to INSET courses and support.</p>

L.A / Other Support Services and Monitoring

S.A.	Class teacher and SENCO assess needs, consulting occasionally with external agencies. (AA1)	
	<p style="text-align: center;">School</p> <p>Attendance. Regular monitoring of effectiveness of provision. Regular monitoring and review of targets within IEP in consultation with child and parents and Sensory Service. Review of SEN stage according to criteria. Annual SEN Audit.</p>	<p style="text-align: center;">Local Authority</p> <p>Training for SENCo / Class teacher Discussion in SEN Planning meetings. Access to INSET. Courses and support sessions from L.A.Menu. Review of SEN stage according to criteria. Annual SEN Audit.</p>
S.A.P.	Class teacher and SENCO take account of advice and / or assessment from external agencies when reviewing IEP (AA2)	
	<p style="text-align: center;">School</p> <p>Attendance. Regular monitoring of IEP targets in consultation with child, parents and other agencies Review with all agencies providing additional support. Review of SEN stage according to criteria. Annual SEN Audit.</p>	<p style="text-align: center;">Local Authority</p> <p>Support and advice when requested from Sensory Team and /or other agencies. Access to INSET courses and support sessions. ( from L.A. Menu ) Review of SEN stage according to criteria. Annual SEN Audit.</p>
S.A.P.R.A.	External agencies provide specialised assessment and advice that leads to modified IEP(AA3)) and / or contribute to the direct support for the pupil (AA4)	
	<p style="text-align: center;">School</p> <p>Regular monitoring of effectiveness of provision. Regular monitoring and review of targets with IEP in consultation with child and parents and Sensory Service. Evidence regarding the utilization of funding for the child during the previous year. Advice from any other relevant agencies as appropriate. Annual SEN Audit.</p>	<p>Access to additional training for Manual Communication. Sensory Service, EPS involvement to advise on needs and inform IEP. Health, Social Care and Career based Support Services contribute to IEP when appropriate. Attendance at transition reviews if requested. Review of SEN stage according to criteria and individual needs. Annual SEN Audit. Annual review of SLA. Careers Wales West and F.E. Representative attend Year 9 review.</p>



Entry Criteria		Visual Impairment
School Action ( S.A. )	<p>The child's main difficulty is in the area of vision.</p> <p>The child's difficulties cause some barriers to learning.</p> <p>Visual acuity 6/18-6/24 for distance and near vision good to slightly reduced.</p> <p><i>When the school suspects / observes that a child's vision is affecting their learning development they should consult with parents in order suggest a vision test, and / or seek permission to refer to school nurse and /or the visiting Teacher of the V.I.</i></p>	
School Action Plus ( S.A.P. )	<p>The child's main difficulty is in the area of vision.</p> <p>The child's difficulties cause substantial barriers to learning.</p> <p>Significant to severe visual impairment.</p> <p>Visual acuity 6/36-6/60 and/or severe field loss.</p> <p>There would also be reduced near vision (N18-N24) with possibly nystagmus and / or adverse reaction to glare.</p>	
School Action Plus Resourced Agreement ( S.A.P.R.A. )	<p>Permanent severe visual impairment which will persist throughout the pupil's school career.</p> <p>Visual acuity 6/60 or less.</p> <p>Pupil has no useful vision for educational purposes.</p>	
Evidence provided by the school or the early years setting.		
S.A.	<p>Evidence provided by school or parent.</p> <p>Classroom audit of strategies and / or intervention.</p> <p>Evidence that visual impairment cannot be corrected by spectacles.</p>	
S.A.P.	<p>Evidence provided of long term visual impairment.</p> <p>Vision cannot be corrected by spectacles.</p> <p>Has a significant impact on learning and access to the curriculum.</p>	
S.A.P.R.A.	<p>Evidence of a permanent visual impairment which cannot be corrected by spectacles and which is likely to persist throughout the pupil's school career.</p> <p>Indications of how the difficulty has a significant impact on learning and access to the curriculum.</p> <p>Multi agency involvement from an early age.</p> <p>Unable to travel independently.</p>	

