CHILDREN'S SERVICES COMMITTEE

AGENDA

Tuesday 12 December 2017

at 4.30 pm

**in the Council Chamber,
Civic Centre, Hartlepool**

MEMBERS: CHILDREN'S SERVICES COMMITTEE

Councillors Clark, Harrison, James, Lauderdale, Moore, Morris, and Sirs.

Co-opted Members: Jo Heaton, C of E Diocese and Stephen Hammond, RC Diocese representatives.

School Heads Representatives: Mark Tilling (Secondary), David Turner (Primary), Alan Chapman (Special).

Six Young Peoples Representatives

Observer: Councillor Thomas, Chair of Adult Services Committee

1. **APOLOGIES FOR ABSENCE**

2. **TO RECEIVE ANY DECLARATIONS OF INTEREST BY MEMBERS**

3. **MINUTES**

    3.1   Minutes of the meeting held on date 14 November 2017 *(previously circulated and published).*

4. **BUDGET AND POLICY FRAMEWORK ITEMS**

    No items.

5. **KEY DECISIONS**

    5.1   Emotional Wellbeing and Mental Health Support for Vulnerable Children and Parents – *Director of Children's and Joint Commissioning Services*

    5.2   High Needs Block – Funding for Top Up Ranges – *Director of Children's and Joint Commissioning Services*

6. **OTHER ITEMS REQUIRING DECISION**

    6.1   Education Services – General Duties Rates for Maintained Schools Update – *Director of Children's and Joint Commissioning Services and Director of Finance and Policy*

    6.2   To Nominate Local Authority Representatives to Serve on School Governing Bodies – *Director of Children's Services and Joint Commissioning Services*

7. **ITEMS FOR INFORMATION**

    7.1   Strategic Financial Management Report – as at 30th September 2017 – *Director of Children's and Joint Commissioning Services and Director of Finance and Policy*

    7.2   SEND Update Report – *Director of Children's and Joint Commissioning Services*

    7.3   Full OFSTED Inspection of Exmoor Grove Children's Homes – *Director of Children's and Joint Commissioning Services*

    7.4   Full OFSTED Inspection of Stockton Road Children's Homes – *Director of Children's and Joint Commissioning Services*

    7.5   Postcards to the Director – *Director of Children's and Joint Commissioning Services*

8. **ANY OTHER BUSINESS WHICH THE CHAIR CONSIDERS URGENT**

    FOR INFORMATION

    Date of next meeting – Tuesday 16 January at 4.30pm in the Civic Centre, Hartlepool.

CHILDREN'S SERVICES COMMITTEE **12 December 2017**	HARTLEPOOL BOROUGH COUNCIL

Report of: Director of Children's and Joint Commissioning Services

Subject: EMOTIONAL WELLBEING AND MENTAL HEALTH SUPPORT FOR VULNERABLE CHILDREN AND PARENTS

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1.   TYPE OF DECISION/APPLICABLE CATEGORY

1.1   Key Decision Test (i) – General Exception Applies.

2.   PURPOSE OF REPORT

2.1   The purpose of this report is to ask members for approval to commission an emotional wellbeing service for vulnerable children and parents.

3.   BACKGROUND

3.1   The council currently commissions TEWV Foundation Trust to deliver a CAMHS (Children and Adolescent Mental Health) service for looked after children at a cost of £86,594. This consists of one to one work with looked after children and advice and guidance to workers working with our looked after children.

3.2   Regular monitoring of the contract is undertaken and unfortunately over the last nine months due to a lack of capacity in TEWV CAMHS organisation the full service that has been commissioned is not being provided. Elements of the service have been delivered but this has not been consistent.

3.3   In addition the council commissions Mindful NE to deliver an emotional wellbeing support for a parents service with a contract value of £45,000. This offers support to parents with low level emotional wellbeing and mental health issues which includes one to one sessions and training and support, advice and guidance to key workers.

3.4   This service has been monitored and has been successful in fulfilling the specification's requirements.

4. PROPOSAL

4.1   The contract with TEWV for the CAMHS Looked After Children Service ends at the end of March 2018. This contract for parents' emotional wellbeing service ends on 31st December 2017.

4.2   It is proposed that a new service specification is developed to include Emotional Wellbeing and Mental Health Support for vulnerable children and parents. It is intended that the TEWV CAMHS contract is not renewed as of 31st March 2018 and the Mindful NE contract is extended to end of March 2018. This would bring both services in line to allow a new service to be delivered from April 2018 onwards.

4.3   It is intended to develop a service specification to include:
- Priority for emotional wellbeing support for our looked after children
- Emotional wellbeing support for vulnerable children – this could include bereavement support
- Emotional wellbeing support for parents

4.4   It is expected that this new service will cost in the region of £130,000.

4.5   A service specification is currently being written with the aim to meet with potential providers in early January to test the market. The commissioning process for the new service will take place between January and March 2018.

5. RISK IMPLICATIONS

5.1   There is a risk that we end the contract with TEWV and do not receive any bids for this piece of work which will mean that there will be a gap in services. TEWV already provide a CAMHS service for all children and young people within their core contract therefore looked after children would still continue to be supported.

6. FINANCIAL CONSIDERATIONS

6.1   The commissioning of the new service will be advertised in the region of the total cost of the previous services therefore there are no financial considerations.

7. LEGAL CONSIDERATIONS

7.1   The procurement process will be followed in line with the council's procurement rules.

8. CONSULTATION

8.1   Ongoing consultation takes place with our Looked After Children and Young People and their thoughts have been taken into account in the re-commissioning of this service.

8.2   Members of the Finance and Policy Committee reviewed the contracts currently in place across the council in Sept 2017 and members requested that Children's Services Committee reviewed the CAMHS LAC Contract. These proposals fulfil this request.

9.   CHILD AND FAMILY POVERTY (IMPACT ASSESSMENT FORM TO BE COMPLETED AS APPROPRIATE)

9.1   This service will support looked after children as a priority and other vulnerable children as needed within the available resources.

10.   EQUALITY AND DIVERSITY CONSIDERATIONS (IMPACT ASSESSMENT FORM TO BE COMPLETED AS APPROPRIATE)

10.1   This service will support all looked after children if there is an identified need.

11.   STAFF CONSIDERATIONS

11.1   There are no staff considerations for Hartlepool Borough Council employees. However there may be TUPE considerations for staff currently providing these services. These will be highlighted within the commissioning process.

12.   ASSET MANAGEMENT CONSIDERATIONS

12.1   There are no asset management considerations.

13.   RECOMMENDATIONS

13.1   For members to approve the proposals to support looked after children's emotional wellbeing.

14.   REASONS FOR RECOMMENDATIONS

14.1   To ensure that Looked After and vulnerable children receive the support they need to improve their outcomes.

15.   BACKGROUND PAPERS

15.1   Children's Services Committee report – 14th November 2017

17.   CONTACT OFFICERS

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Report of:　　　　Director for Children's & Joint Commissioning Services

Subject:　　　　　HIGH NEEDS BLOCK – FUNDING FOR TOP UP RANGES

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1.　　TYPE OF DECISION/APPLICABLE CATEGORY

1.1　　This report is for a key decision – test (ii) applies.

　　　　The forward plan reference is **CAS 067/17.**

2.　　PURPOSE OF REPORT

2.1　　To provide a summary of the outcomes from a review of the High Needs Block (HNB) of funding within the Dedicated Schools Grant (DSG). This report requires Committee to make decisions around a recommended funding model for the HNB, effective from 2018/19 financial year.

3.　　BACKGROUND

3.1　　The High Needs Block is one of the blocks of funding within the Dedicated Schools Grant that supports the provision of education to children with special educational needs and disabilities. Due to an increase in the numbers of children needing support the pressure on the High Needs Block is significant and it has overspent for the last two financial years and is forecast to overspend again in the current financial year. A review of all elements of this funding is needed to ensure that the High Needs Block is not overspent whilst children's needs are being met.

3.2　　The government has made it clear that there is no additional funding available to local authorities to increase the number of commissioned places with specialist providers, or to support the increased complexity of need that current providers are trying to cope with. Therefore areas are expected to review current provision to ensure that it meets local need within the budget allocated.

3.3 One proposal to contribute to the pressure on the High Needs Block was to transfer funding from the Schools Block to the High Needs Block. Previously when the High Needs Block was underspending a decision was made by Schools Forum to move £0.550m of funding annually out of the High Needs Block into the Schools Block of funding within the DSG. This was discussed at Schools Forum and it was agreed to transfer £0.550m back to the High Needs Block. This was presented to Children's Services Committee on 14th November 2017. (Please note: due to the transfer of this funding being more than 0.5% of the budget the local authority need to apply for disapplication of the funding regulations to the Secretary of State. This request to apply for disapplication was approved at Children's Services Committee on 14th November.)

3.4 Due to the complexity of the situation it was agreed for an external expert to carry out a review of the current funding arrangements for children with additional needs. This review took place from Sept 2016 and included schools, local authority officers and health professionals. The model being proposed is based on the findings of this review.

3.5 Schools receive place funding and top up funding based on individual needs of children and the change in the funding allocations is specifically looking at the top up element of the funding allocated to schools.

3.6 Schools Forum has considered the issues as attached in Appendix A on 21 September 2017. The discussion generated a series of questions which were followed up by local authority officers. The answers to these questions are appended to this report at **APPENDIX B** and were circulated to all schools.

3.7 School leaders and governors were given opportunities to attend drop in sessions to discuss the new band descriptors in relation to their individual school provision and budget. At these sessions members of the SEN Team and the Finance Team were available to discuss the impact of the proposed funding model on their individual school's budget.

3.8 Finally, at its meeting on 27 September 2017 School Forum made the decision and recommendation that are described below at paragraph 8.2.

4. OUTCOMES SUMMARY

4.1 The outcomes from the review were:

a) a revised set of 'bands' and associated descriptors, developed with the external expert, school staff and local authority officers;
b) a series of events which enabled schools to determine which of the new bands their children with SEN would be placed within;
c) a financial model, developed by the local authority, which places a range of funding on each band. This range of funding allows for some flexibility within each range to reflect the specific needs of individual children.

4.2　　The revised banding is attached as **APPENDIX 2** within the SEN Guidance. This has been reviewed by SENCOs and Headteachers and is currently being amended which will be complete by the next Forum meeting on 8th December 2017.

4.3　　The proposed funding ranges are as below.

Range	Range funding in different types of provision (£)			
	Early Years	Mainstream	ARPs	Special
1	-	-	-	-
2	-	-	-	-
3	-	-	-	-
4i	1,800	3,000	-	-
4ii	2,400	4,000	4,000	-
5i	3,600	6,000	6,000	5,000
5ii	*	*	10,000	10,000
6i	*	*	*	14,000
6ii	*	*	*	19,000

- **Ranges 1-3** represents learners supported within a mainstream setting. Schools have an element of **notional SEN funding** in their base budgets to meet the needs of these pupils. Mainstream schools are expected to spend up to £6k per pupil of this **notional SEN funding** in supporting the needs of these pupils.

- **Ranges 4i and 4ii** represent learners who are usually in mainstream settings and need a degree of additional support, formally known as IPS.

- **Ranges 4ii to 5i** describe learners with more complex needs by degree. These pupils are usually in ARPs.

- **Ranges 5i to 6ii** describe learners with more complex and profound needs. These pupils are usually in specialist schools.

* It will be usual that children with needs within 5ii, 6i and 6ii ranges will be meet within an additionally resourced provision or special school however there will be occasions when these needs can be met within mainstream settings. In these cases the funding will be allocated based on individual needs.

4.4　　It is proposed that the funding model will be introduced immediately for all schools at the start of the 2018/19 financial year. However, for those Additionally Resourced Provisions which are full and where it could prove difficult to manage, it is proposed that this model is phased over two financial years – 2018/19 and 2019/20.

4.5   Under the current funding regulations for special schools, changes of more than minus 1.5% of the total school budget are not permitted. This applies to both special schools in Hartlepool.

5.   RISK IMPLICATIONS

5.1   If a revised funding model is not implemented then the risks are:

a) historic funding arrangements which are not transparent, fair or equitable would be continued in Hartlepool schools
b) the HNB would continue to overspend (see **APPENDIX A, section 4**) without addressing the root cause of the issue. DSG reserves are forecast to have only a balance of £0.104m in 2018/19.

5.2   If the revised funding model is implemented, as recommended, then the risks are:

a) some schools that provide support for some children with SEN may not be able to provide the model of support that they currently do as they move towards a more equitable model in accordance with the SEN Code of Practice;
b) some schools that provide support for some children with SEN may not be able to manage staffing reductions through processes of natural wastage.

6.   FINANCIAL CONSIDERATIONS

6.1   The implementation of a robust, fair and transparent funding model for the top-up element of the HNB the block will contribute towards the overall financial pressure on the HNB. Without this the HNB will consistently overspend. Prudent financial management means that the current funding model is not fit for purpose and must be reviewed to try to ensure that the Council does not spend more than it receives from central government.

6.2   The use of DSG reserves is not a sustainable solution to this issue. The HNB is forecast to overspend by £0.875m in 2017/18, which will be funded by DSG reserves. This will leave a balance of £0.104m which is not sufficient to cover the ongoing financial pressures on the block.

6.3   It should be noted that local authorities across England are also facing similar pressures which the ADCS (Association of Directors of Children's Services) has highlighted within its recent High Needs Funding Survey.

6.4   With the implementation of the new national funding formula for schools, schools are facing a period of financial uncertainty. Timely agreement of the proposed funding model for the HNB will enable schools to plan their 2018/19 resources.

7.   LEGAL CONSIDERATIONS

7.1   Where the LA proposes to apply for disapplication in respect of MFG, the ESFA expect the local authority to have agreement of the Schools Forum and the schools concerned.

8.   CONSULTATION

8.1   School representatives were involved in and contributed to the review described above and in **APPENDIX A**.

8.2   Additionally, Schools Forum has been consulted, as required by the funding regulations, and the decisions and recommendations from Schools Forum are noted below:

   a) agreement with the principles and approach to the draft descriptors within the proposed model on the understanding that the final version will be approved by Forum before the end of the autumn term

   - For – 17
   - Against – 0
   - Abstention – 0

   b) agreement of the funding assigned to the ranges

   - For – 5
   - Against – 7
   - Abstention - 5

8.3   A Schools Forum meeting will be taking place on 8th December 2017 for further consideration and a second vote on the funding assigned to the ranges will be undertaken. The result of this vote will be verbally presented to the committee due to the timescales of the meetings.

9.   CHILD AND FAMILY POVERTY CONSIDERATIONS

9.1   There are no specific child and family poverty considerations because children with special educational needs and disabilities will be supported according to their individual needs.

10.   EQUALITY AND DIVERSITY CONSIDERATIONS

10.1   Hartlepool Borough Council is committed to ensuring that all children and young people, regardless of their individual needs, receive a good education. The Council also has an obligation to ensure that public funds are used

appropriately, and to ensure sound financial processes are in place to mean that over- and underspends on budgets are managed appropriately.

11.   STAFF CONSIDERATIONS

11.1   If the proposed funding model is adopted from 2018/19 and phased in, there may be some staffing implications in some schools that cannot be managed through processes of natural wastage.

12.   ASSET MANAGEMENT CONSIDERATIONS

12.1   There are no asset management considerations.

13.   CONCLUSIONS

13.1   Support for children with SEN is funded from the High Needs Block, a ring fenced component of the overall Dedicated Schools Grant. Over the last two financial years (2015/16 and 2016/17) actual expenditure has exceeded the available resources owing to an increase in the number and complexity of children requiring additional support. This position is continuing in 2017/18. The budget overspends have been funded from the DSG reserve.

13.2   This position is not sustainable as after funding a forecast 2017/18 overspend of £0.875m the reserve will be reduced to £0.104m by 31st March 2018, which is only 1% of the annual High Needs budget. If this issue is not addressed there will be a 2018/19 budget overspend on the ring fenced High Needs Block. This situation will then require even more difficult decisions for 2019/20 as the plan for this year would need to address both the impact of 2018/19 overspend and the continuing impact of spend exceeding the ring fenced funding on a recurring basis.

13.3   The position facing Hartlepool is not unique and many other areas are facing the same financial pressures. For example, a recent report indicated that the overspend for London Education Authorities is £94m. The Government has not provided adequate revenue funding to support a sustained growth in provision.

13.4   To address this position a review of the High Needs Block has been completed to enable a new funding model to be developed for 2018/19, which is designed to allocate the available ring fenced grant in a transparent, fair and equitable basis. Clearly, against the background of a significant increase in demand and only a small increase in the High Needs Block funding allocated to Hartlepool by the Government, the development of a new funding formula has been extremely challenging.

13.5   As required by Government regulations the Schools Forum have been consulted on these proposals and the results are summarised in section 8. For

three of the four consultation questions the response from the Schools Forum is inconclusive.

13.6   To ensure schools have a reasonable lead time to manage the impact of the new formula applying for 2018/19 the Committee now needs to make a decision in relation to the issues covered in the recommendations to this report. It should be noted that the 'Minimum Funding Guarantee' arrangements will limit the annual reduction in funding to a 1.5% reduction for both special schools for the next 3 years. The position beyond this period will depend on future funding allocations and a further report will need to be considered when more information is available.

14.   RECOMMENDATIONS

14.1   To note the contents of this report.

14.2   To note that the 'Minimum Funding Guarantee' arrangements will limit the annual reduction in funding to a 1.5% reduction for both special schools.

14.3   It is recommended that Committee agrees that the funding model described in the Schools Forum report at 4.3 be adopted from the start of the 2018/19 financial year.

15.   REASONS FOR RECOMMENDATIONS

15.1   It is important that the Council spends the funding allocated by central government in a fair and transparent manner. It is also important that the Council manages instances of regular overspending by addressing the fundamental issues causing the overspending. The funding model proposed will enable these two things to happen.

16.   BACKGROUND PAPERS

16.1   There are no background papers to this report.

17.   CONTACT OFFICERS

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17.12.12 5.2 high needs block - funding for top up ranges

Report to Hartlepool Schools' Forum 27ᵗʰ September 2017
From Mark Patton (Assistant Director – Education) & Danielle Swainston (Assistant Director – Children's and Family Services)

Item 1: High Needs Block Review

1. Introduction

1.1 The purpose of the report is to feedback the conclusions and recommendations following the review of the High Needs Block (HNB).

1.2 At a meeting of Schools Forum in March 2016 it was proposed that owing to the inconsistencies in funding and the increasing demands on the HNB the local authority (LA) would undertake a review of the bandings and Individual Pupil Support (IPS) funding process.

2. Background

2.1 It was agreed that a Banding Review would take place to address the increasing demands and historic inconsistencies of funding top-up allocations. The purpose of this review was to ensure the LA has a consistent and robust process for allocating funding based on pupils' needs, within the set HNB funding allocated by the Education Skills Funding Agency (ESFA).

2.2 This funding methodology will apply to SEN learners, in line with national reforms and will allow funding to be allocated based on the assessed need of individual pupils. The review excluded the Pupil Referral Unit (PRU), which was reviewed separately and Post 16 funding, as it is based on an actual cost model in line with Tees Valley arrangements which provides greater economies of scale.

2.3 The LA commissioned Anne Hayward, a SEN Consultant who has worked on a national, regional and local level to develop a funding allocation process to meet the needs of young people. The appointment of Anne was welcomed by Schools Forum.

2.4 The LA commenced the review in September 2016 and has worked closely with schools to identify the needs of individual pupils and look at the provision in place to meet those needs. Schools have used the draft funding document to place children/young people into the appropriate range. All children and young people receiving funding have now been assigned to a banding range which has been moderated within schools and as part of group exercises.

2.5   Throughout the review there has been a town wide process of engagement with schools and other providers. Such engagement has occurred through Schools Forum meetings, specific town wide events for schools and targeted working groups.

2.6   The LA has also moderated a sample of pupils in all schools across Hartlepool. There has also been town wide moderation opportunities provided by the SEND service. This has ensured consistency in relation to identified need. Further support sessions are to be arranged for the 2017/18 academic year to enable schools to become more familiar with the funding process and to ensure consistency in the allocation of funding linked to individual needs.

3.   High Needs Block

3.1   The LA is constrained by the level of funding available. The baseline allocation set in 2013/14 was based on historic funding and did not reflect the impact of the education reforms.

3.2   When the funding blocks were established in 2013/14 a decision was taken by Schools Forum to transfer £0.550m from the HNB to the Schools Block. This was at a time when the HNB was historically underspending. The transfer has continued over the past 5 years, including the 2017/18 budget. As part of the National Funding Formula (NFF) the ESFA has permanently transferred this funding into the Schools Block.

3.3   In 2016/17 in the NE region, the majority of Schools Forums agreed to transfer £13m from the Schools Block to the HNB compared to a minority of other Schools Forums agreeing to transfer £2.7m from the HNB to the Schools Block. Of this £2.7m, £0.550m relates to Hartlepool.

3.4   There have been small increases in funding to reflect population growth. This additional funding has not kept pace with the increases in demand or the complex needs of young people with SEN needs. Spending has increased by 13% compared to 2015/16, whereas funding has only increased by 4.5%. The key increase is the demand for Independent Placements and increasing numbers of Education Health Care Plans (EHCPs).

4.   HNB Previous Years' Expenditure and 2017/18 Forecast Outturn

4.1   The following table shows the outturn for the HNB since 2015/16. These overspends were funded using LA monies and Dedicated Schools Grant (DSG) reserves. It is forecast that by the end of the 2017/18 financial year there will be a balance of only £0.104m remaining in DSG reserves.

| | Year | | | |
	15/16 Actual £m	16/17 Actual £m	17/18 Forecast £m	% Increase
LA Place Funding	1.564	1.560	1.560	-
Independent Schools Fees	0.727	0.866	1.648	90%
Out of Authority Top-ups	0.246	0.271	0.330	22%
Top-up Funding & Support	4.403	4.396	4.451	5%
Post 16 Top-up Funding	0.751	0.707	0.750	6%
High Needs Support Services	0.467	0.467	0.467	-
One-Off Grant (income)	-	(0.042)	-	-
Total	**8.158**	**8.226**	**9.206**	
Overspend	**0.187**	**0.120**	**0.875**	
LA Contribution	(0.107)	-	-	
Use of DSG Reserves	(0.080)	(0.120)	(0.875)	
DSG Reserve remaining	**1.099**	**0.979**	**0.104**	

4.2 <u>2015/16 – Overspend £0.187m</u>

A report to Schools Forum in March 2016 highlighted the pressures facing the HNB regarding increased demands on the IPS budget and the Additional Resource Provisions (ARPs). Schools Forum agreed to the reduction in the IPS hourly rates from £9.90 to £9.00 per hour. This achieved savings of £0.156m in-year which reduced the overall overspend to £0.187m. The savings were not sufficient to cover the increased demands on the block.

4.3 <u>2016/17 - Overspend £0.120m</u>

The overspend of £0.120m was lower than the forecast of £0.260m. This was mainly owing to the delay in securing placements for pupils in independent provisions.

4.4 <u>2017/18 – Forecast Outturn overspend £0.875m</u>

The current forecast outturn for the HNB is an overpsend of between £0.875m (worst case) and £0.526m (best case). This reflects the delayed placements from 2016/17 and addtional pupils requiring placements in 2017/18 totalling £0.536m. Top-up funding is also expected to overspend by £0.339m. This relates to the ARPs, Special Schools and out of authority top-ups. The overspend will be funded from one-off DSG reserves, leaving a reserves balance of £0.104m to support the 2018/19 budget. Details of the budget are shown in Appendix 1.

5. **Pressures on the HNB**

5.1 <u>Pupils with EHCPs</u>

Following the SEND reforms in 2013/14 pupils on EHCPs have increased from 326 in 2012 to 549 in 2017; this equates to a 68% increase. Although there have been small increases for population growth there has been no additional funding from the ESFA. The chart below shows the growth in the number of EHCPs since 2013/14 and the projected growth for 2017/18 and 2018/19.

No. of EHC Plans

Year	Total Plans
13/14	380
14/15	434
15/16	486
16/17	549
17/18	623
18/19	710
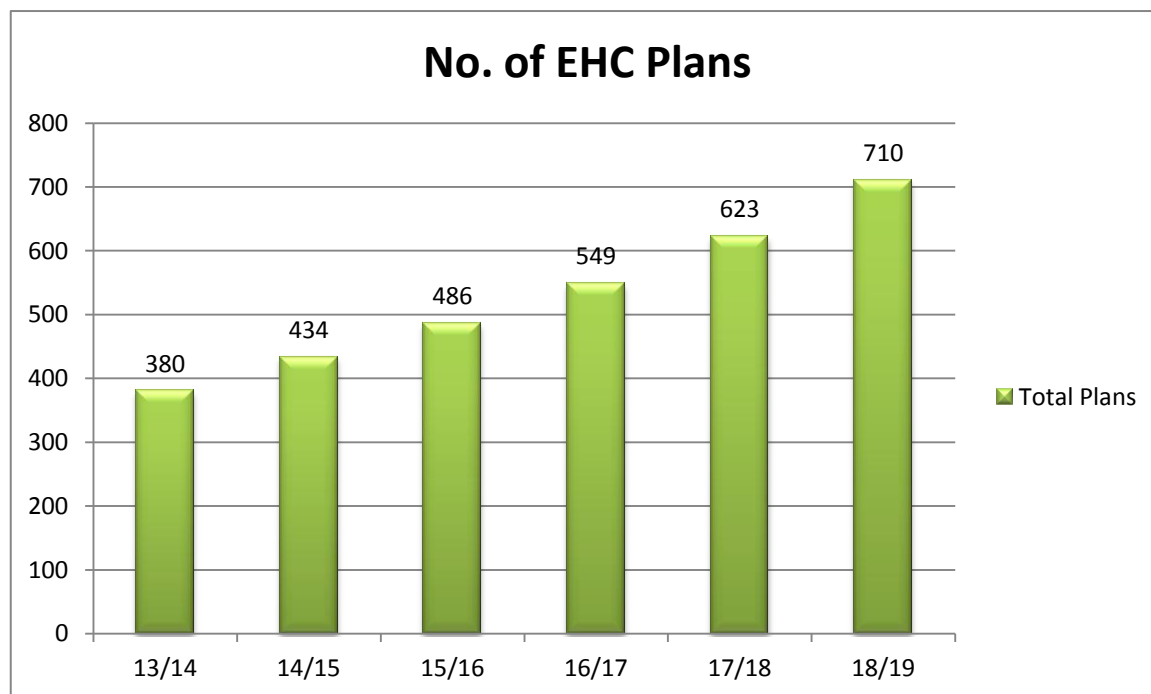
5.2 <u>Independent School Fees</u>

The demand for independent school placements has doubled compared to 2015/16. This is mainly owing to the increasing demand for specialist provision for Social, Emotional and Mental Health (SEMH) and Autism Spectrum Disorder (ASD), for which the LA does not have sufficient appropriate provision to meet this increasing demand. This mirrors the regional picture in relation to appropriate SEMH provision.

5.3 The table below shows the number of pupils accessing independent provision since 2015/16.

Independent School Fees	2015/16		2016/17		2017/18	
	No. Pupils	£m	No. Pupils	£m	No. Pupils	£m
Day	14	0.625	11	0.581	23	0.843
Residential	<5	0.12	<5	0.278	>5 <10	0.671
Awaiting placement					<5	0.134
		0.745		**0.859**		**1.648**

6. Reasons for the increase in demand

6.1 Pupils moving into Hartlepool from other local authorities

There has been an increase in the number of children and young people moving into Hartlepool from out of area. In 2015/16 thirteen children moved into area, increasing to nineteen in the 2016/17 academic year. The majority of these arrivals have accessed ARP, specialist and independent provision owing to the complexity of need. Although children have moved out of area, the costs to meet need and maintain appropriate provision for the arrivals is at a greater financial cost which has increased the pressure on the HNB.

6.2 Commissioned ESFA Place Funding

For the last three years there has been no additional place funding available from the ESFA to allow the LA to increase capacity within existing provisions. The ESFA have made it clear within all recent guidance and publications that LAs need to manage their current allocation of place funding by ensuring it is strategically commissioned and meets the needs of learners within their authority. This will be considered in the review of ARP provision which is part of the overall HNB review.

6.3 Process for Commissioning Out of Area Placements

All requests for independent school placements are procured for pupils with a Statement of SEN or EHCP following the formal consultation process as outlined in the Code of Practice (0-25) and the agreed local and NE12 commissioning framework.

6.4 There has been a significant increase in the number of out of area independent school placements owing to lack of appropriate SEMH and ASD provision within Hartlepool.

6.5 The number of independent specialist places is likely to increase in 2018/19 owing to growing demand. Currently both special schools within Hartlepool are full on place number and also at maximum capacity in terms of physical space. The primary ARP provision within the town is also full.

6.6   Through regional meetings it has become apparent that there is little if any capacity within LA maintained and academy special schools. This therefore increases the need to commission places in independent specialist provision.

6.7   In addition to those pupils already accessing independent specialist provision there are a number of pupils who have been identifed as likley to need independent specialist provision. It is projected to cost in excess of £0.315m in 2018/19.

6.8   <u>Out of Area Maintained School or Academy</u>

In total 21 young people are placed in provision outside of Hartlepool. As stated above, this is partly attributable to the lack of appropriate provision in Hartlepool to meet need for SEMH and ASD. Hearing Impaired/Visually Impaired (HI/VI) provision is commissioned and delivered on a Tees wide basis making it more cost effective to place out of Hartlepool. The HNB also meets the cost of Looked after Children who have an EHCP or receive IPS funding and reside out of area as the children are legally Hartlepool's responsibility.

7.   <u>Other Services Funded from the HNB</u>

7.1   <u>Pupil Referral Unit</u>

The PRU is not included in this review. However, as part of an earlier review, the top-up funding paid in relation to KS3 and KS4 places in the provision has been on an agreed scale of reduction with all top-up payments from the HNB in respect of KS3 ceasing in April 2018, and in relation to KS4 in April 2019.

7.2   <u>Commissioned Services from High Needs Block</u>

The LA commission additional services from the HNB to support schools and young people with additional needs, detailed in the following paragraphs.

7.3   <u>Hearing/Visually Impaired Services</u>

This is a Tees Valley wide Service Level Agreement for the provision of support in mainstream schools to children and young people with a sensory impairment. The service is led by Middlesbrough Borough Council. The cost of the service is split across four of the Tees Valley authorities of which Hartlepool pay a 17% share of the annual cost which is equal to £0.192m. This represents good value for money when reviewing the caseload of young people that HI/VI services work with.

7.4   <u>Occupational Therapy</u>

This service is commissioned with North Tees and Hartlepool NHS Trust to provide specialist paediatric occupational therapy support to young people and staff in educational settings to deliver appropriate therapeutic interventions to meet both

individual and group needs. The service supports the development of therapy skills within the broader education team and reduces waiting times as well as time away from the educational setting. The cost of the service is £21k per annum.

