

Croydon Mainstream SEND Offer: What should be ordinarily available?

The following descriptors set out the range of support and interventions schools can provide without the need for additional support from an EHC Plan. The descriptors include expectations on adaptations within quality first teaching as well as tailored approaches for individual pupils which are 'additional to and different from' provision for all pupils.

The descriptors have been organised under the four areas of need as defined in the revised Code of Practice for SEND 2014.

Cognition and Learning: (including pupils with specific learning difficulties, dyslexia, dyscalculia and dysgraphia), Severe Learning Difficulties, Profound and Multiple Learning Difficulties	
Assessment, Planning and Review	<ul style="list-style-type: none"> • Current functioning considered in relation to: <ul style="list-style-type: none"> ○ National Curriculum Age Related Expectations and outcomes of statutory testing. ○ Analysis of outcomes from other screening tools, standardised and diagnostic testing tools to identify key strengths in individuals learning profile and establish key priorities to support progress ○ P Scale descriptors for pupils working below the national curriculum ○ Observations and dialogue with pupils to identify preferred learning styles • Arrangements in place to support moderation of teacher assessments to support accuracy and consistency • Modified or alternative learning objectives in daily teaching across all curriculum and subject areas. • Short term targets to address progress in core skills identified and recorded in individual or group plans. • Advice and recommendations from external specialists included in normal teaching and personalised provision • Tailored interventions and resources in place for pupils with the greatest need • Established timetable in place to support regular review and evaluate impact of support • Parents and pupils involved in planning and review of personalised plans <p>Additional access arrangements considered to support active engagement and participation in learning in class lessons and extra-curricular activities</p> <ul style="list-style-type: none"> • Advice and training available to support planning and delivery of intervention packages from within and beyond school for teaching and support staff • Support arrangements planned to maximise success in formal testing and examinations.
Teaching Environment and Grouping	<p>Flexible groupings used across the curriculum to support independent and good progress including:</p> <ul style="list-style-type: none"> ○ Ability/mixed ability groupings ○ Small group /paired work/ individual supported by a teacher or teaching assistant ○ Peer support <p>Out of hour learning support such as homework club and booster classes</p> <p>Frequency and duration of focused group and individual support responsive to nature and level of specific need of groups or individual pupils</p>

	<p>Balance between withdrawal for catch up support and inclusion in class learning to avoid isolation from peer group and age related curriculum</p> <p>Classroom learning environment organised to facilitate access and promote independence, e.g. resources and equipment labelled with words and symbols.</p>
Curriculum, Teaching Methods and Resources	<ul style="list-style-type: none"> • Curriculum offer and daily lessons reflects range of learning styles across all subjects • Use of language simplified with short and concise instructions • Learning supported by use of practical materials and a range of visual cues and scaffolding. • Work chunked into manageable steps • Use of precision learning techniques, pre and post tutoring to introduce and embed key knowledge and skills. • Where possible learning linked to first hand experiences and personal interests • Use of specific catch up programmes to establish core reading, writing and mathematical skills for groups of pupils working just below age related expectations. • More specialised teaching and individualised learning programmes in place for pupils with the greatest need such as Reading Recovery and Catch up Numeracy and Catch Up Literacy • Alternative methods for written recording in place to facilitate focus on other learning skills and knowledge. • Range of ICT used effectively to promote inclusion and learning
Staffing and Partnerships	<ul style="list-style-type: none"> • Class/subject teacher takes responsibility and accountability for the provision, progress and development of pupils in their class • Additional specialist teaching from teachers or teaching assistants deployed dependent on nature and level of need for groups and individual pupils. • Dedicated time is set aside to support liaison between teachers and staff delivering interventions to evaluate impact and refine provision as required. • Engagement with specialist service to support assessment of needs and guidance on the nature of support and resources to promote good progress including the Education Psychology Service and Croydon Literacy Centre • Utilising support and guidance offered by the Croydon Special Schools Outreach offer • Advice, information and training from local and national voluntary services such as Dyslexia SPLD trust on dyslexia and literacy difficulties.

