Bradford SEN Matrix – Version 2.3

The Bradford SEN Matrix of Need was developed for professionals and school staff in the Bradford District, to articulate specific assessment and intervention against the 4 areas of need of:

- Cognition and learning including specific learning needs
- Communication and Interaction including Autism
- Social Emotional Mental Health Needs
- Physical and Sensory (hearing and vision)

It has been grouped into four levels:

- Below age related expectations
- SEND Support
- EHC Plan
- EHC Plan+

The strategies within the Bradford Matrix of Need help to inform and deliver the Assess–Plan–Do–Review (APDR) cycle as part of a graduated response for a child. Implementing the APDR cycle could involve advice from outside agencies, but this is not a requirement.

The Matrix of Need is not exhaustive nor is it intended to be used as a checklist; rather it provides a series of examples to support teachers in adapting their classroom practice and overseeing specified interventions.

As of early 2026, the Matrix of Need is being reviewed with an expectation that changes will be made to it. The following is the current version.

1.a Cognition and Learning: Learning

<table>
<tr><th>CoP Stage</th><th>Individual learner characteristics</th><th>High Quality Teaching and Ordinarily Available Provision</th><th>Provision</th></tr>
<tr>
<td>Cognition and Learning: Learning

Below Age Related Expectations</td>
<td>Functioning/Attainment:

<u>MILD difficulties with learning</u>:

A child / young person who is said to have mild learning difficulties will be operating below Age Related Expectations.

<table>
<tr><td></td><td>Mild</td></tr>
<tr><td>End FS</td><td><DJ Step 12 (36 months)</td></tr>
<tr><td>End KS1</td><td><Y1ARE (72 months)</td></tr>
<tr><td>End KS2</td><td><Y4 ARE</td></tr>
<tr><td>End KS3</td><td><Y6 ARE</td></tr>
<tr><td>End KS4</td><td><Y7 ARE</td></tr>
<tr><td>End KS5</td><td>< Level2</td></tr>
</table>
(See Progress Grid for interim years)

Standardised assessment scores will be between 70-84 (above 2nd centile)

A child / young person who is said to have mild learning difficulties is usually able to hold</td>
<td>High quality teaching should include:
Ethos and Environment
• Have high expectations and appropriate challenge.
• Behaviours for learning are at the heart of lessons. This could involve whole-class teaching of thinking skills, organisation and study skills and memory strategies
• Develop pupils' independence to learn
• Involve pupils in target setting and understanding their strengths and needs

Curriculum and Classroom Practice
• Differentiation of activities and materials by presentation, outcome, timing, scaffolding and additional resources
• Modification of level, pace, amount of teacher talk to address pupils' identified need.
• Alternative forms of recording routinely used to include electronic devices
• Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement
• Use of multi-sensory approaches
• Awareness that the child / young person may need more time to complete tasks and that equality of access may mean that they need to do some things differently.
• Knowledge and skills should be taught in a cumulative, small-steps way (i.e. gradually building on current knowledge and skills)
• Routine feedback to pupils
• Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage
• Explicit teaching of strategies and use of resources to assist with the development of independent learning.</td>
<td>School / setting

• Mainstream placement
• Universal Education Offer
• Notional SEN Funding used to provide additional adult support amounting up to 10 hrs per week (pro rata) comprising of small group and 1:1 support to facilitate access to the curriculum and deliver individually planned programmes of work.
• Early years children may be eligible for Early Years Inclusion Funding see eligibility criteria Early Years Inclusion Funding: Bradford Schools Online

LA:
• SCIL Team Specialist Teacher/Practitioner/Access and Inclusion Officer support to identify need and to develop provision through advice, modelling and training.
• Hub support from EP Team
• Traded service from EP Team
• Skills4Bradford central training and support offer</td>
</tr>
</table>

	a conversation, and communicate most of their needs and wishes. They may need some support to understand abstract or complex ideas and be delayed across the curriculum. Such young people are often independent in caring for themselves and doing many everyday tasks. They usually have some basic reading and writing skills. Young people with Mild LD will usually have their needs met in a Mainstream setting, using resources normally available to the school / setting.	• Access to indoor and outdoor learning and to off-site/community learning • Contextualise learning, e.g. by explaining the purpose of the learning activities, making links with previous learning, and develop pupils' understanding of the process and rationale for it • Opportunities to generalise learning to different contexts **Grouping and Classroom Support** • Additional adult support amounting up to 10 hrs per week (pro rata) comprising of small group and 1:1 support to facilitate access to the curriculum and deliver individually planned programmes of work. • Flexible grouping and pairing, e.g. by ability and mixed ability, and buddy systems/study buddies for peer role models • Pre and post tutoring/teaching is used to enable the pupil to engage with learning in the classroom. • On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills **Resources** • Use of visual reminders, timers, resources and rewards to develop independence • Individual, group or layered targets • Aids support memory and processing • Scaffolds to aid access to written materials and recording. Use interests to engage pupils in learning where possible	
Cognition and Learning: Learning **SEND Support**	**Functioning/Attainment:** **<u>MODERATE difficulties with learning</u>** A child / young person who is said to have moderate learning difficulties will be operating at the following curriculum levels:	**High Quality Teaching as described above, plus:** **Ethos and environment** • Opportunities to excel and be recognised for achievements in other areas of learning. • Recognition and celebration of small steps of progress • Opportunities to work with a range of children of differing abilities. • Work on self-esteem and positive sense of self	**School / setting:** • Mainstream placement • Universal Education Offer • Notional SEN Funding used to provide up to 16 hours' additional adult support delivered through a combination of one-to-one, small group or reduced teaching group size (1:12) with additional support,

	<table><tr><td>End FS</td><td><DJ Step 11 (30 months)</td></tr><tr><td>End KS1</td><td><PKSS4 (60months)</td></tr><tr><td>End KS2</td><td><Y2 ARE</td></tr><tr><td>End KS3</td><td><Y4 ARE</td></tr><tr><td>End KS4</td><td><Y5 ARE</td></tr><tr><td>End KS5</td><td><Entry Level 3</td></tr></table> (See SEND Progress Grid for interim years) Standardised assessment scores will be between 50 and 70 (below the 2nd centile) Young people with moderate learning difficulties will have some language skills that mean they can communicate about their day to day needs and wishes. They will require a highly differentiated curriculum and some personalised learning. They may need some support with caring for themselves, but will be able to carry out day to day tasks with support. Young people with MLD will usually have their needs met in a Mainstream setting,	**Curriculum and Classroom Practice** • Significant differentiation of curriculum activities and materials by presentation, outcome, timing, scaffolding and additional resources • Advice from external agencies is implemented in the classroom • Adapt recording expectations for children with transcription difficulties, including limited copying, recording homework and increased use of alternatives to written recording routinely offered and used, e.g. PowerPoint, oral presentation, mind maps, vocabulary pictures/lists, pre-prepared formats to complete (e.g. tables, graphs, cloze procedures) • Provide activities and time within lessons for pupils to work on their own targets • Alternative curriculum pathway offers and qualification framework for KS4. • Provide pupils with more time to complete tasks or reduce expectations of amount to complete • Allow pupil not to read aloud in class if they are not comfortable doing so/don't ask pupil to read aloud unless they volunteer • Peer reading • Colour-code visuals that look similar **Grouping and Classroom Support** • Additional adults support the child / young person individually or in small groups, under the direction of the teacher, to access differentiated curriculum. • Targeted Interventions such as pre-teaching, overlearning, skill reinforcement, revision, transfer, retrieval practice and generalisation • Precision Teaching intervention • Adults to read texts aloud to pupils if they are above their current reading capabilities • Additional modelling of tasks/activities* • Targeted adult support towards access for specific tasks/settings • Check understanding of expectations* • Orally rehearse writing with adults and plan writing together • Daily individual reading	to facilitate access to the curriculum and deliver individually planned programmes of work. • Early years children may be eligible for Early Years Inclusion Funding see eligibility criteria Early Years Inclusion Funding: Bradford Schools Online **LA:** • SCIL Team Specialist Teacher/Practitioner/Access and Inclusion Officer support to identify need and to develop provision through advice, modelling and training and Individual targeted specialist advice and support. • Hub support from EP Team • Traded service from EP Team • Skills4Bradford central training and support offer

<table>
<tr>
<td></td>
<td>using resources normally available to the school / setting.</td>
<td>Resources
• Individual task management boards/task lists and memory aids
• Provide personal jotters and verbal and/or visual cues to assist self-organisation, memory and attention to task (e.g. diaries, work plans, checklists)
• Individual timers/preparation for change
• Individual visual timetable*
• Individual workstation
• Fiddle toys/wobble cushions, chew toys
• Voice recorder / transcription facilities

Additional Sensory Need:
Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for HI / VI provision, at either mild / moderate / severe or profound level.</td>
<td></td>
</tr>
<tr>
<td>Cognition and Learning: Learning

EHCP</td>
<td>Functioning/Attainment:
<u>SEVERE learning difficulties</u>

A child / young person who is said to have severe learning difficulties will be operating at the following curriculum levels:

<table>
<tr><td>End FS</td><td><DJ Step 8 (20months)</td></tr>
<tr><td>End KS1</td><td><PKSS2 (36 months)</td></tr>
<tr><td>End KS2</td><td><PKSS3</td></tr>
<tr><td>End KS3</td><td><PKSS4</td></tr>
<tr><td>End KS4</td><td><Y1ARE</td></tr>
</table>
</td>
<td>As above plus:

Ethos and environment

Curriculum and Classroom Practice

• Adapted or alternative curriculum – (Students engaged in subject-specific learning) with some elements of sensory learning.
• At secondary level access to a curriculum for independent living.
• A monitoring system should be in place to identify short term targets from the EHCP, implement recommended provision and monitor and evaluate progress, for example an IEP.
• Termly planned sharing of information including the parent and child / young person should take place as well as a statutory annual review.

Grouping and Classroom Support</td>
<td>School / setting:

• Notional SEN Funding plus top up funding identified through EHCP to provide specified additional adult support, delivered through a combination of one-to-one, small group or reduced teaching group size (1:12) with additional support, to facilitate access to the curriculum and deliver individually planned programmes of work

• Access to appropriate resources and appropriately trained staff.

LA:</td>
</tr>
</table>

	End KS5 <Entry Level 1 (See SEND Progress Grid for interim years) Standardised assessment scores will be between 35 - 50 (<0.1st centile) Young people with severe learning difficulties will usually use basic words and gestures to communicate their needs. They will need a high level of support in school / setting requiring significant personalisation of the curriculum. They may be able to look after some if not all their own personal care needs. Some young people will have additional medical needs and some need support with mobility issues. Young people with SLD will usually have an Education Health and Care Plan and will be educated in either a mainstream or specialist school environment.	• Additional adult support as outlined in EHCP, delivered through a combination of one-to-one, small group or reduced teaching group size (1:12) with additional support, to facilitate access to the curriculum and deliver individually planned programmes of work to address the identified needs. **Resources** • Bespoke resources to aid access to the curriculum. **Additional Sensory Need:** Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for HI / VI provision, at either mild / moderate / severe or profound level.	• SCIL Team Specialist Teacher/Practitioner/Access and Inclusion Officer support to identify need and to develop provision through advice, modelling and training and Individual targeted specialist advice and support. • Hub support from EP Team • Traded service from EP Team Skills4Bradford central training and support offer
Cognition and Learning: Learning **EHCP+**	**Functioning/Attainment:** **<u>PROFOUND AND MULTIPLE Learning Difficulties</u>**	**As above, plus:** **Ethos and environment**	**School / setting** • 25 hours 1:1 support in Mainstream or • A bespoke specialist environment (LARP / Special School) to support students with complex needs

	<table><tr><td>End FS</td><td><DJ Step 5 (9months)</td></tr><tr><td>End KS1</td><td><PKSS1 (24 months)</td></tr><tr><td>End KS2</td><td><PKSS1 (24 months)</td></tr><tr><td>End KS3</td><td><PKSS1 (24 months)</td></tr><tr><td>End KS4</td><td><PKSS1 (24 months)</td></tr><tr><td>End KS5</td><td><PKSS1 (24 months)</td></tr></table> (See SEND Progress Grid for interim years) Young people with profound and multiple learning difficulties (PMLD), will have severely limited understanding and will have multiple disabilities, which can include impairments of vision, hearing and movement as well as other challenges such as epilepsy and autism. Young people in this group need support with mobility and may have complex health needs requiring extensive support. They will require a bespoke curriculum and will have considerable difficulty communicating. Young people with PMLD will usually have an Education Health and Care Plan and be educated in a specialist provision.	• A highly bespoke environment with access specialist therapeutic facilities and resources (based on clinical assessment) to support students with PMLD needs. **Curriculum and Classroom Practice** • Modified and supported curriculum with elements of sensory learning / A Sensory Engagement curriculum / Highly bespoke and individualised curriculum. **Grouping and Classroom Support** • Additional adult support as outlined in EHCP, delivered through a combination of one-to-one, small group or reduced teaching group size (1:12) with additional support, to facilitate access to the curriculum and deliver individually planned programmes of work to address the identified needs. **Resources** • Use of modified and adapted teaching resources, materials and facilities to support teaching and learning / Use of specifically adapted teaching resources, materials and facilities to support teaching and learning / Bespoke and personalised resources to support the learning and mental and physical therapeutic specific needs of the child or young person. **Additional Sensory needs:** Additional strategies and interventions will be required and will include daily additional adult support (1:1) to support intervention/ programme of work created by a QTVI / TOD and delivered by school. This may include:	• **LARP:** Enhanced teacher pupil ratio (not more than 1:12) with additional adult support for up to 40 / 60 / 100% of the week (10 / 15 / 25 hrs, pro rata). Individual support (1:1) during all other learning times to facilitate access to the curriculum and deliver individually planned programmes of work. • **Special:** Enhanced teacher pupil ratio (not more than 1:13) with additional adult support combining small group and 1:1, to facilitate access to the curriculum and deliver individually planned programmes of work. • A qualified teacher skilled and experienced in working with children with SEND and appropriately experienced and trained support staff • A high level of additional adult support with all aspects of self-care, self-regulation and during non-structured times **LA**: • SCIL Individual targeted advice/support (mainstream/RP) • Traded service from EP Team • Skills4Bradford central training and support offer Special School Outreach

	.	• Daily 1:1 or small group 1:3 to develop sensory skills and concEP Team building. • Daily 1:1 intervention to maximise residual sensory mode or compensatory skills, eg, Positive Looking programme, colour tents • Daily coactive exploration of resources 1:1 with an adult to develop concEP Team building/ independent/ active learning skills • Daily 1:1 or small group work 1:3 exploring sensory stories • Daily 1:1 intervention to develop early communication skills, eg, intensive interaction, co-active signing, touch cues. Adult time to adapt resources under advice of a QTVI /TOD at least 1 hour a week.	