7.5   Small Steps

The Small STEPS Team (Specialist Team for Early Intervention, Parent and settings Support) is funded from the HNB. The Small Steps Team offer outreach support, training and advice for adults, including parents/carers, day care staff and teaching assistants. The team support young children aged 0-6 years who have significant additional or learning needs, which are often profound and complex. This also includes ASD and social communication difficulties. The team's focus is on early intervention, supporting adults to gain skills and confidence to meet needs, promoting inclusion, learning and social skills, planning for transitions and encouraging joint working. The Educational Psychology Service provides clinical supervisory oversight to the staff. The total cost of Small Steps is £165k.

7.6   Direct Payments (personal budgets)

A small number of young people with SEN are educated at home with a personalised package of education and support. This is paid for by a direct payment or personal budget, generally to a third party managing agent. Packages are monitored by the Virtual Headteacher, the SEND Team and Educational Psychologists to ensure they meet need. The number of packages has reduced significantly over the past two years.

7.7   Individual Pupil Support (IPS)

IPS is currently paid on an hourly rate of £9.00 for classroom support, and £4.23 for lunch and break support. Despite the reduction in the hourly rate during 2015/16 the savings made have not been sufficient to address the increasing costs within this area and other areas of the block. Across the town schools receive £1.2m in IPS funding for approximately 350 pupils. The maximum funding for a school age child is £4.8k over and above the notional £6k of funding.

7.8   Post-16 Funding

Savings were made in 2016/17 as a result of the reorganisation of support arrangements in Hartlepool College of FE. The college form classes can allocate support to the class, rather than on a 1:1 basis. This structure enables young people to share support where possible, which fosters independence. In addition, there were greater economies of scale as multiple students selected the same courses for the 2016/17 academic year. This is likley to continue for the 2017/18 academic year. However there is an increase in the number of young people with additonal needs entering post-16 education within Hartlepool and neighbouring authorities which may develop into an increase in spend against the HNB.

7.9   <u>High Needs Services</u>

The block contributes to the running costs of services in relation to High Needs. These include support from the Commissioning team and the SEND team; support from the Virtual Headteacher and the Educational Psychology team; and administration costs in relation to the oversight of the HNB and the EHCP process. Despite the increase in demand for services over the past three years, the contribution from the HNB has remained static at £0.467m. The LA have absorbed the additonal demands on resources and additional costs.

8.   **The Proposed Framework**

8.1   LA staff, school-based staff and health colleagues have been involved in the development of the SEND Range Descriptors which are based on national best practice in determining the needs of pupils with SEND. They are based on the four areas of the SEND Code of Practice (0-25) January 2015: Cognition and Learning Needs; Communication and Interaction Needs; Social, Emotional and Mental Health Needs; and Sensory, Physical Needs. The graduated approach of "assess, plan, do and review" that pervades best practice in the implementation of the SEND CoP is a key element to the process.

8.2   The current model in Hartlepool is based on the allocation of resource, such as 1:1 support. However the new approach will be needs-led placing a greater emphasis on accountability and targeting of spend to meet the pupil's needs. There will be a requirement for schools to demonstrate how the notional SEN funding has been used to meet need as part of the graduated response in relation to individual pupils before any top-up funding is applied for.

8.3   <u>SEND Policy</u>

The LA is currently working on the revised SEND Policy and will consult with stakeholders before finalising the policy. It will detail the new arrangements such as

- revised funding panels
- the funding application process
- evidence based requirements when submitting an application for top-up funding
- reviewing processes.

8.4   The assessment framework is based upon a series of SEND Range Descriptors which provide a transparent framework to identify a pupil's needs. The ranges are then used to assess the level of need and the appropriate support required. The funding is attached to the pupil in order to meet those needs. For details of the descriptors see Appendix 2.

8.5   In proposing the new top-up range values, regional rates have been considered with a view to having consistency across the NE region. Hartlepool has for a number of years paid higher levels of funding compared to other NE authorities. This is no longer sustainable.

8.6   The ranges are from Range 1 (lowest need) through to Range 6 (highest need). In exceptional circumstances some pupils may be assessed beyond this range. It is envisaged that pupils' needs will be met through Ranges 1-3 via the notional budget or place funding which is in the school budget (£6k / £10k). For the higher ranges top-up will be funded from the HNB.

8.7   The review has considered a number of factors in formulating the new ranges. The first is to ensure pupils receive an appropriate level of support based on individual needs rather than an arbitrary hourly rate payment for the IPS. All children and young people receiving funding have now been assigned to a Range.

8.8   The new Ranges will take effect from the 1st of April 2018.

Range	Range funding in different types of provision (£)			
	Early Years	Mainstream	ARPs	Special
1	-	-	-	-
2	-	-	-	-
3	-	-	-	-
4i	1,800	3,000	-	-
4ii	2,400	4,000	4,000	-
5i	3,600	6,000	6,000	5,000
5ii	n/a	n/a	10,000	10,000
6i	n/a	n/a	n/a	14,000
6ii	n/a	n/a	n/a	19,000

- **Ranges 1-3** represents learners supported within a mainstream setting. Schools have an element of **notional SEN funding** in their base budgets to meet the needs of these pupils. Mainstream schools are expected to spend up to £6k per pupil of this **notional SEN funding** in supporting the needs of these pupils.

- **Ranges 4i and 4ii** represent learners who are usually in mainstream settings and need a degree of additional support, formally known as IPS.

- **Ranges 4ii to 5i** describe learners with more complex needs by degree. These pupils are usually in ARPs.

- **Ranges 5i to 6ii** describe learners with more complex and profound needs. These pupils are usually in specialist schools.

8.9   A small number of exceptionally vulnerable learners may need bespoke funding beyond the proposed Ranges. This will be reviewed on an individual case basis.

8.10   The above Ranges are predicated on the assumption that £0.550m of funding is transferred back from the Schools Block to the HNB (see para 3.2). This requires Schools Forum approval and a commitment to do this for a period of three years. Should the Schools Forum not agree to this, alternative lower funded Ranges would need to be calculated.

8.11   In the implementation of the proposed framework no mainstream school would lose more than 2.8% in year one of their individual school budget (ISB) including place funding.

8.12   Schools are invited to attend published consultation meetings to see the individual impact on their budget.

8.13   IPS Funding

         Schools will no longer be funded on an hourly basis; instead each pupil will be attached to an appropriate range. The maximum funding currently on IPS is £4.8k for pre-16 pupils and £2.9k for nursery pupils. The proposed ranges for mainstream and nursery providers would increase to a maximum of £6k (pro rata for nursery provision) for those pupils with the most complex needs. Following the moderation exercise, pupils have been matched to the appropriate descriptors and the outcome shows that overall funding under the new framework would reduce by an average of 18%.

8.14   Additionally Resource Provisions (ARPs)

         Currently the ARPs are funded at historic rates which are inconsistent with each other. In the secondary sector there are 16 vacant places. Place funding cannot be withdrawn if there are vacant places as it provides a degree of financial stability for the provision. However, the ESFA expect LAs to adjust top-up payments to reflect the under or over capacity of place numbers.

8.15   The regulations do not require LAs to provide Minimum Funding Guarantee (MFG) to ARPs. However, for those ARPs which are full, the LA is proposing to taper the reductions in funding over a period of two years. This will be limited to the same level of reduction in IPS funding of 18%. In 2018/19 this will cost £63k.

8.16   Special Schools

         The LA commission places from the ESFA at £10k per place. Top-up funding is then paid by the LA to the school based upon the needs of the individual pupils.

8.17 Of the LAs who have shared top-up rates for special schools the chart below shows the minimum and maximum top-up ranges. Hartlepool currently has the highest top-up rates of these LAs. In the proposed model Hartlepool would continue to pay one of the highest top-ups.

Regional Funding - Special Schools	Highest	Lowest
	£,000	**£,000**
HBC - Current	34	4
HBC - Proposal	**19**	**5**
Regional LA 1	19	0
Regional LA 2	17	4
Regional LA 3	13	0
Regional LA 4	12	2
Regional LA 5	12	1

8.18 Unlike ARPs, the regulations protect special schools by setting a MFG at 1.5% per year. This means any reduction in top-up funding cannot exceed 1.5% of the previous year's top-up funding. In year 1 of implementation (2018/19) Hartlepool special schools are forecast to receive MFG of approx £0.790m.

8.19 In the proposed funding model the period of MFG protection required by Hartlepool special schools is 27 years for one and 38 years for the other. This would commit funding that could otherwise be reinvested into the block. The LA is therefore proposing to limit the MFG to a period of three years, in line with the MFG proposed in the National Funding Formula, to 2020/21.

8.20 Where the MFG is breached the ESFA advise that the LA would apply to the Secretary of State to disapply the regulations for financial year 2021/22. The ESFA expect the LA to have agreement of the Schools Forum and the schools concerned.

8.21 Appendix 3 shows the impact of implementing the proposed funding model on individual schools (anonymised). Figures are based on current pupil numbers and the characteristics of the current funding formula and maybe subject to change.

8.22 The proposed funding model will provide a transparent and fairer funding regime, ensuring that each pupil is funded on their level of need within the funding envelope available. The LA appreciate that the proposed model is based on current projections and that the model and the block will need to be reviewed annually.

9. **Funding Forecast 2018/19**

9.1 There is a finite amount of funding in the HNB. The final allocation for 2018/19 will not be known until December 2017. The ESFA have yet to publish the detailed HNB guidance on the new formula based funding. It is due out in the autumn term.

Latest information confirms that LAs will receive at least a 0.5% increase. However this is subject to a number of deductions, the details of which are not yet available. Although the impact cannot currently be accurately assessed, it is estimated that Hartlepool will be allocated funding in the region of £10.538m.

9.2   The table below shows a summary of the indicative funding allocations and shows the proposed transfer of the £0.550m from the Schools Block back to the HNB.

Forecast Funding 2018/19	£m
2017/18 ESFA - Funding Allocation	10.661
Adjustments to the base	(0.423)
Baseline Funding (ESFA Aug 17)	**10.238**
Estimated Increase in Funding	0.300
Forecast ESFA Funding - HNB	**10.538**
Add transfer from schools block to High Needs Block	0.550
Less Recoupment amounts paid directly to academies/providers	(2.176)
Forecast HNB Funding 2018/19	**8.912**

9.3   The table below summarises the proposed 2018/19 HNB budget, subject to the funding being confirmed.

Forecast Expenditure 2018/19	£m
LA Place Funding	1.291
Independent Schools Fees	2.177
Out of Authority Top-ups	0.354
MFG Special Schools & ARPs	0.792
Top-up Funding & Support	3.038
Post 16 Top-up Funding	0.750
High Needs Services	0.467
Contingency	0.120
Total	**8.989**
Overspend	**0.077**
Use of DSG Reserve	(0.077)
DSG Reserves Carried Forward to 2019/20	**0.027**

10.   Three Year Forecast

10.1   Indicative three year forecast outturns based on the proposed model and current pupil projections are as follows:

2018/19 £m	2019/20 £m	2020/21 £m
0.077 [overspend]	0.029 [overspend]	(0.028) [underspend]

10.2   The table shows that in 2020/21 there is a small surplus. However, there are small deficits in 2018/19 and 2019/20 which can be funded from the DSG reserve.

11.   Other Work Streams

11.1   In addition to this review there is to be a full review of commissioning arrangements for ARPs. This will be based on an assessment of current and future need to reflect the increase in SEMH and high functioning ASD (younger children) that Hartlepool is currently experiencing, and links to the ASD and SEMH reviews which are underway.

11.2   For each of the currently commissioned ARP providers within Hartlepool, a draft SLA has been issued for comment. The SLA clearly outlines the expectations the LA has on the ARPs. Monitoring of arrangements and young people within each provision will be carried out throughout the year by the SEND and Commissioning Teams.

12.   Contingency

12.1   In order to meet the projected increases in the number of EHCPs (see para 5.1), increases in requests for top-up funding, and the potential increase in out of area placements, a small contigency of £0.120m has been built into the 3 year forecast budget as the HNB needs to have capacity to meet these growing demands.

13.   Capital Investment

13.1   The ESFA has provided additional capital funding of £0.500m over a three year period, which is the minimum amount any LA will receive.

13.2   The grant is intended to make investments in provision for pupils with special educational needs and disabilities. There has been no additional revenue funding provided for the increase in top-up payments or running costs for such schemes. Therefore, the revenue costs will need to be constrained to fit within existing HNB funding allocations, or revenue sought from elsewhere.

13.3   The LA will be required to apply for the SEND capital funding. Schemes to reduce the demand for out of authority placements are being considered as part of the ongoing HNB review.

Capital Funding	Yr 1 2018/19	Yr 2 2019/20	Yr 3 2020/21	Total
	£m	£m	£m	£m
New Grant funding - capital investment	0.167	0.167	0.166	0.500
Funding set aside by Forum *	0.700	-	-	0.700
Total Capital Resources	**0.867**	**0.167**	**0.166**	**1.200**

* Subject to final accounts being agreed

14. Next Steps

14.1 Three consultation sessions have been scheduled for schools to discuss the individual impact of the proposed funding model. Governors, headteachers and SENCOs are invited to attend the sessions.

14.2 Generic questions surrounding this report can be raised at Schools Forum on 21 September 2017.

14.3 Schools Forum will be required to make decisions and recommendations at a single item meeting on 27 September 2017.

14.4 Schools Forum decisions and recommendations will be presented for approval at Children's Services Committee on the 17 October 2017.

15. Conclusions

15.1 Since 2012, the number of pupils with ECHPs has increased from 326 to 549 in 2017. Demand for independent school placements has doubled compared to 2015/16. This is mainly owing to increasing demand for specialist provision for SEMH and ASD, for which the Hartlepool does not have significant appropriate provision to meet this increasing demand.

15.2 The HNB was established in 2013/14. Schools Forum has agreed annually to transfer £0.550m from the HNB into the Schools Block. The ESFA as part of the National Funding Formula have moved this permanently to Schools Block. This is against the trend in the North East region which has seen Schools Forums transfer a greater amount from the Schools Block to the HNB (£13m) compared to transfers from the HNB to the Schools Block (£2.2m).

15.3 The HNB has overspent for the last two years with a predicted overspend of between £0.526m and £0.875m in 2017/18. These overspends have been funded from LA and DSG reserves.

15.4   The review proposes new top-up Ranges which will take effect from 1st April 2018. The ranges are from Range 1 (lowest need) to Range 6 (highest need). These ranges ensure that pupils receive an appropriate level of support based on individual needs rather than an arbitrary hourly rate. In the proposed funding model no mainstream school loses more than 2.8% in year one of their individuals school budget (ISB) including place funding.

15.5   The proposed Ranges are predicated on the agreement of Schools Forum to transfer £0.550m from the Schools Block to the HNB in line with the NE trend, and also to the agreement of a three year MFG for Special Schools.

15.6   The review proposes that pupils in receipt of IPS funding will no longer be funded on an hourly basis. Instead each pupil will be assigned to an appropriate Range. This will reduce overall top-up funding by an average of 18%.

15.7   There are five ARPs in Hartlepool; two of which are full. The proposed funding model has a bigger impact on these provisions than a mainstream school. Although the regulations do not require LAs to provide MFG to ARPs, the LA is proposing to taper the reductions in funding for the two ARPs that are full over a period of two years. This will be limited to the same level of reduction in IPS funding of 18%.

15.8   A review of the level of top-up ranges for a number of special schools showed that the current rate for Hartlepool is the highest. In the proposed funding model Hartlepool would continue to pay one of the highest top-ups.

Regional Funding - Special Schools	Highest	Lowest
	£,000	£,000
HBC - Current	34	4
HBC - Proposal	**19**	**5**
Regional LA 1	19	0
Regional LA 2	17	4
Regional LA 3	13	0
Regional LA 4	12	2
Regional LA 5	12	1

15.9   Unlike ARPs, regulations protect special schools by setting a MFG of 1.5% per year. In year 1 (2018/19) Hartlepool special schools are forecast to receive MFG of approximately £0.790m.

15.10 Should the proposed funding model be agreed, the three year financial forecasts show that by 2020/21 there is a small surplus within the HNB. However, for 2018/19 and 2019/20 there are small deficits which can be funded from DSG reserves.

15.11 Agreement of the proposed funding model will provide a transparent funding regime ensuring that each pupil is funded on level of need within the restricted resource

allocation. The LA appreciate that the proposed funding model is based on current projections and that the model and the block will need to be reviewed annually.

16.   Recommendations

16.1   The Schools Forum is asked to:

a. agree the proposed Range model (para 8.8)

b. agree the transfer of £0.550m from the Schools Block to the HNB and commit to this transfer for a period of at least three years (para 8.10)

c. agree that the local authority should refer a disapplication request to the Secretary of State to disapply the MFG regulations in respect of the Special Schools from 2021/22 (para 8.10).

Budget Description	2017/18 Forecast Outturn		
	Budget **£m**	**Worst Case** **£m**	**Best Case** **£m**
LA Place Funding	1.560	1.560	1.560
Independent Schools Fees	1.112	1.648	1.509
Out of Authority Top-up	0.266	0.330	0.301
Top-up Funding & Support	4.176	4.451	4.349
Post 16 Top-up Funding	0.750	0.750	0.707
Support Services	0.467	0.467	0.467
Total	**8.331**	**9.206**	**8.893**
Overspend		**0.875**	**0.526**
DSG Reserves brought forward	0.979	0.979	0.979
Resources to Carry Forward to 2018/19	**0.979**	**0.104**	**0.453**

Individual Impact of the Review

School	Pupil No's	Top up Reduction	£0.550m impact	ARP Reduction	MFG	Net Reduction in Funding Year 1	ISB + PF	% OF ISB Year 1	% OF ISB After Expiry of MFG *
School 1	17	(6,244)	(15,919)	(89,701)	59,935	**(51,929)**	1,862,532	(2.8%)	(6.0%)
School 2	13	(22,797)	(15,693)	0	0	**(38,491)**	1,504,365	(2.6%)	(2.6%)
School 3	31	(27,683)	(52,397)	(68,626)	0	**(148,705)**	6,197,939	(2.4%)	(2.4%)
School 4	14	(15,285)	(12,983)	(12,972)	3,437	**(37,803)**	1,675,152	(2.3%)	(2.5%)
School 5	11	(11,259)	(7,941)	0	0	**(19,200)**	893,041	(2.1%)	(2.1%)
School 6	6	(9,793)	(6,097)	0	0	**(15,890)**	755,029	(2.1%)	(2.1%)
School 7	17	(19,937)	(12,871)	0	0	**(32,808)**	1,589,388	(2.1%)	(2.1%)
School 8	12	(16,055)	(16,483)	0	0	**(32,539)**	1,689,039	(1.9%)	(1.9%)
School 9	15	(12,690)	(13,924)	0	0	**(26,614)**	1,405,290	(1.9%)	(1.9%)
School 10	15	(14,057)	(12,344)	0	0	**(26,401)**	1,413,848	(1.9%)	(1.9%)
School 11	13	(11,838)	(10,688)	0	0	**(22,526)**	1,277,196	(1.8%)	(1.8%)
School 12	5	(4,579)	(3,538)	0	0	**(8,117)**	467,666	(1.7%)	(1.7%)
School 13	17	(13,059)	(11,704)	0	0	**(24,763)**	1,432,356	(1.7%)	(1.7%)
School 14	11	(8,504)	(15,618)	0	0	**(24,122)**	1,555,446	(1.6%)	(1.6%)
School 15	5	(3,843)	(3,349)	0	0	**(7,193)**	463,898	(1.6%)	(1.6%)
School 16	7	(8,397)	(11,817)	0	0	**(20,214)**	1,312,148	(1.5%)	(1.5%)
School 17	7	(5,457)	(15,204)	0	0	**(20,661)**	1,516,361	(1.4%)	(1.4%)
School 18	6	(4,733)	(6,699)	0	0	**(11,432)**	841,187	(1.4%)	(1.4%)
School 19	5	(5,834)	(11,139)	0	0	**(16,973)**	1,255,691	(1.4%)	(1.4%)
School 20	3	(3,185)	(8,881)	0	0	**(12,066)**	998,094	(1.2%)	(1.2%)
School 21	6	(4,272)	(10,725)	0	0	**(14,997)**	1,249,012	(1.2%)	(1.2%)
School 22	8	(2,979)	(12,193)	0	0	**(15,172)**	1,451,799	(1.0%)	(1.0%)
School 23	7	112	(11,553)	0	0	**(11,441)**	1,116,118	(1.0%)	(1.0%)
School 24	21	(3,000)	(13,736)	0	0	**(16,736)**	1,638,852	(1.0%)	(1.0%)
School 25	2	(424)	(11,854)	0	0	**(12,279)**	1,241,138	(1.0%)	(1.0%)
School 26	18	(2,438)	(57,518)	0	0	**(59,956)**	6,192,194	(1.0%)	(1.0%)
School 27	2	(1,730)	(5,419)	0	0	**(7,149)**	750,117	(1.0%)	(1.0%)
School 28	2	(1,205)	(3,538)	0	0	**(4,742)**	505,878	(0.9%)	(0.9%)
School 29	13	9,631	(46,043)	(11,092)	0	**(47,504)**	5,121,036	(0.9%)	(0.9%)
School 30	3	440	(7,865)	0	0	**(7,425)**	842,990	(0.9%)	(0.9%)
School 31	1	(900)	(4,817)	0	0	**(5,717)**	650,782	(0.9%)	(0.9%)
School 32	14	(528)	(55,242)	0	0	**(55,770)**	6,444,375	(0.9%)	(0.9%)
School 33	9	61	(7,715)	0	0	**(7,653)**	890,792	(0.9%)	(0.9%)
School 34	6	2,002	(31,675)	0	0	**(29,673)**	3,772,411	(0.8%)	(0.8%)
School 35	9	5,976	(4,817)	0	0	**1,159**	690,479	0.2%	0.2%
Sub-total	**351**	**(224,484)**	**(550,000)**	**(182,391)**	**63,372**	**(893,503)**	**62,663,639**	**(1.4%)**	**(1.5%)**
Special School 1	106	(494,823)	0	0	478,030	**(16,793)**	2,179,573	(0.8%)	(22.7%)
Special School 2	71	(262,188)	0	0	250,398	**(11,790)**	1,495,994	(0.8%)	(17.5%)
Sub-total **	**177**	**(757,011)**	**0**	**0**	**728,428**	**(28,583)**	**3,675,567**	**(0.8%)**	**(20.6%)**
Grand Total	**528**	**(981,495)**	**(550,000)**	**(182,391)**	**791,800**	**(922,086)**	**66,339,206**	**(1.4%)**	**(2.6%)**

*overall impact on funding at year 3 for the ARPs and year 4 for the special schools
**special school funding includes place funding and current 2017/18 top-ups from the LA

Child & Adult Services

SEN Draft Guidance 2016

Funding Ranges

Hartlepool
SEND
Special Educational Needs and Disabilities

Content

- How to use the guidance
- Cognition and Learning Needs (including SPLD)
- Communication and Interaction Needs
- Social, Emotional and Mental Health Needs
- Sensory and Physical Needs
- Early Years Foundation Stage
- Resources to be used in the classroom

These SEND Range Descriptors are based on national best practice in determining the needs of pupils with SEND. They are based on the four areas of the SEND Code of Practice (2014) and on the 'golden thread' of the graduated approach of assess, plan, do and review that pervades best practice in the implementation of the SEND Code.

This new approach to assessing and describing pupil's needs will determine the funding that will be allocated to ensure that pupils needs are met in the most effective and efficient way. Therefore, it is a 'needs led approach' rather than allocating provision such as 1:1 TA support which characterises the current Hartlepool model. This will be a complete change in culture for schools. The following will be the focus of the new pupil need led approach:

- Greater emphasis on accountability and targeting of spend to meet the pupil's needs
- An evidence base of the assessment of need, the range of interventions in place and the impact and outcome.
- Schools to provide evidence of interventions through a provision map for the pupil/class/group
- Schools to demonstrate that they are following the SEND Code of Practice; interventions should be based on the graduated response of assess, plan, do and review.
- Interventions should be clearly defined, have specific timescales and outcomes that can be measured. Schools to take account of environmental factors – routines, structure, noise levels, rooming as well as the impact of mental health, sensory needs and emotional resilience.
- An emphasis on the importance of 'Quality First Teaching' and what that looks like in practice.
- It is envisaged that pupil's needs will be met through Ranges 1-3 through the notional budget in the school and for the higher ranges this will be funded from the LA High Needs Budget.
- Schools will need to demonstrate that they are spending the Element 1 (AWPU) and Element 2 (notional SEN based on deprivation indicators including Pupil Premium) – this equates to £10,000 in the notional SEN Budget. Therefore, provision maps showing the range and frequency of interventions will need to be costed at all levels.
- Services that are provided to schools will need to demonstrate their effectiveness and impact including the cost in the pupil's provision map.

The SEND Range Descriptors will provide a core framework for all professionals working with the pupil and will give greater clarity for parents/families/carers in terms of what the needs of

their child are and what their child is receiving. The provision map will give clarity as to when assessments should take place, the specific interventions that have been put in place and the impact. This evidence will be the basis for any additional funding that may be required over and above what is being provided by the schools SEND budget.

The LA is currently reviewing its SEND panels to ensure that they are fit for purpose and effectively challenge schools in terms of their SEND provision as well as offering guidance on best practice. LA officers will be well versed in the interpretation and implementation of the Ranges.

Schools will need to ensure that SENCO's are appropriately trained and qualified. It is important that they are part of the senior leadership team and that they have access to the school's budget and a thorough understanding of how the school spends Element 1 and 2 of the notional SEND budget. The LA will put in place a detailed training plan for schools, Headteacher's, SENCO's and other professionals/stakeholders in the implementation of the Range Descriptors.

Implementation of the SEND Ranges across the LA

A working group has been established to trial the SEND Ranges in their schools. The working group consists of Headteacher's and SENCO's of primary and secondary schools with resource bases, Headteacher's and senior staff from the special schools and the PRU and LA officers, Educational Psychologist and SEND Consultant. The working group chose a number of pupils in their settings and placed them within the Ranges with evidence of why they assessed the pupil at that Range. Visits were made by the SEND Consultant and LA SEND Officer to the schools to moderate and scrutinise the evidence base and to agree on the SEND Range. Feedback on the process and the documentation then informed the Draft SEND Range Descriptors which then was circulated to a wider multi-disciplinary network.

A morning conference was held on November 10th for all schools and services on the SEND Range Descriptors and national SEND developments across the country. This half day sessions were led by Anne Hayward and Sarah Mincher. The audience were keen for the LA to put an intensive training plan in place for schools and schools agreed that they would release their SENCOs for half a day per half term to attend training and to contribute to working groups set up to implement the Ranges.

A working group was also established to consider the admission criteria for the Additional Resourced Provision in primary and secondary schools. This working group will use the SEND Range Descriptors in terms of criteria for entry into a resourced provision and into specialist provision inside and outside the LA. The LA are part of a Tees Valley group looking at admissions to additionally resourced provision in order that greater consistency of approach can be achieved across the area.

The LA intends to phase this process into schools over a period to be determined by a LA financial modelling exercise that will be undertaken in the Spring Term 2017. The financial modelling exercise will involve schools undertaking a 'broad brush' approach to some initial assessment as to where pupils are likely to be placed in the SEND Ranges.

Schools Forum on **December 9th** will consider the implementation plan and agree on the process going forward. Schools will be sent the revised SEND Ranges and an example of a provision map that will be required for the financial modelling process on all pupils that receive additional SEND funding. This will be required from all schools by **January 13th 2017**.

Workshops and clinics will be provided for all mainstream schools on **January 5th and 6th** and for special schools and ARP's on **January 11th**. Details of time slots will be sent out to schools on December 9th or before.

Sarah Mincher will co-ordinate and run half termly sessions for Headteacher's and SENCO's on the implementation of the SEND Ranges and will lead various working groups on local and national SEND issues. The first of these will be on **January 19th** focussing on the Rochford Report and the implications for schools. These sessions will be planned up to July 2017.

Alongside this guidance and the workshops/training a website is available for all schools to access a range of resources and training materials. The website was originally established by Anne Hayward for SEND work with settings 0-25 in Kent. It has now been extended to include the work being completed in Hartlepool and will have a range of resources that can be accessed by schools. The website address is http://www.sendwrpproject.co.uk/ (right click and open hyperlink) and the password is SENDproject2017. If schools wish to share their own resources on the website, they are to email Anne Hayward at anne@annehayward.com .

Implementation of the Ranges in school.

The Ranges are a very useful guide for SENCOs and schools staff to assess/identify the needs of pupils and to put into place the appropriate support. The Ranges are from Range 1 through to at least Ranges 5 and 6 whilst some go beyond. They describe the pupil's needs and suggestions for the types of interventions that will be required. Schools will need to evidence all their interventions and the impact of these through a provision map. This is best practice nationally and Ofsted will require this level of evidence of input and impact.

The Ranges are in two parts. First part is the general overview of all the Ranges in the areas of the SEND Code of Practice; this gives an indication of the level of need but not the detail. The detail is in the second pack which looks at what should have been in place through Quality First Teaching in Ranges 1-3 through a graduated response and through in school interventions. This would equate to what the school should be spending their notional SEND budget on. Provision maps should be costed which then demonstrates where the funds have been spent and highlights which interventions have been successful and those that have not. In time, when schools have become familiar with provision maps, these will replace the IEP's which are not a requirement under the SEND Code of Practice.

Any additional support over and above the notional SEND budget from the LA will be based on the needs as identified through the Ranges and on how the school has implemented their resources to meet pupil's needs in Ranges 1-3. The SENCO needs to have access to the schools SEND budget as well as being familiar with other spend such as the Pupil Premium and other similar funds as some pupils will fall into a number of funding areas. It is important the right funds are spent for the right pupils and that there is evidence to show input and impact.

The provision map should show not only school based interventions but also those of specialists and outside agencies if they are involved. This will give an informed picture and overview of the interventions, impact and the progress that the pupil has made as a result. These can be shared with parents and other stakeholders at review periods, for end of term reports and Annual Reviews. The provision map should be part of a progress check every 6 weeks and a data run at the end of every term in line with the assessment framework and process in each school. Undertaking provision maps in this way will also correlate the attainment/achievements alongside other indicators such as attendance, behaviour etc.

In some cases pupils will fall into more than one Range. The school will need to study the Ranges and to highlight where the greatest need is. This may change in time and as the pupil matures. There will be specific times such as transition where the needs may change considering the differing environments and expectations. The Ranges are a guide and provide a framework for the evidence that will be required. At present this document is in draft form and is intended to be used as working document. Schools will be asked for feedback over the course of the next year and changes will be made as and where necessary. The Early Years section is still in development, EP's and Early Years staff will use the current section as a framework for feedback and shape it for Hartlepool.