Curriculum and Teaching Methods	
S.A.	<p>Ordinary curriculum with some targeted differentiation. (CT1)</p> <p>An inclusive teaching approach.</p> <p>Access to individualized multi sensory programmes according to need.</p>
S.A.P.	<p>Mainstream class with an inclusive teaching approach.</p> <p>Appropriately differentiated curriculum sustained over time ( CT 2 ).</p> <p>Kinaesthetic learning strategies.</p> <p>Careful planning of class seating.</p> <p>“Good practice” teaching strategies for V.I. and specific programmes as advised.</p> <p>Possible enlarging of print and some modification.</p>
S.A.P.R.A.	<p>Curriculum modifications and individualized programmes sustained over a long time. ( CT 3 )</p> <p>Mainstream placement or Support Centre or a combination of settings.</p> <p>“Good practice” teaching strategies for V.I.</p> <p>Tactile: Braille, diagrams, tape.</p>
Grouping and Support	
S.A	<p>Class based with occasional support. ( GS 1 )</p> <p>Consider the seating arrangements.</p> <p>Adopt multi-sensory learning strategies.</p>
S.A.P.	<p>Main class and / or small group provision with targeted and sustained additional support. ( GS 2 )</p> <p>Advice on curriculum modification and access.</p> <p>Individual support for core subjects.</p> <p>Differentiation of the curriculum and specialist support in all core subject areas.</p>
S.A.P.R.A.	<p>Small group and / or class provision for most of the time. ( GS 3 )</p> <p>Structured classroom management.</p> <p>Differentiation of the curriculum and specialist support in all core subject areas.</p> <p>Considerable individual support for core subjects with a tactile approach.</p>
Specialised Resources	
S.A.	<p>Some individual access to ICT equipment normally available in class and shared with other pupils. ( SR1 )</p> <p>Use of allocated SEN funding to provide school based individual / small group support.</p>

S.A.P.	<p>Individual access to equipment, including ICT that is normally available in class as and when required. ( SR 2 )</p> <p>ICT and other specific resources and adaptations assessed on an individual level.</p> <p>Low vision aids , sloping desks, lamps etc as required in order to access the curriculum</p>
S.A.P.R.A.	<p>Individual access to more specialized equipment, including ICT sustained over time ( SR 3 )</p> <p>Low vision aids , sloping desks, lamps etc as required in order to access the curriculum</p> <p>Typing, Braille technology (embosser, IT, Fuser, thermoform)</p>
<b>Advice and Assessment</b>	
S.A.	<p>Class teacher and SENCo assess needs consulting occasionally with external agencies (AA1 )</p> <p>Regular monitoring of effectiveness of provision</p> <p>Regular monitoring and review of IEP targets with child parents and Sensory Service.</p>
S.A.P.	<p>Class teacher and SENCo take advice from Sensory Service and external Agencies when reviewing IEPs</p>
S.A.P.R.A.	<p>Sensory Service provide specialised assessments and advice that lead to a modified IEP (AA3 and or AA4)</p> <p>Regular monitoring of effectiveness of provision</p> <p>Regular monitoring and review of targets within IEP in consultation with child Parents and Sensory Service</p> <p>Review with all agencies providing additional support.</p> <p>Access to INSET courses and support.</p>

L.A / Other Support Services and Monitoring

S.A.	Class teacher and SENCO assess needs, consulting occasionally with external agencies. (AA1)	
	<p style="text-align: center;">School</p> <p>Attendance. Regular monitoring of effectiveness of provision. Regular monitoring and review of targets within IEP in consultation with child and parents and Sensory Service. Review of SEN stage according to criteria. Annual SEN Audit.</p>	<p style="text-align: center;">Local Authority</p> <p>Training for SENCo / Class teacher Discussion in SEN Planning meetings. Access to INSET. Courses and support sessions from L.A.Menu. Review of SEN stage according to criteria. Annual SEN Audit.</p>
S.A.P.	Class teacher and SENCO take account of advice and / or assessment from external agencies when reviewing IEP (AA2)	
	<p style="text-align: center;">School</p> <p>Attendance. Regular monitoring of IEP targets in consultation with child, parents and other agencies Review with all agencies providing additional support. Review of SEN stage according to criteria. Annual SEN Audit.</p>	<p style="text-align: center;">Local Authority</p> <p>Support and advice when requested from Sensory Team and /or other agencies. Access to INSET courses and support sessions. ( from L.A. Menu ) Review of SEN stage according to criteria. Annual SEN Audit.</p>
S.A.P.R.A.	External agencies provide specialised assessment and advice that leads to modified IEP(AA3)) and / or contribute to the direct support for the pupil (AA4)	
	<p style="text-align: center;">School</p> <p>Regular monitoring of effectiveness of provision. Regular monitoring and review of targets with IEP in consultation with child and parents and Sensory Service. Evidence regarding the utilization of funding for the child during the previous year. Advice from any other relevant agencies as appropriate. Annual SEN Audit.</p>	<p>Access to additional training 'Good Practice for V.I.'</p> <p>Sensory Service, EPS involvement to advise on needs and inform IEP. Health, Social Care and Career based Support Services contribute to IEP when appropriate. Attendance at transition reviews if requested. Review of SEN stage according to criteria and individual needs. Annual SEN Audit. Annual review of SLA. Careers Wales West and F.E. Representative attend Year 9 review.</p>