1.b Cognition and Learning: Specific Learning Difficulties

CoP Stage	Individual learner characteristics	High Quality Teaching and Ordinarily Available Provision	Provision
Cognition and Learning: Specific Learning Difficulties **Below Age Related Expectations**	**Functioning/Attainment:** Mild Needs Young people are likely to be working persistently below age related expectations in their area of need, with standard scores below 85 in this area, despite access to appropriate educational opportunities There may be inconsistencies in their profile/strengths and weaknesses	**High quality teaching should include:** **Ethos and environment** • Have high expectations and appropriate challenge. • Behaviours for learning are at the heart of lessons. This could involve whole-class teaching of thinking skills, organisation and study skills and memory strategies • Develop pupils' independence to learn • Involve pupils in target setting and understanding their strengths and needs • Awareness that the child / young person may need more time to complete tasks and that equality of access may mean that they need to do some things differently.	**School / setting** • Mainstream placement • Universal Education Offer • Notional SEN Funding used to provide additional adult support amounting up to 10 hrs per week (pro rata) comprising of small group and 1:1 support to facilitate access to the curriculum and deliver individually planned programmes of work. • Early years children may be eligible for Early Years Inclusion Funding see eligibility criteria Early Years Inclusion Funding: Bradford Schools Online

		• Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage, reduced background noise and distractions **Curriculum and Classroom Practice** • Differentiation of literacy and numeracy tasks to support learning outcomes, e.g Listening and discussing rather than reading and writing, use of assistive technology, etc. • Use of reading texts matched to age and interest as well as reading level and consideration of accessibility of learning materials in terms of readability, density of text, size and choice of font, layout, overlays, coloured paper, appropriate use of illustrations etc. • Support to sequence tasks and instructions within class e.g. task strips • Extra time for processing, speaking and listening • Support for homework and to ensure that tasks are clearly recorded including use of ICT • Use of teaching strategies that develop the independent learning of the CYP • Differentiated questioning and targeted simplified level/pace/amount of teacher talk and modification of level, pace, amount of teacher talk to address pupils' identified need. **Grouping and Classroom Support** • Additional adult support amounting up to 10 hrs per week (pro rata) comprising of small group and 1:1 support to facilitate access to the curriculum and deliver individually planned programmes of work. • Daily reading practice with adult / peer • Access to small groups reciprocal reading/guided interventions • Personalise spelling and sentence work • Flexibility of groupings allows for buddy support / good role models / focused teaching. • Pre and post tutoring/teaching is used to enable the pupil to engage with learning in the classroom. • Explicit teaching of strategies / resources to assist with the development of independent learning.	**LA:** • SCIL Team Specialist Teacher/Practitioner/Access and Inclusion Officer support to identify need and to develop provision through advice, modelling and training. • Hub support from EP Team • Traded service from EP Team • Skills4Bradford central training and support offer

		• Staff working with the child / young person (support assistant and teaching staff) will require training to support their understanding of the child's needs and the planning of individualised programmes of support **Resources** • Enhanced opportunities to use IT resources and programmes to support learning including reading of text and recording. • Direct instruction on how to use assistive technology. • Checklists for activities and personal organisation • High-interest banded books (primary school) or texts appropriate to reading level (dyslexia friendly books) • Completed examples/exemplar versions • Alternative multi-sensory resources to enhance and support learning including use of hands- on classroom learning aids (e.g. subject specific word mats, word lists colour coded by category, writing frames, spellcheckers, specialist dictionaries, number lines, Numicon, ICT, etc.) Special exam arrangements if required	
Cognition and Learning: Specific Learning Difficulties **SEND Support**	**Functioning/Attainment:** Moderate Needs Young people are likely to be working persistently well below age related expectations in literacy and/or numeracy despite access to appropriate interventions Standardised assessment scores will be between 50 and 70 (below the 2nd centile) in their area of need and on measures of cognitive processing and fluency	**As above plus:** **Ethos and environment** • Opportunities to excel and be recognised for achievements in other areas of learning. • Recognition and celebration of small steps of progress with literacy • Opportunities to work with a range of children of differing abilities. • Work on self esteem and positive sense of self as a learner **Curriculum and Classroom Practice** • An assessment of child's specific learning difficulties leading to an appropriately targeted intervention programme planned in partnership with the child and their family and as advised by other professionals (where involved)	**School / setting** • Mainstream placement • Universal Education Offer • Notional SEN Funding used to provide up to 16 hours' additional adult support delivered through a combination of one-to-one, small group or reduced teaching group size (1:12) with additional support, to facilitate access to the curriculum and deliver individually planned programmes of work. • Early years children may be eligible for Early Years Inclusion Funding see

	Difficulties with Literacy and Numeracy are significantly impacting on access to other areas of the curriculum. There are clear inconsistencies in their profile/strengths and weaknesses	• Recommended standardised assessment tools include the York Assessment of Reading Comprehension (YARC), Dyslexia Portfolio, Wechsler Individual Achievement Test III (WIAT) for teachers • Assess, Plan, Do, Review cycle monitors progress from assessed baselines; provision is regularly reviewed and adjusted in line with progress over a sustained period (at least 2 terms) in partnership with parents/carers and CYP • Pre-teaching • Overlearning, skill reinforcement, revision, transfer, retrieval practice and generalisation **Grouping and Classroom Support** • Additional adult support amounting up to 16 hrs per week (pro rata) comprising of small group and 1:1 support to facilitate access to the curriculum and deliver individually planned programmes of work. • Small group or time limited 1:1 programmes planned by the teacher and delivered by a TA to address specific difficulties; reinforced by appropriate ICT on phonological awareness, phonics including letter sounds and blending, sight vocabulary, reading strategies, comprehension and inference skills, letter formation, handwriting, spelling, sentence formation, grammar, writing/composition skills, study skills, etc. as appropriate and using evidence-based interventions programmes • Time limited proven interventions matched to pupil need and delivered by suitably trained staff • Classroom support to develop literacy and numeracy skills and generalisation of skills taught as part of individual/small group programmes • Targeted adult support towards access for specific tasks/settings including Checking understanding of expectations, Orally rehearsing writing, plan writing together and daily individual reading **Resources** • The use technological aids e.g. such as reader pens or apps	eligibility criteria Early Years Inclusion Funding: Bradford Schools Online **LA:** • SCIL Team Specialist Teacher/Practitioner/Access and Inclusion Officer support to identify need and to develop provision through advice, modelling and training and Individual targeted specialist advice and support. • Hub support from EP Team • Traded service from EP Team • Skills4Bradford central training and support offer

		Additional Sensory Need: Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for HI / VI provision, at either mild / moderate / severe or profound level.	
Cognition and Learning: Specific Learning Difficulties **EHCP**	**Functioning/Attainment:** Severe Needs Young people will be working persistently within Pre Key stage levels for literacy and/or numeracy despite access to intensive, regular evidence based interventions Post-16 students will be, working persistently towards Entry Level in Literacy / Numeracy / Functional skills/ equivalent despite access to intensive, regular evidence based interventions Standardised assessment scores will be between 35 - 50 (<0.1st centile) in their area of need and on measures of cognitive processing and fluency	**As above plus:** **Ethos and environment** **Curriculum and Classroom Practice** • Curriculum differentiation and / or modification needed. • A monitoring system should be in place to identify short term targets from the EHCP, implement recommended provision and monitor and evaluate progress, for example an IEP. • Termly planned sharing of information including the parent and child / young person should take place as well as a statutory annual review. **Grouping and Classroom Support** • Additional adult support as outlined in EHCP, delivered through a combination of one-to-one, small group or reduced teaching group size (1:12) with additional support, to facilitate access to the curriculum and deliver individually planned programmes of work to address the identified needs. • Adult support and subject withdrawal for daily targeted interventions to support the development of literacy and or numeracy. Will have special exam arrangements **Resources** • As outlined in EHCP **Additional Sensory Need:**	**School / setting:** • Notional SEN Funding plus top up funding identified through EHCA to provide specified additional adult support delivered through a combination of one-to-one, small group or reduced teaching group size (1:12) with additional support, to facilitate access to the curriculum and deliver individually planned programmes of work • Access to appropriate resources and appropriately trained staff. **LA:** • Teaching Support Team statutory offer; • SCIL Team Specialist Teacher/Practitioner/Access and Inclusion Officer support to identify need and to develop provision through advice, modelling and training and Individual targeted specialist advice and support. • BMDC central training and support offer • Traded service from EP Team

		Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for HI / VI provision, at either mild / moderate / severe or profound level.	

2.a. Communication and Interaction: Speech and Language

CoP Stage	Individual learner characteristics	High Quality Teaching and Ordinarily Available Provision	Provision
Communication and Interaction: Speech and Language **Below Age Related Expectations**	**Functioning/Attainment:** School based and other assessments/observations including those conducted by SaLTS, EPs and/or specialist teachers indicate the child / young person has **mild** difficulty with speech, recEP Teamive and/or expressive language. Language specific screening tools such as Wellcomm (GL assessment) and The Speech, Language and Communication Progression Tools (The Communication Trust) report *amber* in some/all areas. Thus evidencing delayed developmental progress Standardised assessment scores from language specific tests will be between 78 and 85	**High quality teaching should include:** **Ethos and environment** • Adjustments to the language learning environment such as lighting, noise levels, access to quiet spaces, furniture and grouping arrangements so that pupils can see visual prompts and the teacher • Awareness of the impact of SLCN on basic skills, i.e. oracy, literacy and numeracy and social and emotional wellbeing • Physical environment that is organised and well-defined and labelled using written and visual cues • Have high expectations and appropriate challenge. • Develop pupils' independence to learn • Involve pupils in target setting and understanding their strengths and needs • **Curriculum and Classroom Practice** • Range of strategies are routinely available to collect pupil voice e.g. Talking Mats • Whole-class vocabulary teaching to introduce a wide range of vocabulary (e.g. Word Aware programme) and provide visual and verbal supports to secure and expand vocabulary knowledge and usage (e.g. display boards, word mats)* • Establish communication friendly strategies to facilitate communication support requirements • Support what is said by visuals/picture including objects, pictures, signs, symbols, models, examples, etc. • Get the CYP's attention - Allow time to process what has been said - Allow time to respond - Differentiation of teacher language, i.e., use of key vocabulary, short sentences with simple grammar, chunking/sequencing of concEP Teams • Differentiation of tasks, use of task planners/schedules –	**School / setting** • Mainstream placement • Universal Education Offer • Notional SEN Funding used to provide additional adult support amounting up to 10 hrs per week (pro rata) comprising of small group and 1:1 support to facilitate access to the curriculum and deliver individually planned programmes of work. • Early years children may be eligible for Early Years Inclusion Funding see eligibility criteria Early Years Inclusion Funding: Bradford Schools Online **LA:** • SCIL Team Specialist Teacher/Practitioner/Access and Inclusion Officer support to identify need and to develop provision through advice, modelling and training. • Hub support from EP Team • Traded service from EP Team • Skills4Bradford central training and support offer

		• Differentiated use of questions -Use of word webs, concEP Team/ topic maps to illustrate/reinforce key language Modelling, prompting and reinforcing children's language, such as providing a framework or model for a response • Checking understanding and reinforcing as required through repetition, rephrasing, explaining and demonstration • Use of appropriate areas of the room to support speaking and listening skills • Schemes of work are differentiated including content from earlier years as appropriate. • Attention and listening skills: identify the cause of difficulties and teach the strategies with modelling and reinforcement • High levels of visual support: use of gestures, modelling, mirroring, objects of reference, pictures, symbols, role-play etc.to augment spoken language • Adult speech that: o Uses Clear and unhurried speech with normal intonation o Uses short sentences and the active voice o Avoids metaphors and idioms and minimises abstract language o Phrases instructions as directions, not questions o Delivers instructions in manageable chunks and waits for the child's response before giving the next • Modelling the use of clarification questions and praising YP when they use them • Systems of visual feedback to allow pupils to show they have understood e.g. traffic light cards • Classification of words as tier 1, 2 and 3 (Beck et al., 2013). Use of tier 1/2 words to teach/pre-teach tier 3 words • Multisensory vocabulary teaching • Word finding skills using categorisation activities • Exemplification of the different purposes/functions of language • Reinforcement of new vocabulary and concEP Teams in a range of contexts • Inclusive practices, such as peer rehearsal, to ensure everyone can answer	

		Grouping and Classroom Support • Additional adult support amounting up to 10 hrs per week (pro rata) comprising of small group and 1:1 support to facilitate access to the curriculum and deliver individually planned programmes of work. • Structured phonological awareness skills teaching in small groups • Shared reading and targeted play to develop and extend knowledge of vocabulary. • Advice available from NHS or any other commissioned SALT provider is included in planning and implemented on a regular basis **Resources** • Personalised visual timetables, choice boards, task organisers etc. • Talking frames to provide a structure for reporting, telling stories and sequencing etc. Consider referral to NHS SALT if additional/ new advice is required	
Communication and Interaction: Speech and Language **SEND Support**	**Functioning/Attainment:** School based and other assessments/observations including those conducted by SaLTS, EPs and/or specialist teachers indicate the child / young person has **moderate** difficulty with speech, recEP Teamive and/or expressive language. Language specific screening tools report *amber* or *red* in all areas. Administration of the screener for lower age groups will indicate delayed developmental progress with the approximate levels:	**As above plus:** **Ethos and environment** • Opportunities to excel and be recognised for achievements in other areas of learning. • Recognition and celebration of small steps of progress • Opportunities to work with a range of children of differing abilities. • Work on self-esteem and positive sense of self **Curriculum and Classroom Practice** • Use of basic signing/gesture while speaking • Use of symbols alongside visuals and/or oral explanations (e.g. widgets) • Check understanding regularly during a task* • Cued listening (i.e. give pupil information to listen out for, such as questions to answer prior to listening)	**School / setting:** • Mainstream placement • Universal Education Offer • Notional SEN Funding used Notional SEN Funding used to provide up to 16 hours' additional adult support delivered through a combination of one-to-one, small group or reduced teaching group size (1:12) with additional support, in order to facilitate access to the curriculum and deliver individually planned programmes of work. • Early years children may be eligible for Early Years Inclusion Funding see