Identifying range

1. Read the descriptors in each document and identify those that describe your pupil. You make find it useful to print off a copy of these and highlight ones that apply.
2. Use the SEN Guidance descriptor information in the first column of each range to think about how the pupil's individual profile affects their access to the curriculum and school life. These statements support a decision about whether the pupil is mildly, moderately, severely or profoundly affected and give guidance about how contexts and support needed affect placement at a range.
3. Steps 1 and 2 above should enable professionals to make a judgement about which range the pupil is at currently. It is important to recognise that these ranges can alter either because the pupil's profile change or because of context changes such as times of transition/ school placement.

Using the Guidance to support learning

1. Once the range has been established professionals will find advice about how to support the learning of children and young people at each range.
2. It is important to recognise that Quality First Teaching will provide a firm basis upon which to use the additional strategies identified at each range. Strategies and advice from earlier ranges need to be utilised as well as more specialised information as the ranges increase. The Ranges are colour coded throughout the guidance as follows.

Range 1 - School based responses – Universal mainstream

Range 2 – School based responses – Universal/Targeted mainstream

Range 3 – School based responses – Targeted mainstream

Range 4 – Targeted/Specialist either in mainstream or specialist additional resource

Range 5 – Specialist Resource/ Special School

Range 6 - Special School

Range 7 – Highly Specialist Provision possibly 24 hour.

Key Characteristics of effective provision for pupils and CYP with SEND

- Development of a personalised pathway with the CYP at the heart of all that we do.

- The school/setting to follow the SEND Code in terms of the graduated response of Assess, Plan, Do and Review in all aspects of their work and that this can be evidenced

- Curriculum modifications have been made and documented in teachers short and medium term planning.

- Departments can evidence that they have made reasonable adjustments to their curriculum and that they can evidence this change through planning, observations, learning walks and scrutiny of pupils work.

- There is a clear and well documented training plan across the whole school for staff in terms of meeting the pupils with SEND in the school.

- Parents and pupils are involved at all stages

- TAs are routinely involved with planning, assessment and evaluation of pupils progress

- There are clear base line assessments on entry and exit of the interventions.

- Transition is handled effectively

- Target setting is SMART and can be followed through in terms of input and impact.

- Timetables are personalised

- Leaders and managers regularly scrutinise the work of pupils with SEND, observe seasons and undertake focused learning walk through. This is then fed back to the Governor for SEND who come into the school at least on a 6 weekly basis to report to the Governing Body on the progress of pupils with SRND and those who are vulnerable.

- The learning environment is conducive to the need of the pupils and is communication environment friendly.

- The resources and in particular ICT enable pupils with SEND to access the curriculum.

SEN Guidance 2016

Cognition and Learning Needs

(Including SPLD)

	Cognition and Learning Needs Guidance
	Range Descriptors Overview
Range One	• Below expectations; may be significantly **behind** national expectations. • Difficulty with the acquisition / use of language, literacy, numeracy skill • Difficulty with the pace of curriculum delivery. • Some problems with concept development. • Take note of descriptors for other SEN needs, may not be primary need • Evidence of some difficulties in aspects of literacy, numeracy or motor coordination. • Literacy and/or numeracy skills may not be in line with general ability. • Attainment levels are likely to be a year or more delayed.
Range Two	• Continuing and persistent difficulties in the acquisition/use of language/literacy/numeracy skills. • The pupil is operating at a level well below expected outcomes and there is evidence of an increasing gap between them and their peers despite targeting intervention and differentiation and intervention through provision map • Evidence of difficulties with aspects of cognition i.e. memory, concept development, information processing, understanding, sequencing and reasoning that impact on learning and/or limit access to the curriculum • Progress is at a slow rate but with evidence of response to intervention and that support is required to maintain gains and to access the curriculum. Attainment is well below expectations despite targeted differentiation • Processing difficulties limit independence and may need adult support in some areas. • Take note of descriptors for other SEN needs, may not be primary need • The pupil will have **mild** but **persistent** difficulties in aspects of literacy, numeracy or motor coordination despite regular attendance, appropriate intervention and quality teaching. • May have difficulties with organisation and independence in comparison to peers • Difficulties impact on access to the curriculum and the pupil will require special arrangements and additional support in the classroom. • Self-esteem and motivation may be an issue. • Possibly other needs or circumstances that impact on learning

Range Three	As Above Plus: • Persistent difficulties in the acquisition/use of language/literacy/numeracy skills and appear resistant to previous interventions • The pupil is operating at a level significantly below expected outcomes and there is evidence of an increasing gap between them and their peers despite targeted intervention, differentiation and curriculum modification. • Moderate difficulties with independent working and needs the support of an adult and a modified curriculum. • Assessment by an appropriately qualified specialist or Educational Psychologist indicates significant and enduring difficulties with several aspects of cognition e.g. memory, concept development, information processing, understanding sequencing and reasoning that impact on learning and/or limit access to the curriculum and/or there may be significant discrepancies between different areas of cognition or a highly unusual profile of strengths and difficulties which require a personalised learning plan, access to advice from a specialist and is likely to require support for reading/recording to access the curriculum at the appropriate level of understanding. • The pupil will have **moderate** and **persistent** difficulties with literacy, numeracy or motor co-ordination despite regular attendance, significant levels of focused intervention, effective provision mapping and quality teaching. • Difficulties in some aspect of cognitive processing will be present, i.e. slow phonological processing, poor working memory, difficulties with auditory and visual processing. • The difficulty will affect access to curriculum and specialist support/advice and arrangements will be required. This is likely to include assistive technology and/or augmented or alternative communication supports. • Difficulties with learning may now impact on self-esteem, motivation and emotional wellbeing despite positive support, involvement of pupil in target setting and personalised learning.
Range Four(i)	• The pupil will have **significant** and **persistent** difficulties with literacy, numeracy or motor coordination despite regular attendance and high quality specialist intervention and teaching.

[Red]	• Where there is a discrepancy between cognitive ability and performance, it is highly significant. • Key language, literacy and/or numeracy skills are well below functional levels for their year group – the pupil cannot access text or record independently. • The pupil has significant levels of difficulty in cognitive processing requiring significant alteration to the pace and delivery of the curriculum. These are likely to be long term/lifelong • The condition is pervasive and debilitating and significantly affects access to curriculum and academic progress. High levels of support are required which include assistive technology. • Social skills and behaviour may be affected and issues of self-esteem and motivation are likely to be present • The pupil may appear to be increasingly socially immature and vulnerable because of limited social awareness, difficulties with reasoning, understanding or expressing thoughts.
Range Four (ii)	As Range 4(ii) plus: • Difficulties are so severe that specialist daily teaching in literacy and numeracy and access to a modified curriculum is required • The level of adjustment and specialist teaching across the curriculum required is significantly greater than is normally provided in a mainstream setting
Range Five	• **PROFOUND** difficulties with cognitive impairment profoundly restrict access to the curriculum and require specialist provision. • Significant and persistent difficulties in the acquisition/use of language/literacy/numeracy skills, with the curriculum and out of school activities • Complex and severe language and communication difficulties. • Profound LD • Access to specialist support for personal needs • Complex needs identified*
Range Six	• **PROFOUND** learning needs with another significant barrier to learning e.g. SLCN/Sensory/Physical/ASD • Profound difficulties with cognitive impairment that profoundly restrict access to the curriculum and require specialist provision. • Profound and persistent difficulties in the acquisition/use of

     	language/literacy/numeracy skills, that impact on all aspects of daily life; lifelong disability. • Complex and profound language and communication difficulties. • Profound LD • Complex Needs identified *

* Complex Needs funding represents a funding model for those children and young people with Complex Learning Difficulties and Disabilities (CLDD) that create a complex profile of 3 or more primary needs. These CYP's present with a range of issues and combination of layered needs, e.g. mental health, relationships, behavioural, physical, medical, sensory, communication, cognitive. They need informed significant support and strategies which will include trans-disciplinary input to engage effectively in the learning process and to participate actively in the classroom activities and wider community.

Cognition and Learning Needs Guidance	
Range 1 - School based responses – UNIVERSAL (Mainstream)	
Descriptor	• Below expected rate of attainment; below expectations and national expectations. • Difficulty with the acquisition / use of language, literacy, numeracy skill • Difficulty with the pace of curriculum delivery. • Some problems with concept development. • Take note of descriptors for other SEN needs, may not be primary need • Evidence of some difficulties in aspects of literacy, numeracy or motor coordination. • Literacy and/or numeracy skills may not be in line with general ability. • Attainment levels are likely to be a year or more delayed.
Assessment & Planning	**SCHOOL** • Part of normal school and class assessments. • Normal curriculum plans include QFT strategies • Parents and children involved in monitoring and supporting their targets. **Assessment** • In addition to normal classroom assessments the teacher will also carry out the LD baseline and discuss next steps with the SENCO.

	• As appropriate, screen for Irlen's (coloured overlays), Dyslexia, Dyscalculia, Motor skills Difficulties. Tools you might use: GL Assessment online screeners, Lucid, Dyslexia Screening Test. For concerns regarding motor skills use a motor skills check list and/or speak to the school nurse/OT. **Planning** • Normal curriculum plans to include QFT strategies and adjustments to activities to remove any barriers difficulties may present • Time table any one-to-one intervention into weekly routine as appropriate (the number of sessions would be dependent on the intervention). • Monitor effectiveness interventions ensuring clear entry and exit points and detailed provision map. • Parents and children involved in monitoring and supporting their targets.
Groupings for teaching	• Mainstream class with flexible grouping arrangements. • Opportunities for small group work based on identified need e.g. listening/thinking. • Mainstream class with flexible grouping arrangements. • Opportunities for small group work based on identified need e.g. reading, maths, motor skills • Opportunities for generic type one-to-one programmes aimed at addressing gaps – CatchUp Maths, CatchUp Literacy, 20-20 Maths, 20-20 Literacy, Dynamo Maths, 1st Class Maths. Any intervention should have clear entry and exit criteria
Human resources & staffing	• Main provision by class/subject teacher with advice from SENCO. • Additional adults routinely used to support flexible groupings and differentiation • Mainstream class with enhanced differentiation, regular targeted small group support. • Time limited programmes of small group work based on identified need. • Opportunities for 1:1 support focused on specific targets, with outcomes closely monitored. • Advice from LD is reflected in targets.
	• Quality First teaching +

Curriculum and Teaching Methods	• Differentiation by presentation, activity and/or outcome. • Simplify level/pace/amount of teacher talk. • Emphasis on identifying and teaching gaps highlighted by LD Baseline assessment. • Opportunities for skill reinforcement/ revision/transfer and generalisation. • Formal teaching of vocabulary and concepts
Resources and Intervention Strategies	• Full inclusion within the curriculum through use of differentiation and group support. • Activities planned through QFT with emphasis on concrete, experiential and visual supports. • Multi-sensory learning opportunities. • Strategies employed to encourage cognitive engagement, transferring and generalising learning e.g. Thinking Skills and problem solving. • Links established between new and prior learning with support from review and over learning techniques.

Cognition and Learning Needs Guidance

Range 2 - School based responses – UNIVERSAL/TARGETED (Mainstream)	
Descriptor	- Continuing and persistent difficulties in the acquisition/use of language/literacy/numeracy skills. - The pupil is operating at a level well below expected outcomes and there is evidence of an increasing gap between them and their peers despite targeting intervention and differentiation and intervention through provision map - Evidence of difficulties with aspects of cognition i.e. memory, concept development, information processing, understanding, sequencing and reasoning that impact on learning and/or limit access to the curriculum - Progress is at a slow rate but with evidence of response to intervention and that support is required to maintain gains and to access the curriculum. Attainment is well below expectations despite targeted differentiation - Processing difficulties limit independence and may need adult support in some areas. - Take note of descriptors for other SEN needs, may not be primary need - The pupil will have **mild** but **persistent** difficulties in aspects of literacy, numeracy or motor coordination despite regular attendance, appropriate intervention and quality teaching. - May have difficulties with organisation and independence in comparison to peers - Difficulties impact on access to the curriculum and the pupil will require special arrangements and additional support in the classroom. - Self-esteem and motivation may be an issue. - Possibly other needs or circumstances that impact on learning
Assessment & Planning	**SCHOOL** As Range 1 + **Assessment** SENCO **will use** screening tools to establish a profile of the pupil's strengths and weakness. This will inform areas for intervention and adjustments/arrangements required for access to the curriculum and

	exams.
	Planning
	• Teaching plans clearly show adjustments made for individual pupil to access the curriculum. This should include planning for additional adults supporting the pupil within the classroom.
	• SENCO to oversee planning of a personalised multi-sensory intervention. This should be time-tabled and a private area made available.
	• Regular monitoring and reviewing of interventions so they can be adapted accordingly – this should take place termly.
Groupings for teaching	• Mainstream class with enhanced differentiation, regular targeted small group support.
	• Time limited programmes of small group work based on identified need.
	• Opportunities for 1:1 support focused on specific targets, with outcomes closely monitored.
	• Advice from LD is reflected in targets.
	As Range 1 provision **plus**
	• 1:1 specific multisensory, cumulative, structured programmes to support the acquisition of literacy, cursive handwriting, numeracy and motor skills (at least 3 times 30 minutes' sessions per week).
	• Ensure opportunities for mixed groupings as pupil's cognitive ability is likely to be higher than their literacy skills might indicate.
Human resources & staffing	• Parents are fully informed of school provision for child and involved in decisions about interventions to meet the child`s needs.
	• **Main provision** by class/subject teacher with support from SENCO and advice from specialist teachers as appropriate.
	• Additional adult, **under the direction of teacher,** provides sustained targeted support on an individual/group basis.
	• Include withdrawal on a time limited basis, entry and exit criteria clearly stated.
	As Range 1 provision **plus**
	• Trained staff to deliver 1:1 programme for at least 30 minutes, 3 times weekly.
	• Additional adult, **under the direction of teacher,** provides sustained targeted support on an individual/group basis.

Curriculum and Teaching Methods	- Quality First teaching+ - Programme includes differentiated and modified tasks within an inclusive curriculum. - Modify level/pace/amount of teacher talk to pupils identified need. - Programmes to consist of small achievable steps. - Pre teach concepts and vocabulary - Multi-sensory learning opportunities - Emphasis on using and applying and generalisation of skills. - Individual targets within group programmes and/or 1:1carefully monitored and reviewed. As Range 1 provision **plus** - Differentiated curriculum with modifications that include alternative methods to record and access text. This will include ICT as appropriate e.g. word prediction, text-to-speech.
Resources and Intervention Strategies	- Adults use the developmental level of language appropriate to the child in questioning and explanation. - Elklan and Blank Scheme Levels and Activities - Simple Thinking Skills Activities Intensive use of 'Thinking Skills' approach, sorting/ matching/visual sequencing/ classifying and categorising. - Use real objects where ever possible. - Individual reading individual maths - Alphabet arc activities - Precision teaching Motor co-ordination programme - Busy box 5 minute box lit/num - visual timetables, timeline - QFT is supplemented by appropriate small group work with close monitoring in place. - Individualised programmes are incorporated into provision. Clear entry and exit criteria. - The child experiences success through carefully planned interventions and expectations As Range 1 provision **plus** - Trained staff to deliver 1:1 programme for at least 30 minutes, 3 times

| | weekly.
• Additional adult, **under the direction of teacher,** provides sustained targeted support on an individual/group basis. |

	Cognition and Learning Needs Guidance
	Range 3 - School based responses – TARGETED (Mainstream)
Descriptor	• Persistent difficulties in the acquisition/use of language/literacy/numeracy skills and appear resistant to previous interventions • The pupil is operating at a level significantly below expected outcomes and there is evidence of an increasing gap between them and their peers despite targeted intervention, differentiation and curriculum modification. • Moderate difficulties with independent working and needs the support of an adult and a modified curriculum. • Assessment by an appropriately qualified specialist or Educational Psychologist indicates significant and enduring difficulties with several aspects of cognition e.g. memory, concept development, information processing, understanding sequencing and reasoning that impact on learning and/or limit access to the curriculum and/or there may be significant discrepancies between different areas of cognition or a highly unusual profile of strengths and difficulties which require a personalised learning plan, access to advice from a specialist and is likely to require support for reading/recording to access the curriculum at the appropriate level of understanding. • The pupil will have **moderate** and **persistent** difficulties with literacy, numeracy or motor co-ordination despite regular attendance, significant levels of focused intervention, effective provision mapping and quality teaching. • Difficulties in some aspect of cognitive processing will be present, i.e. slow phonological processing, poor working memory, difficulties with auditory and visual processing. • The difficulty will affect access to curriculum and specialist

	support/advice and arrangements will be required. This is likely to include assistive technology and/or augmented or alternative communication supports. • Difficulties with learning may now impact on self-esteem, motivation and emotional wellbeing despite positive support, involvement of pupil in target setting and personalised learning. • An assessment of SpLD may be sought.
Assessment & Planning	**SCHOOL** • SENCo **should** take advice from assessment by LD/EP and the involvement of education and non-education professionals as appropriate. • Reviews should take note of evidence based need to move towards an EHC plan • Curriculum plans and progress are closely monitored by school tracker. • Targets are individualised, short term and specific. • Continued regular engagement of parents/carer
Groupings for teaching	• Mainstream class, predominantly working on **modified** curriculum tasks. • Frequent opportunities for small group work based on identified need. • Daily opportunities for 1:1 support focused on specific IEP targets. • Grouping needs to be flexible and include positive peer models with input from Class teacher as well as additional adults
Human resources & staffing	• **Main provision** by class/subject teacher with support from SENCO and advice from specialist teacher and non-education professionals as appropriate. • A consistent structured environment may include withdrawal, carefully monitored, planned by class teacher for a specific target. • Additional adult**, under the direction of the teacher** provides sustained targeted support on an individual/group basis. Clear monitoring of effectiveness of interventions. • Additional adult to be trained to deliver interventions and support
Curriculum and Teaching Methods	• Quality First teaching +Tasks and presentation increasingly individualised and modified in an inclusive curriculum, • Visual cues to support auditory information at all stages of delivery. • Individualised level/pace/amount of teacher talk. Ensure transfer and generalisation of skills has occurred before teaching anything new.

	• Small steps targets within group programmes and/or 1:1 • Alternative ways of recording as appropriate
Resources and Intervention Strategies	• Use of 'Thinking Skills' approach, sorting/ matching/visual sequencing/classifying and categorising. • The child experiences success through carefully planned interventions and expectations • Use real objects where ever possible. • Elklan activities, Motor coordination programme • Blank Activities, Busy box, 20/20 reading 5 minute box lit/numeracy, 20/20 maths, Visual timetables, Alphabet Arc, Precision teaching • QFT is supplemented by appropriate small group work with close monitoring in place. • Individualised programmes are incorporated into provision. Clear entry and exit criteria. • Adults use the developmental level of language appropriate to the child in questioning and explanation.
	Cognition and Learning Needs Guidance
	Range 4 Band (i) – TARGETED/SPECIALIST (Mainstream)
Descriptor	• The pupil will have **significant** and **persistent** difficulties with literacy, numeracy or motor coordination despite regular attendance and high quality specialist intervention and teaching. • Where there is a discrepancy between cognitive ability and performance, it is highly significant. • Key language, literacy and/or numeracy skills are well below functional levels for their year group – the pupil cannot access text or record independently. • The pupil has significant levels of difficulty in cognitive processing requiring significant alteration to the pace and delivery of the curriculum. These are likely to be long term/lifelong

	• The condition is pervasive and debilitating and significantly affects access to curriculum and academic progress. High levels of support are required which include assistive technology. • Social skills and behaviour may be affected and issues of self-esteem and motivation are likely to be present • The pupil may appear to be increasingly socially immature and vulnerable because of limited social awareness, difficulties with reasoning, understanding or expressing thoughts.
Assessment & Planning	**SCHOOL** • SENCo takes advice from assessment by LD/EP and the involvement of education and non-education professionals as appropriate. • Curriculum plans and progress are closely monitored. • Targets are individualised, short term and specific use B squared /pivats to set targets Continued regular engagement of parents • EHCP plan in place and curriculum plans, classroom support and interventions are planned in accordance with the EHCP.
Groupings for teaching	• Mainstream class, predominantly working on **modified** curriculum tasks. • Frequent opportunities for small group work based on identified need. Daily opportunities for 1:1 support focused on specific IEP targets. • Opportunities for multi-sensory interventions to address core difficulties will be in place.
Human resources & staffing	• **Main provision** by class/subject teacher with support from SENCO and advice from specialist teacher and non-education professionals as appropriate. • A consistent structured environment may include withdrawal, carefully monitored, planned by class teacher for a specific target. • Additional adult**, under the direction of the teacher** provides sustained targeted support on an individual/group basis. • Clear monitoring of effectiveness of interventions. Additional adult to be trained to deliver interventions and support
Curriculum and Teaching Methods	• Quality First teaching +Tasks and presentation increasingly individualised and modified in an inclusive curriculum • Visual cues to support auditory information at all stages of delivery. • Teaching and activities are adapted to reduce the impact of processing

	difficulties e.g. working memory, processing speed.
	• Individualised level/pace/amount of teacher talk. Ensure transfer and generalisation of skills has occurred before teaching anything new.
	• Small steps targets within group programmes and/or 1:1
	• Tasks and presentation are personalised to the child's needs and monitored regularly to ensure remain appropriate
	• Emphasis on literacy, numeracy PSHCE and ICT
	• Access arrangements and adjustments are part of everyday leaning and practice.
Resources and Intervention Strategies	• **Modified** class curriculum • Pupil still included in activities wherever appropriate • Use real objects for thinking skill activities. • Explore the context for the objects. • Appropriate thinking skills strategies • R3 provision plus • Visual cues Task plans • Simplified language level with instructions chunked. • Elklan Strategies • Numicon • Addacus • SLT • Daily individualised prog for Lit/Numeracy • Access to assistive technology must be made for those pupils with SPLD – e.g. Clicker 6, TextHelp Read/Write, Penfriend and audio recording devices.

Cognition and Learning Needs Guidance	
Range 4 Band (ii) TARGETED/SPECIALIST (Mainstream/Specialist Resource)	
Descriptor	• Severe cognitive impairment severely restrict access to the curriculum. • Severe and persistent difficulties in the acquisition/use of language/literacy/ numeracy skills, with the curriculum and out of school activities • Severe level of cognitive impairment that is a lifelong disability and significantly impacts on social development and independence and requires

	specialist teaching.
	• Severe LD
	• Complex needs identified *
	• The level of adjustment and specialist teaching across the curriculum required is significantly greater than is normally provided in mainstream setting.
	SCHOOL
Assessment & Planning	• SENCo takes advice from assessment by LD/EP and the involvement of education and non-education professionals as appropriate.
	• Curriculum plans and progress are closely monitored.
	• Targets are individualised, short term and specific use B squared /pivats / to set targets
	• Continued regular engagement of parents Continue to use B squared to set targets and progress is closely monitored and tracked.
	• Rely on education and outside professionals for assessment and advice.
	• Curriculum plans, classroom support and interventions are planned in accordance with the EHCP.
Groupings for teaching	• Mainstream class, predominantly working on **modified** curriculum tasks.
	• Frequent opportunities for small group work based on identified need by specialist teacher and specialist support staff
	• Daily opportunities for 1:1 support focused on specific provision targets
Human resources & staffing	• **Main provision** by class/subject teacher with support from SENCO and advice from specialist teacher and non-education professionals as appropriate.
	• A consistent structured environment may include withdrawal, carefully monitored, planned by class teacher for a specific target.
	• Additional adult**, under the direction of the teacher** provides sustained targeted support on an individual/group basis.
	• Clear monitoring of effectiveness of interventions. Additional adult to be trained to deliver interventions and support
Curriculum and Teaching Methods	• **Modified** class curriculum
	• Quality First teaching +Tasks and presentation increasingly individualised and modified in an inclusive curriculum
	• Visual cues to support auditory information at all stages of delivery.

	• Individualised level/pace/amount of teacher talk. Ensure transfer and generalisation of skills has occurred before teaching anything new. • Small steps targets within group programmes and/or 1:1 • Tasks and presentation are personalised to the child's needs and monitored regularly to ensure remain appropriate • Emphasis on literacy, numeracy PSHCE and ICT • Tasks and presentation are personalised to the child`s needs and as R4(1) monitored regularly to ensure remain appropriate • Highly adapted teaching methods which incorporate the use of learning aids and multi-sensory teaching as standard.
Resources and Intervention Strategies	• Intensive use of 'Thinking Skills' approach, sorting/ matching/visual sequencing/ classifying and categorising. • The child experiences success through carefully planned interventions and expectations • Use real objects where ever possible. Pupil still included in group activities wherever appropriate • Elklan activities, Alphabet arc activities, Blank Activities • Precision teaching, Motor co-ordination programme • Busy box, 20/20 reading, 20/20 maths • visual timetables, timeline, cues, task plans • 5-minute box lit/num, Numicon, Addacus • For those pupils with SPLD access to assistive technology must be made. • QFT is supplemented by appropriate small group work with close monitoring in place. • Individualised lit/numeracy incorporated into provision. Clear entry and exit criteria. • Adults use the developmental level of language appropriate to the child in questioning and explanation. Simple language level with instructions chunked. • 1-1 SLT be appropriate

	Cognition and Learning Needs Guidance
	PROFOUND - Range 5 – SPECIALIST (Specialist Resource/Special School)
Descriptor	**PROFOUND** difficulties with cognitive impairment profoundly restrict access to the curriculum and require specialist provision. - Significant and persistent difficulties in the acquisition/use of language/literacy/numeracy skills, with the curriculum and out of school activities - Complex and severe language and communication difficulties. - Profound LD - Complex Needs identified *
Assessment & Planning	**SCHOOL** - As R4 and with long term involvement of Specialist provision and appropriate non-educational professionals. - Previous assessment informs the planning process for appropriate programmes. Individual targets and therapy programmes are carefully monitored. - Targets are short term and specific, monitored and reviewed on a short-term basis. Parents/carers are naturally involved.
Groupings for teaching	**Extremely modified and individualised** work. Small group and 1-1 daily developing basic skills. - Need specialist intervention from time to time to model interventions for schools to follow
Human resources & staffing	- Staff need to be trained and have experience working with pupils. Access to extra staffing to support pupils in times of crisis and stress and to escort pupils on outings and trips. - Appropriately trained staff to deal with medical and physical issues as appropriate
Curriculum and Teaching Methods	- As R4 plus access to aids personalised to the child's needs e.g. communication needs - Ensure that appropriate advice and materials are always available such as PECS, Makaton, ICT

Resources and Intervention Strategies	- Extreme modification of curriculum and group activities carefully - Monitored to ensure the pupil is not isolated or excluded. - Pupil still included in activities wherever appropriate - Plus, emphasis on using real objects and experiences for all activities, and visual support throughout Specialist ICT hard and software. - AAC systems to support communication environment. Specialist equipment to promote self-help, physical access and mobility. - Appropriate indoor and outdoor provision in a safe and secure setting. - Specialist hygiene facilities if necessary. - Access to specialist educational and non-educational services.

Communication and Interaction Needs

Speech, Language & Communication Needs and Communication and Interaction/ Autism Spectrum

Guidance for children and young people with Speech, Language and Communication Needs

Introduction

The term SLCN is used in this guidance to refer to children and young people with speech, language and communication needs as described below.

There are four distinct and overlapping reasons for C&YP to have SLCN[1].

1. **Primary Need**: a persistent developmental difficulty specific to the speech and language systems associated with speech sounds, formulating sentences, understanding, social interaction or fluency

2. **Secondary need**: primary developmental factor related to Autism, physical, hearing or cognitive impairments which affect speech, language and communication

3. Reduced developmental opportunities meaning that language is impoverished or delayed; mainly linked to social disadvantage.

4. Speaking and understanding English as an additional language (EAL) does not in itself constitute a SLC difficulty. The varied structures and phonologies of different languages however cause *initial short term* difficulties. It is important to recognise that C&YP with EAL also have the above 3 reasons for their SLCN.

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[1] Effective and Efficient use of resources in services for C&YP with SLCN (Lindsay, Desforges, Dockrell, Law, Peacey ad Beecham) DCSF 2008 ISBN 978 84775 218 5

Identification:

- There is wide variation in children's early development meaning that SLCN is not often identified before the age of 2, unless due to secondary factors present pre-natal or from birth
- The nature of SLCN can change over time
- A range of interventions, screening, observation and assessment over time, involving both health and education professionals are necessary to establish the nature of the difficulty.
- Depending on the nature of the difficulty, pupils' performance levels range between 'well above average' to 'well below average'.

This document provides guidance regarding funding, provision, staffing and identification for C&YP at ranges 1-4. However, for all the reasons above, when planning provision and personalised learning, it is essential that the strengths and needs of individual C&YP are considered rather than a diagnostic category of need. As such, this guidance should be used flexibly with regard to an individual's need at a time. For example, a child at Range 1 require aspects of provision at Ranges 2/3 for a measured period of time.

All C&YP need to be taught in a communication friendly learning environment, reflected in the whole school ethos:
- An understanding of the importance of language skills on social development and attainment.
- Structured opportunities to support children's speech and language development.
- Effective and positive adult child interaction
- High quality verbal input by adults

Children may have a specific speech and language difficulty classed as a primary need if they are attending a speech and language ARP. Where applicable guidance for C/YP with autism, physical, cognition and learning, hearing and behavioural and emotional difficulties should also be consulted.

At Ranges 5 and above, SLCN would be a secondary need. Where applicable, guidance for C&YP with autism, physical, hearing and behavioural and emotional difficulties should also be consulted.

Range 1 Description of pupil

SLCN be an emerging but not yet clearly identified primary area of need; the pupil has some difficulty with speaking or communication.

Will present with some/all of the difficulties below and these will *mildly* affect curriculum access and social development.

- Direct literacy learning may be included in cognition and learning.
- Speech is understood by familiar adults but has some immaturities, which may impact on social interaction and may impact on the acquisition of literacy.
- Difficulties with listening and attention that affect task engagement and independent learning.
- Comments and questions indicate difficulties in understanding the main points of discussion, information, explanations and the pupil needs some support with listening and responding.
- Difficulties in the understanding of language for learning (conceptual language; size, time, shape, position)
- Reduced vocabulary range, both expressive and receptive.
- These children may rely on simple phrases with everyday vocabulary
- Social interaction could be limited and there may be some difficulty in making and maintaining friendships.
- Behaviour as an indicator of SLCN: difficulties with independent learning, poor listening and attention, frustration, stress, lack of engagement.
- Children may present with difficulty in talking fluently e.g. adults may observe repeated sounds, words or phrases.