Entry Criteria Physical and / or Medical	
School Action ( S.A. )	<p>The child has low level medical or physical needs.</p> <p>The child requires support over and above normal classroom differentiation.</p> <p>The pupil is independent in most activities.</p>
School Action Plus ( S.A.P. )	<p>The child's main presenting difficulty is in the area of medical or physical needs. The difficulties cause substantial barriers to learning and require increased differentiation.</p> <p>Low to moderate level difficulties e.g. Toileting or accessing some aspects of Curriculum due to difficulties with mobility.</p> <p>Pupil is independent in most activities.</p>
School Action Plus Resourced Agreement ( S.A.P.R.A. )	<p>The child's main presenting difficulty is in the area of medical or physical needs. The child has significant physical difficulties with associated health and personal care issues which will persist throughout their school career.</p> <p>In addition to long term physical and other associated areas of difficulty the child has other distinct areas of need.</p> <p>e.g. associated language / communication and learning difficulties affecting their access to the curriculum.</p>
Evidence provided by the school or the early years setting.	
S.A.	<p>Evidence that despite differentiation medical and/ or physical needs continue to hinder / delay progress.</p> <p>Evidence provided by the school of consultation with parents.</p> <p>Classroom assessment with details of support / intervention.</p>
S.A.P.	<p>Continues to make little or no progress in specific areas despite S.A. support.</p> <p>Has a significant impact on learning and access to the curriculum.</p> <p>Latest IEP outcomes.</p> <p>Medical reports.</p>
S.A.P.R.A.	<p>Needs are likely to persist for child's school career.</p> <p>SA / SAP documentation in place.</p> <p>Indications as to how the difficulty affects access to the curriculum.</p> <p>EPS involvement.</p> <p>Information of involvement of health professionals.</p> <p>Medical and / or Therapist reports.</p> <p>Multi agency involvement from an early age.</p>

## Curriculum and Teaching Methods

S.A.	<p>Mainstream curriculum with some targeted differentiation. (CT1)                  An inclusive teaching approach.                  Access to individualized multi sensory programmes according to need.</p>
S.A.P.	<p>Mainstream curriculum with significant and targeted differentiation sustained over time. ( CT 3 )                  Appropriately differentiated curriculum.                  Careful planning of class grouping / seating.                  An inclusive teaching approach.                  Incorporation of specific programmes as advised.                  Pace of teaching / demands on child, to take account of child's possible natural fatigue.                  Adaptations to curriculum areas e.g. implementing advice from therapists.                  Modifications by outcomes especially for recording work and practical activities specified in IEP.                  Social and Communication needs / targets addressed in context of curriculum.</p>
S.A.P.R.A.	<p>Some curriculum modifications and individualised programmes sustained over time. ( CT3 )                  An individually planned curriculum to accommodate the physical / medical language/ learning needs of the child.                  Additional programme for mobility / life skills / social skills / leading to appropriate degrees of independence.</p>

## Grouping and Support

S.A	<p>Class based with occasional support. ( GS 1 )                  Inclusive teaching approach.                  Consider the seating arrangements.                  Adopt visual and kinaesthetic learning strategies.</p>
S.A.P.	<p>Mainstream class provision for most of the time with targeted and sustained support in class and / or in a small group (GS 2 )                  Classroom Audit of grouping and seating                  Structured classroom management                  Inclusive teaching approach.</p>
S.A.P.R.A.	<p>Small group and / or class provision for most of the time. ( GS3 )                  Structured classroom management.                  Differentiation of the curriculum and specialist support across the curriculum.                  Considerable additional kinesthetic support across the curriculum with appropriate opportunities for a 'Total Communication' environment and / or natural oral approach.</p>