	<table><tr><td>End FS</td><td>=/< 3 years</td></tr><tr><td>End KS1</td><td>=/< 5 years</td></tr><tr><td>End KS2</td><td>=/< 7 years</td></tr><tr><td>End KS3</td><td>=/< 9 years</td></tr><tr><td>End KS4</td><td>=/< 11 years</td></tr><tr><td>End KS5</td><td>As above</td></tr></table> Standardised assessment scores from language specific tests will be between 72 and 77 Diagnosis of **moderate** DLD or speech disorder by SaLT Co-occurring needs that are **mild/moderate**	• Agree signal for the pupil to indicate to adults that they haven't understood • An assessment of child's SLCN leading to an appropriately targeted intervention programme planned in partnership with the child and their family and as advised by other professionals (where involved). The WELCOMM programme is a recommended assessment tool for Early Years. The British Picture Vocabulary Scales III (BPVS) is a test of recEP Teamive vocabulary. • A range of activities available to support communication and interaction and extend communication skills supported by adults, such as turn taking games • Explicit pre-teaching/over-learning and post-teaching vocabulary (additional) **Grouping and Classroom Support** • Additional adult support amounting up to 16 hrs per week (pro rata) comprising of small group and 1:1 support to facilitate access to the curriculum and deliver individually planned programmes of work. • Individual/small group programmes for language, literacy and numeracy skills, pre- teaching and reinforcing curriculum learning, study skills, etc., with suitably experienced staff such as ELKLAN trained TA with access to ELKLAN Language Builder manual • Classroom support to modify tasks as agreed by class teacher where required and to generalise skills taught as part of individual/small group programmes • Groups for group work should include good language role models, where possible • Planned opportunities to learn and practise communication skills during structured activities, e.g. break and lunch time, role play, discussions and group work **Resources** • Elklan programme • Listening skills group • Narrative skills intervention **Additional Sensory Need:**	eligibility criteria Early Years Inclusion Funding: Bradford Schools Online **LA:** • SCIL Team Specialist Teacher/Practitioner/Access and Inclusion Officer support to identify need and to develop provision through advice, modelling and training and Individual targeted specialist advice and support. • Hub support from EP Team • Traded service from EP Team • Skills4Bradford central training and support offer

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<td>Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for HI / VI provision, at either mild / moderate / severe or profound level.</td>
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<tr>
<td>Communication and Interaction:
Speech and Language

EHCP</td>
<td>Functioning/Attainment:

School based and other assessments/observations including those conducted by SaLTS, EPs and/or specialist teachers indicate the child / young person has severe difficulty with speech, recEP Teamive and/or expressive language.

Language specific screening tools report amber or red in all areas. Administration of the screener for lower age groups will indicate delayed developmental progress with the approximate levels:

<table>
<tr><td>End FS</td><td>=/< 2 years</td></tr>
<tr><td>End KS1</td><td>=/< 3 years</td></tr>
<tr><td>End KS2</td><td>=/< 5 years</td></tr>
<tr><td>End KS3</td><td>=/< 6 years</td></tr>
<tr><td>End KS4</td><td>=/< 8 years</td></tr>
<tr><td>End KS5</td><td>As above</td></tr>
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<td>As above plus:

Ethos and environment

Curriculum and Classroom Practice
• Teaching approaches place a high emphasis on direct training for staff and very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement.
• Specialist advice from the Speech and Language Therapy Team should be sought regarding the modifications required to provide a specialist curriculum which places a high emphasis on speech and language development in adapted or specialist teaching settings with speech and language therapy.
• A monitoring system should be in place to identify short term targets from the EHCP, implement recommended provision and monitor and evaluate progress, for example an IEP.
• Termly planned sharing of information including the parent and child / young person should take place as well as a statutory annual review

Grouping and Classroom Support

• Additional adult support as outlined in EHCP, delivered through a combination of one-to-one, small group or reduced teaching group size (1:12) with additional support, to facilitate access to the curriculum and deliver individually planned programmes of work to address the identified needs.
• Additional adults, who have received appropriate training to ensure they have the necessary skills to support the child / young person individually or as part of a small group, under the direction of the teacher to:
o work on significantly modified curriculum tasks</td>
<td>School / setting:

• Notional SEN Funding plus top up funding identified through EHCA to provide specified additional adult support delivered through a combination of one-to-one, small group or reduced teaching group size (1:12) with additional support, to facilitate access to the curriculum and deliver individually planned programmes of work

• Access to appropriate resources and appropriately trained staff.

LA:

• SCIL Team Specialist Teacher/Practitioner/Access and Inclusion Officer support to identify need and to develop provision through advice, modelling and training and Individual targeted specialist advice and support.
• BMDC central training and support offer
• Traded service from EP Team</td>
</tr>
</table>

	Standardised assessment scores from language specific tests will be less than 70 Diagnosis of **severe** DLD or speech disorder by SaLT Co-occurring needs that are **moderate / severe**	○ access daily individual support ○ encourage independence ○ create opportunities for peer to peer interaction ○ monitor the progress of the child / young person using highly structured methods ○ provide daily small group and individual interventions to work on programmes as advised by the Speech and Language Therapy Service ○ provide opportunities for the YP to engage in community activity **Resources** **Additional Sensory Need:** Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for HI / VI provision, at either mild / moderate / severe or profound level.	
Communication and Interaction: Speech and Language **EHCP+**	**Functioning/Attainment:** School based and other assessments/observations including those conducted by SaLTS, EPs and/or specialist teachers indicate the child / young person has **severe and complex** difficulty with speech, recEP Teamive and/or expressive language. Language specific screening tools delayed developmental progress within the realm of communication with the approximate levels:	**Ethos and environment** **Curriculum and Classroom Practice** • An alternative specialist speech and language curriculum should be provided in a specialist teaching setting with access to speech and language therapy from local NHS core services or from another commissioned provider **Grouping and Classroom Support** • Additional adult support as outlined in EHCP, delivered through a combination of one-to-one, small group or reduced teaching group size (1:12) with additional support, to facilitate access to the curriculum and deliver individually planned programmes of work to address the identified needs. • Planned time for small group and individual working with adult support. Staff training	**School / setting** • 25 hours 1:1 support in Mainstream or • A bespoke specialist environment (LARP / Special School) to support students with complex needs • **LARP:** Enhanced teacher pupil ratio (not more than 1:12) with additional adult support for up to 40 / 60 / 100% of the week (10 / 15 / 25 hrs, pro rata). Individual support (1:1) during all other learning times to facilitate access to the curriculum and deliver individually planned programmes of work. • **Special:** Enhanced teacher pupil ratio (not more than 1:13) with additional adult

	<table><tr><td>End FS</td><td>=/< 2 years</td></tr><tr><td>End KS1</td><td>=/< 3 years</td></tr><tr><td>End KS2</td><td>=/< 5 years</td></tr><tr><td>End KS3</td><td>=/< 6 years</td></tr><tr><td>End KS4</td><td>=/< 8 years</td></tr><tr><td>End KS5</td><td>As above</td></tr></table> Standardised assessment scores from language specific tests will be less than 70 Diagnosis of **severe and complex** needs in the realm of speech and language by a SaLT Co-occurring needs that are **severe**	• High level of adult support for learning. **Resources** • Use of appropriate resources and access to specific interventions from specialist staff. • Alternative and Augmentative Communication (AAC) will be considered. **Additional Sensory Need:** Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for HI / VI provision, at either mild / moderate / severe or profound level.	support combining small group and 1:1, to facilitate access to the curriculum and deliver individually planned programmes of work. • A qualified teacher skilled and experienced in working with children with SEND and appropriately experienced and trained support staff **LA**: • Traded service from EP Team • Skills4Bradford central training and support offer Special School Outreach

2.b Communication and Interaction: Social Communication including those with a diagnosis of autism

CoP Stage	Individual learner characteristics	High Quality Teaching and Ordinarily Available Provision	Provision
Communication and Interaction: Social Communication including those with a diagnosis of autism **Below Age Related Expectations**	**Functioning/Attainment:** A child / young person will have social communication and interaction differences, plus difficulties with social imagination, flexibility of thought, executive functioning and sensory processing that impact on some aspects school / setting life. School / setting staff could consider using any of the following assessments to identify and assess need; • Wellbeing profile, • Sensory profile, • Behavioural analysis, • Language assessment (e.g. Elklan) and Curriculum assessments.	**High quality teaching should include:** **Ethos and environment** • Have high expectations and appropriate challenge. • Develop pupils' independence to learn • Involve pupils in target setting and understanding their strengths and needs • Awareness of and planning to manage sensory sensitivities, issues, e.g., light, noise, texture, temperature, etc. • A predictable environment and routine within a highly structured curriculum. • Access to a quiet, distraction free work space for independent working or to calm/refocus in or near the classroom (if needed). • Sensory adjustments to meet the needs of the child / young person and reasonable adjustments made as needed e.g. low stimulus display boards, use of ear defenders. **Curriculum and Classroom Practice** • A differentiated curriculum incorporating the young person's needs (this may include planned learning opportunities for tasks at developmental level rather than age). Within the differentiation, there should be a high emphasis on speech and language and social interaction development. • Use of visual prompts to support classroom routines and promote independence (these may need to be personalised to learning style to promote engagement) e.g. visual timetables. • Teacher language is explicit, unambiguous and avoids non-literal language and inferred meaning • Clear and positively stated rules and expectations for behaviour are modelled by all adults • Visual and practical supports e.g. Visual timetables and lists. • Structured and consistent routines reinforced by visual timetable.	**School / setting** • Mainstream placement • Universal Education Offer • Notional SEN Funding used to provide additional adult support amounting up to 10 hrs per week (pro rata) comprising of small group and 1:1 support to facilitate access to the curriculum and deliver individually planned programmes of work. • Early years children may be eligible for Early Years Inclusion Funding see eligibility criteria Early Years Inclusion Funding: Bradford Schools Online **LA:** • SCIL Team Specialist Teacher/Practitioner/Access and Inclusion Officer support to identify need and to develop provision through advice, modelling and training. • Hub support from EP Team • Traded service from EP Team • Skills4Bradford central training and support offer

		• Support for transitions and for managing unpredicted changes to the routine • Explicit teaching of comprehension, concEP Teams, inferential understanding, perspective taking, empathetic thinking and generalisation of skills • Explicitly naming emotions in situ, explaining the feelings and thoughts of others and explicitly teaching appropriate social interaction skills • Providing greater structure for open ended/creative activities and those that rely on inference (e.g., choice from options instead of prediction, writing about actual experience instead of imaginative writing, etc.) • Use reading to support understanding of characters' emotions, thoughts, intentions, actions and social interactions • Explicit teaching about social awareness and social skills and how to make and manage friendships (also about sex and relationships for older young people) • Use positive behaviour management strategies to unpick situations that have gone wrong, being aware of the impact of social communication and emotional regulation difficulties, literal thinking and sensory difficulties • Physical, sensory and/or learning breaks across the school day and provision of a quiet space/time out at times of heightened anxiety • Pre and post teaching, shared with the home setting, to enable the child / young person to engage with learning in the classroom. • Demonstration provided of what is expected and the child / young person is given routine feedback e.g. using a system of visual feedback to show if something has been understood. • Ensuring that preferred methods of communication (as well as level of eye contact) are known by all staff within school / setting. • The young person's name or agreed cue is used to gain their attention. • Minimal use of abstract language and targeted instructions considering young person's language level and the pace/amount of teacher talk.	