Speech, Language and Communication Guidance	
Range 1	
Assessment & Planning	**School must:** **School must:** • Identify evidence that the pupil's language is delayed. • Use EYFS profile, C&L baseline assessment and checklists as a system of identification and monitoring. • Ensure the pupil is part of normal school and class assessments. • Senco and class teacher could be involved in more specific assessments and observations to clarify SLCN as the primary area

	of need, and the nature of the difficulty. • Other assessment tools schools use: Welcomm, Speech/Language Link, Communication Trust Progression Tools, One Step at a Time, PORIC • School to consider whether other professional need to be involved
Groupings for teaching	• Mainstream classroom with attention paid to position in the classroom and acoustics • Flexible pupil groupings; positive peer speech and language models • Groupings reflect ability with modifications made to ensure curriculum access • Opportunity for planned small group activity focussing on language and communication
Human Resources & staffing	**School** • Main provision by class/subject teacher with advice from Senco • Additional adults routinely used to support flexible groupings, small group activities and differentiation under the guidance of the teacher. • Adults actively support pupils by modifying teacher talk and scaffolding/modelling responses • Adults provide support to enable children / YP to listen and respond to longer sequences of information in whole class situation. • Adults provide encouragement and support to collaborate with peers in curriculum activities.
Curriculum & teaching methods	**School:** • Literacy tasks may require some modification. • Instructions supported by visual and written cues • To support children in attending to / understanding information and instructions, adults to use short instructions with everyday vocabulary, with repetition. • Flexibility in expectations to follow instructions /record work • Opportunities for developing the understanding and use of language across the curriculum • Opportunities for time limited small group work based on identified need

	• Planning show opportunities for language based activities • Family supports targets at home • Pupil involved in setting and monitoring their own targets
Resources & intervention strategies	*Resources:* • Refer to The Communication Trust What Works for pupils with SLCN database • QFT strategies *Interventions:* • Talk across the Curriculum • Talking Partners@primary • Talking Partners@secondary • Nurturing Talk • TalkBoost (Communication Trust) • Talking Maths • Colourful Stories • Chatterbox • ICT support: Clicker 6, voice recorder, talk to text, communication apps • Splingo
NC level	• Across expected NC level range with an unusual profile showing strengths and weaknesses primarily in speaking and listening and/or literacy and social

Range 2 Description of pupil

SLCN is identified as the primary area of need; the pupil has some difficulty with speaking or communication.

Will present with some/all of the difficulties below and these will *mildly-moderately* affect curriculum access and social development.

• Direct learning may be included in cognition and learning. Speech is usually understood by familiar adults, unfamiliar people may not be able to understand what

the child is saying.

The child's speech may have some immaturities or use of more unusual sounds within their talking, which may impact on social interaction and the acquisition of literacy.

- Difficulties with listening and attention that affect task engagement and independent learning.
- Comments and questions indicate difficulties in understanding the main points of discussion, information, explanations and the pupil needs some support with listening and responding.
- Difficulties in the understanding of language for learning (conceptual language; size, time, shape, position)
- Reduced vocabulary range, both expressive and receptive.
- These children may rely on simple phrases with everyday vocabulary

- Rely heavily on Non Verbal Communication to complete tasks (adult's gestures, copying peers) and this may mask comprehension weaknesses.
- Social interaction could be limited and there may be some difficulty in making and maintaining friendships.
- Behaviour as an indicator of SLCN: difficulties with independent learning, poor listening and attention, frustration, stress, lack of engagement. Children may present with difficulty in talking fluently e.g. adults may observe repeated sounds, words or phrases.

Speech, Language and Communication Guidance	
Range 2	
Assessment & Planning	**School must:** • Identify evidence that the pupil's language is delayed. • Use EYFS profile, C&L baseline assessment and checklists as a system of identification and monitoring. • Ensure the pupil is part of normal school and class assessments • Actively monitor behaviour as an indicator of SLCN: • Senco and class teacher should be involved in more specific assessments and observations to clarify SLCN as the primary area of need, and the nature of the difficulty. • Other assessment tools schools use: Welcomm, Speech/Language

	Link, Communication Trust Progression Tools, One Step at a Time, PORIC • School to consider whether other professional need to be involved
Groupings for teaching	• Mainstream classroom with attention paid to position in the classroom and acoustics • Flexible pupil groupings; positive peer speech and language models • Groupings reflect ability with modifications made to ensure curriculum access • Small group/individual work to target specific needs
Human Resources & staffing	**School:** • Main provision by class/subject teacher with advice from Senco • Adults routinely used to support flexible groupings and differentiation under the guidance of the teacher. • Adults actively support pupils by modifying teacher talk and scaffolding/modelling responses • Regular, planned support to listen and respond to longer sequences of information in whole class situation. • Regular, planned encouragement and support to collaborate with peers in curriculum activities. • Staff working directly with the pupil should have knowledge and training in good practice for teaching and planning provision for C&YP with SLCN
Curriculum & teaching methods	**School:** • Instructions supported by visual and written cues • To support children in attending to / understanding information and instructions, adults to use short instructions with everyday vocabulary, with repetition. • Flexibility in expectations to follow instructions /record work • Opportunities for developing the understanding and use of language across the curriculum • Opportunities for time limited small group/individual work based on identified need • Planning show opportunities for language based activities • Family supports targets at home • Pupil involved in setting and monitoring their own targets

	• Literacy tasks require regular modification
Resources & intervention strategies	**|Resources:** • Refer to The Communication Trust What Works for pupils with SLCN database • QFT strategies ***Interventions:*** • Talk across the Curriculum • Talking Partners@primary • Talking Partners@secondary • TalkBoost (I CAN)) • Early TalkBoost (I CAN)) • Talking Maths • Talk across the Curriculum • Nurturing Talk • Colourful Stories • Chatterbox • ICT support: Clicker 6, voice recorder, talk to text, communication apps • Splingo
NC level	• Across expected NC level range with an unusual profile showing strengths and weaknesses primarily in speaking and listening and /or literacy and social

Range 3 Description of pupil
SLCN will be identified as the primary area of need with the nature of the difficulty clarified from observations and assessments by school, specialist education professionals and health professionals. Will present with some/all of the difficulties below and these will ***moderately*** affect curriculum access and social development. • Persistent delay against age related speech, language and communication • Persistent difficulties that do not follow a normal developmental patterns (disordered)

Speech

- Speech may not be understood by others.
- Difficulty in conveying meaning, feelings and needs to others due to speech intelligibility.
- Speech sound difficulties impact on literacy development.
- Speech sound difficulty may lead to limited opportunities to interact with peer; be socially vulnerable as a result, may become isolated or frustrated.

Expressive

- The child may have difficulty speaking in age appropriate sentences and the vocabulary range is reduced. This will also be evident in written work Talking may not be fluent.
- May have difficulties in recounting events in a written or spoken narrative.

Receptive

- Difficulties in accessing the curriculum; following instructions, answering questions, processing verbal information, following everyday conversations. Needs regular and planned additional support and resources.
- Difficulties with listening and attention that affect task engagement and independent learning. Not be able to focus attention for sustained periods. Appear passive or distracted.

Difficulties with sequencing, predicting, and inference within both social and academic contexts. This may impact on behaviour and responses in everyday situations e.g. not understanding the consequences of an action.

Social Communication

- Difficulties with speech and/or language mean that social situations present challenges resulting in emotional outbursts, anxiety, social isolation and social vulnerability.
- Difficulties with using and understanding non-verbal communication (NVC) such as facial expressions, tone of voice and gestures.
- Poor understanding of abstract language and verbal reasoning skills needed for problem solving, inferring and understanding the feelings of others.
- Anxiety related to lack of understanding of time and inference. Needs reassurance and forewarning of changes to routine or when encountering new situations/experiences

Speech, Language and Communication Guidance	
Range 3	
Assessment & Planning	**School must as for ranges 1 & 2 plus:** **School must as for ranges 1 & 2 plus:** • Provide evidence of monitoring and identification of pupil's needs before making a referral for assessment and advice from a specialist teacher. • SLT. Provide evidence of monitoring and identification of pupil's needs before making a referral for assessment and advice from a Speech and Language Therapist (parental permission must be obtained) • Reviews should consider the evidence based if there is a considered need to move towards an EHC plan
Groupings for teaching	• Mainstream classroom with attention paid to position in the classroom and acoustics • Flexible pupil groupings; positive peer speech and language models • Groupings reflect ability with modifications made to ensure curriculum access • Regular, focussed, time limited small group/individual interventions.
Human Resources & staffing	**School** • Main provision by class/subject teacher with advice from Senco • Additional adult support informed by differentiated provision planned by the teacher. • Could include advice from Speech and Language Therapist to implement specific classroom based strategies and to inform planning. • Additional adult 1:1 support focussed on specific individual targets and any SLT advice as appropriate • Staff working directly with the pupil must have knowledge and training in good practice for teaching and planning provision for C&YP with SLCN
Curriculum & teaching methods	School must as for ranges 1 & 2 plus: • Planning identifies inclusion of and provision for individual targets • Additional steps are taken to engage families and the pupil in achieving their targets.

	• Mainstream class predominantly working on modified curriculum tasks.
	• Frequent opportunities for time limited small group and individual work based on identified need
	• Attention to position in the classroom and acoustics
	• Tasks and presentation personalised to pupil needs
	• Curriculum access facilitated by a structured approach using visual systems, modification /reduction of language for instructions and information.
	• Consideration to the transference and generalisation of skills
Resources & intervention strategies	**Other resources:** • Refer to The Communication Trust What Works for pupils with SLCN database • Advice sheets *Interventions:* As range 1&2
NC level	Across expected NC level range with an unusual profile showing strengths and weaknesses primarily in speaking and listening and/or literacy and social

Range 4i Description of pupil
SLCN will be identified as the primary area of need with the nature of the difficulty clarified from observations and assessments by school, specialist education professionals and health professionals. . Will present with some/all of the difficulties as described at Range 3 and these will *severely* affect curriculum access and social development. • Could communicate or benefit from communicating using AAC • Some or all aspects of language acquisition are significantly below age expected levels

- Significant speech sound difficulties making speech difficult to understand out of context

Must have an identified Speech, Language and /or communication Delay/Disorder.

This could be difficulties in

- *Understanding and using language*
- *Speech Sound development*
- *Social Interaction*

Identification

- Diagnosed by a Speech and Language Therapist C&YP with a diagnosis of Language Impairment may be of average or above average cognitive ability.
- C&YP with Language Impairment (LI) may have associated social communication difficulties.
- C&YP with LI have difficulties with literacy associated with writing fluency, reading comprehension and spelling.

C&YP with LI may have behavioural, emotional and social difficulties which impact on everyday interactions and learning.

Speech, Language and Communication Guidance	
Range 4i	
Assessment & Planning	**School must as for ranges 1 & 3 plus:** - Provide an appropriately trained teacher or teaching assistant to implement the advice of the SLT - Where there is a diagnosis of Language Impairment or Speech Impairment the pupil's individual academic potential should not be underestimated. However, planning must include a significant level of additional adult support and significant personalised differentiation to ensure curriculum access. Planning, targets and assessments must address pastoral considerations relevant to the individual pupil (emotional well-being) as well as social and functional use of language.
Groupings for teaching	- Mainstream classroom with attention paid to position in the classroom and acoustics

	• Flexible pupil groupings; positive peer speech and language models • Groupings reflect ability with modifications made to ensure curriculum access • Regular, focussed, time limited small group/individual interventions.
Human Resources & staffing	**School:** • Main provision by class/subject teacher with advice from Senco and must include advice from specialist teacher and/or Speech and Language Therapist. • SLT Additional adult 1:1 support focussed on specific individual targets and any SLT advice as appropriate staff working directly with the pupil must have knowledge and training in good practice for teaching and planning provision for C&YP with SLCN • Additional training of mainstream staff to support curriculum modifications • SLT • Additional adult support informed by differentiated provision planned by the teacher. Could include advice from Speech and Language Therapist to implement specific classroom based strategies and to inform planning.
Curriculum & teaching methods	**School must as for ranges 1 & 3 plus:** • Mainstream class predominantly working on modified curriculum tasks • Individual targets following advice from SLT/specialist teacher must be incorporated in all activities throughout the school day • Whole school understanding of the pupil's individual needs through training such as ICAN Communication Friendly Schools and/or training from SLT service • Additional training of mainstream staff to support curriculum modifications • Use of staff to implement specific materials, approaches and resources under the direction of the SLT • Daily opportunities for individual / small group work based on identified need • Provide 1:1 support focussed on specific individual targets and

	any SLT advice as appropriate • Pay attention to position in the classroom and acoustics • Provide systematic and intensive mediation to facilitate curriculum access • Ensure specific structured teaching of vocabulary and concepts, in context. • Provide support for social communication and functional language use • Provide specialist support with recording and communication Provide specific programmes to develop independent use of ICT, recording skills and communication through AAC as appropriate.
NC level	Across expected NC level range with an unusual profile showing strengths and weaknesses primarily in speaking and listening and literacy, social

Range 4 ii Possible Description of pupil
See 4i for changes to wording – apply all and then included additions. SLCN is identified as the primary area of need with the nature of the difficulty established and clarified from observations and assessments by school, specialist education professionals and health professionals. . Will present with some/all of the difficulties as described at Range 3 and these will *severely* affect curriculum access and social development to the extent that needs cannot usually be met in a mainstream setting and a DSP placement is appropriate. • Could communicate or benefit from communicating using AAC • Some or all aspects of language acquisition are significantly below age expected levels • Significant speech sound difficulties making speech difficult to understand out of context **Must have a diagnosis of Language Impairment/Disorder or Speech Impairment/Disorder**

The main categories are:

- Mixed receptive/expressive language impairment/disorder

- Expressive only language impairment/disorder

- Higher order processing impairment/disorder

- Specific Speech Impairment

Identification

- Diagnosed by a Speech and Language Therapist in conjunction with a specialist teacher or Educational Psychologist.

- C&YP with a diagnosis of Language Impairment may be of average or above average cognitive ability.

- C&YP with Language Impairment (LI) often have associated social communication difficulties evident in rigid and repetitive behaviours.

- C&YP with LI have difficulties with literacy associated with writing fluency, reading comprehension and spelling.

C&YP with LI often have behavioural, emotional and social difficulties due to impoverished peer interactions, poor listening and attention and understanding.

Speech, Language and Communication Guidance	
Range 4 ii	
Assessment & Planning	**School must as range 4i plus:** • Provide an appropriately trained teacher or teaching assistant to carry out SLT programmes for at least 15 minutes daily. • Planning must adhere to the targets set within the EHC plan and include reasonable adjustments to support the mainstream classroom where possible. • Where there is a diagnosis of Specific Language Impairment or Specific Speech Impairment the pupil's individual academic potential should not be underestimated. However, planning must include a significant level of additional adult support and significant personalised differentiation to ensure curriculum access. • It must be recognised that language impairment is a persistent, severe and lifelong disability

	Planning, targets and assessments must address pastoral considerations relevant to the individual pupil (emotional well-being) as well as social and functional use of language.
Groupings for teaching	• Flexible pupil groupings; positive peer speech and language models • Groupings reflect ability with modifications made to ensure curriculum access
Human Resources & staffing	**School** • Should have a DSP placement with access to specialist teaching and non-teaching support within the classroom and wider setting to facilitate access to the curriculum and social communication. These staff will support mainstream staff in planning and delivering appropriate, inclusive and structured interventions and a differentiated curriculum. • Ensure additional training is available for mainstream staff to support curriculum modifications
Curriculum & teaching methods	As range 4i plus: • See DSP for their offer
NC level	Across or below expected NC level range with an unusual profile showing strengths and weaknesses primarily in speaking and listening and literacy.

It is acknowledged that other conditions such as Attention Deficit Disorder, Obsessive Compulsive Disorder and mild to moderate learning difficulties occur alongside Autism Spectrum Disorders. Acknowledgement of these is not specifically made within this guidance. Professionals find other guidance produced in this information set useful in these cases.

Communication and Interaction/ Autism Spectrum Descriptors

The children and young people (C&YP) to whom this guidance relates will present with a range of communication and interaction differences which challenge their learning and social inclusion. Individual C&YP display a range of differences which will vary in severity and intensity and which may change over time. It is not expected that any C&YP will match all the descriptors listed below.   C&YP who display social communication and interaction differences but who are not diagnosed with an autism spectrum disorder share some of the difficulties in social imagination, inflexibility of thought and sensory differences seen in C&YP on the autism spectrum. The suggested provision and resourcing at the appropriate range will support effective teaching and learning for this group of C&YP.

Children and young people with communication and interaction differences / Autism have differences in the areas identified below. Use these descriptors to identify the needs of an individual C&YP:

ASD Descriptors

Communication and Reciprocal Social Interaction (Social Affect)

- Difficulties recognising that they are part of a class, group or wider social situation.
- Social situations present challenges resulting in emotional outbursts, withdrawal, social vulnerability and/or isolation.
- Poor empathy, imagination and play skills which affects social understanding and impacts on learning in subjects such as English and RE
- Unusual eye gaze or eye contact. Facial expressions may be limited or reduced in range.   not use or understand non-verbal communication.
- Difficulties with understanding spoken language or difficulties expressing their own wishes and feelings (expressive and receptive needs). Speech may be delayed or unusual and have an odd intonation pattern with immediate or delayed repetition (echolalia)
- Literal Interpretations of language and learning with poor understanding of abstract language. Higher order language skills may be impaired, e.g. understanding and use of metaphor, inference and emotional language.

- Issues with interpreting and understanding whole class instructions and general information

- Difficulties with the concept of time and sequencing of events significantly affect everyday activities.

- Difficulties with personal space. invade others space or find close group work difficult

- Little awareness of danger in comparison to children of their age. 'run' or 'climb' with no regard to hazards. be unaware of hurting others.

- have coping strategies that enable successful social interaction with peers. At times of stress or anxiety, however, responses will be unusual and socially awkward.

Restricted and Repetitive Behaviours

- Anxiety to even small unplanned changes in the environment or learning tasks leading to reactions of outbursts or withdrawal

- Unusual or different behaviours or obsessions with everyday objects, people or toys. This can lead to difficulties with finishing desired activities.   display an intense interest in a topic that is explored with a high level of frequency and/or inappropriateness to context or audience.

- Difficulties managing transition between different environments or tasks. Routine and visual structure supports these issues.

- Inability to maintain focus and concentration age appropriately.   be easily distracted or may not switch attention easily.

- Inconsistent patterns of behaviour across a spectrum from challenging or impulsive to extreme passivity.

Sensory Differences

- Unusual over or under responsiveness to sensory stimuli e.g. touch or noise which may affect access to everyday events or activities e.g. dining halls; show signs of delayed hand/eye co-ordination and/or fine/gross motor skills or display unusual body movements such as flapping, toe walking, tics or unusual posturing.   eat inedible objects 'pica'

- Display unusual sensory responses to the environment at times of heightened stress. This may present as anxiety.

Sensory differences can affect physical milestones such as toileting and eating development. These can cause high anxiety in the child/young person and those who care for them.

Overview - Range Descriptors

Range 1	C&YP at range 1 will have communication and interaction needs identified by the range descriptors at the beginning of this section of this document that **may affect their access** to some aspects of the National Curriculum, including the social emotional curriculum and school life. C&YP or not have a diagnosis of an autism spectrum disorder made by an appropriate multi-agency team.
Range 2	Range 2 CYP will have communication and interaction needs identified by the range descriptors at the beginning of this section of this document that **affect access** to a number of aspects of the National Curriculum, including the social emotional curriculum and school life.
Range 3	Pupils at range 3 will have communication and interaction needs identified by the range descriptors on page 3 of this document that **will significantly affect their access** to the National Curriculum, including the social emotional curriculum and all aspects of school life. **This is especially true in new and unfamiliar contexts.** The pervasive nature of the Autism/ C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore, on the result of any assessment. Pupils may or may not have a diagnosis of an Autism Spectrum Disorder made by an appropriate multi-agency team.
Range 4i	Pupils at Range 4i will have communication and interaction needs identified by the range descriptors on page 3 of this document that **severely affect their access** to the National Curriculum, including the social emotional curriculum and all aspects of school life. **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.**

 	The pervasive nature of the Autism/ C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment. Pupils will have an uneven learning profile but their attainment levels suggest they can access a differentiated mainstream curriculum. Children or not have a diagnosis of Autism Spectrum by an appropriate multi-agency diagnostic team.
Range 4ii	Pupils at Range 4ii will have communication at the start of this section that **severely affect their access** to the National Curriculum, including the social emotional curriculum and all aspects of school life, **even in known and familiar contexts and with familiar support/people available.** The pervasive nature of the Autism/ C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment. **Children and young people at range 4(ii) be in the following settings** **Mainstream** Pupils will have an uneven learning profile but their attainment levels suggest they can access a differentiated mainstream curriculum. Will require significantly more support than is normally provided in a mainstream setting. Pupils within Designated Special Provisions will have a diagnosis of Autism Spectrum by an appropriate multi-agency diagnostic team. **Special** Attainment profile is below expected NC levels, the majority of attainments within the P level range or not have a diagnosis of an Autism Spectrum Disorder
Range 5	Pupils at Range 5 will have communication and interaction needs identified by the range descriptors on page 3 of this document that **profoundly affect their access** to the National Curriculum, including the social emotional

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curriculum and all aspects of school life, **even in known and familiar contexts and with familiar support/people available.**

The pervasive nature of the Autism/ C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment.

Children and young people at range 5 may be in the following settings:

Mainstream

Pupils have an uneven learning profile but their attainment levels suggest they can access a differentiated mainstream curriculum. will require significantly more support than is normally provided in a mainstream setting

Pupils within Designated Special Provisions will have a diagnosis of Autism Spectrum by an appropriate multi-agency diagnostic team
Pupils within the enhanced DSP need an environment where interpersonal challenges are minimised by the adult managed setting

Special

Attainment profile is below expected NC levels, the majority of attainments within the P level range or not have a diagnosis of an Autism Spectrum Disorder

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<td>**Range 6**</td>
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Pupils at range 6 will have communication and interaction needs identified by the range descriptors on page 3 of this document that **profoundly affect their access** to the National Curriculum, including the social emotional curriculum and all aspects of school life, **even in known and familiar contexts and with familiar support/people available. Children at range 6 will need an environment where interpersonal challenges are minimised by the adult managed setting.**

The pervasive nature of the Autism/ C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment.

Pupils within the Communication and Interaction specialist setting or

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	enhanced DSP setting need an environment where interpersonal challenges are minimised by the adult managed setting. ***For who have needs which be identified as being at Range 7 please refer to the additional SEN guidance information.***

* Complex Needs funding represents a funding model for those children and young people with Complex Learning Difficulties and Disabilities (CLDD) that create a complex profile of 3 or more primary needs. These CYP's present with a range of issues and combination of layered needs, e.g. mental health, relationships, behavioural, physical, medical, sensory, communication, cognitive. They need informed significant support and strategies which will include trans-disciplinary input to engage effectively in the learning process and to participate actively in the classroom activities and wider community

Range 1 - School/ setting based responses - UNIVERSAL (Mainstream)	
Descriptor	**1. Use the first section of this to identify the relevant descriptors for the child or young person with whom you are working**. **2. Consider whether the following statement describes how the pupil is affected within school**: C&YP at range 1 will have communication and interaction needs identified by the range descriptors that **affect their access** to some aspects of the National Curriculum, including the social emotional curriculum and school life. **3. If this statement accurately describes your child or young person use the advice given in range 1. If not you will need to consider descriptors for other levels.** C&YP or not have a diagnosis of an autism spectrum disorder made by an appropriate multi-agency team.
Assessment & Planning	**Assessment:** • Will be part of school/setting and class teaching and assessments • SENCo be involved in more specific assessments and observations **Planning:** • Curriculum plans should include individual/group targets

	• Family to be involved regularly and support targets at home provided
	• Pupil will be involved in setting and monitoring his targets, where appropriate
	• Information around specific C&YP will shared with staff in setting at pupil progress meetings
Groupings for teaching	• Must be included in mainstream class with specific support for targets which involve communication and interaction
	• Should be offered opportunities for small group work within the usual classroom planning and management
Human resources & staffing	**Setting:**
	• Flexible use of resources and staffing available in the classroom
	• Support from colleagues within setting, including SENCo.
Curriculum and Teaching Methods	**Resources/Provision:**
	• The use of *Quality First* teaching approaches to support the development of social communication and interaction skills
	• Must have full inclusion to the National Curriculum
	• Flexibility may be required to enable the C&YP to follow instructions and/or record work
	• Instructions may need to be supported by use of visual and written cues
	• Preparation for change and the need for clear routines will be required
	• Reduction of complex language, especially when giving instructions and asking questions, be required
NC Level	• Across the expected range with an unusual learning profile showing relative weaknesses in some areas and strengths in others

Range 2 - School/Setting based responses – UNIVERSAL/TARGETED (Mainstream)	
Descriptor	**MILD NEEDS** **5.2 APPENDIX 2** **1. Use page 3 of this document to identify the relevant descriptors for the child or young person with whom you are working**. **2. Consider whether the following statement describes how the is affected within school** at Range 2 will have communication and interaction needs identified by the range descriptors that **affect access** to a number of aspects of the National Curriculum, including the social emotional curriculum and school life. **3. If this statement accurately describes your child or young person use the advice given in Range 2. If not you will need to consider descriptors for other levels. There may not be a** diagnosis of an Autism Spectrum Disorder by an appropriate multi-agency team.
Assessment & Planning	**Assessment:** As range 1 plus: • Use of more detailed NC assessment tools e.g. B Squared/PIVATS • Could also include other assessments relating to need, advice from SLT or OT advice (where applicable) **Planning:** • Curriculum plans will reflect levels of achievement and include individually focused targets, especially in the area of Speech and Language and PSHCE
Groupings for teaching	• Will be mainstream class-based and will have opportunity for small group and individual work to target specific needs relating to communication and interaction needs • need adaptations to the working environment such as a quiet area within the classroom for individual work
Human resources & staffing	As range 1, plus: **Setting:** • Will need additional professional support from skilled colleagues, e.g. SENCo, to aid curriculum modifications • Will need additional professional support from skilled colleagues to develop strategies to address social interaction, social communication and social understanding • Will need use of additional school support to implement specific materials,

	approaches and resources as appropriate
Curriculum and Teaching Methods	As range 1 plus: • Curriculum access will be facilitated by using a structured approach to provision which should involve: using visual systems or timetables; reducing language for instructions/ information giving. • Teaching approaches should take account of difficulties identified within the range descriptors
Resources and Intervention Strategies	As range 1 plus • The use of *Quality First* teaching approaches to support the development of social communication and interaction skills • Flexibility will be required to enable the pupil to follow instructions and/or record work • Clear use of visual and written cues will be useful to support instructions • Preparation for change and the need for clear routines will be required • Reduction of complex language, especially when giving instructions and asking questions, will be required
NC Levels	Across the expected range but with an unusual profile showing relative weaknesses in certain areas and strengths in others

	Range 3 - School/setting based responses - TARGETED (Mainstream)
Descriptor	**MODERATE NEEDS** **1. Use the ASD descriptors to identify the relevant descriptors for the child or young person with whom you are working**. **2. Consider** *whether the following statement describes how the pupil is affected within school:* *at Range 3 will have communication and interaction needs identified by the range descriptors that* **will moderately affect their access** *to the National Curriculum, including the social emotional curriculum and all aspects of school life.* **This is especially true in new and unfamiliar contexts.** **3. If this statement accurately describes your child or young person use the advice given in Range 3. If not you will need to consider descriptors for other levels.** *The pervasive nature of the Autism/ C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore, on the result of any assessment.* *Or not have a diagnosis of an Autism Spectrum Disorder made by an appropriate multi-agency team.*
Assessment & Planning	**Assessment:** As range 1 and 2 plus: • More specialised assessment tools in relation to specific descriptors to include: PSE p-level assessments; TALC; Motivational Assessment; Elklan Attention checklist; STAR behavioural analysis. Advice on these assessments can be accessed from the professional drop in sessions (primary) or through the *keyworker* system in secondary. • Accurate and up to date assessment of independent levels (NC/P-Levels) must be kept as a working document to aid planning and to share with family • Assessment include a sensory profile. **Planning:** • Curriculum plans will reflect levels of achievement and must include individually focused IEP targets • Planning may need to incorporate adaptations such as rest breaks, time allocated to sensory difficulties and processing needs
Groupings	As range 1 and 2 plus: • Inclusion within the mainstream classroom. However, there will be a need for

for teaching	an enhanced level of individual support. This may be up to 16.5 hours per week • Targeted support will be needed which may include unstructured parts of the day, e.g. start and end of school day, breaks, lunchtimes and trips out of school • Support for areas of sensory needs which may include 'time out' space and other environmental adaptations to reduce stress and anxiety
Human resources & staffing	As range 1 and 2 plus: **Setting:** • Attendance at professional drop-in sessions at primary hub schools or via the *keyworker* system in secondary will be used as a source of specific advice and support. Observation of good practice may be available at the hub schools • Advice/ training information from the Autism Spectrum Outreach Team will be sought via the re-referral process • Teaching approaches must take account of difficulties identified within the range descriptors. • Key member of staff should be available to work with a member of the AS Team where re-referrals are made • Staff working directly with pupils must have knowledge and training in good practice when working with pupils with communication and interaction needs/Autism • Schools should consider using the Autism Education Trust staff competencies to support development of specialist skills
Curriculum and Teaching Methods	As range 1 and 2 plus: • Need to make noticeable adaptations to the curriculum to aid access and reduce anxiety. • Will need differentiation by presentation and/or outcome • need enhanced PSHCE teaching to ensure skills embedded
Resources and Intervention Strategies	As range 1 and 2 plus The use of *Quality First* teaching approaches to support the development of social communication and interaction skills Flexibility will be required to enable the C&YP to follow instructions and/or record work •Clear use of visual and written cues will be useful to support instruction

	• Preparation for change and the need for clear routines will be required • Reduction of complex language, especially when giving instructions and asking questions, will be required • Staff will need to implement recommendations made by the AS support
NC Levels	Across the expected range but with an unusual profile showing weaknesses in some areas and strengths in others

Range 4i) - TARGETED (Mainstream)	
Descriptor	**SIGNIFICANT NEEDS** **1. Use ASD descriptors to identify the relevant descriptors for the child or young person with whom you are working**. **2. Consider whether the following statement describes how the Pupil is affected within school:** *at Range 4i will have communication and interaction needs identified by the range descriptors that **significantly affect their access** to the National Curriculum, including the social emotional curriculum and all aspects of school life. **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.*** **3. If this statement accurately describes your child or young person use the advice given in Range 4i. If not you will need to consider descriptors for other levels.** The pervasive nature of the Autism/ C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment. *Will have an uneven learning profile but their attainment levels suggest they can access a differentiated mainstream curriculum.* *Children may not have a diagnosis of Autism Spectrum by an appropriate multi-agency diagnostic team.*
Assessment	As range 1 – 3 plus: **Assessment:**

& Planning	•Should include assessment advice from other agencies, e.g. SLT/OT
	• Assessment should include a <u>sensory profile</u>.
	Planning:
	• Increased level of understanding by teaching and support staff will require plans for developing whole school understanding of pupil's needs. To include all setting staff that come into contact with on a daily basis
	• Planning must adhere to the targets set within the statutory assessment document (EHC plan) to include adaptations to curriculum to ensure the development of independent learning and life skills
Groupings for teaching	As range 1 -3 plus: • Robust planning to meet objectives defined in statement/EHC plans
Human resources & staffing	As range 1 – 3 plus: **Setting:** •All staff aware of de-escalation strategies. Key staff trained in Team Teach approaches • Additional training of mainstream staff to support curriculum modifications and social interaction, social communication and social understanding
Curriculum and Teaching Methods	As range 1- 3 plus: Must implement recommendations of AS Support
Resources and Intervention Strategies	As range 1 -3 plus • To reflect the statement/EHCP • Significant adaptations to curriculum, teaching methods and environment needed to access the curriculum. These will include: conceptual understanding of everyday language and subject specific vocabulary; pace of delivery; significant pre-learning and over learning of concepts and functions and use of alternative recording methods • Where appropriate an alternative curriculum must be offered to develop independence and life skills • Will need enhanced PSHCE and SRE programmes to ensure skills embedded, these are likely to need some element of individual work
NC Level	Across the expected range but with an unusual profile showing weaknesses in some areas and strengths in others.