Communication and Interaction: (including pupils with Speech, Language and Communication Needs (SCLN) and Autism Spectrum Disorders (ASD)).	
Assessment, Planning and Review	<ul style="list-style-type: none"> • Screening tools and checklist used to establish baseline skills in speech articulation, expressive language, receptive language and social use of language (e.g. assessment identification and checklists from the IDP Primary and Secondary SLCN e-learning tool). • Review of learning resources to ensure vocabulary and language are accessible and not ambiguous • Use of sensory checklist to determine any potential environmental stresses or intolerances which may impact on learning, especially in relation to pupils on the autistic spectrum • Adjustments to learning environment • Planned time to address specific programmes or recommendations from Speech and Language therapists and other specialist services.

	<ul style="list-style-type: none"> • Preparation and bank of visual aids, symbols and specialist resources to support access to curriculum and wider aspects of school day. • Personal passports for children with more significant needs to ensure all teaching and support staff are aware of strengths and particular areas of need and intolerances. • Short term learning goals in place to develop key communication skills.
Teaching Environment and Grouping	<ul style="list-style-type: none"> • Classroom layout is created and varied to ensure pupils can hear and see the teacher, for example desks arranged in a horseshoe shape facing the teacher. • If required a pupil(s) has access to a quiet, distraction free zone • Flexible groupings and buddy support to support exposure to good role models to support development of language and vocabulary.
Curriculum, Teaching Methods and Resources	<ul style="list-style-type: none"> • Communication supported by a range of nonverbal and visual cues to support understanding and communication • Staff able to use makaton or other signing support to aid communication and understanding • Language is simplified, avoiding idioms and sarcasm. • Instructions are short and sequential. • Pre and post tutoring used to introduce and embed new vocabulary • Topic word banks • Alternative methods of recording such as mind maps • Use of speech recognition tools, and other ICT utilised. • Use of barrier and other games to develop receptive and expressive language skills • Teachers allow 'take up time' to allow pupils to process question and generate a response • Pupils' responses are supported by offering choices. • Visual timetables used for whole class and individualised to support most needy pupils. • Social stories used to develop understanding of daily school routines and socially appropriate behaviours for pupils with ASD. • Targeted interventions in place to develop social skills and interaction and other recommended programmes such as sensory diet activities. This may include the Talking Partners Oracy Project, supported by Croydon Speech and Language Services. • Frequency and duration of more individualised support is responsive to nature and level of difficulty.
Staffing and Partnerships	<ul style="list-style-type: none"> • Class /subject teachers are well informed about barriers to learning encountered by pupils with a range of SLCN and use strategies and resources within the class to support these areas of difficulties • Specially trained staff use their enhanced expertise to support identification of pupils with SLCN and to lead group and individual interventions to address specific needs. • Referrals and on-going assessment and monitoring by Speech and Language Therapy and Croydon Child and Adolescent Health services where appropriate • Utilising support and guidance offered by the Croydon Special Schools Outreach Offer and Enhanced learning Provisions for pupils with SLCN • Advice, information and training from local and national voluntary services such as ICAN, The Communication Trust, and local branch of the national autistic Society.

Social, Emotional and Mental Health Difficulties: (Including pupils who may be withdrawn or isolated or who display challenging, disruptive or disturbing behaviour, pupils who experience problems with mood (anxiety or depression) ,problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse or eating disorders and pupils with recognised disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or attachment disorder	
Assessment, Planning and Review	<p><u>Assessment</u></p> <ul style="list-style-type: none"> • Part of normal school and class assessments. SENCO and or School based specialist staff e.g. Behaviour mentors may be involved in more specific assessment and observation. • Pupil self-assessment –pupil friendly SMART targets set for behaviour/social skills • Records kept to include observations assessment of context, structured, unstructured times, frequency, triggers • Risk assessments of difficult times of the school day • Progress should be a measured change in their behaviour and learning following each review cycle • Individualised programme of support related to assessments implemented. Key worker identified • Parents involved regularly and support targets at home • Pupils involved in setting and monitoring their targets • Pupils response to social/ learning environment informs cycle of SEND and SEMH support plans • Use and analysis of assessment tools e.g. Boxall profile • Wider assessments for learning/other SEN • Determine engagement of necessary education/ non-education support services possibly leading to CAF <p><u>Planning and Review</u></p> <ul style="list-style-type: none"> • Curriculum plan reflects levels of achievement and includes individually focused SEN Support outcomes and targets e.g. specific behaviour targets related to assessment: consideration of adapted timetable • Additional steps taken to engage pupil and parents as appropriate • Requires effective communication systems enabling all involved to provide consistent support • Review of measurable progress against outcomes highlighted in SEND Support Plans or pastoral support plan • CAF processes determine holistic support plan. CAF Multi-agency planning processes specify contribution of individual services and lead practitioner. Inter-agency communication established and maintained
Teaching Environment and Grouping	<ul style="list-style-type: none"> • Mainstream class with attention paid to organisation and pupil groupings • Opportunities for small group work on identified need e.g. listening/thinking/social skills, emotional literacy work. • Time limited mainstream classroom programme of support, which relates to assessments • Small group work to learn appropriate behaviours and for associated learning difficulties • Individual programme based on specific need : a quiet area in the classroom may be useful for individual work • Create opportunities to work with positive role models • Main provision by class/subject teacher and resources usually available in the classroom. • Additional adults routinely used to support flexible groupings, differentiation and some 1:1 • Close monitoring to identify “hotspots “and support for times identified by risk assessments • Daily opportunities for 1:1 support focused on specific SEMH/learning targets.