		• Instructions must be broken down into manageable chunks and given in order. The child / young person must be given processing time. • 'Rules' of good listening displayed, taught, modelled and regularly reinforced e.g. the child / young person is aware of pre-arranged cues for active listening. • The child / young person is encouraged and shown how to seek clarification and ask for help. • Regular use of a sensory profile to ensure adaptations are offered in an appropriate and timely manner • Supported transition at the end of each academic year, particularly between phases. Information should be shared with key staff and a programme of activities should be planned to assist transition **Grouping and Classroom Support** • Additional adult support amounting up to 10 hrs per week (pro rata) comprising of small group and 1:1 support to facilitate access to the curriculum and deliver individually planned programmes of work. • Managing, supporting and differentiating collaborative learning (e.g. opportunities to work alongside/ outside of a group as appropriate) • On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer and generalisation of skills. • Additional support is used effectively to prompt the child / young person to ask and answer questions. • Supporting the child / young person as needed to access and engage in social situations using strategies such as speaking buddies or similar (peer talk) to encourage responses. • Support to model appropriate coping strategies for emotional regulation and social problem solving. • Staff in school have completed Making Sense of Autism or Good Autism Practice training from Autism Education Trust (AET) or equivalent relevant autism training **Resources**	

		• Use of an individual workstation, task strips and schedules for structured teaching and independent working • A range of structured and multi-sensory approaches used to support spoken language e.g. symbols, pictures, concrete apparatus, artefacts, role play. • Alternative forms of recording using technological aids are routinely used, e.g. iPad, recording software etc. • Visual aids and prompts (e.g. personal visual timetables, now/next cards etc.) • Use of teaching strategies that develop the independent learning of the CYP • Other pastoral interventions should include: ○ Meeting and Greeting ○ Circle Time ○ Peer mentoring ○ Buddy Systems Lunch clubs	
Communication and Interaction: Social Communication including those with a diagnosis of autism **SEND Support**	**Functioning/Attainment:** A child / young person will have social communication and interaction differences, plus difficulties with social imagination, flexibility of thought, executive functioning and sensory processing that will significantly affect their access to learning, including the social/emotional curriculum and all aspects of school / setting life. This is especially true in new and unfamiliar contexts.	**As above plus:** **Ethos and environment** • Opportunities to excel and be recognised for achievements in other areas of learning. • Recognition and celebration of small steps of progress • Opportunities to work with a range of children of differing abilities. • Work on self-esteem and positive sense of self **Curriculum and Classroom Practice** • The curriculum should be modified and place high emphasis on social communication and social skills development, incorporating specialist advice. Approaches used should be based on best possible evidence and have required impact on progress. • An assessment of child's needs leading to an appropriately targeted intervention programme planned in partnership with the child and their family and as advised by	**School / setting:** • Mainstream placement • Universal Education Offer • Notional SEN Funding used to provide up to 16 hours' additional adult support delivered through a combination of one-to-one, small group or reduced teaching group size (1:12) with additional support, to facilitate access to the curriculum and deliver individually planned programmes of work. • Early years children may be eligible for Early Years Inclusion Funding see

	School / setting staff should consider using any of the following assessments to identify and assess need; • Wellbeing profile, • Sensory profile, • Behavioural analysis, • Language assessment (e.g. Elklan) and Curriculum assessments.	other professionals (where involved).). The SCERTS programme is recommended as an assessment tool using 'can do' statements to identify areas of strength and areas for development (not currently used systematically) • Use of an appropriate assessment and progression framework that measures relevant small steps of progress • Adjusted, flexible timetable introduced in negotiation with pupil, parents and staff e.g. temporary withdrawal from some activities such as assemblies, specific lessons and/or provide needed quiet time at periods throughout the day to support regulation of emotions. • **Grouping and Classroom Support** • Additional adult support amounting up to 16 hrs per week (pro rata) comprising of small group and 1:1 support to facilitate access to the curriculum and deliver individually planned programmes of work. • Individual/small group programmes with staff who have knowledge/skills to address specific needs to support social communication, language skills, emotional regulation, self-awareness etc as part of assess, plan, do, review cycle (e.g. Circle of Friends, self-esteem group, Socially Speaking, 5 Point scale, feelings board, Zones of regulation, Lego therapy, musical interaction and recognition / understanding of emotions, including visual supports). Group work to be planned and tailored to meet identified need and includes good role models. • Additional adult support individually or within a group, under the direction of the teacher, to: o Access the curriculum and/or to work on modified curriculum tasks. o Access individual or small group sessions, to work on targets as advised by external agencies e.g. Speech and Language Therapy, Communication and Interaction Team. o Support or provide alternative provision for unstructured times e.g. break times o Support the child / young person to recognise and understand their emotions e.g. Emotion Coaching and to then	eligibility criteria Early Years Inclusion Funding: Bradford Schools Online **LA:** • SCIL Team Specialist Teacher/Practitioner/Access and Inclusion Officer support to identify need and to develop provision through advice, modelling and training and Individual targeted specialist advice and support. • Hub support from EP Team • Traded service from EP Team • Skills4Bradford central training and support offer

		consistently use visuals provided for emotional regulation throughout the day. ○ Access sensory activities during the day to meet sensory need as appropriate e.g. movement breaks, walking, stimulus reduction. **Resources** • As Above **Additional Sensory Need:** Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for HI / VI provision, at either mild / moderate / severe or profound level.	
Communication and Interaction: Social Communication including those with a diagnosis of autism **EHCP**	**Functioning/Attainment:** A child / young person will have social communication and interaction differences, plus difficulties with social imagination, flexibility of thought, executive functioning and sensory processing that will severely affect their access to learning, including the social/emotional curriculum and all aspects of school / setting life. This is especially true in new and unfamiliar contexts. It will also affect access at times of high stress/anxiety in some known and familiar contexts and with familiar support/people available.	**As above plus:** **Ethos and environment** **Curriculum and Classroom Practice** • The curriculum should be individualised with high emphasis on social communication, social skills development and sensory adaptations, incorporating specialist advice. • A monitoring system should be in place to identify short term targets from the EHCP, implement recommended provision and monitor and evaluate progress, for example an IEP. • Termly planned sharing of information including the parent and child / young person should take place as well as a statutory annual review. • Opportunities to develop life skills and engagement in community activities? • Providing alternative assessment and qualifications for Post 14/16 students. **Grouping and Classroom Support**	**School / setting:** • Notional SEN Funding plus top up funding identified through EHCA to provide specified additional adult support delivered through a combination of one-to-one, small group or reduced teaching group size (1:12) with additional support, to facilitate access to the curriculum and deliver individually planned programmes of work • Access to appropriate resources and appropriately trained staff. **LA:** • SCIL Team Specialist Teacher/Practitioner/Access and Inclusion Officer support to identify need and to develop provision through advice,

	School / setting staff must consider using any of the following assessments to identify and assess need; • • Wellbeing profile, • Sensory profile, • Behavioural analysis, • Language assessment (e.g. Elklan) and Curriculum assessments.	• Additional adult support as outlined in EHCP, delivered through a combination of one-to-one, small group or reduced teaching group size (1:12) with additional support, to facilitate access to the curriculum and deliver individually planned programmes of work to address the identified needs. • Additional adults support the child / young person individually or within a small group, under the direction of the teacher to: • Work on bespoke curriculum tasks focused upon developing key skills and encouraging independence, motivation and engagement. • Implement provision and strategies outlined in EHCP • Alternative assessment / qualifications (ASDAN etc.). • Develop independent life skills through access to targeted interventions and engagement in community activity. • Access individualised strategies e.g. alternative Communication systems if appropriate. • Express thoughts and opinions on their strengths, areas to develop and needs to feed into the statutory review process (pupil voice) • Use holistic approaches such as SCERTS (Social Communication, Emotional Regulation and Transactional Supports), or AET Progression Framework to establish baseline assessments and for target setting. **Resources** **As above plus:** Access to specialist equipment e.g. augmentative and alternative communication aids **Additional Sensory Need:**	modelling and training and Individual targeted specialist advice and support. • BMDC central training and support offer • Traded service from EP Team

		Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for HI / VI provision, at either mild / moderate / severe or profound level.	
Communication and Interaction: Social Communication including those with a diagnosis of autism **EHCP+**	**Functioning/Attainment:** A child / young person will have social communication and interaction differences, plus difficulties in social imagination, flexibility of thought, executive functioning and sensory processing that will profoundly affect their access to **all** aspects of school / setting life, even in known and familiar contexts and with familiar support/people available. School / setting staff must consider using any of the following assessments to identify and assess need; • Wellbeing profile, • Sensory profile, • Behavioural analysis, • Language assessment (e.g. Elklan) and Curriculum assessments.	As above, plus; **Ethos and environment** • A highly bespoke environment with access to specialist therapeutic facilities and resources (based on clinical assessment) to support students with ASC needs. **Curriculum and Classroom Practice** • Modified and supported curriculum with elements of sensory learning / A Sensory Engagement curriculum / Highly bespoke and individualised curriculum. **Grouping and Classroom Support** • Additional adult support as outlined in EHCP, delivered through a combination of one-to-one, small group or reduced teaching group size (1:12) with additional support, to facilitate access to the curriculum and deliver individually planned programmes of work to address the identified needs. • Greater focus on life skills, independence and preparation for adulthood. • Alternative assessment / qualifications (ASDAN etc.). • Alternative communication used, including PECS, Makaton, AAC devices etc. • Access to specialist agencies such as Speech and Language, Physiotherapy, Nursing Team, Music Therapy. **Resources**	**School / setting** • 25 hours 1:1 support in Mainstream or • A bespoke specialist environment (LARP / Special School) to support students with complex needs • **LARP:** Enhanced teacher pupil ratio (not more than 1:12) with additional adult support for up to 40 / 60 / 100% of the week (10 / 15 / 25 hrs, pro rata). Individual support (1:1) during all other learning times to facilitate access to the curriculum and deliver individually planned programmes of work. • **Special:** Enhanced teacher pupil ratio (not more than 1:13) with additional adult support combining small group and 1:1, to facilitate access to the curriculum and deliver individually planned programmes of work. • A qualified teacher skilled and experienced in working with children with SEND and appropriately experienced and trained support staff • A high level of additional adult support with all aspects of self-care, self-regulation and during non-structured times

		• Use of modified and adapted teaching resources, materials and facilities to support teaching and learning • Access to specialist resources and facilities as outlined in EHCP • Support with personal hygiene and support at mealtimes. **Additional Sensory Need:** Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for HI / VI provision, at either mild / moderate / severe or profound level.	**LA**: • SCIL Individual targeted advice/support (mainstream/RP) • Traded service from EP Team • Skills4Bradford central training and support offer Special School Outreach

3: Social, Emotional and Mental Health Needs

CoP Stage	Individual learner characteristics	High Quality Teaching and Ordinarily Available Provision	Provision
Social, Emotional and Mental Health Needs **Below Age Related Expectations**	**Functioning/Attainment:** A child / young person may have mild to moderate presentation of social, emotional and mental health difficulties which could include issues with: • social skills • emotional awareness/regulation • resilience and self esteem which is beginning to have an impact on some aspects of school / setting / life in areas such as academic progress, relationships, or mental health. Identified through assessment such as observation, Boxall Profiles, STAR analysis or similar.	**High quality teaching should include:** **Ethos and environment** • An appropriate whole school / setting ethos which includes a focus on the promotion of good mental health and well being for all children • A Relational Policy or Positive Behaviour Policy which is socially and emotionally differentiated to meet the needs of all pupils and reviewed with staff at least annually • Clear routines, boundaries and consistency of approach by all staff working with the child • Managing the immediate environment to create nurturing classroom and reduce distraction and minimise potential for conflict or disruption • A classroom and playground environment which focuses on supporting positive relationships and the development of social skills • Effective links between pastoral support, personal and social education, SEN and the curriculum • Recognition of vulnerabilities for groups of pupils, e.g. to bullying or low self-esteem • Recognise success in all areas of life - positive recognition of personal achievements within school (e.g. 'Wow' board) • Whole-class teaching of calming strategies (e.g. mindfulness) • Careful consideration to enable adjustments to classroom organisation, seating and group dynamics **Curriculum and Classroom Practice** • Differentiation of teaching and learning both academically and socially and emotionally • Range of strategies are routinely available to collect pupil voice e.g. Talking Mats, Person Centered Planning tools	**School / setting** • Mainstream placement • Universal Education Offer • Notional SEN Funding used to provide additional adult support amounting up to 10 hrs per week (pro rata) comprising of small group and 1:1 support to facilitate access to the curriculum and deliver individually planned programmes of work. • Early years children may be eligible for Early Years Inclusion Funding see eligibility criteria Early Years Inclusion Funding: Bradford Schools Online **LA:** • SCIL Team Specialist Teacher/Practitioner/Access and Inclusion Officer support to identify need and to develop provision through advice, modelling and training. • Hub support from EP Team • Traded service from EP Team • Skills4Bradford central training and support offer

		• Use of trauma-informed approach which recognise the importance of offering a secure base (e.g. trusting relationships, felt safety, teaching regulation skills, focusing on repairing, understanding the function of behaviour). • Positive reinforcement and praising appropriate behaviour of nearby pupil (proximity praise) • Tactical ignoring of low level behaviour o Non-verbal signals e.g Moving closer » Ask and/or restate relevant rule/routine/behavioural expectation o Distract onto desirable task o Modify or change activity o Use of humour o Modify groups for any joint activity o Use the language of choice, remind of consequences ('If you choose to….then…) o Take up time, clear choices, schedules and consistent routines and boundaries » Effective adult language, e.g., 'I… when…. because', 'I am looking for…', 'when/ then' statements • Effective adult language that is appropriate to the child's developmental stage • Identification of co-occurring SEND e.g. SpLD or SLCN and the additional barriers this presents • Develop a positive relationship and connection with pupils, show them you like them • Class rules • Opportunities to build class community (e.g. show and tell in primary school) - adult interactions should promote inclusion of pupils within their peer group • Motivational and inspirational curriculum opportunities • Teach ways for pupils to work together • Restorative practices/conflict resolution	

		• 'Growth mindset' i.e. model to pupils that it is OK to make mistakes and this is part of the learning process • Five positives to one negative • Specific praise focusing on learning behaviours and the process (rather than outcome or person) • Encourage self-praise and reward (e.g. 'pat on the back') • Positive feedback home (e.g. postcard, phone call, email) • Positively worded instructions and expectations • Advanced warning of changes and transition support/systems to support transitions • Teach pupils ways of getting their needs met in socially-appropriate ways • Choices (fixed or open) • Opportunities to share concerns with staff, e.g. through a worry box • Supporting behaviours that challenge through: • Relationships and understanding what behaviour may be communicating • The planned teaching of personal social and emotional skills (e.g. a curriculum such as SEAL or targeted PHSE provisions) • Clear routines for transitions, for example planning for them with warnings • Nurturing classroom approaches • Opportunities to develop positive staff /child relationships • Offering a child / young person opportunities to take on responsibilities e.g. class monitors, prefects, school council reps • Sharing of advice on successful strategies and set targets e.g. use of visual supports, developing organisational skills. **Grouping and Classroom Support** • Additional adult support amounting up to 10 hrs per week (pro rata) comprising of small group and 1:1 support to facilitate access to the	

		curriculum and deliver individually planned programmes of work including: • Support access to specific tasks/School / settings, based on IEP targets eg Alternatives to the start and ends of the day • Planned and regular opportunities for small group work based on identified need • Enable some planned time in smaller groups to develop social skills and emotional regulation. • Deliver time-limited intervention programmes with staff who have knowledge and skills to address specific needs. • Provide access to appropriate support to aid the development of relationships (Buddies, Mentors, ESAs) • Teach social and emotional skills and address behavioural targets on individualised plans. • Use key-working approaches to ensure the child / young person has a trusted adult to offer support during vulnerable times. • Support Emotion Coaching (understanding and validating feelings, setting limits and problem solving) • Use a variety of social learning experiences / groupings which provide a range of opportunities and contexts to socialise and work with different peers who can act as positive role models for social interactions. This should include collaborative (paired and group) working • Planned opportunities to learn and practise social skills during structured activities, e.g. lunch clubs (all ages) and structured play activities (primary school) • Seating next to supportive peer **Resources** • Peer mediation; peer mentoring and other forms of peer support (e.g. buddy systems)	