Range 4 (ii) TARGETED (Mainstream/Resource Base)	
Descriptor	**SEVERE NEEDS** **1. Use the ASD descriptors to identify the relevant descriptors for the child or young person with whom you are working**. **2. Consider whether the following statement describes how the pupil is affected within school**: *at Range 4ii will have communication and interaction needs identified by the range descriptors on page 3 of this document that **severely affect their access** to the National Curriculum, including the social emotional curriculum and all aspects of school life, **even in known and familiar contexts and with familiar support/people available.*** **3. If this statement accurately describes your child or young person use the advice given in range 4ii. If not you will need to consider descriptors for other levels.** The pervasive nature of the Autism/ C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment. **Children and young people at range 4(ii) may be in the following settings** **Mainstream** Pupils will have an uneven learning profile but their attainment levels suggest they can access a differentiated mainstream curriculum. Will require significantly more support than is normally provided in a mainstream setting. Pupils within Designated Special Provisions will have a diagnosis of Autism Spectrum by an appropriate multi-agency diagnostic team. *Special* *Attainment profile is below expected NC levels, the majority of attainments within the P level range* *Or not have a diagnosis of an Autism Spectrum Disorder.* Complex Needs Identified *
Assessment	**Assessment:** As ranges 1 – 4(i) plus:

& Planning	•Must include detailed assessment for PSHCE, life skills and sensory needs •Risk assessments must be carried out and shared with all staff and family **Planning:** •Where needed positive behaviour plans must be completed and shared with family •Must include planning for whole day, including unstructured times • Planning must take into account 's learning styles, identified strengths and learning needs
Groupings for teaching	As ranges 1 – 4(i) plus: • Robust planning to meet objectives defined in statement/EHCP • Access to a quiet area within the classroom must be available when needed to offer opportunities for distraction free learning • A variety of groupings must be used to ensure learning, including time in a quiet, distraction free environment
Human resources & staffing	As ranges 1 – 4(i) plus: **Setting:** • Flexibility of staffing available to accommodate need, especially during unstructured times such as start and end of day, breaks and lunch and trips out of setting •Key staff must have accredited training in Autism/C&I needs such as Elklan • Additional training of mainstream staff to support specific curriculum modifications in relation to needs identified in the range descriptors
Curriculum and Teaching Methods	As ranges 1 -4(i) plus: • Curriculum modifications must be selected to engage with C&I needs/Autism in relation to curriculum content, peer group • Therapeutic approaches will be integral to curriculum delivery and used to support the emotional wellbeing of the •Planning for unstructured times must be provided
Resources	As range 1 -4(i) plus: • To reflect the statement/EHCP

and Intervention Strategies	• Specialist staff within designated special provision to devise strategies which will be shared with mainstream staff and implemented into planning
NC Level	Across the expected range but with an unusual profile showing weaknesses in some areas and strengths in others

Range 5 - Specialist (Mainstream/Resource Base)

Descriptor	**1. Use the ASD descriptors to identify the relevant descriptors for the child or young person with whom you are working**. **2. Consider whether the following statement describes how the pupil is affected within school**: *at Range 5 will have communication and interaction needs identified by the range descriptors* ***Profoundly affect their access*** *to the National Curriculum, including the social emotional curriculum and all aspects of school life,* ***even in known and familiar contexts and with familiar support/people available.*** **3. If this statement accurately describes your child or young person use the advice given in Range 5. If not you will need to consider descriptors for other levels.** The pervasive nature of the Autism/ C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment. **Children and young people at range 5 may be in the following settings:** *Mainstream* Pupils have an uneven learning profile but their attainment levels suggest they can access a differentiated mainstream curriculum. will require significantly more support than is normally provided in a mainstream setting Pupils within Designated Special Provisions will have a diagnosis of Autism Spectrum by an appropriate multi-agency diagnostic team

	Pupils within the enhanced DSP need an environment where interpersonal challenges are minimised by the adult managed setting **Special** Attainment profile is below expected NC levels, the majority of attainments within the P level range or may not have a diagnosis of an Autism Spectrum Disorder Complex Needs Identified *
Assessment & Planning	As range 1 – 4 plus Must include detailed assessment for PSHCE, life skills and sensory needs. In addition, the assessment of behaviour and medical needs to inform the planning process where required • Where needed, risk assessments, behaviour support plans and positive handling plans must be carried out and shared with all staff and family • Must include planning for whole day, including unstructured times • Accurate and up to date assessment of independent levels (NC/P Levels) must be kept as a working document to aid planning and to share with family • Long term involvement of education and non-education professionals is likely to be needed
Groupings for teaching	As range 1– 4 plus •Robust planning to meet objectives in the statement/EHCP •A variety of groupings must be used to ensure learning, including time in a quiet, distraction free environment •In enhanced DSP will have a specialist education setting within a larger mainstream generic campus •In mainstream/ DSP will have access to a quiet area within the classroom/ DSP available when needed to offer opportunities for distraction free learning •Daily opportunities for to manage their own anxieties by graded access to a range of environments
	As range 1– 4 (ii) plus:

Human resources & staffing	**SETTING:** • Flexibility of staffing available to accommodate need, especially during unstructured times • Key staff must have advanced training in C&I needs/Autism • Additional training of mainstream staff to support pupil specific curriculum modifications in relation to needs identified in the range descriptors • Are likely to need consistent home school transport provision. E.g. Staff/vehicle
Curriculum and Teaching Methods	As range 1– 4 (ii) plus: • Curriculum modifications must be selected to engage with C&I needs/Autism in relation to curriculum content, peer group etc • Therapeutic approaches must be part of the curriculum and used to support the emotional wellbeing of the • Access to specialist approaches and equipment as part of a holistic package to meet the individual's sensory, social communication and understanding needs • Use a range of alternative augmentative communication to support social and functional communication skills to enhance interaction and understanding (egg. PECS, Makaton. electronic voice output communication aids (VOCA)
Resources and Intervention Strategies	To reflect the Statement/ EHCP
NC Level	• Across the expected range with an unusual learning profile showing relative weaknesses in some areas and strengths in others • For pupils in special school settings attainment profile is below expected NC levels, The majority of attainments within the P level range

Range 6 – Specialist (Special School)
Descriptor
1. Use the ASD descriptors to identify the relevant descriptors for the child or young person with whom you are working. **2. Consider whether the following statement describes how the pupil is affected within school**: at Range 6 will have communication and interaction

	needs identified by the range descriptors that **profoundly affect their access** to the National Curriculum, including the social emotional curriculum and all aspects of school life, **even in known and familiar contexts and with familiar support/people available.** **3. If this statement accurately describes your child or young person use the advice given in range 6. If not you will need to consider descriptors for other levels.** The pervasive nature of the Autism/ C&I needs is likely to have a detrimental effect on the acquisition, retention and generalisation of skills and therefore on the result of any assessment. Pupils within the Communication and Interaction specialist setting or enhanced DSP setting need an environment where interpersonal challenges are minimised by the adult managed setting. Complex Needs Identified *
Assessment & Planning	**Assessment** • Targets must be individualised, short term, specific reviewed • Detailed NC assessments (e.g.PIVATS, B-squared) to inform planning/target setting • On going teaching assessments including social communication skills, emotional wellbeing, life skills, including as needed including preparation for adulthood • Long-term involvement of educational and non-educational professionals as appropriate in assessment and planning • Assessment of emotional regulation, sensory needs, individual behaviour needs and medical needs must be used to inform the planning process planning • Curriculum planning closely tracks levels of attainment and incorporates individual targets and therapy programmes • Individual care plan/protocol to be in place • Have a positive handling plan • Will have Behaviour Support Plan and risk assessment
	• Robust planning to meet the objectives in the statement/EHCP

Groupings for teaching	- Small groups within a specialist provision for communication and interaction needs - Specialist educational setting - Daily opportunities for small group and 1:1 teaching and learning - Where possible graded access to mainstream learning activities and leisure opportunities
Human resources & staffing	- High staffing ratio to support teaching and learning with sustained opportunities for 1:1 support - All staff trained and experienced in working with pupils with ASD - Additional staffing to escort pupils and support at times of crisis and stress - All staff trained and experienced in Team Teach approaches - Consistent staff team experienced in ASD - Consistent home school transport provision e.g. staff, vehicle - Access to specialist approaches, equipment and therapeutic services as part of the curriculum
Curriculum and Teaching Methods	- Curriculum access will be facilitated by using a predictable approach which may involve: using visual systems or timetables; reducing language for instruction/information giving; teaching strategies should give consideration to difficulties with transfer of skills; teaching approach should take account of difficulties in understanding the social rules and expectations of the classroom - Use a range of alternative augmentative communication to support social and functional communication skills to enhance interaction and understanding (e.g. PECS, Makaton. electronic voice output communication aids (VOCA)) - Use of adapted teaching materials, resources to support teaching and learning for those with sensory and/or physical impairment - Will need enhanced PSHCE/life skills and SRE programmes to ensure skills embedded

SEN Guidance 2016

Social, Emotional & Mental Health Needs

Social, Emotional, Mental Health Descriptors

The children and young people (C&YP) to whom this guidance relates will present with a range of features of social, emotional mental health difficulties which impact on their learning and social inclusion. Individual C&YP may display a range of these features which will vary in severity and intensity and which change over time. It is not expected that

any C&YP will match all the descriptors listed below.   The descriptors may be used to support the identification and assessment of the needs of an individual pupil. It is imperative that the school has an inclusive environment and culture and demonstrates that each pupil's needs are of paramount importance. The voice of the CYP and family must be identified at an early stage and support given by the school and other agencies to the family to enable then to support outcomes and their child at home.

Social

Pupil may

- Be socially vulnerable, withdrawn or isolated within their peer group.
- Have immature social skills, or not had the opportunity to develop resilience and positive social and emotional skills needed within a whole school environment.
- Follow some but not all school rules/routines in the school environment
- Have difficulties in social interactions/relationships with both adults and peers
- Have difficulties with social interaction, social communication and social understanding which regularly impact on classroom performance
- Struggle to maintain positive relationships with peers and adults.
- Be slow to develop age appropriate self-care skills due to levels of maturity or degree of Learning Difficulties
- Refuse to engage, be abusive towards staff and peers, may present as disengaged with the curriculum and routines of the school
- Damage property

Emotional

Pupil may

- Show signs of stress and anxiety and/or difficulties managing their emotions
- Have difficulty identifying their emotions or triggers and may need support to self-regulate, or self-regulate in self-harming or anti-social ways
- Have fluctuating moods which might indicate depression or boredom, or heightened states such as excitement or hyperactivity, and be unable to prevent these from affecting their ability to positively socially interact with their peers.
- Exhibit crisis which may be one off, prolonged or regular responses to anxiety, or they be learned responses to undesired or stressful situations.
- Be at risk of leaving the school premises or absconding during the school day

- Show patterns of stress or anxiety related to a specific context or a specific times of the day
- Have difficulties expressing empathy or be emotionally detached.
- Engage in high risk taking activities both at school and within the community
- Need to be in control exhibiting bullying behaviours either as victim or perpetrator
- Be over-friendly or withdrawn with strangers and at risk of exploitation
- Be provocative in appearance and behaviour, and there could be evidence of over sexualised language or behaviours. This is not blaming the CYP but describe what they might present as a result of their SEMH.

Mental Health

Pupil may

- Be unpredictable and may exhibit patterns of behaviour that impact on learning and inclusion
- Be disruptive or overactive and lack concentration in the classroom setting.
- Be under assessment for mental health difficulties, acute anxiety, attachment needs have been identified. .
- Have a tendency to hurt others, self or animals.
- Have issues around identity and belonging
- Experience acute anxiety, fear, isolation, bullying, harassment, leading to controlling behaviours
- Present with self-harming behaviour
- Have attempted suicide
- Engage in persistent substance abuse

Presenting behaviour may also include:

- A preference for own agenda and reluctance to follow instruction
- Presenting with different behaviour with different members of staff.
- There may be patterns of regular school absence
- Be disengaged from learning and significantly under-performing
- Be verbally and physically aggressive
- Be subject to neglect, with basic needs unmet or they be preoccupied with hunger, illness, lack of sleep
- Be identified as being at risk of CSE

The school will need to demonstrate that the provision, systems and training that are in place are effective in meeting the needs of pupils with SEMH. Consistency of approach in

supporting positive behaviour is essential. Communication between staff and joint strategies in a behaviour/personalised plan must be in evidence. The school must have a graduated response to working with pupils with SEMH so that low level behaviour does not escalate into high level behaviours too quickly thus causing an inappropriate response.

Schools should have developed learning support bases/nurture groups/quiet areas within school with access to staff such as Learning Mentors and Counsellors that can have time to listen to pupils have support them to work through their emotions and behaviours . Schools need to make a differentiated response in terms of their provision between nurturing and supportive environment as opposed to a short period in a non-stimulating environment.

Staff need to adhere to the schools behaviour policy and training must be in evidence to support them in undertaking their role. The 'pastoral team' to work closely with the SENCo to ensure that the needs of pupils with a range of overt and covert behaviours are met. Nationally there is a disproportionate number of pupils with SEND who are excluded from school.

The school through their graduated response to fully assess and understand the specific needs of the individual pupil. Behaviours often 'cloud' other needs that require addressing as a priority. The voice of the pupil is of paramount importance and pivotal in any plan or strategy.

Social, Emotional & Mental Health Needs Guidance

Range Descriptors Overview

Range 1	Children will have been identified as presenting with some low level features of behaviour, emotional, social difficulties • They may sometimes appear isolated, have immature social skills, be occasionally disruptive in the classroom setting, be overactive and lack concentration • They may follow some but not all school rules/routines around behaviour in the school environment • They may experience some difficulties with social /interaction skills • They may show signs of stress and anxiety and/or difficulties managing emotions on occasions
Range 2	**MILD** Difficulties identified at range 1 continue/worsen and there has been no significant measured change in the target behaviour/social skill despite quality first teaching and range 1 interventions being in place. • SEMH continues to interfere with pupils' social/learning development across a range of settings and pupils do not follow routines in school consistently • Pupils beginning to be at risk of exclusion and have continued difficulties in social interactions/relationships with both adults and peers, including difficulties managing a range of emotions • Pupils may have become socially and emotionally vulnerable, withdrawn, isolated, and unpredictable patterns of behaviour be beginning to emerge that impact on learning • Pupil may show patterns of stress/anxiety related to specific times of the day • Pupils may have a preference for own agenda and be reluctant to follow instructions • Pupils may have begun to experience short term behavioural crisis

Range 3	**MODERATE** Difficulties identified at range 2 continue/worsen and there has been no significant measured change in the target behaviour/social skill despite quality first teaching and range 1 and 2 interventions being in place. • SEMH interfere more frequently with pupils' social/learning development across a range of settings and pupils do not follow routines in school without adult support • Pupils may have experienced fixed term exclusion and more sustained difficulties in social interactions/relationships with both adults and peers, including difficulties managing a range of emotions • Pupils remain socially and emotionally vulnerable, withdrawn, isolated, and susceptible to unpredictable patterns of behaviour that impact on learning • Pupil patterns of stress/anxiety related to specific times of the day have become more common • Pupils have a preference for own agenda and are reluctant to follow instructions • Short-term behavioural crisis have become more frequent and are more intense
Range 4i	**SIGNIFICANT** Pupil continues to present with significant and persistent levels of behaviour, emotional, social difficulties which are now more complex and which necessitate a multi-agency response. • Pupil is more likely to have experienced fixed term exclusion from school • Pupil does not have the social and emotional skills needed to cope in a mainstream environment without adult support for a significant proportion of the school day • Significant and increasing difficulties with social interaction, social communication and social understanding which regularly impact on classroom performance • Pupil is increasingly isolated and struggles to maintain positive relationships with adults or peers • Careful social and emotional differentiation of the curriculum essential to ensure access to the curriculum and progress with learning

Range 4ii	**SEVERE** Pupil continues to present with severe and persistent levels of behaviour, emotional, social difficulties which continue to be complex and long term and which necessitate a continued multi-agency response. • Pupil is at increased risk of exclusion • Pupil does not have the social and emotional skills needed to cope in a mainstream environment without adult support for a significant proportion of the school day • Significant and increasing difficulties with social interaction, social communication and social understanding which regularly impact on classroom performance • Pupil is increasingly isolated and struggles to maintain positive relationships with adults or peers • Careful social and emotional differentiation of the curriculum essential to ensure progress with learning • Complex Needs identified *
Range 5	**SEVERE** Severe and increasing behavioural difficulties, often compounded by additional needs and requiring provision outside the mainstream environment, including: • Moderate/ severe learning difficulties, mental health difficulties, acute anxiety, attachment issues • Patterns of regular school absence • Disengaged from learning, significant under performance • Verbally and physically aggressive • Reliant on adult support to remain on task • Engaging in high risk taking activities both at school and within the community • Difficulties expressing empathy, emotionally detached, could have tendency to hurt others, self or animals • Issues around identity and belonging • Needing to be in control, bullying behaviours (victim & perpetrator) • Difficulties sustaining relationships • Over-friendly or withdrawn with strangers, at risk of exploitation • Provocative in appearance and behaviour, evidence of sexualised

	language or behaviours
	• Slow to develop age appropriate self-care skills due to levels of maturity or degree of Learning Difficulties
	• Physical, sensory and medical needs that require medication and regular review
	• Complex Needs Identified *
Range 6	**PROFOUND** Continuing profound and increasing behavioural difficulties, often compounded by additional needs and requiring continued provision outside the mainstream environment, including: • Significant challenging behaviour • Requiring a range of therapeutic interventions or referral to specialist support services (CAMHS, YOT) • Unable to manage self in group without dedicated support • Subject to neglect, basic needs unmet or preoccupied with hunger, illness, lack of sleep, acute anxiety, fear, isolation, bullying, harassment, controlling behaviours • Involved in substance misuse either as a user or exploited into distribution/selling • Poor attendance, requires high level of adult intervention to bring into school, even with transport provided • Refusal to engage, extreme abuse towards staff and peers, disengaged, wilfully disruptive • Significant damage to property • Require targeted teaching in order to access learning in dedicated space away from others • Health and safety risk to self and others due to increased levels of agitation and presenting risks • Sexualised language and behaviour , identified at risk of CSE • Medical conditions, such as Asthma or Epilepsy, that may require particular support from Specialist Services • Complex Needs Identified *
Range 7	Continued long term and complex behavioural, emotional, and social difficulties, necessitating a continued multi agency response coordinated as

annual, interim or emergency SEN review and met in specialist provision. Needs likely to include:

- Self harming behaviour
- Attempted suicide
- Persistent substance abuse
- Extreme sexualised language and behaviour , sexually exploited
- Extreme violent/aggressive behaviour
- Serious mental health issues
- Long term non-attendance and disaffection
- Regular appearance in court for anti-social behaviour/criminal activity
- Puts self and others in danger
- Frequently missing for long periods
- Extreme vulnerability due to MLD/SLD
- Medical conditions that potentially life threatening and cannot be managed without dedicated support
- Complex needs Identified

* Complex Needs funding represents a funding model for those children and young people with Complex Learning Difficulties and Disabilities (CLDD) that create a complex profile of 3 or more primary needs. These CYP's present with a range of issues and combination of layered needs, e.g. mental health, relationships, behavioural, physical, medical, sensory, communication, cognitive. They need informed significant support and strategies which will include trans-disciplinary input to engage effectively in the learning process and to participate actively in the classroom activities and wider community

Social, Emotional & Mental Health Needs Guidance

Whole school response - Quality First Teaching

Descriptor	All children should be educated in a socially and emotionally differentiated learning environment and taught the social and emotional skills which underpin good behaviour. The key areas are: • An appropriate whole school ethos • A positive focus on attendance • A positive behaviour policy which is socially and emotionally differentiated to meet the needs of all pupils • A classroom and playground environment which focuses on positive relationships and the development of social skills • The provision of planned opportunities for pupils to learn social and emotional skills • The recognition that some pupils may experience short term difficulties managing their emotions and behaviour
Assessment and Planning	• Systems in place to ensure effective class and behaviour management strategies • Systems in place which ensure effective consequences to positive and negative behaviours (rewards and sanctions) • Effective links between pastoral support, personal and social education, SEN and the curriculum • Accurate assessment of teaching and learning which includes emotional and developmental factors
Groupings for teaching	• Mainstream nurturing classroom environment with attention paid to nurturing principles • A quiet area in the classroom available for individual work or to allow pupils to calm/refocus • Attention paid to learning styles/any learning adjustments that may be necessary • Attention paid to emotional, social health and wellbeing
Human resources and staffing	• School behaviour policy, with a range of strategies which are clearly communicated and monitored and consistently implemented • Provision by class teacher, additional classroom staff and a range of resources usually available in the classroom

	• Shared understanding of how social and emotional issues impact on behaviour
	• Close liaison and common approach with parents/carers
	• Staff support and training on issues related to emotional, social development and behaviour
Curriculum and Teaching Methods	• Appropriate differentiation of the curriculum and all supporting materials
	• Assessment of preferred styles to inform teaching
	• Use of behaviour targets within the classroom and playground
	• The planned teaching of personal social and emotional skills (e.g. a curriculum such as SEAL)
	• Planned teaching of social communication skills
Resources and Intervention Strategies	• An effective behaviour/inclusion policy that is regularly monitored and evaluated within the school
	• A range of additional provisions in place in school such as: school councils, peer counselling buddy schemes, circle time, breakfast clubs, lunchtime/after school activities, break time havens, life Skills teaching
	• Strategies in place to encourage parental involvement in the life of school
	• Structured systems in place to support internal transitions between classes/activities, around school
	• Strategies in place to monitor attendance and punctuality which enhance communication between home and school
	• Systems for observing, auditing and assessing a pupils behaviour, monitored by SMT
	• Early Years Learning Journals in place at foundation stage

Social, Emotional & Mental Health Guidance

Range 1 - School based responses – Universal (Mainstream)	
Descriptor	Children will have been identified as presenting with some low level features of behaviour, emotional, social difficulties. • They may sometimes appear isolated, have immature social skills, be occasionally disruptive in the classroom setting, be overactive and lack concentration • They may follow some but not all school rules/routines around behaviour in the school environment • They may experience some difficulties with social skills • They may show signs of stress and anxiety and/or difficulties managing emotions on occasions
Assessment and Planning	Assessment will continue as part of normal school and class assessments, while the SENCO initiate more specific assessment and observations: • Records kept should include observations and assessments of context, structured and unstructured times, frequency, triggers, ABCs • Behaviour plans/risk assessments may be in place for more difficult times of the school day • Individual Provision map in place demonstrating that an increasing range of individual support is in place that is additional to and different from mainstream • Progress should be measured by changes in behaviour and learning following each review cycle and should be regularly shared with parents • Learning styles should be re-visited with adjustments made to accommodate them • A planned programme of support in place related to assessments, with pupils involved in setting and monitoring their own targets • Parents involved on a regular basis and encouraged to support targets at home
Groupings for teaching	Pupils will continue to be in a mainstream class with attention paid to organisation and pupil groupings as follows: • Opportunities for small group work based on identified need e.g. listening/thinking/social skills • Time limited mainstream classroom programme of support, which relates to assessments • Small group work to teach appropriate behaviours and emotional regulation

	• Individual programme based on specific need identified through assessments • A quiet area in the classroom available for individual work or to support pupils to calm/refocus • A nurturing classroom environment in which attention is paid to nurturing principles
Human resources and staffing	• Support/advice from SENCo with assessment, observation and planning • Appropriately skilled additional adults routinely used to support flexible groupings, observe pupils, differentiation and some 1:1 • Close monitoring to identify "hotspots" through observation with results used in planning • Support for times identified by risk assessments and strategies implemented to manage these • Close liaison and common approach with parents/carers
Curriculum and Teaching Methods	• In class more targeted differentiation of the curriculum and supporting materials to enable full access • Strategies developed are formally shared with school staff, parent/carer and are documented • Increased differentiation of social, emotional and behavioural learning as well as academic curriculum • Level and pace of instructions simplified with attention paid to appropriate amount of teacher talk – chunked instructions, simple sentences • Increased emphasis on identifying and teaching to preferred learning style • Planned opportunities for pupils to reinforce social and emotional skills • Some use of specific group or 1:1 programmes around SEMH • Preparation for any change and the need for clear routines so that children feel safe
Resources and Intervention Strategies	Further use of positive targeted strategies that include; • Further baseline assessments and support, PSD/SEMH targets • HI, VI, other health checks • Incident logs, ABC charts, observations in a range of settings with analyses and adjustments made

	according to findings, consideration given to the use of positive diaries, visual time tables Consideration given to the provision of parenting support/ family centre involvement/Family SEAL/EARLY HELP

Social, Emotional & Mental Health Guidance

Range 2 - School based responses - Universal (Mild) (Mainstream)

Descriptor	Difficulties identified at range 1 continue/worsen and there has been no significant measured change in the target behaviour/social skill despite quality first teaching and range 1 interventions being in place. • SEMH continues to interfere with pupils' social/learning development across a range of settings and pupils do not follow routines in school consistently • Pupils beginning to be at risk of exclusion and have continued difficulties in social interactions/relationships with both adults and peers, including difficulties managing a range of emotions • Pupils may have become socially and emotionally vulnerable, withdrawn, isolated, and unpredictable patterns of behaviour be beginning to emerge that impact on learning • Pupil may show patterns of stress/anxiety related to specific times of the day • Pupils may have a preference for own agenda and be reluctant to follow instructions • Pupils may have begun to experience short term behavioural crisis
Assessment and Planning	**School** **Assessment** as range 1 plus: • More detailed and targeted observation i.e. interval sampling**,** use and analysis of assessment tools (Boxall, SDQ) and assessment related to interventions • Behaviour plans/risk assessments in place for more difficult times of the school day • Positive handling plans in place where appropriate, providing careful details about safety, the trained staff who will be involved with the plan, the circumstances in which positive handling might be used, and how it will be recorded and communicated to parents or carers • Assessment of progress in response to interventions • Pupil self assessment, and wider assessments for learning/other SEN • More detailed recording, monitoring of frequency, intensity, ABC over a range of contexts • Other agency involvement identified e.g. CAMHS, paediatric assessments,

	Family Support, Social Care
	• Individual Provision map continues to be in place demonstrating that an increased range of individual support that is additional to and different from mainstream is necessary to ensure full inclusion and progress with learning
	• Planning includes individually focused plans/provision maps with clear targets and with appropriate steps taken to engage pupil and parents
Groupings for teaching	• In addition to the provision at range 1, identified regular support to teach social skills/emotional literacy in order to support the behaviour learning targets
	• Mainstream class with regular, time limited programmes of small group work based on identified need
	• On-going opportunities for 1:1 support focused on specific individual targets
Human resources and staffing	**School**
	• Additional adult, under the direction of teacher/SENCo, provides sustained targeted support on an individual/group basis
	• Increased parental/carer involvement, multi-agency support to plan and regularly review individual plans
	• Encouragement and inclusion in extra-curricular activities
	• Develop a multi-agency approach
Curriculum and Teaching Methods	• Modify level/pace/amount of teacher talk to pupil's identified need
	• Individual targets within group programmes and/or 1:1
	• A nurturing approach within the classroom which takes account of difficulties in the understanding of social rules and expectations
	• Emphasis on increasing differentiation of activities and materials and account taken of individual learning styles
	• Short term individual support focusing on listening, concentration, social skills
	• 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 need rather than chronological age
	• Provision of opportunities for play, creative activities, drama/role play

Resources and Intervention Strategies	- Continue with range 1 strategies + use of behaviour targets within classroom or playground - Increase visual systems; prompt cards, behaviour plans, risk assessments, portable plans, diaries - Regular small group work on conflict resolution, social/emotional skills - Short term individual support, using solution focused motivational approaches - Additional circle time activities/small circles of support - Involvement from a wider range of services

Social, Emotional & Mental Health Needs Guidance

Range 3 (Moderate) – Targeted (Mainstream)

Descriptor	Difficulties identified at range 2 continue/worsen and there has been no significant measured change in the target behaviour/social skill despite quality first teaching and range 1 and 2 interventions and detailed provision maps being in place. • SEMH interfere more frequently with pupils' social/learning development across a range of settings and pupils do not follow routines in school without adult support • Pupils may have experienced fixed term exclusion and more sustained difficulties in social interactions/relationships with both adults and peers, including difficulties managing a range of emotions • Pupils remain socially and emotionally vulnerable, withdrawn, isolated, and susceptible to unpredictable patterns of behaviour that impact on learning • Pupil patterns of stress/anxiety related to specific times of the day have become more common • Pupils have a preference for own agenda and are reluctant to follow instructions • Short-term behavioural crisis may have become more frequent and are more intense • Significant time lost from learning/access to the curriculum
Assessment and Planning	**Assessment** • As Range 2 plus more systematic application of assessment tools to gain detailed evidence over time with reviews • Involvement of SEMH specialist teacher to support (by referral) **Planning** • Behaviour and curriculum plans closely track levels of achievement, and all IEP/IBP targets are individualised and SMART • Individual provision map continues to be in place demonstrating provision at range 1-3 to support a pupil with long term needs that are likely to require further specialist assessment. Provision Map clearly evidences that up to 16.5 hours of individual support is in place • Effective multi-agency working in place
Groupings for	• Mainstream class but predominantly working on modified curriculum

teaching	tasks with regular and consistent 1:1 support focused on specific SEMH/learning targets
	• Frequent opportunities for small group work based on identified need - SEAL small group work or nurture group provision (if in place and assessments indicate appropriateness)
Human resources and staffing	**School**
	• Daily access to staff in school with experience of SEMH, e.g. behaviour support worker, SENCo, behaviour/learning mentor, inclusion manager, Nurture Group Staff
	• Additional adult, under the direction of the teacher, supports pupil working on modified behaviour targets and curriculum tasks
	• Increased access to a combination of targeted individual, small group and whole class activities
Curriculum and Teaching Methods	• Teaching focuses on both SEMH and curriculum outcomes throughout the school day
	• Tasks and presentation differentiated and personalised to pupil's needs
	• Modified and individualised level/pace/amount of teacher talk
	• 1:1 teaching for the introduction of new concepts and the specific teaching and reinforcement of classroom routines and expectations
	• Small steps targets within group programmes
	• 1:1 work task completion with adult support
	• Targets monitored with pupil daily
Resources & Intervention Strategies	• Use the strategies in ranges 1 – 2 with an individualised focus
	• Continue to review any resources and develop them to match the pupil's needs
	• Involvement from wider services such as Children's Social Care, CAMHS.