	<ul style="list-style-type: none"> • Primary Behaviour Support offers small group support in school. • Opportunities for student to engage in alternative provisions for part or all of the week • Managed move where appropriate
Curriculum, Teaching Methods and Resources	<ul style="list-style-type: none"> • In class differentiation of the curriculum and supporting materials enabling full access to the curriculum • Strategies developed shared with school staff, parent/carer • Simplify level, pace, amount of teacher talk/ instructions • Increased emphasis on identifying and teaching to preferred learning style • Opportunities for skill reinforcement/revision/transfer and generalisation • Some use of specific group or 1:1 programmes • Preparation for any change and the need for clear routines. Teaching approaches should take account of the difficulties in the understanding of social rules and expectations within the classroom. • Short term individual support focusing on listening, concentration, social skills, solution focused approaches • Regular small group work with an increasing emphasis on relationships, emotions, social skills, conflict resolution • Consideration of an alternative, differentiated curriculum that allows flexibility to teach according to emotional needs, not chronological age • Play, creative activities, drama • Targets are monitored with the pupil daily targets • Activities focus on key skills and Social, Emotional, Behaviour al outcomes throughout the school day. SEAL skills embedded in curriculum. • <u>The use of positive targeted strategies that might include:</u> • Further learning assessments and support if necessary e.g. Nurture Group; Learning Mentor/ behaviour mentor Programmes • Observation schedules • Reward systems involving regular monitoring and support • Monitoring diaries • Use of behaviour targets within the classroom/playground, prompt cards • Visual systems/timetables • Regular small group work/concentration skills/social skills/listening skills/conflict resolution, emotional literacy • Short-term individual support • Support that use solution focused/restorative/motivational approaches • Circle of friends • Access to additional circle time activities • Access to ICT and specialist equipment • Individual SEBD programme
Staffing and Partnerships	<ul style="list-style-type: none"> • Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate • Daily access to staff in school with experience of SEMH , e.g. behaviour support worker, lead behaviour professional, SENCO, ELSA