		• Quiet area/safe space in classroom Provide personalised reward systems known to all staff in school who have contact with the young person, implemented consistently across the curriculum.	
Social, Emotional and Mental Health Needs **SEND Support**	**Functioning/Attainment:** A child / young person will have moderate to severe presentation of social, emotional and mental health difficulties which is not responding to previous support strategies. This could include issues with: • social skills • emotional awareness/regulation • resilience and self esteem Detailed and targeted observation plus more systematic application of assessment tools to gain detailed evidence over time to support a planned approach, from which action plans are developed and regularly reviewed	**As above plus:** **Ethos and environment** • Opportunities to excel and be recognised for achievements in other areas of learning. • Recognition and celebration of small steps of progress • Opportunities to work with a range of children of differing abilities. • Work on self-esteem and positive sense of self • School / setting offer should be significantly modified and differentiated with an emphasis on developing social skills and emotional regulation. This will include a predictable environment and routine within a structured curriculum with positive reinforcement. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement. • Modifications to environment eg access through a different entrance, pass to access different toilets **Curriculum and Classroom Practice** • An assessment of child's SEMH needs (including records of the CYP's emotional regulation updated daily and analysed to consider frequency, duration as well as triggers/patterns to help understand underlying causes/triggers) leading to an appropriately targeted intervention programme planned in partnership with the child and their family and as advised by other professionals (where involved) including planned responses to behaviour as part of a positive behaviour programme • Model and encourage group working skills	**School / setting:** • Mainstream placement • Universal Education Offer • Notional SEN Funding used to provide up to 16 hours' additional adult support delivered through a combination of one-to-one, small group or reduced teaching group size (1:12) with additional support, to facilitate access to the curriculum and deliver individually planned programmes of work. • Early years children may be eligible for Early Years Inclusion Funding see eligibility criteria Early Years Inclusion Funding: Bradford Schools Online **LA:** • SCIL Team Specialist Teacher/Practitioner/Access and Inclusion Officer support to identify need and to develop provision through advice, modelling and training and Individual targeted specialist advice and support. • Hub support from EP Team • Traded service from EP Team • Skills4Bradford central training and support offer

		• Pupils could be allowed to work on their own rather than in groups, or given a clear role within the group to allow them to be successful • Additional praise ('catch being good') • Keep records with pupils for new things they learn/can do, e.g. photocopying good pieces of work • Collection and record personal strengths and aspirations (secondary school) • Visual ways to request help • Flexibility depending on individual pupils' needs • Liaison with parents to identify potential home issues and successful strategies • Plans for supporting specific areas of difficulty, e.g. assembly, PE, RE, outdoor play, forest school • Teach and cue pupil to use de-escalation and relaxation strategies, and/or use of distraction • Time out card • Label behaviour not the pupil • Private signal to indicate off-task behaviour • Use language of choice – consequences for different choices **Grouping and Classroom Support** • Additional adult support amounting up to 16 hrs per week (pro rata) comprising of small group and 1:1 support to facilitate access to the curriculum and deliver individually planned programmes of work. • Allocation of an 'additional attachment figure' with opportunities for check-in time and approaches to support being 'kEP Team in mind' • Use key-working approaches to ensure the child / young person has a trusted adult to offer support/withdrawal during vulnerable times. • Learning mentor / familiar, key adults available for support when required • Teach social and emotional skills daily to address behavioural targets on individualised plan (e.g. My Support Plan). • Plan and deliver time-limited and evaluated intervention programmes with familiar staff who have knowledge, skills and experience to address young person's specific needs.	

		• Have planned, frequent time in smaller groups and individually to develop social skills and emotional regulation. • Provide opportunities for the child / young person to develop self-monitoring skills at the end of each session • Individual/small group programmes to support attention and concentration skills, emotional literacy, anxiety management, self-esteem, turn-taking and cooperation skills, social interaction skills, etc as part of assess, plan, do, review cycle • Classroom support to prompt attention and repeat and reinforce class teacher's instructions and routines, develop social and emotional skills and generalise skills taught as part of individual/small group teaching, support agreed opt out strategies in situations that may otherwise escalate • Personalised timetable introduced in negotiation with the CYP, parents/ carers and staff. This may include temporary withdrawal from some activities e.g. assemblies, specific non-core lessons. • Alternative curriculum opportunities at KS4 e.g. vocational/college/work placements • Personalised reward systems known to all staff in school implemented consistently across the curriculum • Provide meet and greet arrangements, and support for unstructured parts of the day to provide routines & support for social interaction • Regulation activities integrated through the day (e.g. rhythmic/repetitive activities, movement, sensory integration) • Activities that are soothing, grounding and regulating e.g. play, dance, colouring • Provide a personalised reward systems known to all staff in school / setting who have contact with the young person, implemented consistently across the curriculum. **Resources** • Social stories /Comic Strip Conversations • Access to quieter space at break/lunch • Individual timers/warnings* • Fiddle toys, wobble cushions, chew toys* • Additional sensory/movement breaks*	

		• Noise cancelling headphones/ear defenders* • Individual emotion rating scale • Planned reward system • Circle of Friends • Access to small group support using specific programmes, e.g. Talk Boost, Time to Talk, Talking Partners, Socially Speaking, Talkabout • A 'safe space' in school, identified in collaboration with the child/young person • Clear processes for home-school communication to share information and support consistency of approach/understanding **Additional Sensory Need:** Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for HI / VI provision, at either mild / moderate / severe or profound level.	
Social, Emotional and Mental Health Needs **EHCP**	**Functioning/Attainment:** Child / young person presents with severe and persistent levels of social, emotional, mental health difficulties at all times, which are complex and long term and have not responded sufficiently to strategies, provision and adjustments at the SEND Support level of the graduated response. This is especially true in new and unfamiliar contexts but will also affect access at times of high stress in some known and familiar contexts and with familiar support/people available.	**As above plus:** **Ethos and environment** • Consideration given to an environment that ensures the safety of the individual and others **Curriculum and Classroom Practice** • Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement • A monitoring system should be in place to identify short term targets from the EHCP, implement recommended provision and monitor and evaluate progress, for example an IEP. • Termly planned sharing of information including the parent and child / young person should take place as well as a statutory annual review. **Grouping and Classroom Support** • Additional adult support as outlined in EHCP, delivered through a combination of one-to-one, small group or reduced teaching group	**School / setting:** • Notional SEN Funding plus top up funding identified through EHCA to provide specified additional adult support delivered through a combination of one-to-one, small group or reduced teaching group size (1:12) with additional support, to facilitate access to the curriculum and deliver individually planned programmes of work • Access to appropriate resources and appropriately trained staff. LA: • SCIL Team Specialist Teacher/Practitioner/Access and Inclusion Officer support to identify need and to develop provision through advice,

	SEMH needs are severe in terms of frequency, duration and intensity. On-going assessment, which is multi-agency and involves parents/carers and a range of specialist professionals, such as CAMHS, EP, YOT, therapeutic provisions	size (1:12) with additional support, to facilitate access to the curriculum and deliver individually planned programmes of work to address the identified needs. • Deliver programmes of intervention based on evidence based approaches where appropriate. • Where recommended by health, planned programmes of therapeutic intervention • Intensive use of key-working approaches to ensure the child / young person has a trusted adult to offer support/withdrawal during vulnerable times. **Resources** • Appropriately trained support for physical intervention/restraint. **Additional Sensory Need:** Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for HI / VI provision, at either mild / moderate / severe or profound level.	modelling and training and Individual targeted specialist advice and support. • BMDC central training and support offer • Traded service from EP Team
Social, Emotional and Mental Health Needs **EHCP+**	**Functioning/Attainment:** Difficulty managing emotional responses leading to extreme and demanding and/or dangerous behaviour which affects safety of self and others.	**Ethos and environment** • Access to a specialist or Resourced Mainstream Social Emotional and Mental Health provision. • An environment that ensures the safety of the individual and others: • A highly bespoke environment with access specialist therapeutic facilities and resources (based on clinical assessment) to support students with severe and complex needs.	**School / setting** • 25 hours 1:1 support in Mainstream or • A bespoke specialist environment (LARP / Special School) to support students with complex needs • **LARP:** Enhanced teacher pupil ratio (not more than 1:12) with additional adult

	SEMH needs profoundly affect access to learning due to frequency, duration and intensity. On-going assessment, which is multi-agency and involves parents/carers and a range of specialist professionals, such as CAMHS, EP, YOT, therapeutic provisions	**Curriculum and Classroom Practice** • Highly individualised curriculum approach and planned opportunities to access specific individual programmes of support. • Adapted or alternative curriculum – (Students engaged in subject-specific learning). • Where appropriate, alternative assessment / qualifications (ASDAN etc.). • Access to multi agency support and strategies. **Grouping and Classroom Support** • Additional adult support as outlined in EHCP, delivered through a combination of one-to-one, small group or reduced teaching group size (1:12) with additional support, to facilitate access to the curriculum and deliver individually planned programmes of work to address the identified needs. • Appropriately trained support for physical intervention/restraint. **Resources** • Where identified in EHCP, access to therapeutic intervention, support and strategies. • Use of modified and adapted teaching resources, materials and facilities to support teaching and learning / Use of specifically adapted teaching resources, materials and facilities to support teaching and learning / Bespoke and personalised resources to support the learning and mental and physical therapeutic specific needs of the child or young person. **Additional Sensory Need:** Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for HI / VI provision, at either mild / moderate / severe or profound level.	support for up to 40 / 60 / 100% of the week (10 / 15 / 25 hrs, pro rata). Individual support (1:1) during all other learning times to facilitate access to the curriculum and deliver individually planned programmes of work. • **Special:** Enhanced teacher pupil ratio (not more than 1:13) with additional adult support combining small group and 1:1, to facilitate access to the curriculum and deliver individually planned programmes of work. • A qualified teacher skilled and experienced in working with children with SEND and appropriately experienced and trained support staff • A high level of additional adult support with all aspects of self-care, self-regulation and during non-structured times **LA**: • SCIL Individual targeted advice/support (mainstream/RP) • Traded service from EP Team • Skills4Bradford central training and support offer Special School Outreach

4.a Sensory and/or Physical Needs: Visual Impairment

CoP Stage	Individual learner characteristics	High Quality Teaching and Ordinarily Available Provision	Provision
Sensory and/or Physical Needs: Visual Impairment **Below Age Related Expectations**	**Functioning/Attainment:** Visual loss is classified as **mild** with acuities in the range 6/12 to 6/18 Snellen / Kay or LogMAR 0.3 – 0.48 Access to standard print sizes, age appropriate; some children may require larger print for sustained periods of reading It is expected that a child with this level of visual impairment will score in the National Sensory Impairment Partnership (NatSIP) Eligibility Criteria range of 0 -20	**High quality teaching should include:** **Ethos and environment** • Appropriate furniture and seating (i.e. height of table and chair, foot position) • Consideration of environment, e.g. seating positions, personal space, classroom layout, displays, signage • Flexible teaching and classroom arrangements • Promote visually impaired role models • Encourage independence and confidence with managing visual impairment (including technology and self-advocating/asking for help) • Technology and other ways to access the curriculum resources (e.g. talking books, reading apps) • **Curriculum and Classroom Practice** • **High quality teaching** with a specific consideration for children with visual impairment needs in line with advice from initial assessment by QTVI. • Ensuring that all appropriate staff have information relating to the CYP's vision needs. • School / setting must ensure that support is given to enable teachers to plan appropriately: o Glasses wear o Seating position and environmental factors affecting vision o Presentation of learning materials; differentiation of learning resources in line with advice i.e. worksheet size and format etc. made by staff within school / setting. o Teaching strategies to minimise impact of CYP's vision; pace, oral descriptions, amount of copying /distance work etc.	**School / setting** • Mainstream placement • Universal Education Offer • Notional SEN Funding used to provide additional adult support amounting up to 10 hrs per week (pro rata) comprising of small group and 1:1 support to facilitate access to the curriculum and deliver individually planned programmes of work. • Early years children may be eligible for Early Years Inclusion Funding see eligibility criteria Early Years Inclusion Funding: Bradford Schools Online **LA:** • VI Specialist Teacher /Practitioner/ support to identify need and to develop provision through advice, modelling and training. • Hub support from EP Team • Traded service from EP Team • Skills4Bradford central training and support offer

		○ Teaching methods which facilitate access to the curriculum, social / emotional development and class participation. • ICT is used to increase access to the curriculum, where appropriate • Pre and post teaching is used to enable the pupil to engage with learning in the classroom. • Enhanced opportunities to use technological aids including alternative ways of recording and electronic devices • Multisensory approaches are used, where appropriate • Pupils are taught strategies and provided with resources to assist with the development of independent learning. • Attention is paid to access arrangements for statutory tests, and exams, according to normal ways of working • Awareness that the child / young person may need more time to complete tasks and that equality of access may mean that they need to do some things differently. • help in some aspects of mobility, orientation and independence skills. **Grouping and Classroom Support** • Additional adult support amounting up to 10 hrs per week (pro rata) comprising of small group and 1:1 support to facilitate access to the curriculum and deliver individually planned programmes of work. • Where required; regular targeted small group support as deemed necessary • On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills • Advice from external agencies is implemented in the classroom • Staff in the school / setting will need appropriate training **Resources**	