Social, Emotional & Mental Health Needs Guidance

Range 4i (Significant) – Targeted (Mainstream)

Descriptor	Pupil continues to present with significant and persistent levels of behaviour, emotional, social difficulties which are now more complex and which necessitate a multi-agency response. • Pupil is more likely to have experienced fixed term exclusion from school • Pupil does not have the social and emotional skills needed to cope in a mainstream environment without adult support for a significant proportion of the school day • Significant and increasing difficulties with social interaction, social communication and social understanding which regularly impact on classroom performance • Pupil is increasingly isolated and struggles to maintain positive relationships with adults or peers • Careful social and emotional differentiation of the curriculum essential to ensure access to the curriculum and progress with learning • Not accessed the curriculum/ learning for over a term.
Assessment and Planning	**School** **Assessment:** • As range 3 with increased involvement of a range of specialist professionals • Assessment in a short term specialist environment where appropriate • Multi-agency work continues **Planning** • IEP, PSP, or provision map detailing strategies and appropriate short term targets • Planning meetings include parents, any offsite providers and are multi-agency • SEN support
Groupings for teaching	• Pupil offered one to one support from an adult in the mainstream environment – with reference to statutory funding • Opportunities for pupil to engage in specialist provision within the mainstream environment for part of the week

	• Where appropriate managed move of school considered alongside SEN and other agencies • Pupils may also access specialist or alternative education providers.
Human resources and staffing	**School** • Daily access to staff with experience and training in meeting the needs of pupils with SEMH
Curriculum and Teaching Methods	• Pupils curriculum is personalised and pupils may be dissapplied from some aspects of the national curriculum • Activities focus on key skills and SEMH outcomes throughout the school day • More lessons outside mainstream timetabling with increasing access to alternative specialist provisions
Resources and Intervention Strategies	Continue to review resources and develop them to match the pupil's needs: • Targeted intervention carefully employing a range of specialist strategies • Individual SEMH programme incorporating 1:1 and small group teaching • Specialist provision within mainstream be appropriate to meet need for part of the week • All additional resources and exceptional arrangements are referenced in a personalised provision map

Social, Emotional & Mental Health Needs Guidance

Range 4ii (Severe) – Targeted (Mainstream/Specialist Resource)

Descriptor	Pupil continues to present with severe and persistent levels of behaviour, emotional, social difficulties which continue to be complex and long term and which necessitate a continued multi-agency response. • Pupil is at increased risk of exclusion • Pupil does not have the social and emotional skills needed to cope in a mainstream environment without adult support for a significant proportion of the school day • Significant and increasing difficulties with social interaction, social communication and social understanding which regularly impact on classroom performance • Pupil is increasingly isolated and struggles to maintain positive relationships with adults or peers • Careful social and emotional differentiation of the curriculum essential to ensure progress with learning • Complex Needs Identified * • Not accessed learning for over two terms.
Assessment and Planning	**School** **Assessment:** • As range 4i with significant involvement from a range of specialist professionals • Assessment in a short term specialist environment continue to be appropriate • Multi-agency work continues **Planning** • IEP, PSP, IBP, risk assessment or provision map detailing strategies and appropriate short term targets • Planning meetings include parents, any offsite providers and are multi-agency • Coordinated support plan is in place and regularly reviewed
Groupings for teaching	• Mainstream provision in place but pupil may be taught for more significant amounts of time in a specialist environment outside of the classroom • Pupil offered one to one support from an adult for the majority of the school

	day - with reference to statutory funding • Managed move of school considered
Human resources & staffing	**School** • Continued daily access to staff with experience and training in meeting the needs of pupils with SEMH
Curriculum and Teaching Methods	• Pupil's curriculum is highly personalised and pupils may be disapplied from some aspects of the national curriculum • Activities focus on key skills and SEMH outcomes throughout the school day • More lessons take place outside mainstream timetabling with increasing access to specialist provisions
Resources and Intervention Strategies	Continue to review resources and develop them to match the pupil's needs: • Targeted intervention carefully employing a range of specialist strategies • Individual SEMH programme incorporating 1:1 and small group teaching • Specialist provision appropriate to need in place for much of the week • All additional resources and exceptional arrangements are referenced in a personalised provision map

Social, Emotional & Mental Health Needs Guidance

Range 5 (Profound) – Specialist (Specialist resource/Special school)

Descriptor	Profound and increasing behavioural difficulties, often compounded by additional needs and requiring provision outside the mainstream environment, including: • Moderate/ severe learning difficulties, mental health difficulties, acute anxiety, attachment issues • Patterns of regular school absences • Disengaged from learning, significant under performance • Verbally and physically aggressive • Reliant on adult support to remain on task • Engaging in high risk taking activities both at school and within the community • Difficulties expressing empathy, emotionally detached, could have tendency to hurt others, self or animals • Issues around identity and belonging • Needing to be in control, bullying behaviours (victim & perpetrator) • Difficulties sustaining relationships • Over-friendly or withdrawn with strangers, at risk of exploitation • Provocative in appearance and behaviour, evidence of sexualised language or behaviours • Slow to develop age appropriate self-care skills due to levels of maturity or degree of Learning Difficulties • Physical, sensory and medical needs such as that require medication and regular review • Complex Needs Identified *
Assessment and Planning	**Coordinate support plan** **Assessmen**t will be an ongoing process to determine progress in learning, and also: • Development of social skills, empathy, managing own behaviour and emotions, staying safe in school and in the community • There will be involvement from a range of specialist professionals in place, such as CAMHS, EP, YOT. • Multi-agency work continues, and continual assessment to feed in to

	the cycle of annual reviews.
	Planning
	• IEP, PSP, IBP, risk assessment or provision map detailing strategies and appropriate short term targets
	• Risk assessment will describe procedures to keep safe the pupil, other staff and pupils, and property. There will be an assessment of the risk of absconding and procedures described to manage such an eventuality.
	• Planning meetings will include parents/carers, and are multi-agency
	• EHCP is in process of completion
Groupings for teaching	• Pupil on roll in a specialist environment
	• Pupil offered one to one support from an adult for some of the school day
	• There will be a greater ratio of adults to pupils and staff will have specialisms in managing pupils who present with challenging behaviour.
Human resources and staffing	Provision is within a specialist environment with appropriate staff/student ratios
	Continued daily access to staff with experience and training in meeting the needs of pupils with SEMH. Additional teams will include any of the following;
	Multi Agency Interventions:
	• Social Worker, Drug and Alcohol Team, Police
	• Health, YOT, CAMHS, Educational Psychologist
	• Social Care, Community Support Worker, Family Intervention
	• Families First, School Nurse
	• Youth Service, Voluntary Sector Organisations
	Specialist Agency Interventions:
	• Drug and Alcohol Team, Police, Health, YOT (including MAPPA)
	• CAMHS
	• Probation Service, Social Care, Community Support Worker
	• Early help, prevent Services
Curriculum and Teaching Methods	Pupil requiring an alternative to mainstream education
	• Learning experiences address significant social, emotional and behavioural needs

	• A differentiated behaviour management programme in addition to targeted support and reassurance in areas of learning the child finds particularly demanding • Structured social skills group work and/or intervention • Regular opportunities to consolidate learning/ promote confidence in the learning environment • Adult support to implement structured social skills, group work and/or intervention and to support during less structured times • Access to an adult who can intervene to support the pupil in recognising their emotions and managing their behaviour • Additional support around times of transition and change • Staff have expertise in managing significant and consistent difficulties with behaviour Support and advice from outside agencies as appropriate
Resources and Intervention Strategies	• Personalised to the specific needs of the pupil • Advice available from relevant specialist services • Placed in a specialist environment

Social, Emotional & Mental Health Needs Guidance

Range 6 (Profound) SPECIALIST (Special School)

Descriptor	Continuing profound and increasing behavioural difficulties, often compounded by additional needs and requiring continued provision outside the mainstream environment, including: • Significant challenging behaviour • Requiring a range of therapeutic interventions or referral to specialist support services (CAMHS, Social Care, YOT) • Unable to manage self in group without dedicated support • Subject to neglect, basic needs unmet or preoccupied with hunger, illness, lack of sleep, acute anxiety, fear, isolation, bullying, harassment, controlling behaviours • Involved in substance misuse either as a user or exploited into distribution/selling • Poor attendance, requires high level of adult intervention to bring into school, even with transport provided • Refusal to engage, extreme abuse towards staff and peers, disengaged, wilfully disruptive • Damage to property • require targeted teaching in order to access learning in dedicated space away from others • Health and safety risk to self and others due to increased levels of agitation and presenting risks • Sexualised language and behaviour , identified at risk of CSE • Complex Needs Identified *
Assessment Planning	Statutory assessment process (EHCP) is complete and pupil has been assessed as needing enhanced specialist provision **Assessment** will be an ongoing process to determine progress in learning, and also: • Development of social skills, empathy, managing own behaviour and emotions, staying safe in school and in the community • There will be involvement from a range of specialist professionals in place, such as CAMHS, EP, YOT.

	• Multi-agency work continues, and continual assessment to feed in to the cycle of annual reviews. **Planning** • IEP, PSP, IBP, risk assessment or provision map detailing strategies and appropriate short term targets • Risk assessment will describe procedures to keep safe the pupil, other staff and pupils, and property. There will be an assessment of the risk of absconding and procedures described to manage such an eventuality. • Planning meetings will include parents/carers, and are multi-agency
Groupings for teaching	• Pupil is on roll at special school • Pupil offered one to one support from an adult for some of the school day • There will be a greater ratio of adults to pupils and staff will have specialisms in managing pupils who present with challenging behaviour.
Human resources and staffing	**Multi Agency Interventions:** Provision is within a specialist environment with appropriate staff/student ratios Continued daily access to staff with experience and training in meeting the needs of pupils with SEMH. Additional teams will include any of the following; • Social Worker, Drug and Alcohol Team, Police • Health, YOT, CAMHS, Educational Psychologist • Social Care, Community Support Worker, Family Intervention • Early Help, School Nurse • Youth Service, Voluntary Sector Organisations **Specialist Agency Interventions:** • Drug and Alcohol Team, Police, Health, YOT (including MAPPA) • CAMHS • Probation Service, Social Care, Community Support Worker • Early Help, prevent Services
Curriculum and Teaching Methods	• Access to personalised interventions to help the child to regulate and reflect upon their emotions to develop resilience and reduce the severity of behaviour • Highly structured opportunities to consolidate learning and promote

	confidence in the learning environment
	• Consistent adult support to support the delivery of a personalised approach which ensures all necessary reasonable adjustments are identified and implemented
	• Staff have expertise in managing significant and consistent difficulties with behaviour
	• Risk assessment to minimise opportunities for severe incidents to occur
	• Regular multi-agency reviews as appropriate
Resources and Intervention Strategies	• Personalised to the specific needs of the pupil • Advice available from relevant specialist services

Social, Emotional & Mental Health Guidance

Range 7 (Exceptional)

Descriptor	Continued long term and complex behavioural, emotional, and social difficulties, necessitating a continued multi agency response coordinated as annual, interim or emergency SEN review and met in specialist provision. Needs likely to include: • Self harming behaviour • Attempted suicide • Persistent substance abuse • Extreme sexualised language and behaviour , sexually exploited • Extreme violent/aggressive behaviour • Serious mental health issues • Long term non-attendance and disaffection • Regular appearance in court for anti-social behaviour/criminal activity • Puts self and others in danger • Frequently missing for long periods • Extreme vulnerability due to MLD/SLD • Medical conditions that potentially life threatening and cannot be managed without dedicated support
Assessment and Planning	Statutory assessment process (EHCP) is complete and pupil has been assessed as needing enhanced, or more secure specialist provision **Assessmen**t will be an ongoing process to determine progress in learning, and also: • Development of social skills, empathy, managing own behaviour and emotions, staying safe in school and in the community • There will be involvement from a range of specialist professionals in place, such as CAMHS, EP, YOT. • Multi-agency work continues, and continual assessment to feed in to the cycle of annual reviews. **Planning** • IEP, PSP, IBP, risk assessment or provision map detailing strategies and appropriate short term targets

	• Risk assessment will describe procedures to keep safe the pupil, other staff and pupils, and property. There will be an assessment of the risk of absconding and procedures described to manage such an eventuality. • Planning meetings will include parents/carers, and are multi-agency
Groupings for teaching	• Pupil is on roll at special school. This could be out of area and/or residential special school • Pupil offered one to one support from an adult for some of the school day • There will be a greater ratio of adults to pupils and staff will have specialisms in managing pupils who present with challenging behaviour.
Human resources and staffing	Provision is within a specialist environment with appropriate staff/student ratios Continued daily access to staff with experience and training in meeting the needs of pupils with SEMH. Additional teams will include any of the following; **Multi Agency Interventions:** • Education Social Worker, Drug and Alcohol Team, Police • Health, YOT, CAMHS, Educational Psychologist • Social Care, Community Support Worker, Family Intervention • Families First, School Nurse, careers advice • Youth Service, Voluntary Sector Organisations **Specialist Agency Interventions:** • Drug and Alcohol Team, Police, Health, YOT (including MAPPA) • CAMHS • Probation Service, Social Care, Community Support Worker • Early Help, prevent Services
Curriculum and Teaching Methods	• Access to a personalised curriculum and intervention programme within a safe environment which includes an emphasis on helping the child to develop an under- standing of emotions and different emotional responses, in order to develop resilience and reduce the severity of behaviour • Personalised learning programme to consolidate learning and pro- mote confidence in the learning environment

	• High level and consistent adult support to ensure the delivery of a personalised approach which includes all necessary reasonable adjustments which are identified and implemented • Staff have expertise in managing complex difficulties with behaviour • Risk assessment to minimise opportunities for severe incidents to occur • Regular multi-agency reviews as appropriate
Resources and Intervention Strategies	• Personalised to the specific needs of the pupil • Advice available from relevant specialist services

Sensory and/or Physical Needs

Including guidance for Children and Young People with:

Hearing Impairment

Visual Impairment

Dual Sensory Needs

Physical and Medical

GUIDANCE FOR CHILDREN AND YOUNG PEOPLE WITH HEARING IMPAIRMENT

Children with a permanent hearing loss are identified by local audiology departments and referred directly to The Hearing Impaired Service. When a referral has been made support is offered by specialist staff from the team to children, families and schools/settings. For a pre-school child home visits are made to families and for those in a setting advice is provided to staff. Regular teaching support is offered as deemed appropriate.

It is acknowledged that other conditions occur alongside hearing loss for example degrees of learning difficulty, Autism Spectrum Conditions, physical difficulties, visual impairment. Advice on these is not specifically made within this guidance. Professionals find other guidance produced in this information set useful in these cases. This may affect the presentation as reflected when using the range descriptors on page 3.

Note: Colleagues consulting this guidance for children up to the end of the foundation stage need to use the guidance in conjunction with the document in this set 'SEN Guidance for the Early Years'

Glossary

Types of Deafness

Conductive Hearing Loss: when sound can't pass efficiently through the outer and middle ear to the cochlea and auditory nerve. The most common type of conductive deafness in children is caused by glue ear – when fluid builds up in the middle ear. For most children this is a temporary condition and clears up by itself. For some children the problem may be a chronic or permanent problem and they may have grommets inserted or be fitted with hearing aids.

Sensory-neural deafness: when there is a fault in the inner ear or auditory nerve. Sensory-neural deafness is permanent.
Mixed hearing loss: a combination of conductive and sensorineural hearing loss.
Auditory Neuropathy Spectrum Disorder (ANSD): occurs when sounds are receiving normally by the cochlea, but become disrupted as they travel to the brain.
Degrees of Deafness

The British Society of Audiology descriptors are used to define degrees of hearing loss. These descriptors are based on the average hearing threshold levels at 250, 500, 1000, 2000 and 4000Hz in the better ear (where no response is taken to have a value of 130 dBHL).

Mild hearing loss	Unaided threshold 21-40 dBHL
Moderate hearing loss	Unaided threshold 41-70 dBHL
Severe hearing loss	Unaided threshold 71-95 dBHL
Profound hearing loss	Unaided threshold in excess of 95 dBHL

The hearing service provides Teacher of the Deaf support through a shared agreement through Middlesbrough, Redcar and Stockton Local Authorities. The NatSIP (National Sensory Partnership) Eligibility Criteria is used to determine appropriate levels of support by a Teacher of the Deaf.

Hearing Impairment Descriptors – Overview of Ranges

The children and young people (C&YP) to whom this guidance relates will present with a range of hearing loss which affect their language and communication development. The suggested provision and resourcing at the appropriate range will support effective teaching and learning for this group of C&YP.

Children and young people with Hearing Impairment have differences in the areas identified below. Use these descriptors to identify the needs of an individual C&YP Highlight the descriptors which are appropriate to an individual child and compare this to the range models

Guidance For Children and Young People with Hearing Impairment

	Range Descriptors Overview
Range 1	• Aided/unaided conductive temporary or • Chronic conductive aiding not appropriate or • Unilateral/bilateral minimal average <20dBHL or mild – aiding not appropriate
Range 2	• Hearing loss; audible chronic conductive, bilateral aidable minimal or mild • Auditory Processing Disorder/Auditory Neuropathy Spectrum Disorder • moderate permanent unilateral • Have hearing aids • Moderate difficulty with listening, attention, concentration, speech, language and class participation
Range 3	• Aided chronic conductive, or bilateral moderate permanent • Will have hearing aids and could have radio aid • Will have moderate difficulty accessing spoken language, likely language delay • Have Auditory Processing Disorder/Auditory Neuropathy Spectrum Disorder • Have difficulty with listening, attention, concentration and class participation
Range 4 (i)	• Bilateral moderate or severe permanent hearing loss with no additional learning difficulties • Severe difficulty accessing spoken language and therefore the curriculum • May have additional language delay associated with hearing loss • Will have Hearing aids and have radio aid • Auditory Processing Disorder/Auditory Neuropathy Spectrum Disorder • Difficulties with attention, concentration, confidence and class participation • Speech clarity likely to be significantly affected
Range 4 (ii)	• Bilateral moderate/severe or severe/profound permanent hearing loss • May have additional language/learning difficulties associated with hearing loss

■	- Will have hearing aids and radio aid or cochlear implant - Auditory Processing Disorder/Auditory Neuropathy Spectrum Disorder - Speech clarity will be profoundly affected - Severe difficulties with attention, concentration, confidence and class participation - Profound difficulty accessing spoken language and therefore the curriculum
Range 5	- Bilateral moderate/severe/profound permanent hearing loss - Profound language delay and communication difficulties which prevent the development of appropriate social and emotional health. - British Sign Language (BSL) or Signs to Support English (SSE) will be needed for effective communication - Will have hearing aids/cochlear implants and a radio aid - Profound difficulty accessing spoken language and therefore the curriculum without specialist intervention - Speech clarity will be profoundly affected - Will have significant difficulties with attention, concentration, confidence and class participation - Auditory Processing Disorder/Auditory Neuropathy Spectrum Disorder - Additional language/learning difficulties associated with hearing loss
Range 6	- Bilateral moderate/severe/profound permanent hearing loss - Profound language/learning difficulties associated with hearing loss - Profound language delay and communication difficulties which prevent the development of appropriate social and emotional health - have BSL/SSE or augmentative communication needed for effective communication - Will have hearing aids/cochlear implants and a radio aid - Profound difficulty accessing spoken language and therefore the curriculum - Speech clarity will be affected - Difficulty with attention, concentration, confidence and class participation - Auditory Processing Disorder/Auditory Neuropathy Spectrum Disorder - Additional difficulties and learning needs not associated with hearing loss.

Guidance For Children and Young People with Hearing Impairment	
Range 1	
Hearing Impairment Descriptor	• Aided/unaided conductive temporary or • Chronic conductive aiding not appropriate or • Unilateral/bilateral minimal average <20dBHL or mild – aiding not appropriate • Local authority assessment carried out advice offered to schools
School/LA will provide	
Assessment and Planning	• Part of school and class assessments • Normal curriculum plans include individual/group targets **LA** • May receive assessment and advice from a qualified Teacher of the Deaf, as determined by the NatSIP eligibility Criteria
Grouping for Teaching	• Mainstream class • Must have attention to seating, lighting and acoustics **LA** • Speech testing and other specialist tools may be used to assess access to spoken language
Human Resources/ Staffing	• Main provision by class/subject teacher
Curriculum & Teaching Methods	Full inclusion within National Curriculum

Guidance For Children and Young People with Hearing Impairment

Range 2

Hearing Impairment Descriptor	- Hearing loss: - Aidable chronic conductive, - Bilateral aidable minimal or mild - Moderate permanent unilateral - Have hearing aids - Moderate difficulty with listening, attention, concentration, speech, language and class participation - Auditory Processing Disorder/Auditory Neuropathy Spectrum Disorder
School/LA will provide	
Assessment and Planning	**Assessment** • Part of school and class assessments **Planning** • Normal curriculum plans will include individual/group targets. : **LA** • May receive assessment monitoring and advice from a qualified Teacher of the Deaf, as determined by the NatSIP eligibility criteria
Grouping for Teaching	• Mainstream class • Must have attention to seating, lighting and acoustic **LA** • Speech testing and other specialist tools may be used to assess access to spoken language
Human Resources/ Staffing	• Main provision by class/subject teacher
Curriculum & Teaching Method	• Full inclusion within National Curriculum • Teaching methods which facilitate access to the curriculum, social/emotional development and class participation

Guidance For Children and Young People with Hearing Impairment

Range 3

Hearing Impairment Descriptor	- Aided chronic conductive, or bilateral moderate permanent - Will have hearing aids and could have radio aid - Will have moderate difficulty accessing spoken language, likely language delay - Have difficulty with listening, attention, concentration and class participation - Have Auditory Processing Disorder/Auditory Neuropathy Spectrum Disorder
School/LA will provide	
Assessment and Planning	**Assessment** - Should be part of school and class assessments - Require modification to the presentation of assessments **Planning** - Curriculum plan must reflect levels of achievement and include individually focused IEP **LA** - Assessment monitoring and advice from a qualified Teacher of the Deaf, as determined by the NatSIP eligibility criteria or regular teaching from a qualified Teacher of the Deaf as determined by the NatSIP eligibility criteria - May be issued with a radio aid by the Hearing Impaired Service - May receive a block of support or regular teaching from a qualified Teacher of the Deaf as determined by the NatSIP eligibility criteria
Grouping for Teaching	- Mainstream class - Must have attention to seating, lighting and acoustics - Opportunities for 1:1 and small group work **LA** - May have systematic application of speech and language and communication assessment tools for deaf children

Human Resources/ Staffing	• Main provision by class/subject teacher **LA** • Speech testing and other specialist tools must be used to assess access to spoken language
Curriculum & Teaching Methods	• Full inclusion within National Curriculum • Differentiation by presentation and/or outcome • Opportunities for explanation, clarification and reinforcement of lesson content and language • Specific interventions for speaking, listening and teaching of phonics **LA** • School staff should undergo Deaf Awareness Training as provided by Hearing Impaired Service

Guidance For Children and Young People with Hearing Impairment

Range 4i

Hearing Impairment Descriptor	• Bilateral moderate or severe permanent hearing loss with no additional learning difficulties • Severe difficulty accessing spoken language and therefore the curriculum • have additional language delay associated with hearing loss • Will have Hearing aids and have radio aid • Speech clarity likely to be significantly affected • Difficulties with attention, concentration, confidence and class participation • Auditory Processing Disorder/Auditory Neuropathy Spectrum Disorder
School/LA will provide	
Assessment and Planning	**Assessment** • Part of school and class assessments • Must have modifications to the presentation of assessments **Planning** • Curriculum plan reflects levels of achievement and must include individually focused IEP **LA** • Assessment monitoring and advice from a qualified Teacher of the Deaf, as determined by the NatSIP eligibility criteria or regular teaching from a qualified Teacher of the Deaf as determined by the NatSIP eligibility criteria • May be issued with a radio aid by the Hearing Impaired Service • Should receive a block of support or regular teaching from a qualified Teacher of the Deaf as determined by the NatSIP eligibility criteria
Grouping for Teaching	• Mainstream class • Must have regular opportunities for 1:1 and small group work based on identified need • Must have attention to seating, lighting and acoustics **LA**

	• Speech testing and other specialist tools must be used to assess access to spoken language • Should have systematic application of speech and language and communication assessment tools for deaf children
Human Resources/ Staffing	• Main provision by class/subject teacher with advice from ToD • Clear direction of TA with appropriate training, under the direction of the teacher to o Reinforce lesson content o Deliver modified curriculum tasks o Support language development **LA** o School staff should undergo Deaf Awareness Training as provided by Hearing Impaired Service.
Curriculum & Teaching Methods	• Full inclusion within National Curriculum • Differentiation by presentation and/or outcome • Regular opportunities for explanation, clarification and reinforcement of lesson content and language • Specific interventions for speaking, listening and teaching of phonics
Resources	Access to a quiet room for small group and 1:1 sessions

Guidance For Children and Young People with Hearing Impairment	
Range 4ii	
Hearing Impairment Descriptor	• Bilateral moderate/severe or severe/profound permanent hearing loss • May have additional language/learning difficulties associated with hearing loss • Will have hearing aids and radio aid or cochlear implant • Profound difficulty accessing spoken language and therefore the curriculum • Speech clarity will be profoundly affected • Severe difficulties with attention, concentration, confidence and class participation • Auditory Processing Disorder/Auditory Neuropathy Spectrum Disorder
School/LA will provide	
Assessment and Planning	**Assessment**: • Must be part of school and class assessments • Must have modification to the presentation of assessments **Planning**: Curriculum plan must closely track levels of achievement and all IEP targets are individualised, short term and specific incorporating advice from the TOD **LA** • Assessment monitoring and advice from a qualified Teacher of the Deaf, as determined by the NatSIP eligibility criteria or regular teaching from a qualified Teacher of the Deaf as determined by the NatSIP eligibility criteria • May be issued with a radio aid by the Hearing Impaired Service Should receive a block of support or regular teaching from a qualified Teacher of the Deaf as determined by the NatSIP eligibility criteria
Grouping for Teaching	• Mainstream class with flexible grouping arrangements • Must have ongoing opportunities for 1:1 support focused on specific IEP targets • Must have frequent opportunities for small group work based on identified need

	• Must have particular attention to seating, lighting and acoustics **LA** • Speech testing and other specialist tools must be used to assess access to spoken language • Should have systematic application of speech and language and communication assessment tools for deaf children

Human Resources/ Staffing	• Must have main provision by class/subject teacher with support from ToD
	• Must have additional adults with appropriate training under the direction of the teacher and ToD to:
	   o Reinforce lesson content
	   o Deliver modified curriculum tasks
	   o Support language development
	• Should have specialist support staff with appropriate communication skills
	• Should have specialist support staff with appropriate communication skills
	LA
	   o School staff should undergo Deaf Awareness Training as provided by Hearing Impaired Service.

Curriculum & Teaching Methods	• Must have differentiation by presentation and/or outcome personalised to pupils identified needs • Must have opportunities for explanation, clarification and reinforcement of lesson content and language
Resources	• Access to a quiet room for small group and 1:1 sessions

Guidance For Children and Young People with Hearing Impairment	
Range 5	
These pupils will access the provision in an Additionally Resourced Centre	
Hearing Impairment Descriptor	• Bilateral moderate/severe/profound permanent hearing loss • Additional language/learning difficulties associated with hearing loss • BSL/SSE will be needed for effective communication • Will have hearing aids/cochlear implants and a radio aid • Profound difficulty accessing spoken language and therefore the curriculum without specialist intervention • Speech clarity will be profoundly affected • Will have significant difficulties with attention, concentration, confidence and class participation • Auditory Processing Disorder/Auditory Neuropathy Spectrum Disorder • Profound language delay and communication difficulties which prevent the development of appropriate social and emotional health.
School/LA will provide	
Assessment and Planning	**Assessment**: • Must be part of school and class assessments • Must have modification to the presentation of assessments **Planning**: • Curriculum plan must closely track levels of achievement and all IEP targets are individualised, short term and specific **LA** • Assessment monitoring and advice from a qualified Teacher of the Deaf, as determined by the NatSIP eligibility criteria or regular teaching from a qualified Teacher of the Deaf as determined by the NatSIP eligibility criteria • Should be issued with a radio aid by the Hearing Impaired Service • Should receive a regular teaching from a qualified Teacher of the Deaf as determined by the NatSIP eligibility criteria
Grouping for	• Must have mainstream class with flexible grouping arrangements

Teaching	• Must have ongoing opportunities for 1:1 support focused on specific IEP targets • Must have frequent opportunities for small group work based on identified need • Must have particular attention to seating, lighting and acoustics **LA** • Speech testing and other specialist tools must be used to assess access to spoken language • Should have systematic application of speech and language and communication assessment tools for deaf children
Human Resources/ Staffing	• Main provision by class/subject teacher with support from ToD • Must have ongoing assessment of needs using specialist and NC guidance **LA** • School staff must undergo Deaf Awareness Training as provided by Hearing Impaired Service.
Curriculum & Teaching Methods	• Must have opportunities for explanation, clarification and reinforcement of lesson content and language • Must have differentiation by presentation and/or outcome personalised to pupils identified needs (school planning)
Resources	• Must have access to a quiet room for small group and 1:1 sessions

Guidance For Children and Young People with Hearing Impairment

Range 6

These pupils will access the provision in an Additionally Resourced Centre in a mainstream school

Hearing Impairment Descriptor	- Primary need is hearing loss and is bilateral moderate/severe/profound permanent - Additional difficulties and learning needs not associated with hearing loss. - Profound language/learning difficulties associated with hearing loss - May have BSL/SSE or augmentative communication needed for effective communication - Will have hearing aids/cochlear implants and a radio aid - Profound difficulty accessing spoken language and therefore the curriculum - Speech clarity will be affected - Difficulty with attention, concentration, confidence and class participation - Auditory Processing Disorder/Auditory Neuropathy Spectrum Disorder Profound language delay and communication difficulties which prevent the development of appropriate social and emotional health
	School will provide
Assessment and Planning	**Assessment**: - Must be part of school and class assessments - Must have modification to the presentation of assessments **Planning**: - Curriculum plan must closely track levels of achievement and all IEP targets are individualised, short term and specific - Speech testing and other specialist tools must be used to assess access to spoken language. - Must have systematic application of speech, language and communication assessment tools for deaf children Must have assessment by education and non-education professionals as

	appropriate
Grouping for Teaching	• Must have mainstream class with flexible grouping arrangements • Must have ongoing opportunities for 1:1 support focused on specific IEP targets • Must have frequent opportunities for small group work based on identified need • Must have particular attention to seating, lighting and acoustics Support and advice from a teacher or the deaf

Human Resources/ Staffing	• Must have timetabled teaching support directly from ToD at least three times a week
	
	• Should have ongoing assessment from an educational audiologist – up to 12 hours
	
	• Must have additional adults with appropriate training under the direction of the teacher and ToD to:
	  o Reinforce lesson content
	  o Deliver modified curriculum tasks
	  o Support language development
	
	• Access to deaf adults and peers
	
	• 1:1 support from Specialist support staff with appropriate BSL/communication skills and skills in supporting additional needs in all lessons

Curriculum & Teaching Methods	• Must have opportunities for explanation, clarification and reinforcement of lesson content and language • Must have differentiation by presentation and/or outcome personalised to pupils identified needs (school and TOD planning)
Resources	• Must have: Electro-acoustic assessment of auditory equipment • Provision of personal FM systems • Specific deaf-related training for staff
In a Specialist School LA will provide	
Hearing Impairment Descriptor	• Primary need is hearing loss and is bilateral moderate/severe/profound permanent • Additional difficulties and learning needs not associated with hearing loss.