Specialised Resources	
S.A.	<p>Provision is school based.</p> <p>Audit of learning environment.</p> <p>Some individual access equipment normally available in class and shared with other pupils. ( SR1 )</p> <p>Use of allocated SEN funding to provide school based individual / small group support.</p>
S.A.P.	<p>Audit of learning environment.</p> <p>Individual access to normally available equipment as and when required. (SR 2 )</p> <p>ICT and other specific resources and adaptations assessed on an individual need.</p> <p>Use of allocated SEN funding to provide school based individual / small group support.</p> <p>Modification of building access, toileting facilities, mobility aids in conjunction with L.A. and external agencies in order to promote independence.</p>
S.A.P.R.A.	<p>Individualized access to more specialist equipment sustained over time. ( SR 3 )</p> <p>Audit of learning environment.</p> <p>ICT and other specific resources and adaptations assessed on an individual need.</p> <p>Additional modifications for the physical environment and support for mobility around the school.</p> <p>Specialized resources on an individual needs basis as recommended by Support Services ( ranging from low tech—high tech ).</p>
Advice and Assessment	
S.A.	<p>Class teacher and SENCo assess the child's needs, consulting occasionally with external agencies ( AA1 )</p> <p>Regular monitoring of effectiveness of provision.</p> <p>Regular monitoring and review of IEP targets in consultation with child,( where appropriate ) parents, and other involved agencies.</p>
S.A.P.	<p>Class teacher and SENCo take advice from external agencies when reviewing IEP (AA2 )</p> <p>Support and advice as requested from L.A.</p> <p>Access to INSET courses and support</p> <p>Regular consultation with parents based on programmes devised by therapist or support services.</p> <p>Possible involvement of Disabled Children's Team and / or Health agencies.</p>
S.A.P.R.A.	<p>External agencies provide specialised assessments and advice that lead to modified IEP ( AA3 )</p> <p>Adult support and / or/ guidance needed for all curriculum areas and close supervision in social settings.</p> <p>High level of mobility instruction and help in gaining personal independence.</p> <p>Involvement of EPS. Disabled Children's Team and / or Health agencies.</p> <p>Evidence regarding the utilization of funding for the child.</p>

L.A / Other Support Services and Monitoring

S.A.	Class teacher and SENCO assess needs, consulting occasionally with external agencies. (AA1)	
	<p style="text-align: center;">School</p> <p>Attendance. Regular monitoring of effectiveness of provision. Regular monitoring and review of targets within IEP in consultation with child and parents and appropriate external agencies Review of SEN stage according to criteria. Annual SEN Audit.</p>	<p style="text-align: center;">Local Authority</p> <p>Training for SENCo / Class teacher Discussion in SEN Planning meetings. Access to INSET. Courses and support sessions from L.A.Menu. Review of SEN stage according to criteria. Annual SEN Audit.</p>
S.A.P.	Class teacher and SENCO take account of advice and / or assessment from external agencies when reviewing IEP (AA2)	
	<p style="text-align: center;">School</p> <p>Attendance. Regular monitoring of IEP targets in consultation with child, parents and other agencies Review with all agencies providing additional support. Review of SEN stage according to criteria. Annual SEN Audit.</p>	<p style="text-align: center;">Local Authority</p> <p>Support and advice when requested from Sensory Team and /or other agencies. Access to INSET courses and support sessions. ( from L.A. Menu ) Review of SEN stage according to criteria. Annual SEN Audit.</p>
S.A.P.R.A.	External agencies provide specialised assessment and advice that leads to modified IEP(AA3)) and / or contribute to the direct support for the pupil (AA4)	
	<p style="text-align: center;">School</p> <p>Regular monitoring of effectiveness of provision. Regular monitoring and review of targets with IEP in consultation with child and parents and all other agencies. Evidence regarding the utilization of funding for the child during the previous year. Advice from any other relevant agencies as appropriate. Annual SEN Audit</p>	<p>Access to additional and appropriate training Sensory Service, EPS involvement to advise on needs and inform IEP. Health, Social Care and Career based Support Services contribute to IEP when appropriate. Attendance at transition reviews if requested. Review of SEN stage according to criteria and individual needs. Annual SEN Audit. Annual review of SLA. Careers Wales West and F.E. Representative attend Year 9 review.</p>