Sensory and/or Physical Needs: Visual Impairment **SEND Support**	**Functioning/Attainment:** Vision loss is classified as **moderate** with acuities in the range 6/18 to 6/36 Snellen / Kay or LogMAR 0.5 – 0.78 Near vision will typically be assessed to be N18 print size, or above It is expected that a child with this level of visual impairment will score in the National Sensory Impairment Partnership (NatSIP) Eligibility Criteria range of 15 - 29	**As above plus:** **Ethos and environment** • Opportunities to excel and be recognised for achievements in other areas of learning. • Recognition and celebration of small steps of progress • Opportunities to work with a range of children of differing abilities. • Work on self-esteem and positive sense of self • Appropriate classroom layout to consider safety and mobility issues • Environment should be free of clutter • Seating position, e.g. near focus of the lesson • Avoid pupils having to look directly into light source • Environmental audit necessary to assess accessibility of school environment. **Curriculum and Classroom Practice** • Modification of classroom learning materials to access the curriculum i.e. some reformatting and enlarged materials form part of each lesson as necessary. • assistive technology to access everyday learning tasks such as iPad or laptop with the use of screen mirroring and file sharing software. • Greater recognition of the impact of low vision on all aspects of learning, communication and social skills. • Table-top copies modifications to access class activities and resources • Attention is paid to access arrangements for statutory tests, and exams, according to normal ways of working • The young person is likely to require a referral for assessment from a Qualified Registered Habilitation Officer for assessment, environmental advice, and direct programme of work as required.	**School / setting:** • Mainstream placement • Universal Education Offer • Notional SEN Funding used to provide up to 16 hours' additional adult support delivered through a combination of one-to-one, small group or reduced teaching group size (1:12) with additional support, to facilitate access to the curriculum and deliver individually planned programmes of work. • Early years children may be eligible for Early Years Inclusion Funding see eligibility criteria Early Years Inclusion Funding: Bradford Schools Online **LA:** • VI Teaching Support Team offer; • Hub support from EP Team • Traded service from EP Team • Skills4Bradford central training and support offer

		• Teaching methods facilitate access to the curriculum, social / emotional development and class participation. • Alternative ways of recording include electronic devices and ICT is used to increase access to the curriculum, where appropriate. Attention is paid to access arrangements for statutory tests, and exams, according to normal ways of working • May need assistive technology to access everyday learning tasks and or large print learning resources to enable full access to curriculum. • Describe what you want the pupils to take notice of and, if necessary, describe what it is • Additional time to scan materials and assimilate information • The pupil will probably need to learn to type • Implementing advice from external agencies in the classroom • Teaching strategies and providing with resources to assist with the development of independent learning. **Grouping and Classroom Support** • Additional adult support amounting up to 16 hrs per week (pro rata) comprising of small group and 1:1 support to facilitate access to the curriculum and deliver individually planned programmes of work • Support from VI team will be in relation to the NatSIP Eligibility Criteria score to determine the level of input required at SEND Support Stage. • Differentiation to consider pace of learning and visual presentation of learning materials. Settings and student peers will need awareness-raising training. • Setting staff and peers may need low vision awareness training as necessary. • On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills • Create frequent opportunities for peer to peer interaction **Resources**	

		• Appropriate font size • Appropriate font clarity • Appropriate line spacing • Appropriate colour and contrast between foreground and background or between colours. Be aware of glare on the screens • Magnification technology • Dark lined paper and writing implements • Bright PE equipment Wherever possible, print onto the IWB and read aloud as it is written	
Sensory and/or Physical Needs: Visual Impairment **EHCP**	**Functioning/Attainment:** Vision loss is classified as **severe** with acuities with the range 6.36 - 6/60 Snellen/Kay or LogMAR 0.8, or greater Near vision: likely to have difficulty with any print smaller than 24 point. Print sizes may be an in a range from 24 – 36, and will require significant differentiation and modification. Pupils likely to be **Registered Sight Impaired (partially sighted) or Severely Sight impaired (blind)** but still learning by sighted means. It is expected that a child with this level of visual impairment will score in the National Sensory	**As above plus:** **Ethos and environment** **Curriculum and Classroom Practice** • Teaching approaches consider student needs on an individualised basis in planning and delivery of curriculum. • Setting staff make substantial adaptations to all curriculum delivery and materials to facilitate access and inclusion. • Regular consultation with QTVI about delivery of curriculum to ensure student can fully access all curriculum areas. • Human or technical support, such as the use of an iPad or laptop in combination with screen mirroring and file sharing software to access White Board • Requires significant differentiation and modification to all printed materials to access the curriculum • Attention is paid to access arrangements for statutory tests, and exams, according to normal ways of working in consultation with QTVI. • encourage independence • create opportunities for peer to peer interaction • A monitoring system should be in place to identify short term targets from the EHCP, implement recommended provision and monitor and evaluate progress, for example an IEP.	**School / setting:** • Notional SEN Funding plus top up funding identified through EHCA to provide specified additional adult support delivered through a combination of one-to-one, small group or reduced teaching group size (1:12) with additional support, to facilitate access to the curriculum and deliver individually planned programmes of work • Access to appropriate resources and appropriately trained staff. **LA:** • VI Teaching Support Team statutory offer; • BMDC central training and support offer • Traded service from EP Team

	Impairment Partnership (NatSIP) Eligibility Criteria range 30 - 50	• Termly planned sharing of information including the parent and child / young person should take place as well as a statutory annual review. • **Grouping and Classroom Support** • Additional adult support as outlined in EHCP, delivered through a combination of one-to-one, small group or reduced teaching group size (1:12) with additional support, to facilitate access to the curriculum and deliver individually planned programmes of work to address the identified needs including:. • Significantly modified / differentiated curriculum and learning tasks, including the speed of lesson delivery, expectations regarding quantity of work, additional time for sustained tasks and speed of working • monitor the progress of the young person using highly structured methods • provide opportunities for YP to develop independent living skills through access to targeted interventions overseen by Qualified Registered Habilitation Specialist • provide opportunities for the YP to engage in community activity and for social and emotional development. • provide access to strands of the 'Additional/specialist VI Curriculum' as directed by QTVI • Staff in the school / setting will need appropriate training in inclusion of visually impaired learners in the classroom. **Resources** • Assistive technology (ICT) essential for inclusion and access. • The young person will require a referral for assessment from a Qualified Registered Habilitation Specialist for assessment, environmental advice, and direct programme of work as required to include family and school / setting staff.	

Sensory and/or Physical Needs: Visual Impairment **EHCP+**	**Functioning/Attainment:** Vision loss is classified as profound with acuities less than 6/60. LogMAR 1.32 plus Educationally blind / braille user / can access small quantities of print larger than N36 It is expected that a child with this level of visual impairment will score in the National Sensory Impairment Partnership (NatSIP) Eligibility Criteria range of 50 - 100 Usually pupils who are born with severe visual impairment, and are identified early on as being tactile learners. Pupils who may be new to the country, with severe visual impairment. Pupils who may have suffered a late onset visual impairment, or where their vision has deteriorated rapidly. These pupils will usually be registered blind and learning by tactile methods; they will have	**As above plus:** <u>Non LA Resourced Provision:</u> Planned approach to teaching and learning strategies designed in consultation with the parent/carer, young person, QTVI, class teacher and where possible other involved professionals should take place. Access to a Qualified Teacher of the Visually Impaired (QTVI) dependent on NatSip Eligibility criteria scores for: • Training for staff (eg, Braille skills, resource production, technology, habilitation, social skills). • Planning with teaching staff • Monitoring access to learning and recommendations • Direct teaching of braille, subject specific tactile learning skills (eg, tactile diagrams) or specialist teaching of ICT suitable for use by children with a vision impairment. • Access to teaching of mobility and independent living skills from a qualified Habilitation Officer. • Access to a visually impaired peer group for small group Social / Life Skills opportunities. • Access to mainstream classes facilitated by advice from QTVI. • Production of class resources adapted (large print or braille) by school staff trained by QTVI and VI Technology Officer. • Support from trained specialist school staff to support learning in class to ensure full access and understanding. • Lunchtime and break time support at a ratio of 1:4 at primary. Pastoral support available for secondary students. • Access to a specialist ICT training supported by QTVI or specialist technical support officer. <u>Local Authority led Resourced Provision:</u> • Daily access to a Qualified Teacher of the Visually Impaired (QTVI)	**School / setting** • 25 hours 1:1 support in Mainstream or • A bespoke specialist environment (LARP / Special School) to support students with complex needs • **LARP:** Enhanced teacher pupil ratio (not more than 1:12) with additional adult support for up to 40 / 60 / 100% of the week (10 / 15 / 25 hrs, pro rata). Individual support (1:1) during all other learning times to facilitate access to the curriculum and deliver individually planned programmes of work. • **Special:** Enhanced teacher pupil ratio (not more than 1:13) with additional adult support combining small group and 1:1, to facilitate access to the curriculum and deliver individually planned programmes of work. • A qualified teacher skilled and experienced in working with children with SEND and appropriately experienced and trained support staff • A high level of additional adult support with all aspects of self-care, self-regulation and during non-structured times **LA**: • VI team Individual targeted advice/support • Traded service from EP Team

	little or no useful vision, and very limited or no learning by sighted means.	• Small group (up to 1:6) teaching by QTVI Usually for English and maths (10 hrs per week). • Weekly teaching of mobility skills from a qualified Habilitation Officer. • Social / Life Skills teaching in small group, up to1:6 once a week with specialist support staff trained in meeting the needs of children with a vision impairment. • Access to mainstream classes facilitated by daily advice and input / delivery from QTVI. • In class resources adapted (large print or braille) specialist curriculum resource officer specialist support staff required to produce. • Specialist teaching of tactile learning. • Support from VISSA and or QTVI in class to ensure full access and understanding. • Lunchtime and break time support at a ratio of 1:4 (primary). • Up to 3 x per week braille teaching or specialist teaching of ICT suitable for use by children with a vision impairment. • Access to a specialist ICT curriculum from a QTVI / VISSA or specialist technical support officer **Additional Secondary needs may require:** Under the direction of the teacher, additional adults support the child / young person as described in section F of the EHCP, to address the identified outcomes and provide: • Additional support to facilitate a further bespoke personalised timetable to support learning and progress. • Personalised curriculum with access to specific learning programmes and specialist resources which is in addition to the core offer for VI.	• Skills4Bradford central training and support offer Special School Outreach

		• Specialist multi-agency teaching and advice (in addition to the QTVI) will be required to support the additional needs such as epilepsy, autism, cognition and learning. • And / or individual specialist support for mobility, medical and personal care needs etc. • Trained / specialist staff to support social communication, social and emotional and sensory needs of the pupil e.g. to help with emotional regulation skills, as and when required throughout the day	

4.b Sensory and/or Physical: Hearing Impairment

CoP Stage	Individual learner characteristics	High Quality Teaching and Ordinarily Available Provision	Provision
Sensory and/or Physical: Hearing Impairment **Below Age Related Expectations**	**Functioning/Attainment:** Degree of Deafness: • mild with unaided threshold 21-40 dBHL or • unilateral with at least a moderate loss in affected ear It is expected that a child with this degree of deafness will score in the National Sensory Impairment Partnership (NatSIP) Eligibility Criteria range of 6-20	**High quality teaching should include:** **Ethos and environment** • Hearing friendly strategies should be evident in the school / setting. Accessibility planning should involve consideration of acoustic and sound properties in school / setting. • Some adult support for learning health and safety and risk management. • Management of the acoustic and visual environment in class so that background noise is kEP Team to a minimum and there are not too many visual distractions • Promote deaf awareness amongst peers • Promote deaf role models • Encourage independence and confidence with managing hearing impairment (including technology and self-advocating/asking for help) • Acoustic-friendly classroom **Curriculum and Classroom Practice** • Minimise background noise (e.g. closing windows, doors, turning off projectors when not in use) • Seating position (seat pupil at front so they can read text, hear and lip-read) • Consideration of seating and grouping so that the child can be near the focus of the lesson and can see whoever is speaking • Face pupil to facilitate lip reading (repeating instructions this way if necessary) • Ensure light is on teacher's face	**School / setting** • Mainstream placement • Universal Offer • Notional SEN Funding used to provide additional adult support amounting up to 10 hrs per week (pro rata) comprising of small group and 1:1 support to facilitate access to the curriculum and deliver individually planned programmes of work • Early years children may be eligible for Early Years Inclusion Funding see eligibility criteria Early Years Inclusion Funding: Bradford Schools Online **LA:** • Visit on request from the Support Team for Deaf Children • Hub support from EP Team • Traded service from EP Team • Skills4Bradford central training and support offer

		• Speak clearly, naturally and at a normal rate • Gain pupil's attention, e.g. by using their name, before asking question / giving instruction • Ensure only one person is talking, and paraphrase peers' contributions • Cue pupils into a change of topic of conversation* • Supplement oral explanations with visual information • Pre-tutoring* • Written or live voice alternatives to audio-only recordings, subtitles for TV/videos, or provide pupil with additional time to watch again • Don't make pupil lip-read for too long without a break • Use simple short instructions* • Chunk instructions* • Check for understanding* • Repeat instructions, only rephrasing if vocabulary is not understood* • Outline what sessions will be about before starting* • Appropriate resources* • Plan for short listening periods interspersed with individual/small group activities • Position pupil appropriately for different activities – in consultation with the pupil • Ensure that your face is in clear view so that the pupil can lip-read – make use of facial expression/body language to support what you say and as much as possible stand still when speaking • Get the pupil's attention – make eye contact – before speaking • Outline the content of the lesson at the beginning using visual cues/key words • Present lesson content in as visual a way as possible: use pictures, key words on the board, demonstration • Ensure that the deaf pupil has access to what the other pupils say e.g. repeat/rephrase the answers pupils give or ask them to speak at the front	