	- Profound language/learning difficulties associated with hearing loss - May have BSL/SSE or augmentative communication needed for effective communication - Will have hearing aids/cochlear implants and a radio aid - Profound difficulty accessing spoken language and therefore the curriculum - Speech clarity will be affected - Difficulty with attention, concentration, confidence and class participation - Auditory Processing Disorder/Auditory Neuropathy Spectrum Disorder Profound language delay and communication difficulties which prevent the development of appropriate social and emotional health
Assessment and Planning	- Speech testing and other specialist tools must be used to assess access to spoken language. - Must have systematic application of speech, language and communication assessment tools for deaf children Must have assessment by education and non-education professionals as appropriate
Grouping for Teaching	Support and advice from a teacher or the deaf
Human Resources/ Staffing	- May have timetabled teaching support directly from ToD at least three times a week - Should have ongoing assessment from an educational audiologist – up to 12 hours - Must have additional adults with appropriate training under the direction of the teacher and ToD to: - Reinforce lesson content - Deliver modified curriculum tasks - Support language development - Access to deaf adults and peers 1:1 support from Specialist support staff with appropriate BSL/communication skills and skills in supporting additional needs as appropriate

Curriculum & Teaching Methods	• Must have differentiation by presentation and/or outcome personalised to pupils identified needs (school and TOD planning)
Resources	• May have Provision of personal FM systems • Specific deaf-related training for staff

Guidance for Children and Young People with Visual Impairment

Below is a summary of the offers for children with a visual impairment, aged 5 – 19 attending mainstream and special school settings. .

Separate guidance is available for young children aged 0 – 5, in homes, and a range of pre-school and early years settings.

Universal offer

All **new referrals** from;

Parents, settings / schools, Health and other professionals will receive an initial assessment, to include;

- Assessment of visual functioning, including classroom observations, by a QTVI
- Assessment of Habilitation and Mobility skills by a Habilitation Officer
- Information from school / setting
- Information from Health / other agencies
- Information from parent/carer
- Information from child/young person

The assessment will be aligned to the NatSIP Eligibility Criteria, which will;

- Enable the Service to provide an equitable allocation of resources
- Provide a means of identifying the levels of support required
- Provide entry and exit criteria

The above assessment, including visits, report writing and admin time, will be expected to take 8 hours. The outcome of the assessment will be an initial report written by QTVI and

Habilitation Officer if required, to reflect all the above, and to be shared with all stakeholders.

The report will allocate a VI Range and make recommendations on support, advice and teaching, in line with range descriptors and the funding of special educational needs provision. The cost of the first £10,000 is within the delegated school budget; if the cost of provision exceeds £10,000, this is funded from the High Needs Block of the Dedicated Schools Budget (range 4 -7)

Targeted offer
Range 1- 3

These descriptors outline the support and provision that must be made available to pupils with a visual impairment, who do not have a Statement of SEN or an Education Health Care Plan, by the school, and by the Local Authority Sensory Service, Vision Impairment Team.

These descriptors are intended to be general indicators of a possible visual impairment which be affecting learning. All the descriptions of visual functioning assume the pupil is wearing glasses if these have been prescribed, i.e. the visual acuities are based on the best achievable vision. Some conditions are not correctible with glasses. Some pupils have reduced vision in 1 eye only, or have variable vision. Some pupils have deteriorating vision, and this should be monitored on a regular basis.

Specialist offer
Range 4, and above

These descriptors outline the support and provision that must be made available to pupils with a visual impairment, who are eligible to have a Statement of SEN or an Education Health Care Plan.

Range 1	**Mild visual impairment** • Pupils find concentration difficult • Pupils peer or screw up eyes Distance vision approximately 6/18. This means that the pupil needs to be about 2 metres away to see what fully sighted pupils can see from 6 metres. Can probably see details on a whiteboard from the front of a classroom, as well as others can see from the back of the room. Near vision: likely to have difficulty with print sizes smaller than 12 point or equivalent sized details in pictures. This is 12 point
Descriptor	

SCHOOL /GOVERNORS PROVIDE :	The school must make the report available to all appropriate staff.
	The school must ensure that all staff are aware that the pupil be experiencing visually related learning difficulties, and provide support to enable teachers to plan appropriately
	The school must monitor pupil progress in this respect.
	LA
	An initial assessment from QTVI that will indicate NatSIP criteria and level of need.
	Advice for the school on teaching styles and possible equipment.
Assessment & Planning	Full inclusion within the Mainstream class.
	Attention to seating position in classroom.
Groupings for teaching	Additional adults are deployed appropriately to increase pupil success and independence.
Human resources & staffing	Quality First Teaching
	Full inclusion within mainstream class.
	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
Curriculum and Teaching Methods	Resources made available from within school.
	Learning materials must be selected for their clarity.

Resources and Intervention Strategies	

	Range 2

Descriptor	**Moderate visual impairment.** • Pupils find concentration difficult • Pupils peer or screw up eyes • Pupils move closer when looking at books or notice boards. • Pupils make frequent "copying" mistakes. Distance vision: approximately 6/24. This means that the pupil needs to be about 1.5 metres away to see what normally sighted pupils can see from 6 metres. Will not be able to see details on a white board from the front of classroom as well as others can see from the back. Near vision: likely to have difficulty with print sizes smaller than 14 point or equivalent sized details in pictures. This is 14 point.
	SCHOOL/LA PROVIDE
Assessment & Planning	• The school must make the report available to all appropriate staff. • The school must ensure that all staff are aware that the pupil be experiencing visually related learning difficulties, and provide support to enable teachers to plan appropriately • The school must monitor pupil progress in this respect. **LA** • An initial assessment from QTVI that will indicate NatSIP criteria and level of need. • Possible one to one sessions with pupil for short program to help develop effectiveness of vision • Advice for the school if required
Groupings for teaching	Full inclusion within the Mainstream class. Attention to seating position in classroom.
Human resources & staffing	Additional adults are deployed appropriately to increase pupil success and independence.
Curriculum and Teaching	Quality First Teaching Full inclusion within mainstream class.

Methods	Teaching methods which facilitate access to the curriculum, social / emotional development and class participation.
	School staff make basic adaptations to curriculum delivery and materials to facilitate access for a visually impaired pupil. e.g. oral descriptions of visual materials.
	ICT is used to increase access to the curriculum, where appropriate
Resources and Intervention Strategies	Resources made available from within school.
	Learning materials must be selected for their clarity.
	Equipment, including low vision aids, write angle, copyholder to meet needs, be appropriate. Large print materials provided by school, as appropriate.
	LA
	Advice on equipment, IT assessment, touch typing if appropriate
	Habilitation/mobility training if required

Range 3 - School based responses	
Descriptor	**Moderate to significant visual impairment**.
	• Pupil will find concentration difficult
	• Pupil will peer or screw up eyes
	• Pupil will move closer when looking at books or notice boards.
	• Pupil will make frequent "copying" mistakes.
	• Pupil will have poor hand-eye coordination.
	• Pupil will have a slow work rate
	Distance vision: approximately 6/36. This means that the pupil needs to be about 1 metre away to see what normally sighted pupils can see from 6 metres. Will not be able to see details on a white board without approaching to within 1 metre from it.
	Near vision: likely to have difficulty with print sizes smaller than 18 point This is 18 point or equivalent sized details in pictures.
	Pupils also have Cerebral Visual Impairment (CVI) – these pupils have normal or near normal visual acuities but will display moderate to significant visual processing difficulties.
SCHOOL /LA PROVIDE :	

Assessment & Planning	The school must make the report available to all appropriate staff.
	The school must ensure that all staff are aware that the pupil be experiencing visually related learning difficulties, and provide support to enable teachers to plan appropriately
	Planning must be based on current visual performance and prognosis of possible changes
	LA The school must monitor pupil progress in this respect. An initial assessment from QTVI that will indicate NatSIP criteria and level of need. Possible one to one sessions with pupil for short program to help develop effectiveness of vision
	Advice for the school if required
	Training for staff
Groupings for teaching	Full inclusion within the Mainstream class.
	Some additional group and individual work to meet identified needs and to facilitate learning and inclusion, as appropriate
	Attention to seating position in classroom.
Human resources & staffing	Additional adults are deployed appropriately to increase pupil success and independence.
Curriculum and Teaching Methods	Quality First Teaching
	Full inclusion within mainstream class.
	Teaching methods which facilitate access to the curriculum, social / emotional development and class participation.

	School staff make adaptations to curriculum delivery to facilitate access for a visually impaired pupil. eg.oral descriptions of visual materials. School staff provide some modification / differentiation of learning materials to facilitate access. e.g. attention to speed of lesson delivery and speed of working of VI pupil. ICT is used to increase access to the curriculum, where appropriate
Resources and Intervention Strategies	Resources made available from within school. Learning materials must be selected for their clarity. Equipment, including low vision aids, write angle, copyholder, electronic magnification, laptop as appropriate to meet assessed needs. Large print materials provided by school, as appropriate. **LA** Advice on equipment, touch typing if appropriate. Advice on providing large print, Habilitation/mobility training if required.
Intervention Strategies	Copyholder, electronic magnification, laptop as appropriate to meet assessed needs. Large print materials provided by school, as appropriate.

Pupils with Cerebral Visual Impairment (CVI)
SEVERE - Range 4 (i)

Descriptor	**Cerebral Visual Impairment** (CVI). Range 4 will be those pupils in mainstream with CVI who are experiencing mild, moderate or severe difficulties. CVI must be diagnosed by an Ophthalmologist. The pupil will typically have good acuities when tested in familiar situations but this will vary throughout the day. A key feature of CVI is that vision varies from hour to hour with the pupil's

Groupings	well-being. All pupils with CVI will have a different set of difficulties which means thorough assessment is a key aspect. The pupil have difficulties associated with Dorsal processing stream, Ventral processing stream or a combination of both. Dorsal stream difficulties include: • Difficulties seeing moving objects • Difficulties reading • Difficulties doing more than one thing at a time (e.g. looking and listening) Ventral Stream Difficulties include: • Inability to recognise familiar faces • Difficulties route finding • Difficulties with visual clutter • Lower visual field loss This is not an extensive list, and difficulties be mild, moderate or severe.
	SCHOOL /LA
Assessment & Planning	The school must make the report available to all appropriate staff. The school must ensure that all staff are aware that the pupil will be experiencing visually related learning difficulties, and provide support to enable teachers to plan appropriately. The school must monitor pupil progress in this respect. Planning based on previous visual performance and / or prognosis of possible changes. The school will make a referral for Assessment of SEN; and monitor via Annual Reviews **LA** Advice and training for staff
Groupings	Mainstream class.

for teaching	Individual and group work, as appropriate, to meet curriculum access and safety needs, for individual skills teaching, and to facilitate inclusion and access.
Human resources & staffing	Additional support from a Teaching Assistant in class, and around school, as indicated by assessment, to facilitate inclusive and independent learning, preparation of resources, and to ensure safety.
Curriculum and Teaching Methods	Quality First Teaching Full inclusion within mainstream class. Teaching methods which facilitate access to the curriculum, social / emotional development and class participation. School staff make substantial adaptations to curriculum delivery and materials to facilitate access for a child with CVI School staff provide modification/differentiation of learning materials to facilitate access e.g. attention to speed of lesson delivery and speed of working of VI pupil. ICT is used to increase access to the curriculum, where appropriate Significant modification of learning materials and curriculum delivery to facilitate learning and inclusion.
Resources and Intervention Strategies	Low vision aids, electronic magnification, laptop with software as appropriate to meet assessed needs. Large print and differentiated materials to meet assessed needs.

Guidance for Children and Young People with Visual Impairment

Pupils within range

4 will need a time allocation from school staff to prepare resources and to support in class where required. Pupils with VI Primary Need in Range 4, will be funded at Band 4D, unless

there are additional needs or circumstances requiring greater support. A few pupils at Range 4 be eligible to be referred for an ARC place, particularly at Secondary level, depending on a number of factors, including late onset visual impairment, or a deteriorating visual condition.

	SEVERE - Range 4 (ii)
Descriptor	**Severe visual impairment.** • Pupils likely to be registered partially sighted or blind but still learning by sighted means. Distance vision: 6/36 or 6/60 or worse. This means that the pupil can see at 6m, what a fully sighted person could see from 60m. It represents a difficulty identifying any distance information, people or objects. This pupil would be unable to work from a white board in the classroom without human/technical support. Near vision: likely to have difficulty with any print smaller than 24 point. Print sizes be a in a range from 24 – 36, and will require significant differentiation and modification. # This is 24 point, This is 36 point
	SCHOOL/LA
Assessment & Planning	The school must make the report available to all appropriate staff. The school must ensure that all staff are aware that the pupil will be experiencing visually related learning difficulties, and provide support to enable teachers to plan appropriately. The school must monitor pupil progress in this respect. Planning based on previous visual performance and / or prognosis of possible changes.

	The school will make a referral for Assessment of SEN; and monitor via Annual Reviews

LA

An initial assessment from QTVI that will indicate NatSIP criteria and level of need

One to one sessions with pupil to help develop effectiveness of vision and support in learning

Training and advice for staff working with the pupil

Assessment decision between print and/or brail |
| **Groupings for teaching** | Mainstream class.

Individual and group work, as appropriate, to meet curriculum access and safety needs, for individual skills teaching, and to facilitate inclusion and access. |
| **Human resources & staffing** | Additional support from a Teaching Assistant in class, and around school, as indicated by assessment, to facilitate inclusive and independent learning, preparation of resources, and to ensure safety. |
| **Curriculum and Teaching Methods** | Quality First Teaching

Full inclusion within mainstream class.

Teaching methods which facilitate access to the curriculum, social / emotional development and class participation.

School staff make substantial adaptations to curriculum delivery and materials to facilitate access for a severely visually impaired pupil.

School staff provide modification / differentiation of learning materials to facilitate access. e.g. attention to speed of lesson delivery and speed of working of VI pupil.

ICT is used to increase access to the curriculum, where appropriate Significant |

	modification of learning materials and curriculum delivery to facilitate learning and inclusion.
Resources and Intervention Strategies	Low vision aids, electronic magnification, laptop with software as appropriate to meet assessed needs. Large print and differentiated materials to meet assessed needs. **LA** Advice on IT, touch typing if appropriate Habilitation and mobility training if appropriate. Advice on sourcing large print materials.

Educationally blind - Local Mainstream Provision	
PROFOUND - Range 5	
Descriptor	**Usually pupils who have suffered a late onset visual impairment, or where their vision has deteriorated rapidly, or where there is a strong parental preference.** **Some pupils may also be continuing to use print at point 48. Some pupils will be making the transition from print to braille.** These pupils will usually be registered blind and learning by tactile methods Some may have little or no useful vision, and very limited or no learning by sighted means. # 48 point
	SCHOOL/LA
Assessment	The school must make the report available to all appropriate staff.

& Planning	The school must ensure that all staff are aware that the pupil will be experiencing severe visually related learning difficulties, and provide support to enable teachers to plan appropriately. Schools must take account of prognosis of possible change. The school must monitor pupil progress in this respect. The school will make a referral for Assessment of SEN; and monitor via Annual Reviews **LA** An initial assessment from QTVI that will indicate NatSIP criteria and level of need One to one sessions with pupil to help develop effectiveness of vision and or tactile learning skills - support in learning Training and advice for staff working with the pupil Develop tactile skills including teaching of braille or moon
Groupings for teaching	Mainstream class. Individual/ Dual and group work, as appropriate, to meet curriculum access and safety needs, for individual skills teaching, and to facilitate inclusion and access.
Human resources & staffing	Additional support from a Teaching Assistant in class, and around school, as indicated by assessment, to • facilitate inclusive and independent learning • provide in-class support • prepare specialist / tactile resources • follow up Habilitation training
Curriculum and Teaching Methods	Quality First Teaching Full inclusion within the mainstream curriculum made accessible for an educationally blind pupil Presentation of learning materials in alternative formats, including Braille, tactile diagrams, audio/speech Teaching methods based on experiential and tactile learning with a strong verbal emphasis, and which facilitate access to the curriculum and class

	participation. Skills teaching as appropriate for an educationally blind child: cognitive, language, social/emotional, tactile, mobility, independence, careers. School to facilitate attendance and inclusion at VI curriculum, and sport and leisure activities
Resources and Intervention Strategies	Day to day ICT for the pupil and for staff to produce Braille and other tactile resources. Braille and other tactile learning materials. **LA** Advice on IT, touch typing if appropriate Habilitation and mobility training if appropriate Advice on sourcing large print or tactile materials

Educationally blind - ARC provision, Primary and Secondary
PROFOUND - Range 5

Descriptor	**Usually pupils who are born with severe visual impairment, who are identified early on as being tactile learners.** **Pupils who are new to the country, with severe visual impairment.** These pupils will usually be registered blind and learning by tactile methods; they will have little or no useful vision, and very limited or no learning by sighted means.
SCHOOL/LA:	
Assessment & Planning	The school must work in partnership with ARC staff to facilitate assessment and planning across the curriculum. The school must ensure that all staff are aware that the pupil will be experiencing severe visually related learning difficulties, and provide support to enable teachers to plan appropriately. Opportunities should be in place for

	regular reviews of planning. The school must monitor pupil progress in this respect. The school will monitor progress via Annual Reviews, in partnership with ARC staff. **LA** Initial assessment and support with transition into the specialist base within school
Groupings for teaching	Inclusion in mainstream classes, with opportunities for individual and group work to meet curriculum and safety needs and to facilitate inclusion and access.
Human resources & staffing	VI ARC pupils are on roll of school, and have access to the whole school community Whole school staff to attend regular training opportunities for mainstream school staff
Curriculum and Teaching Methods	Quality first Teaching Full inclusion within the mainstream curriculum made accessible for educationally blind pupils All school staff must be responsible for providing lesson and curriculum content ahead of the lesson, so it can be produced in an alternative format by the ARC. Teaching methods based on experiential and tactile learning with a strong verbal emphasis. Inclusive opportunities to mix with both sighted and non-sighted peers.

Resources and Intervention Strategies	Day to day ICT for the pupil and for staff to produce Braille and other tactile resources.

Additional needs - Range 6	
Descriptor	Pupils with severe learning difficulties as a prime need, and who are blind or partially sighted, or have a diagnosis of CVI, as a secondary need. Distance vision: difficulty identifying any distance information Near vision: will have difficulty responding to facial expressions at 50 cm.
Assessment & Planning	The school must make the report available to all the appropriate staff School must ensure that all staff are aware of strategies, interventions and resources. School must monitor pupil progress **LA** Advice and training for the staff
Groupings for teaching	Special school class Small group teaching
Human resources & staffing	School must provide Teaching Assistant support for on-going visual assessments and interventions.
Curriculum and Teaching Methods	Special school curriculum, with multi-sensory approach
Resources and Intervention Strategies	Access to multi-sensory equipment, e.g. sensory pool, trampoline, light room.

Guidance for Children and Young People with Dual Sensory Impairment*

*Dual sensory impairment also be referred to as multi-sensory impairment or deaf blindness

Dual Sensory Impairment Guidance	
Range Descriptors Overview	
Range 3	• **MILD** loss in both and making good use of at least one modality
	• May have hearing aids and/or LVAs
	• Non-progressive condition
	• May have a slower pace of working but has good compensatory strategies
	• May have some difficulty with listening, attention and concentration but language and communication largely matches potential given appropriate support
	• Low level of support needed to manage equipment and aids
	• May have additional learning needs
	• Have Auditory Processing Disorder/Auditory Neuropathy/Cerebral Visual Impairment
Range 4	• **MODERATE** loss in one modality and **MILD/MODERATE** in the other
	• May have hearing aids and/or LVAs
	• Non-progressive condition
	• May have additional language/learning needs associated with dual sensory impairment
	• Likely to have difficulties accessing incidental learning, including signed and verbal communication
	• May have a slower pace of learning, difficulties with attention, concentration and the development of independence and social skills
	• May have additional learning needs
	• Have Auditory Processing Disorder / Auditory Neuropathy / Cerebral Visual Impairment
Range 5	• **SEVERE/profound** loss in one modality and **MODERATE** in the other or has a late diagnosed or recently acquired MSI
	• Uses hearing aids and/or LVAs
	• Non-progressive condition
	• May have delayed development in some areas of learning and

	• difficulties generalising learning and transferring skills
	• May have difficulties coping with new experiences and have underdeveloped independence and self-help skills
	• Likely to have communication difficulties
	• Significant difficulties accessing incidental learning and the curriculum
	• Likely to require some individual support to access learning and social interactions and to develop life-skills
	• Likely to require a tactile approach to learning with access to real objects and context-based learning experiences and/or access to visual or tactile signed communication
	• Significant difficulties with attention, concentration, confidence and class participation
	• Significantly slower pace of learning
	• May have additional learning needs
	• Have Auditory Processing Disorder / Auditory Neuropathy / Cerebral Visual Impairment
Range 6	• **PROFOUND/severe** loss in one modality and **MODERATE/severe** in the other and/or progressive condition
	• Likely to use hearing aids and/or LVA's
	• Severe communication difficulties requiring an individual communication system using alternative and augmentative approaches
	• Require a tactile approach to learning with access to real objects and context-based learning experiences and/or access to visual or tactile signed communication
	• May have severe difficulties generalising learning and transferring skills
	• Difficulties coping with new experiences
	• May have underdeveloped independence and self-help skills
	• May have difficulties developing relationships and lack social awareness leading to social isolation
	• Likely to require a high level of individual support to access learning and social opportunities and to develop life-skills
	• display challenging and/or self-injurious behaviour
	• May have additional learning needs
	• May have limited clinical assessment information because of additional complex educational needs

	• Have Auditory Processing Disorder / Auditory Neuropathy / Cerebral Visual Impairment
Range 7	• **PROFOUND/severe** loss in both modalities
	• Likely to use hearing aids and/or LVA's
	• Severe and complex communication difficulties requiring an individual communication system using alternative and augmentative approaches
	• Severely restricted access to incidental learning
	• Require a tactile and experiential approach to learning and individual curriculum and/or access to visual or tactile signed communication
	• Require individual support with most aspects of basic care needs and to access learning and social opportunities
	• Lack the strategies and motivation to make effective use of residual hearing and vision and require sensory stimulation programmes
	• Be tactile defensive/selective and highly wary of new experiences
	• May have difficulties developing relationships and lack social awareness leading to social isolation
	• Display challenging and/or self-injurious behaviour
	• May have additional learning needs
	• May have limited clinical assessment information because of additional complex educational needs
	• Have Auditory Processing Disorder / Auditory Neuropathy / Cerebral Visual Impairment

Multi-Sensory Impairment Range : 3	
Descriptor	• **MILD** loss in both and making good use of at least one modality • May have hearing aids and/or LVAs • Non-progressive condition • May have a slower pace of working but has good compensatory strategies • May have some difficulty with listening, attention and concentration but language and communication largely matches potential given appropriate support • Low level of support needed to manage equipment and aids • May have additional learning needs • May have Auditory Processing Disorder/Auditory Neuropathy/Cerebral Visual Impairment
	School Provision
Assessment and Planning	• Part of school and class assessment • Require modification to presentation of assessments • Curriculum plan reflects levels of achievement and includes individually focussed IEP targets
Groupings for Teaching	• Mainstream class • Attention to seating, lighting, visual environment and acoustics • Opportunities for 1:1 and small group work
Human Resources and Staffing	• Main provision by class/subject teacher • Additional adults are deployed appropriately to ensure pupil access
Curriculum and Teaching Methods	• Full inclusion within National Curriculum • Teaching methods which facilitate access to the curriculum, social/emotional development and class participation • Opportunities for explanation clarification and reinforcement of lesson content and language
Resources	• Appropriate learning materials made available from within school including low vision aids and electronic magnification

Multi-Sensory Impairment Range : 4	
Descriptor	**MODERATE** loss in one modality and **MILD/MODERATE** in the other - Have hearing aids and/or LVAs - Non-progressive condition - Have additional language/learning needs associated with dual sensory impairment - Likely to have difficulties accessing incidental learning, including signed and verbal communication - Have a slower pace of learning, difficulties with attention, concentration and the development of independence and social skills - Have additional learning needs - Have Auditory Processing Disorder / Auditory Neuropathy / Cerebral Visual Impairment
School Provision	
Assessment and Planning	- Planning and assessment modified to take into account the sensory needs of the student - Information and advice is shared with all appropriate staff - IEP targets are specific and incorporate advice from QTMSI
Groupings for Teaching	- Flexible class groupings with frequent opportunities for small group and 1:1 work in a quiet environment - Particular attention to seating, lighting, visual environment and acoustics
Human Resources and Staffing	Additional targeted support for explanation, clarification and reinforcement and to accommodate slower pace of learning
Curriculum and Teaching Methods	- Adaptations to curriculum delivery to ensure access to the curriculum, social/emotional development and class participation - Additional time to experience new activities, complete work, preview and review lessons
Resources	- Access to a quiet room for small group and 1:1 sessions - Appropriate learning materials including low vision aids and electronic magnification

Multi-Sensory Impairment Range : 5	
Descriptor	**PROFOUND/severe** loss in one modality and **MODERATE** in the other or has a late diagnosed or recently acquired MSI - Uses hearing aids and/or LVAs - Non-progressive condition - Have delayed development in some areas of learning and difficulties generalising learning and transferring skills - Have difficulties coping with new experiences and have underdeveloped independence and self-help skills - Likely to have communication difficulties - Significant difficulties accessing incidental learning and the curriculum - Significant difficulties with attention, concentration, confidence and class participation - Likely to require some individual support to access learning and social interactions and to develop life-skills - Likely to require a tactile approach to learning with access to real objects and context-based learning experiences and/or access to visual or tactile signed communication - Significantly slower pace of learning - May have additional learning needs - May have Auditory Processing Disorder / Auditory Neuropathy / Cerebral Visual Impairment
School Provision	
Assessment and Planning	- Planning and assessment modified to take into account the sensory needs of the student - Information and advice is shared with all appropriate staff - IEP targets are specific and incorporate advice from QTMSI
Groupings for Teaching	Daily opportunities for small group work and individual support to ensure access to new experiences and afford opportunities to complete work, preview and review lessons
Human Resources and Staffing	- Daily access to individual support, trained to meet the needs of pupils with MSI - Input from other educational and non-educational professionals as appropriate - Need for balanced approach to support and intervention to facilitate social

	inclusion
Curriculum and Teaching Methods	• Significant modification to learning materials and curriculum delivery • Individual mobility and independence/life skills programmes • Additional time to experience new activities, complete work, preview and review lessons
Resources	As appropriate to assessed needs; • Adapted equipment to meet specialised MSI needs • Access to a quiet room for small group and 1:1 sessions • Low vision aids, electronic magnification, laptop with software, large print materials

Multi-Sensory Impairment Range : 6	
Descriptor	• **PROFOUND/severe** loss in one modality and **MODERATE/severe** in the other and/or progressive condition • Likely to use hearing aids and/or LVA's • Severe communication difficulties requiring an individual communication system using alternative and augmentative approaches • Require a tactile approach to learning with access to real objects and context-based learning experiences and/or access to visual or tactile signed communication • Have severe difficulties generalising learning and transferring skills • Difficulties coping with new experiences • May have underdeveloped independence and self-help skills • May have difficulties developing relationships and lack social awareness leading to social isolation • Likely to require a high level of individual support to access learning and social opportunities and to develop life-skills • display challenging and/or self-injurious behaviour • May have additional learning needs • May have limited clinical assessment information because of additional complex educational needs • May have Auditory Processing Disorder / Auditory Neuropathy / Cerebral Visual Impairment
School Provision	
Assessment and	• Planning and assessment appropriate to the needs of a student with severe dual sensory impairment

Planning	• Information and advice is shared with all appropriate staff • IEP targets are specific and incorporate advice from QTMSI
Groupings for Teaching	• High level of individual support within small class groupings
Human Resources and Staffing	• Individual support, trained to meet the needs of pupils with MSI • Access to a qualified/experienced Deafblind Intervenor • Need for balanced approach to support and intervention to facilitate social inclusion
Curriculum and Teaching Methods	• Individual curriculum to facilitate learning through tactile and experiential approaches and using alternative or augmentative communication systems • Individual programmes to facilitate the development of communication, compensatory, independent living, mobility and social skills
Resources	As appropriate; • Adapted equipment to meet specialised MSI needs • Access to a quiet room for small group and 1:1 sessions • Tactile resources • Materials to support development of alternative communication systems • Sensory stimulation resources
Multi-Sensory Impairment Range : 7	
Descriptor	• **PROFOUND/severe** loss in both modalities • Likely to use hearing aids and/or LVA's • Severe and complex communication difficulties requiring an individual communication system using alternative and augmentative approaches • Severely restricted access to incidental learning • Require a tactile and experiential approach to learning and individual curriculum and/or access to visual or tactile signed communication • Require individual support with most aspects of basic care needs and to access learning and social opportunities • Lack the strategies and motivation to make effective use of residual hearing and vision and require sensory stimulation programmes • Be tactile defensive/selective and highly wary of new experiences • Have difficulties developing relationships and lack social awareness leading to social isolation

	- Display challenging and/or self-injurious behaviour
	- May have additional learning needs
	- May have limited clinical assessment information because of additional complex educational needs
	- May have Auditory Processing Disorder / Auditory Neuropathy / Cerebral Visual Impairment
School Provision	
Assessment and Planning	- Individual planning and assessment appropriate to the needs of a student with severe dual sensory impairment - Information and advice is shared with all appropriate staff - IEP targets are specific and incorporate advice from specialist staff
Groupings for Teaching	- Individual support within small class groupings
Human Resources and Staffing	- Individual support from a qualified/experienced Deafblind Intervenor as required - Need for balanced approach to support and intervention to facilitate social inclusion
Curriculum and Teaching Methods	- Individual curriculum to facilitate learning through sensory and experiential approaches and using alternative or augmentative communication systems - Individual sensory stimulation programmes - Individual programmes to facilitate the development of communication, compensatory, independent living, mobility and social skills
Resources	As appropriate; - Adapted equipment to meet specialised MSI needs - Access to a quiet room for small group and 1:1 sessions - Tactile resources - Materials to support development of alternative communication systems - Sensory stimulation resources

Physical/Medical Guidance

Range	Descriptor
Range 1	• Some mild problems with fine motor skills and recording. • Mild problems with self help and independence. • Some problems with gross motor skills and co ordination often seen in PE. • Some implications for risk assessment e.g. educational visits, high level P.E. or playground equipment. • Have continence/ toileting issues • Possible low levels of self esteem. • Have medical condition that impacts on time in school and require a medical care plan.
Range 2	• Continuing mild to moderate problems with hand / eye coordination, fine / gross motor skills and recording, impacting on access to curriculum. • Making slow or little progress despite provision of targeted teaching approaches. • have continuing difficulties with continence/ toileting • Have continuing problems with self esteem and peer relationships. • Continuing problems with self help and independence. • Continuing problems with gross motor skills and co ordination often seen in PE. • Some implications for risk assessment e.g. educational visits, high level P.E. or playground equipment. • Have medical condition that impacts on time in school and require a medical care plan.
Range 3	• Moderate or persistent gross and / or fine motor difficulties • Recording and / or mobility now impacting more on access to the curriculum. • Need specialist input to comply with health and safety legislation; e.g. to access learning in the classroom, for personal care needs, at break and lunch times. • Increased dependence on mobility aids i.e. wheelchair or walking aid. • Increased use of alternative methods for extended recording e.g. scribe,

	ICT
Range 4 (i) Severe	• Significant physical /medical difficulties with or without associated learning difficulties. • Physical and / or medical condition will have a significant impact on the ability to access the curriculum. This be through a combination of physical, communication and learning difficulties. • Significant and persistent difficulties in mobility around the building and in the classroom • Have significant personal care needs which require adult support and access to a hygiene suite. • Have developmental delay and/or learning difficulties which impacts upon access to curriculum. • Will require a Statutory assessment or will have an Education, Health and Care Plan Primary need is identified as physical / medical
Range 4 (ii) Severe	Some or all of the following: • Severe physical difficulties and/or a medical condition with or without associated learning difficulties; • Impaired progress and attainment; • Persistent difficulties in mobility around the building and in the classroom • Severe physical difficulties or a medical condition that requires access to assistive technology to support communication, understanding and learning; • The need for high level support for all personal care, mobility, daily routines and learning needs; • Will need an Education, Health and Care Plan • Primary need is identified as physical / medical • Physical conditions that require medical/therapy/respite intervention and support; • The need for an environment to support self-esteem and positive self image; • A developing neuro-muscular degenerative condition or traumatic incident resulting in brain or physical injury.