	<ul style="list-style-type: none"> • Additional adult, under the direction of the teacher, supports pupil working on modified curriculum tasks • Engagement with specialist service to support assessment of needs and guidance in support and resources to promote progress including EPS, Primary Behaviour Support, Early Intervention Support Secondary PRU provision • Daily access to staff with experience and training in meeting the needs of students with BESD • Increased access to specialist support for both child/young person and family including CAMHS, Family Resilience Service. Use of Common Assessment Framework to access multi-agency support • Close liaison and common approach with parents/carers
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Sensory and /or Physical Needs: (including pupils with visual impairment, hearing impairment , physical disability and medical needs)	
Assessment, Planning and Review	<ul style="list-style-type: none"> • Specific assessments are referenced or undertaken to establish the degree of impairment/disability and its potential implications for and impact on curriculum access. Assessments may include: Visual impairment: visual field and acuity, light sensitivity, accessible print size, mobility, independence, communication skills, social interaction. Hearing impairment: degree of hearing loss, communicative intent, expressive language skills, speech clarity, language comprehension, social communication skills, use of technology. Physical disability: scope of disability, physical restriction, pain, mobility, independence, self -care, communication, therapy needs Medical needs: effect of medical condition, impact of medication, level of fatigue, level of attendance, restrictions on certain activities, temperature regulation, triggers likely to prompt an emergency response, self- awareness and regulation, communication skills. • On-going monitoring and observation to assess the impact of the needs on the pupil's ability to function successfully in the school setting and make progress with learning. Evidence might include: <ul style="list-style-type: none"> ○ Consideration of progress within the curriculum in relation to age related expectations. ○ Ability to work at the same pace as peers ○ Signs of fatigue or frustrations during different lessons or subjects or at parts of the day or week. ○ Ability to develop positive peer interactions, especially during unstructured times such as the lunch break ○ Effective use of support, technology and equipment • Personalised plans generated in response to assessments and include as relevant access arrangements, health care plans and risk assessments. Plans may take into account; <ul style="list-style-type: none"> ○ Supervision arrangements at unstructured times ○ Administration of any medicines ○ Support to address personal needs such as toileting ○ Environmental audit to inform any necessary adjustments (e.g. classroom acoustic) ○ Fire evacuation and medical emergency plans

	<ul style="list-style-type: none"> • Liaison with parents/ carers and appropriate health and specialist services to ensure that the needs are identified and appropriately assessed; any plans are shared, owned, monitored and reviewed. • Pupils are involved as appropriate in their assessments, plans and reviews to ensure that their voice is fully heard.
Teaching Environment and Grouping	<ul style="list-style-type: none"> • Adaptations to the teaching environment to support access and promote independence. This might include: <ul style="list-style-type: none"> ○ Planning of appropriate use of classrooms to maximise access over time ○ Review of lighting arrangements and use of anti-glare film. ○ Introduction of sound field systems and hearing loops. ○ Introduction of items such as specialist seating, height adjustable work benches to facilitate access ○ Furniture organised to allow ease of wheel chair access and appropriate proximity to technology. ○ Review of pupil seating arrangements to ensure good posture management and easy access to support and teacher input. ○ Careful positioning of specialist equipment and resources to ensure optimal usage. • Flexible grouping arrangements to facilitate both peer and adult support to improve access to the curriculum and encourage independent learning. • Individual or group support in place to assist as required with practical lessons, personal care, therapy programmes and support movement around the school. This could include buddy systems. • Adjustments to teaching style and position to take account of the need for lip reading, verbal and non- verbal prompts and potentially signing to support communication and understanding.
Curriculum, Teaching Methods and Resources	<ul style="list-style-type: none"> • Class and subject teachers adapt teaching style to take into account specific needs of pupils within lessons and across different subjects • Pace of lessons adjusted with rest breaks built in as required. • Additional access to ICT, specialist aids and adaptations to facilitate access to the curriculum • Alternative methods of written recording used as required. • Work and resources modified to support access, for example colour of worksheets, increased font size and double spacing and texts transposed to braille. • Arrangements made to support formal assessments tasks and public exams such as additional time, amanuensis, rest breaks, use of ICT and enlarged papers.
Staffing and Partnerships	<ul style="list-style-type: none"> • All staff fully aware of the specific sensory, physical and medical needs of any pupil and are aware of any plans, protocols and procedures in place to ensure safe and effective education. • Class and subject teachers use this knowledge to adapt their communication, lessons and set tasks. • Key staff have had specialist training and are skilled at meeting needs of particular pupils such as supporting daily testing and functioning of equipment to support hearing access for a pupil with a hearing impairment or training in manual handling for a pupil with significant physical needs. • Input at class and school level to raise peer awareness of the nature of different impairments and the support they can offer • Regular liaison, guidance and support from specialist services to review the impact of interventions and suggest modifications and updates as required. • Pupils and parents are actively engaged in decision making and planning for ongoing provision

	<ul style="list-style-type: none"> • Support and guidance is accessed from the Croydon Specialist Teaching Service (Hearing Impairment and Visual Impairment) and via the outreach offer from Croydon's Special Schools and Enhanced Learning Provisions. • Advice, information and training from local support services such as the Educational Psychology Service and the Children with Disabilities Team; via the training offer; and via the local and national voluntary sector.
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