		• Check that a task has been understood before the child begins e.g. 'tell me/show me what you have to do' • Recap main points at the end and provide an opportunity for the child to show that they have understood • Get feedback from the pupil regularly to monitor their access to lessons • Teaching methods which facilitate access to the curriculum, social/emotional development and class participation **Grouping and Classroom Support** • Additional adult support amounting up to 10 hrs per week (pro rata) comprising of small group and 1:1 support to facilitate access to the curriculum and deliver individually planned programmes of work. • Opportunities for 1:1 and small group work • Advice from the Support Team for Deaf Children is implemented in the classroom • Regular checking of auditory equipment: may have hearing aids and possibly a radio aid **Resources**	
Sensory and/or Physical: Hearing Impairment **SEND Support**	**Functioning/Attainment:** Degree of Deafness: Bilateral moderate (unaided threshold 41-70 dBHL) or severe	**As above plus:** **Ethos and environment** • Hearing friendly strategies should be evident in the school. Accessibility planning should involve consideration of acoustic and sound properties in school / setting.	**School / setting:** • Mainstream placement • Universal Education Offer

	(71-95dBHL) permanent hearing loss It is expected that a child with this degree of deafness will score in the NatSIP Eligibility Criteria range of 21-30	• Opportunities to excel and be recognised for achievements in other areas of learning. • Recognition and celebration of small steps of progress • Opportunities to work with a range of children of differing abilities. • Work on self-esteem and positive sense of self • **Curriculum and Classroom Practice** • Modified curriculum tasks to allow access as advised by a Teacher of the Deaf • Teaching methods which facilitate access to the curriculum, social/emotional development and class participation • If appropriate, position sign supporters alongside teacher so pupil can see both • Adult support to ensure correct use and maintenance of any personal hearing technology • Support for social interactions **Grouping and Classroom Support** • Additional adult support amounting up to 16 hrs per week (pro rata) comprising of small group and 1:1 support to facilitate access to the curriculum and deliver individually planned programmes of work. o explanation, clarification and reinforcement of lesson content and language o specific interventions for speaking, listening and teaching of phonics o teaching strategies to assist the development of independent learning, o work on targets as advised by a Teacher of the Deaf	• Notional SEN Funding used to provide up to 16 hours' additional adult support delivered through a combination of one-to-one, small group or reduced teaching group size (1:12) with additional support, to facilitate access to the curriculum and deliver individually planned programmes of work. • Early years children may be eligible for Early Years Inclusion Funding see eligibility criteria Early Years Inclusion Funding: Bradford Schools Online **LA:** • Support Team for Deaf Children offer; • Hub support from EP Team • Traded service from EP Team • Skills4Bradford central training and support offer

		○ to develop social skills • Modification to the presentation of assessments • Create frequent opportunities for structured peer to peer interaction • Adult support to facilitate the development of independence and class participation • Monitor the progress of the young person using structured methods • Regular checking of auditory equipment: will have hearing aids and likely to have a radio aid • Pupils are taught strategies and provided with resources to assist with the development of independent learning • Daily checking of hearing aids and other technology • Advice from Teacher of the Deaf is implemented in the classroom **Resources**	
Sensory and/or Physical: Hearing Impairment **EHCP**	**Functioning/Attainment:** Degree of Deafness: Bilateral severe (unaided threshold 71-95 dBHL) or profound (>95dBHL) It is expected that a child with this degree of deafness will score in the NatSIP Eligibility Criteria range of 31-50	**As above plus:** **Ethos and environment** Hearing friendly strategies should be evident in the school / setting. Accessibility planning should involve consideration of acoustic and sound properties in school / setting. Some adult support for learning health and safety and risk management. Access to speech dependent on hearing aids or cochlear implant and radio aid in school / setting. Highly likely to develop spoken language as preference and for curriculum delivery **Curriculum and Classroom Practice** • Considerable differentiation and / or modification needed in all areas of the curriculum.	**School / setting:** • Notional SEN Funding plus top up funding identified through EHCA to provide specified additional adult support delivered through a combination of one-to-one, small group or reduced teaching group size (1:12) with additional support, to facilitate access to the curriculum and deliver individually planned programmes of work • Access to appropriate resources and appropriately trained staff. **LA:**

		• A monitoring system should be in place to identify short term targets from the EHCP, implement recommended provision and monitor and evaluate progress, for example an IEP. • Termly planned sharing of information including the parent and child / young person should take place as well as a statutory annual review. **Grouping and Classroom Support** • Additional adult support as outlined in EHCP, delivered through a combination of one-to-one, small group or reduced teaching group size (1:12) with additional support, to facilitate access to the curriculum and deliver individually planned programmes of work to address the identified needs including: • work on significantly modified curriculum tasks • reinforce lesson content • support language development and differentiate language used in the classroom to an accessible level • provide daily individual support • encourage independence • create opportunities for peer to peer interaction • monitor the progress of the young person using highly structured methods • Work on programs advised by a Teacher of the Deaf and/or Speech and Language Therapist • Pre-teach new language • explain, clarify and reinforce lesson content • deliver modified curriculum tasks • support language development • create opportunities for peer to peer interaction • encourage independence	• Support Team for Deaf Children statutory offer; • BMDC central training and support offer • Traded service from EP Team

		• Implement advice from the the Support Team for Deaf Children in the classroom **Resources**	
Sensory and/or Physical: Hearing Impairment **EHCP+**	**Functioning/Attainment:** **Degree of deafness** is classified as profound with unaided threshold in excess of 95 dBHL. Bilateral severe (unaided threshold 71-95 dBHL) or profound (>95dBHL) Bilateral severe/profound permanent deafnessor Moderate degree of deafness with additional complicating factor e.g. late diagnosis Additional language/learning difficulties associated with deafness BSL/SSE is highly likely to be needed for effective communication	Non LARP: Planned approach to communication strategies designed in consultation with the parent/carer, young person, TOD, class teacher and where possible other involved professionals should take place. • Daily 1:1 work to ○ Access a highly individualised timetable for 50% of the curriculum designed in consultation with the QTOD. Specialist communication support for all other times. ○ access to a Highly Specialist Speech and Language Therapist, skilled in meeting the needs of deaf children. ○ vocabulary work carried out daily ○ Direct teaching of communication strategies • Assessment of language development by QTOD/SALT in conjunction with school. • Access to a Deaf/signing peer group • Access to an Educational Audiologist and appropriate equipment to facilitate access to learning through residual hearing • Delivery of specialist curricula for Deaf pupils such as Personal Understanding of Deafness (PUD) / Emotions curriculum designed by QTOD as required • Communication strategies appropriate to Deaf children planned in conjunction with school staff, parents and QTOD and based on regular assessments Local Authority led Resource Provision (LARP): • Daily advice and input from a Qualified Teacher of the Deaf (QTOD) on a range of issues pertinent to deaf children	**School / setting** • 25 hours 1:1 support in Mainstream or • A bespoke specialist environment (LARP / Special School) to support students with complex needs • **LARP:** Enhanced teacher pupil ratio (not more than 1:12) with additional adult support for up to 40 / 60 / 100% of the week (10 / 15 / 25 hrs, pro rata). Individual support (1:1) during all other learning times to facilitate access to the curriculum and deliver individually planned programmes of work. • **Special:** Enhanced teacher pupil ratio (not more than 1:13) with additional adult support combining small group and 1:1, to facilitate access to the curriculum and deliver individually planned programmes of work. • A qualified teacher skilled and experienced in working with children with SEND and appropriately experienced and trained support staff • A high level of additional adult support with all aspects of self-care, self-

		• Small group (no more than 1:6) teaching by QTOD, usually for English and maths (10 hrs per week). • Small group (no more than 1:6) teaching by a QTOD for other subjects as required if unable to access mainstream teaching. • Weekly teaching of British Sign Language by a Deaf Instructor. • Delivery of specialist curricula for Deaf pupils such as Personal Understanding of Deafness (PUD) / Emotions curriculum. • Access to an Educational Audiologist and appropriate equipment to facilitate access to learning through residual hearing. • In class communication and learning support from specialist support staff trained in British Sign Language functioning equivalent to BSL Level 3 / or working towards level 3 (depending upon group / setting) • Access to mainstream classes facilitated by daily advice and input / delivery from QTOD • Access to a Highly Specialist Speech and Language Therapist, skilled in meeting the needs of deaf children. **Additional Secondary needs may require:** • Additional support to facilitate a further bespoke personalised timetable to support learning and progress. • Personalised curriculum with access to specific programmes, support, intervention and resources which are in addition to the core offer for deafnessI, to support learning and self-regulation • Specialist multi-agency teaching and advice (in addition to the QTOD) will be required to support the additional needs such as epilepsy, autism, cognition and learning. • And / or individual specialist support for mobility, medical and personal care needs etc. • Trained / specialist staff to support social communication, social and emotional and sensory needs of the pupil e.g. to help with emotional regulation skills, as and when required throughout the day	regulation and during non-structured times **LA**: • HI Team Individual targeted advice/support • Traded service from EP Team • Skills4Bradford central training and support offer Special School Outreach

		• Provision of an appropriate environment to suit the learning and social and emotional needs of the pupil with additional space to facilitate the specific programmes and interventions required	

4.c Sensory and/or Physical Needs: Multi-Sensory Impairment

CoP Stage	Individual learner characteristics	High Quality Teaching and Ordinarily Available Provision	Provision
Sensory and/or Physical Needs: Multi-Sensory Impairment **SEND Support**	**Functioning/Attainment:** Mild loss in both modalities May have Auditory Processing Disorder/Auditory Neuropathy/Cerebral Visual Impairment Non progressive condition	**High quality teaching should include:** **Ethos and environment** • attention to seating, lighting, visual environment and acoustics. • Opportunities to excel and be recognised for achievements in other areas of learning. • Recognition and celebration of small steps of progress • Opportunities to work with a range of children of differing abilities. • Work on self-esteem and positive sense of self • **Curriculum and Classroom Practice** • Consideration must be given to visually presented information, task instruction and oral sentence structure. Attention should be paid to speech development, the development of oral expression and aspects of orientation, mobility and independence skills, through curriculum differentiation **Grouping and Classroom Support** • Additional adult support amounting up to 16 hrs per week (pro rata) comprising of small group and 1:1 support to facilitate access to the curriculum and deliver individually planned programmes of work. • Staff in the school / setting will need appropriate training and awareness of the potential impact of dual-sensory impairment should be evident in the classroom. The pace of learning should afford	**School / setting:** • Mainstream placement • Universal Education Offer • Notional SEN Funding used to provide up to 16 hours' additional adult support delivered through a combination of one-to-one, small group or reduced teaching group size (1:12) with additional support, to facilitate access to the curriculum and deliver individually planned programmes of work. • Early years children may be eligible for Early Years Inclusion Funding see eligibility criteria Early Years Inclusion Funding: Bradford Schools Online **LA:** • MSI Teaching Support Team offer; • Hub support from EP Team • Traded service from EP Team • Skills4Bradford central training and support offer

		opportunities for clarification and reinforcement to ensure understanding • Additional adults support the child / young person individually, under the direction of the teacher to: • *work on modified curriculum tasks;* • *access regular individual support* • *encourage independence* • *create opportunities for peer to peer interaction* • *monitor the progress of the A child / young person using structured methods* • *provide access to specialist delivery of the 'Additional Curriculum'* **Resources**	
Sensory and/or Physical Needs: Multi-Sensory Impairment **EHCP**	**Functioning/Attainment:** Moderate loss in one modality and mild/moderate in the other May have Auditory Processing Disorder / Auditory Neuropathy / Cerebral Visual Impairment May have additional complex needs.	**As above plus:** **Ethos and environment** • Regular access to a visually and acoustically appropriate environment for small group and 1:1 sessions **Curriculum and Classroom Practice** • Approaches to communication that may include use of Sign Supported English (SSE) and /or finger spelling to support oral communication • Significant curriculum differentiation across all subject areas • Adapted equipment to meet specialised MSI needs • Modified and adapted materials to ensure access to learning • Enhanced opportunities to use technological aids • Regular checking of low vision and/or hearing aids • Support with the development of mobility, orientation and independence skills • Significant individual support and additional time for clarification and reinforcement of learning to ensure understanding • A monitoring system should be in place to identify short term targets from the EHCP, implement recommended provision and monitor and evaluate progress, for example an IEP.	**School / setting:** • Notional SEN Funding plus top up funding identified through EHCA to provide specified additional adult support delivered through a combination of one-to-one, small group or reduced teaching group size (1:12) with additional support, to facilitate access to the curriculum and deliver individually planned programmes of work • Access to appropriate resources and appropriately trained staff. **LA:** • MSI Teaching Support Team statutory offer • BMDC central training and support offer • QTMSI Offer • Traded service from EP Team

		• Termly planned sharing of information including the parent and child / young person should take place as well as a statutory annual review. **Grouping and Classroom Support** • Additional adult support as outlined in EHCP, delivered through a combination of one-to-one, small group or reduced teaching group size (1:12) with additional support, to facilitate access to the curriculum and deliver individually planned programmes of work to address the identified needs. • Staff in the school / setting will need appropriate training and awareness of the potential impact of dual-sensory impairment should be evident in the classroom • Additional adults support the child / young person individually, under the direction of the teacher to: • work on significantly modified curriculum tasks; • access daily individual support • encourage independence • create frequent opportunities for peer to peer interaction • monitor the progress of the A child / young person using highly structured methods • provide opportunities for YP to develop independent living skills through access to targeted interventions • provide opportunities for the YP to engage in community activity • provide access to specialist delivery of the 'Additional Curriculum' **Resources**	
Sensory and/or Physical Needs: Multi-Sensory Impairment **EHCP+**	**Functioning/Attainment:** Moderate / severe/ profound loss in both modalities	As appropriate to assessed needs; **Ethos and environment** **Curriculum and Classroom Practice**	**School / setting** • 25 hours 1:1 support in Mainstream or • A bespoke specialist environment (LARP / Special School) to support students with complex needs

	May have Auditory Processing Disorder / Auditory Neuropathy / Cerebral Visual Impairment May have additional complex needs	• Individual approaches to communication that may include tactile modes of communication, use of Sign Supported English (SSE) and /or British Sign Language, tactile sign/manual alphabet, or visual/tactile symbol systems and may involve a Total Communication approach • An individual curriculum and daily timetable to ensure the development of communication skills and understanding of daily routine and to ensure students are not included in activities that they cannot access effectively • An Individual programme to support the delivery of specialised skills which may include; Braille, Moon, visual or tactile sign or symbol systems, the use of specialist technology and aids, mobility, orientation and independence skills • Opportunities to develop understanding of specific conditions as appropriate • Learning activities that involve real objects, events and processes where students may not have direct experience of a concEP Team • Adapted equipment to meet specialised MSI needs • Appropriately modified and adapted materials to ensure access to learning • Daily access to a visually and acoustically appropriate environment for small group and 1:1 sessions • Regular checking of low vision and/or hearing aids • A pace of learning appropriate to the individual student • A high level of individual support and additional time for clarification and reinforcement of learning to ensure understanding **Grouping and Classroom Support** • Additional adult support as outlined in EHCP, delivered through a combination of one-to-one, small group or reduced teaching group size (1:12) with additional support, to facilitate access to the curriculum and deliver individually planned programmes of work to address the identified needs.	• **LARP:** Enhanced teacher pupil ratio (not more than 1:12) with additional adult support for up to 40 / 60 / 100% of the week (10 / 15 / 25 hrs, pro rata). Individual support (1:1) during all other learning times to facilitate access to the curriculum and deliver individually planned programmes of work. • **Special:** Enhanced teacher pupil ratio (not more than 1:13) with additional adult support combining small group and 1:1, to facilitate access to the curriculum and deliver individually planned programmes of work. • A qualified teacher skilled and experienced in working with children with SEND and appropriately experienced and trained support staff • A high level of additional adult support with all aspects of self-care, self-regulation and during non-structured times **LA**: • MSI Team Individual targeted advice/support • Traded service from EP Team • Skills4Bradford central training and support offer Special School Outreach

		• Staff in the school will need appropriate training and awareness of the potential impact of dual-sensory impairment should be evident in the classroom • Deablind Intervenors will need specialised training appropriate to their role **Resources**	

4.d Sensory and/or Physical: Physical

CoP Stage	Individual learner characteristics	High Quality Teaching and Ordinarily Available Provision	Provision
Sensory and/or Physical: Physical **Below Age Related Expectations**	**Functioning/Attainment:** School based (and possibly other assessments, eg Physio / OT) indicate the child / young person has **mild** physical difficulties which reduce their ability to participate / function at an age appropriate level. Assessment of physical skills for children with cerebral palsy approximates to GMFCS descriptor 1 or 2. https://cerebralpalsy.org.au/our-research/about-cerebral-palsy/what-is-cerebral-palsy/severity-of-cerebral-palsy/gross-motor-function-classification-system/	**High quality teaching should include:** **Ethos and environment** • Appropriate furniture and seating (i.e. height of table and chair, foot position) • Awareness of physical impairments and their impact, on all areas of development • Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage • Accessibility plans should be implemented so that access is improved in settings over time, showing awareness of responsibilities under Equality Act legislation. • Awareness of impact of environment on health issues **Curriculum and Classroom Practice** • Flexible teaching and classroom arrangements • Consideration for left-handed and right-handedness (e.g. left-handed scissors, sit pupils with writing arm on the outside edge of shared table) • Medical support, e.g. monitoring physical status • Teach and encourage good health and hygiene (e.g. eating, drinking, cooking) • Playground arrangements should allow for quieter as well as busier play areas • Practical activities are planned to ensure inclusion, e.g. providing different ways to complete activities to consider physical difficulties	**School / setting** • Mainstream placement • Universal Offer • Notional SEN Funding used to provide additional adult support amounting up to 10 hrs per week (pro rata) comprising of small group and 1:1 support to facilitate access to the curriculum and deliver individually planned programmes of work • Early years children may be eligible for Early Years Inclusion Funding see eligibility criteria Early Years Inclusion Funding: Bradford Schools Online **LA:** • Physical Needs Team Specialist Teacher/Practitioner/ support to identify need and to develop provision through advice, modelling and training. • Hub support from EP Team • Traded service from EP Team • Skills4Bradford central training and support offer

		• Activities to develop fine motor skills and handwriting • Differentiated PE, e.g. considering physical difficulties and fatigue • Risk assessments are in place, and reviewed and updated regularly, including reasonable adjustments for school trips • Personalised planning is informed by regular audits of the school building, relevant procedures (especially in terms of administering medication)- remove -as above and minor additional access resources where necessary • Rest breaks during learning activities, including movement breaks • Physical support/interventions are undertaken with respect and pupil views are considered • Adjustments based on health advice, e.g. through providing auxiliary aids/services • Increased differentiation of activities and materials by design (i.e. adapted pencils, scissors etc.) • Alternative forms of recording routinely used • Awareness that the child / young person may need more time to complete tasks and that equality of access may mean that they need to do some things differently. • Resources and displays that support independence. • Advice to address safety and access in PE, safety issues during free-flow indoor/outdoor periods and unstructured periods of the day e.g. breaks • There may be need for very structured and multi-sensory approaches to learning • Pupils are taught strategies and provided with resources to assist with the development of independent learning. **Grouping and Classroom Support** • Additional adult support amounting up to 10 hrs per week (pro rata) comprising of small group and 1:1 support to facilitate access	

		to the curriculum and deliver individually planned programmes of work. • On-going opportunities for individual support focused on specific targets with reinforcement in whole class activities to aid transfer of skills • Flexibility of groupings allows for buddy support • Advice from external agencies is implemented in the classroom • Support the development of fine and/ or gross motor skills or spatial awareness through a structured programme/implementation of activity programmes/recommendations by external agencies. • Support the development of self-care / self-regulation and hygiene programmes **Resources** • Alternative ways of recording include electronic devices e.g. laptop, tablet	
Sensory and/or Physical: Physical **SEND Support**	**Functioning/Attainment:** School based (and possibly other assessments, eg Physio / OT) indicate the child / young person has **moderate** physical difficulties which reduce their ability to participate / function at an age appropriate level. Assessment of physical skills for children with cerebral palsy approximates to GMFCS descriptor 2 or 3.	**As above plus:** **Ethos and environment** • Flexibility with school policies eg uniform policy • Opportunities to excel and be recognised for achievements in other areas of learning. • Recognition and celebration of small steps of progress • Opportunities to work with a range of children of differing abilities. • Work on self-esteem and positive sense of self • **Curriculum and Classroom Practice** • Significant modification / differentiation of some aspects of the curriculum. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement	**School / setting:** • Mainstream placement • Universal Education Offer • Notional SEN Funding used to provide up to 16 hours' additional adult support delivered through a combination of one-to-one, small group or reduced teaching group size (1:12) with additional support, to facilitate access to the curriculum and deliver individually planned programmes of work.

	https://cerebralpalsy.org.au/our-research/about-cerebral-palsy/what-is-cerebral-palsy/severity-of-cerebral-palsy/gross-motor-function-classification-system/	• Close supervision to address safety and access in PE may need alternative PE, safety issues during free-flow indoor/outdoor periods and unstructured periods of the day e.g. break times. • Encourage strategies to self-manage pain • Provide alternative for seating, e.g. chairs with footrests and arms, height adjustable tables • Reduce amount of recording through provision of writing frames/ cloze procedure/ highlighting notes/ mind maps/ provision of Powerpoint slides and copies of notes for older students. **Grouping and Classroom Support** • Additional adult support amounting up to 16 hrs per week (pro rata) comprising of small group and 1:1 support to facilitate access to the curriculum and deliver individually planned programmes of work. • Additional adults may support the young person individually or in small groups, under the direction of the teacher to: • work on modified curriculum tasks; • access regular individual support • encourage independence whilst maintaining health and safety minimising risk • create frequent opportunities for peer to peer interaction • access programmes of support as advised by the paediatric therapy teams • assist with personal/intimate care, • access environment/ or individual equipment, • provide catch up sessions minimising the impact of missed learning due to absence relating to condition • Close supervision to address safety and access in PE • Support managing pacing and fatigue • Support to address self-care / self-regulation needs and use modified equipment. • Appropriately trained support for moving and handling may be required • May require bespoke equipment- mobility and seating / accessible building	• Early years children may be eligible for Early Years Inclusion Funding see eligibility criteria Early Years Inclusion Funding: Bradford Schools Online **LA:** • Physical Needs Teaching Support Team offer; • Hub support from EP Team • Traded service from EP Team • Skills4Bradford central training and support offer

		• Facilitate use of alternative methods of recording and use of IT to support access to the curriculum • Pairing with a more coordinated peer/friend when engaged in work with higher use of physical skills is considered • Some assistance may be required for putting on additional clothing **Resources** • Postural support, e.g. postural wedge or high backed science stool • Alternative writing implements (e.g. pen grips, ergonomic pens), rulers and scissors • Templates and stencils • Writing slopes • Non-slip mats (e.g. Dycem) to anchor paper and materials • Large lined books/paper • Word processing/programmes for writing, including a touch typing programme **Additional Sensory Need:** • Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for HI / VI provision, at either mild / moderate / severe or profound level.	
Sensory and/or Physical: Physical **EHCP**	**Functioning/Attainment:** School based (and possibly other assessments, eg Physio / OT) indicate the child / young person has **severe** physical difficulties which reduce their ability to participate / function at an age appropriate level.	**As above plus:** **Ethos and environment** **Curriculum and Classroom Practice** • Significant modification / differentiation of most of the curriculum. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement for needs that are purely PD this would only be relevant when teaching independence skills, not for learning	**School / setting:** • Notional SEN Funding plus top up funding identified through EHCA to provide specified additional adult support delivered through a combination of one-to-one, small group or reduced teaching group size (1:12) with additional support, to facilitate access to the curriculum and deliver individually planned programmes of work

	Assessment of physical skills for children with cerebral palsy approximates to GMFCS descriptor 3 to 5. https://cerebralpalsy.org.au/our-research/about-cerebral-palsy/what-is-cerebral-palsy/severity-of-cerebral-palsy/gross-motor-function-classification-system/	• alternative methods of recording and use of IT to support access to the curriculum • A monitoring system should be in place to identify short term targets from the EHCP, implement recommended provision and monitor and evaluate progress, for example an IEP. • Termly planned sharing of information including the parent and child / young person should take place as well as a statutory annual review. **Grouping and Classroom Support** • Additional adult support as outlined in EHCP, delivered through a combination of one-to-one, small group or reduced teaching group size (1:12) with additional support, to facilitate access to the curriculum and deliver individually planned programmes of work to address the identified needs. • May need constant adult support to access the curriculum and may need to use an established communication system in a wide variety of familiar and unfamiliar situations using appropriate access methods. • Staff may need training in the use of communication aids. • Hygiene room access, hoisting, manual handling training, accessible building • Additional adults support the child / young person individually, under the direction of the teacher to: • work on significantly modified curriculum tasks; • encourage independence • create opportunities for peer to peer interaction • monitor the progress of the child / young person using highly structured methods • Provide opportunities for YP to develop independent living skills through access to targeted interventions	• Access to appropriate resources and appropriately trained staff. **LA:** • Physical Needs Team statutory offer; • BMDC central training and support offer • Traded service from EP Team

		• Access programmes of support and equipment as advised by paediatric therapy services • assist with personal/intimate care • provide catch up sessions minimising the impact of missed learning due to absence relating to condition • If hoisting is needed this requires 2:1 support. **Resources** **Additional Sensory Need:** Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for HI / VI provision, at either mild / moderate / severe or profound level.	
Sensory and/or Physical: Physical **EHCP+**	**Functioning/Attainment:** School based (and possibly other assessments, eg Physio / OT) indicate the **child / young person has Multiple and complex** physical difficulties. These will have a significant impact on posture, movement and function. Assessment of physical skills approximates to GMFCS descriptor 4 or 5. https://cerebralpalsy.org.au/our-research/about-cerebral-palsy/what-is-cerebral-palsy/severity-of-cerebral-palsy/gross-motor-function-classification-system/	As above **Ethos and environment** **Curriculum and Classroom Practice** Significant modification / differentiation of most of the curriculum. May need to use an established communication system in a wide variety of familiar and unfamiliar situations using appropriate access methods. Highly individualised curriculum approach and planned opportunities to access specific individual programmes of support. Significant modification / differentiation of most of the curriculum. Will need to use an established communication system in a wide variety of familiar and unfamiliar situations using appropriate access methods. **Grouping and Classroom Support** • Additional adult support as outlined in EHCP, delivered through a combination of one-to-one, small group or reduced teaching group	**School / setting** • 25 hours 1:1 support in Mainstream or • A bespoke specialist environment (LARP / Special School) to support students with complex needs • **LARP:** Enhanced teacher pupil ratio (not more than 1:12) with additional adult support for up to 40 / 60 / 100% of the week (10 / 15 / 25 hrs, pro rata). Individual support (1:1) during all other learning times to facilitate access to the curriculum and deliver individually planned programmes of work. • **Special:** Enhanced teacher pupil ratio (not more than 1:13) with additional adult support combining small group and 1:1, to facilitate access to the curriculum and

	A child / young person will be wheelchair dependent and may or may not be able to communicate intentionally	size (1:12) with additional support, to facilitate access to the curriculum and deliver individually planned programmes of work to address the identified needs. • Staff will require advice and training re appropriate equipment and specific programmes of work and to adapted IT provision. • Close supervision to address safety and access in PE, safety issues during free-flow indoor/outdoor periods and unstructured periods of the day e.g. break times. • Support to address self-care / self-regulation needs and use modified equipment. Likely to require a portable writing aid. • Appropriately trained support for moving and handling will need to be considered. • Staff will need training in the use of communication aids. • Some 2:1 support needed due to manual handling needs. • Adult assistance and close supervision during unstructured times including break and lunchtimes due to physical difficulties for health and safety reasons and to provide support for social interactions. **Resources** **Additional Sensory Need:** Additional strategies and interventions may be required. Please see appropriate section of Matrix of Need for HI / VI provision, at either mild / moderate / severe or profound level.	deliver individually planned programmes of work. • A qualified teacher skilled and experienced in working with children with SEND and appropriately experienced and trained support staff • A high level of additional adult support with all aspects of self-care, self-regulation and during non-structured times **LA**: • Physical Needs Team Individual targeted advice/support • Traded service from EP Team • Skills4Bradford central training and support offer Special School Outreach