Range 5 Profound	A permanent, severe and/or complex physical disability or serious medical condition.
	The pupil will present with many of the following:
	• A level of independent mobility or self-care that restricts/prevents an alternative mainstream placement.
	• An inability to make progress within the curriculum without the use of specialist materials, aids, equipment and high level of adult support throughout the school day.
	• Furniture and/or extensive adaptations to the physical environment of the school
	• Difficulties in making and sustaining peer relationships leading to concerns about social isolation, the risk of bullying and growing frustration
	• Emotional and/or some behavioural difficulties including periods of withdrawal, disaffection and reluctance to attend school
	• A requirement that health care inputs and therapies be intensive and on a regular basis
	• Given appropriate facilities is nevertheless unable to independently manage personal and/or health care during the school day and requires regular direct intervention
	• Is an Augmentative Alternative Communication (AAC) user
	• Has a degenerative condition
Range6 More Profound	A permanent, severe and/or complex physical disability or serious medical condition.
	The pupil will present with many of the following:
	• The associated severe and complex learning difficulties impact on their ability to make progress within the curriculum despite the use of specialist materials, aids, equipment, furniture and/or extensive adaptations to the physical environment of the school
	• Difficulties in making and sustaining peer relationships leading to concerns about social isolation and their vulnerability within the setting and wider

environment.

- Emotional and/or behavioural difficulties including regular periods of withdrawal, disaffection and ongoing reluctance to attend school
- A requirement that health care inputs and therapies be intensive and on a daily basis
- Given appropriate facilities is nevertheless unable to manage personal and/or health care during the school day and requires a high level of direct intervention
- Has a complex medical need requiring frequent monitoring and medical intervention throughout the school day
- Has a significant additional condition such as HI/VI/MSI which gives rise to the complexity of need.
- Is an Augmentative Alternative Communication (AAC) user
- Has a degenerative condition

Range 1 - School based responses

Descriptor	- Some mild problems with fine motor skills and recording. - Mild problems with self help and independence. - Some problems with gross motor skills and co ordination often seen in PE. - Some implications for risk assessment e.g. educational visits, high level P.E. or playground equipment. - have continence/ toileting issues - Possible low levels of self esteem. - Have medical condition that impacts on time in school and require a medical care plan.
School / Governors to provide	
Assessment & Planning	**Planning** - Range 1 universal provision. - Normal curriculum planning including group or individual targets. - Care plan in place, if appropriate, written with specialist nurse/ school nurse. - Involve parents regularly to support targets at home. - Pupils involved in monitoring and setting targets. **Assessment** - Part of continual school and class assessment. - Monitoring of developmental goals in line with National Curriculum - SENCO awareness if no progress apparent after targeted teaching approach. - Risk assessment carried out if necessary by school, with referral to Risk assessment guidance). - Referral to school nurse to check hearing, sight or for possible medical condition.
Groupings for teaching	- Mainstream class with occasional additional individual or small group support - Attention to positioning in classroom.
Human resources & staffing	- Flexible use of resources and staffing available in the classroom; recording work, accessing text, pre-teaching vocabulary, modifying teacher talk, modelling responses, focussing listening and attention. - Main provision by class subject teacher with some age appropriate

	• programmes delivered one to one or in small groups. • Input needed from health professionals via SENCO e.g. specialist nurse/ school nurse.
Curriculum and Teaching Methods	• Quality First Teaching • Follow school handwriting scheme with slight modifications • Refer to Physical & Medical Team information on adapted equipment/ aids if necessary • Some differentiation to PE curriculum if appropriate. • Access to appropriate ICT provision i.e. accessibility options on Windows • Staff awareness training of relevant medical conditions on a 'needs to know' basis.
Resources and intervention strategies	**Resources/Provision** • Differentiated writing materials and equipment. • Non slip mat (Dycem), adapted pencils, pens, scissors, foot stool, writing slope.
NC Level	• Across expected range with an unusual profile showing relative strengths and weaknesses

Range 2 - School based responses

Descriptor	• Continuing mild to moderate problems with hand / eye coordination, fine / gross motor skills and recording, impacting on access to curriculum. • Making slow or little progress despite provision of targeted teaching approaches. • Have continuing difficulties with continence/ toileting • Have continuing problems with self esteem and peer relationships. • Continuing problems with self help and independence. • Continuing problems with gross motor skills and co ordination often seen in PE. • Some implications for risk assessment e.g. educational visits, high level P.E. or playground equipment. • Have medical condition that impacts on time in school and require a medical care plan.
School / governors to provide	
Assessment & Planning	**Assessment** • As for range one but SENCO be involved in more specific assessments and observations. • SENCO seek advice from health professionals. • SENCO involvement if no progress apparent after targeted teaching approach. **Planning** • Range 1 universal provision. • Normal curriculum planning including group or individual targets. • Care plan in place, if appropriate, written with specialist nurse/ school nurse. • Alternative ways of recording to minimize handwriting. • Involve parents regularly to support targets at home. • Pupils involved in monitoring and setting targets.
Groupings	• As above but will be working on modified curriculum tasks.

for teaching	• Small group or one to one adult input to practice skills • Buddy system. • Attention to position in classroom.
Human resources & staffing	• Main provision from class teacher or subject specialist with support from SENCO. • Occasional input from additional adult to provide targeted support under the direction of teacher. • Minimal support/ supervision be needed to meet hygiene needs and / or outside play and at lunch time • Advice be sought from Health Professionals e.g. Physiotherapist, Occupational Therapist. • Staff awareness training of relevant medical conditions on a 'needs to know' basis.
Curriculum and Teaching Methods	• Quality First Teaching • Follow school handwriting scheme with further modifications and extra time for reinforcement • Some differentiation to PE curriculum. • Opportunities to practice dressing and undressing skills • Access to appropriate ICT provision.
Resources and Intervention Strategies	**Resources/Provision** • Differentiated writing materials and equipment. • Non slip mat (Dycem), adapted pencils, pens, scissors, foot stool, writing slope.
NC Levels	Across expected range with an unusual profile showing relative strengths and weaknesses.

Range 3 - School based responses	
Descriptor	• Moderate or persistent gross and / or fine motor difficulties • Recording and / or mobility now impacting more on access to the curriculum. • Need specialist input to comply with health and safety legislation; e.g. to access learning in the classroom, for personal care needs, at break and lunch times. • Increased dependence on mobility aids i.e. wheelchair or walking aid. • Increased use of alternative methods for extended recording e.g. scribe, ICT,
School/ Governors to provide	
Assessment & Planning	**Assessment** • SENCO seeks advice from Physical & Medical Team and health care professionals in order to discuss next steps. • Need handwriting/ fine motor assessment from Physical & Medical Team • Personal care and manual handling assessment in conjunction with Physical &Medical Team and Health Professionals. **Planning** • Range 1 universal provision. • Normal curriculum planning including group or individual targets. • Care plan in place, if appropriate, written with specialist nurse/ school nurse. • Alternative ways of recording to minimize handwriting. • Individual targets on IEP following advice from Physical & Medical Team and health professionals. • Modified planning for PE/outdoor play curriculum is likely to be needed. • Involve parents regularly to support targets at home. • Pupils involved in monitoring and setting targets.
Groupings for teaching	• Mainstream classroom setting • Small group or one to one adult input to practice skills. • Individual skills based work need to take place. • Nurture group input be necessary to help with low self esteem. • Buddy system. • Attention to position in classroom.
Human	• **Main provision from class teacher or subject specialist with support**

resources & staffing	**from SENCO and**/or Physical & Medical Team • Flexible use of classroom support to access curriculum and develop skills in recording up to 16.5h/ week • Need further specialist input from Health professionals e.g. Physiotherapist, Occupational Therapist.
Curriculum and Teaching Methods	need the following: • Quality First Teaching • Programme to support the development of handwriting skills as advised by Physical & Medical Team. • Differentiated writing materials and equipment • A programme to develop fine motor skills. • Further differentiation to PE curriculum in conjunction with Physical & Medical Team and/ or Physiotherapy. • Dressing and undressing skills programme in conjunction with Physical & Medical Team. • More dependence on appropriate ICT for recording.
Resources and Intervention Strategies	**Resources/Provision** • ICT equipment to aid recording. • Furniture and equipment assessed jointly by Physical & Medical Team and Occupational Therapy • Adapted site be necessary to physically access the building. • Hygiene / medical room be necessary • Need specialist low tech seating and/ or furniture and equipment .e.g. Foxdenton chair.
NC Levels	Depending on the identified nature of the difficulty their NC level range between 'well above average' to 'well below average'
Moderate - Range 4 (i)	
Descriptor	• Significant physical /medical difficulties with or without associated learning difficulties. • Physical and / or medical condition will have a significant impact on the ability to access the curriculum. This be through a combination of physical, communication and learning difficulties. • Significant and persistent difficulties in mobility around the building and in the classroom

	- Have significant personal care needs which require adult support and access to a hygiene suite. - Have developmental delay and/or learning difficulties which impacts upon access to curriculum. - Will require a Statutory assessment or will have an Education, Health and Care Plan - Primary need is identified as physical / medical
School/ Governors to provide	
Assessment & Planning	**Assessment** • SENCO and specialists continually monitor and evaluate the need for the increased intensity of input from Speech and Language, Occupational Therapy, Physiotherapy as appropriate. • Personal care assessment. • Manual handling assessment. **Planning** - Range 1 universal provision. - Modified curriculum in some or all areas. - Care plan in place, if appropriate, written with specialist nurse/ school nurse. - Involve parents regularly to support targets at home. - Pupils involved in monitoring and setting targets. - Alternative ways of recording to minimize handwriting. - Individual targets on IEP following advice from Physical & Medical Team and health professionals. - Modified planning for PE/outdoor play curriculum is likely to be needed. - Interventions should be incorporated across all activities throughout the school day.
Groupings for teaching	• Mainstream classroom setting. • Small group or one to one adult input to practice skills as advised by Physical & Medical Team. • Individual skills based work need to take place. • Nurture group input be necessary to help with low self esteem. • Have Physiotherapy/ Occupational Therapy exercise programme to be done in school. • Have specialist physiotherapist led swimming sessions. (via health

	professionals)
	• Have specialist speech and language sessions. (via health professionals)
	• Attention to position in classroom.
	• Buddy system.
Human resources & staffing	• Will need 1:1 support to access aspects of the curriculum and to develop skills in recording of between 16.5 h/ week to 27h/ week.
	• Need individual adult support for mobility and personal care needs as advised by Physical & Medical Team and Healthcare Professionals.
Curriculum and Teaching Methods	Will need one or more of the following:
	• Programme to support the development of handwriting/ fine motor skills.
	• Access to appropriate ICT for recording purposes
	• Differentiated writing materials and equipment.
	• Differentiation to PE curriculum.
	• Dressing and undressing skills programme.
Resources and Intervention Strategies	**Resources/Provision**
	• ICT equipment to aid recording.
	• Specialist seating, furniture and equipment under £1000.
	• **Adapted site will be necessary to physically access the building.**
	• **Hygiene room/facilities.**
	• **Accessibility of the whole school site, with facilities and practices that maintain the dignity of each pupil.**
	Site adaptations to be considered in consultation with the Local Authority
NC Level	Significant physical/medical difficulties affect access to many parts of the curriculum but performance on non physical based tasks be age appropriate.
	Where there is a diagnosis of a physical disability or medical condition, the individual's academic potential should not be underestimated.

SEVERE - Range 4 (ii)	
Descriptor	Some or all of the following: • Severe physical difficulties and/or a medical condition with or without associated learning difficulties; • Impaired progress and attainment; • Persistent difficulties in mobility around the building and in the classroom • Severe physical difficulties or a medical condition that requires access to assistive technology to support communication, understanding and learning; • The need for high level support for all personal care, mobility, daily routines and learning needs; • Will need an Education, Health and Care Plan • Primary need is identified as physical / medical • Physical conditions that require medical/therapy/respite intervention and support; • The need for an environment to support self-esteem and positive self image; • A developing neuro-muscular degenerative condition or traumatic incident resulting in brain or physical injury. •
School / Governors to provide	
Assessment & Planning	**Assessment** • SENCO and specialists continually monitor and evaluate the need for the increased intensity of input from Speech and Language, Occupational Therapy, Physiotherapy. • Personal care assessment. • Manual handling assessment **Planning** • Range 1 universal provision. • Modified curriculum in some or all areas. • Care plan in place, if appropriate, written with specialist nurse/ school nurse. • Involve parents regularly to support targets at home. • Pupils involved in monitoring and setting targets. • Alternative ways of recording to minimize handwriting.

	• Modified planning for PE/outdoor play curriculum is likely to be needed. • Interventions should be incorporated across all activities throughout the school day. • Some pupils are likely to require specialist support in communication and recording with an emphasis on developing pupils independent use of ICT, recording skills and communication through AAC as appropriate; • The range of resources should be reviewed at the annual planning meeting to ensure consistency and transparency as well as ensuring that schools have the appropriate specialist resources to meet the needs of pupils;
Groupings for teaching	• Will be attending a suitably equipped mainstream school, Designated Special Provision or special school.
Human resources & staffing	• Will need 1:1 support to access aspects of the curriculum and to develop skills in recording of between 27.5h/ week to 35+h/ week. • need individual adult support for mobility and personal care needs as advised by Physical & Medical Team and Healthcare Professionals. • Individual and small group teaching as appropriate, carefully organised to ensure full access to the curriculum, which includes life and communication skills.
Curriculum and Teaching Methods	Will need some or all of the following: • Programme to support the development of physical (fine and gross motor) skills. • Differentiated writing materials and equipment. • Differentiation to PE curriculum. • Independent life skills programmes.
Resources and Intervention Strategies	• Access to specialist resources including specific teaching programmes and systems. These might include appropriate technological aids, ICT programmes, AAC or an amanuensis to aid independent learning and assist communication, recording skills etc • Specialist seating, furniture and equipment up to £1000. • Accessibility of the whole school site, with facilities and practices that maintain the dignity of each pupil. • Access to specialist resources to meet the personal care and mobility

	needs of each pupil.
	• Fully equipped hygiene facilities to meet the needs of those who require hoisting for all transfers.
	Site adaptations to be considered in consultation with the Local Authority
	• A suitably equipped room(s) in which therapies can be carried out.
	• A time out area for rest periods where pupils can spend time out of their wheelchairs, for example, away from other activities whilst having regard for their dignity.
	• An equipment room where specialist resources such as walkers, physiotherapy equipment can be stored.
	• The facility to recharge powered wheelchairs when necessary;
NC Level	Significant physical/medical difficulties affect access to many parts of the curriculum but performance on non physical based tasks will be age appropriate.
	• Where there is a diagnosis of a physical disability or medical condition, the individual's academic potential should not be underestimated

PROFOUND - Range 5	
Descriptor	A permanent, severe and/or complex physical disability or serious medical condition. The pupil will present with many of the following: • A level of independent mobility or self-care that restricts/prevents an alternative mainstream placement. • An inability to make progress within the curriculum without the use of specialist materials, aids, equipment and high level of adult support throughout the school day. • Furniture and/or extensive adaptations to the physical environment of the school • Difficulties in making and sustaining peer relationships leading to concerns about social isolation, the risk of bullying and growing frustration • Emotional and/or some behavioural difficulties including periods of withdrawal, disaffection and reluctance to attend school • A requirement that health care inputs and therapies be intensive and on a regular basis • Given appropriate facilities is nevertheless unable to independently manage personal and/or health care during the school day and requires regular direct intervention • Is an Augmentative Alternative Communication (AAC) user • Has a degenerative condition
School / Governors to provide	
Assessment & Planning	**Assessment** Formal assessment will have taken place or be in process. Detailed PIVATS or similar assessments used to inform planning. The assessment of physical, sensory / medical and learning needs to inform the planning process, including moving and handling and therapy programmes. Risk assessments for : moving and handling, egress, movement around school and school trips.

	Planning
	• Curriculum planning closely tracks levels of achievement and incorporates individual targets, self help and therapy programmes.
	• Targets are individualised, short term, specific and regularly reviewed.
	• Curriculum planning takes in to account routine daily welfare and behaviour needs.
	• Individual care plan/ protocol to be in place.
	• Behaviour care plans in place if appropriate.
	• Plans in place for egress, moving and handling.
	• Parents involved regularly and support targets at home.
	• Pupils involved in monitoring and setting targets as much as possible.
Groupings for teaching	• Small group teaching in a specialist provision for whole school day.
	• Have specialist speech and language sessions.
	• Grouping for access to a total communication environment.
	• Will be attending a specialist provision in mainstream or a special school
Human resources & staffing	• Individual specialist support for mobility and personal care needs.
	• High staffing ratio with specialist teaching and specialist non-teaching support to facilitate pupil access to the curriculum.
	• Staff trained and 'signed off' in medical / physical interventions and strategies as appropriate.
	• Access to regular nursing support and advice.
	• Access to specialist services e.g. educational psychologists, SEN services and health professionals.
	• Staff trained in the use of a range of specialist ICT and AAC equipment and software to support access to learning.

Curriculum and Teaching Methods	Will need some or all of the following:
	Curriculum access will be facilitated using a structured approach which will take account of
	
	    • Individual learning styles.
	    • Personalisation to pupils needs
	    • Small steps approach within the context of an appropriate sensory experiential curriculum.
	
	Curriculum delivered at a pace that allows pupils time to assimilate information and then to respond appropriately.

NC Level	Constant reinforcement and generalisation of skills is an essential priority.

Communication skills are an essential priority with the use of total communication environment to facilitate access to the curriculum e.g.PECS, PCS, Makaton, objects of reference, situational and sensory clues, simple voice output devices (Big Macs).

Use of adapted teaching resources and materials to support teaching and learning for those with sensory, physical and medical needs.

Specialist learning environment that supports pupils need to accept and develop pre-requisite skills required to access communication and learning. |
| **Resources and Intervention Strategies** | • Access to specialist resources including specific teaching programmes and systems. These might include appropriate technological aids, ICT programmes, AAC.
• Specialist seating, furniture and equipment.
• Accessibility of the whole school site, with facilities and practices that maintain the dignity of each pupil and staff member.
• Access to specialist resources to meet the personal care and mobility needs of each pupil.
• Fully equipped hygiene facilities to meet the needs of those who require hoisting for all transfers.
• A suitably equipped room(s) in which therapies can be carried out.
• A time out area for rest periods where pupils can spend time out of their wheelchairs, for example, away from other activities whilst having regard for their dignity.
• An equipment room where specialist resources such as walkers, physiotherapy equipment can be stored.
• The facility to recharge powered wheelchairs when necessary;
• Will have access to specialist hydrotherapy sessions.
• Will have access to sensory room. |
| **NC Level** | • Attainment levels will range from p scales in Primary to NC levels in secondary |

MORE PROFOUND - Range 6	
Descriptor	A permanent, severe and/or complex physical disability or serious medical condition. The pupil will present with many of the following: • The associated severe and complex learning difficulties impact on their ability to make progress within the curriculum despite the use of specialist materials, aids, equipment, furniture and/or extensive adaptations to the physical environment of the school • Difficulties in making and sustaining peer relationships leading to concerns about social isolation and their vulnerability within the setting and wider environment. • Emotional and/or behavioural difficulties including regular periods of withdrawal, disaffection and ongoing reluctance to attend school • A requirement that health care inputs and therapies be intensive and on a daily basis • Given appropriate facilities is nevertheless unable to manage personal and/or health care during the school day and requires a high level of direct intervention • Has a complex medical need requiring frequent monitoring and medical intervention throughout the school day • Has a significant additional condition such as HI/VI/MSI which gives rise to the complexity of need. • Is an Augmentative Alternative Communication (AAC) user • Has a degenerative condition
Assessment & Planning	• As at Range 5 addressing the severe or complex learning difficulties
Groupings for teaching	• .As at Range 5 but likely to require more 1:1 support

Human resources & staffing	• Flexible use of classroom support to access curriculum and develop skills in recording • Training and advice from specialist support service for teaching and support staff. • Individual specialist support for mobility and personal care needs. • Specialist teaching and specialist non-teaching support within the classroom and wider settings to facilitate pupil access to the curriculum. • Individual and small group teaching as appropriate, carefully organised to ensure full access to the curriculum, which includes life and communication skills, and the realisation of each pupil's potential in attainment/achievement;
Curriculum and Teaching Methods	Will need some or all of the following: • Programme to support the development of physical (fine and gross motor) skills. • Differentiated writing materials and equipment. • Differentiation to PE curriculum. • Independent life skills programmes.
Resources and Intervention Strategies	• Access to specialist resources including specific teaching programmes and systems. These might include appropriate technological aids, ICT programmes, AAC or an amanuensis to aid independent learning and assist communication, recording skills etc • Specialist seating, furniture and equipment. • Accessibility of the whole school site, with facilities and practices that maintain the dignity of each pupil and staff member. • Access to specialist resources to meet the personal care and mobility needs of each pupil. • Fully equipped hygiene facilities to meet the needs of those who require hoisting for all transfers. • A suitably equipped room(s) in which therapies can be carried out. • A time out area for rest periods where pupils can spend time out of their wheelchairs, for example, away from other activities whilst having regard for their dignity. • An equipment room where specialist resources such as walkers, physiotherapy equipment can be stored.

	• The facility to recharge powered wheelchairs when necessary;
NC Level	• Likely to be attaining within the p scales in all Key Stages

SEN Guidance 2016

Early Years Foundation Stage

Guidance for children with SEN in the Early Years

Introduction

This guidance relates to children in the Early Years Foundation Stage (EYFS) from birth to the term after their 5th birthday, who have a range of special educational needs (SEN) and should be read in conjunction with the relevant primary need descriptors if established for:

- The Autism Spectrum including Communication and Interaction needs
- Specific Learning Difficulties
- Speech, Language and Communication Needs
- Hearing Impairment
- Vision Impairment
- Physical and Medical

Children can be identified as having additional needs when they are very young, for example under 1 year. It can be clearly evident what the child's primary need is, however for the majority of children identified early it takes time for this to be established through ongoing observation and assessment. Children in The Early Years Foundation Stage with additional needs become known to Education Services either through a notification from health that the child have additional support needs, known as an Educational Advice 1 (EA1) or through a Teaching Support Service Referral (TSSR). Children access their entitlement to early education from a range of providers including the private, voluntary and independent sector (PVI) and also in schools offering 2 year old Early Education places, Nursery and Reception places. Children also be at home, accessing Portage or no provision but are known to Education through an EA1.

Every child is an individual and they all learn, develop and progress at different rates. Monitoring children's progress throughout the Early Years Foundation Stage is essential and decisions about a child's level of need should be part of a continuous and systematic cycle of planning, action and review within a school/setting. If a child is not making expected progress in relation to the 3 prime areas of early years development (Personal Social & Emotional, Cognition & Learning & Physical Development) this will clearly impact on their ability to make good progress in relation to the 4 specific areas (Literacy, Mathematics, Understanding the World & Expressive Arts and Design) through which the prime areas are strengthened and applied.

The Early Years Foundation Stage emphasises the importance of identifying children who require additional support as early as possible and ensuring full involvement of parents/carers and children in the process. Support includes listening to families concerns about their child's development and taking part in a sensitive two-way exchange of information which supports effective planning. Ensuring:

- Parents/carers contribute to assessment;

- Parents/carers are invited to participate in Individual Support Plan (ISP) target setting, monitoring progress and reviews, and be involved in supporting targets in the home;

- The ascertainable views of the child are taken into account;

- Opportunities for parents/carers to learn how to help their child further;

Support for a young child does not always require the deployment of extra staff to enable one to one support to be given to the child. This may not be the most appropriate way of helping the child. Early support take the form of training, physical or sensory adaptations, creating enabling environments or provision planning to enable the very young child with special educational needs to learn and progress fully.
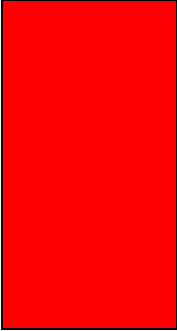
The key lies in effective individualised arrangements for learning and teaching. The resources might be extra adult time; the provision of different materials or special equipment; some individualised or group support or staff deployment and training.

In addition to the EYFS guidance, Early Support underpins the work with families with children with additional needs in the EYFS Early Support | Council for Disabled Children. Early Support is a mechanism for providing better more coordinated family focussed support

for children with Special Educational Needs and Disabilities 0-25. The Early Support

Development Journals are a useful assessment tool to be used in conjunction with the

EYFS Developmental Journals | Council for Disabled Children

	Range Descriptors Overview
Range 1	**The pupil is not making expected progress:** difficulties are becoming apparent in relation to prime areas: - Personal, social and emotional development - Communication and language development - Physical development including fine and gross motor skills Using the EY SEN Support Grid as a guide and being mindful that every child is an individual and they all learn and develop at different rates, the child's developmental profile shows the following level of delay: - At 2 years functioning at 12-18 months - At 3 years functioning at 18-30 months - At 4 years functioning at 24-38 months - At 5 years functioning at 31-50 months
Range 2	**The pupil will have MILD but persistent difficulties and is not making expected progress despite a range of interventions and quality teaching:** difficulties are becoming increasingly apparent in relation to prime areas: - Personal, social and emotional development - Communication and language development - Physical development including fine and gross motor skills Using the EY SEN Support Grid as a guide and being mindful that every child is an individual and they all learn and develop at different rates, the child's developmental profile shows the following level of delay: - At 2 years functioning at 8-12 months - At 3 years functioning at 12-17 months - At 4 years functioning at 17-23 months - At 5 years functioning at 20-30 months
Range 3	**The pupil will have MODERATE and persistent difficulties and is not making expected progress despite significant levels of focussed intervention and implementation of advice and recommendations from external agencies and the provision of quality teaching:** difficulties are clearly apparent in relation to

	prime areas:
	- Communication and language development - Physical development - Personal, social and emotional development Using the EY SEN Support Grid as a guide and being mindful that every child is an individual and they all learn and develop at different rates, the child's developmental profile shows the following level of delay: - At 2 years functioning at 6-8 months - At 3 years functioning at 9-12 months - At 4 years functioning at 12-16 months - At 5 years functioning at 16-20 months
Range 4	**The pupil will have SIGNIFICANT/PROFOUND and persistent difficulties, and is not making expected progress despite significant levels of focussed intervention and implementation of advice and recommendations from external agencies and the provision of quality teaching.** Difficulties are clearly apparent in relation to prime areas: - Communication and language development - Physical development - Personal, social and emotional development Using the EY SEN Support Grid as a guide and being mindful that every child is an individual and they all learn and develop at different rates, the child's developmental profile shows the following level of delay: - At 2 years functioning at 0-6 months - At 3 years functioning at 0-9 months - At 4 years functioning at 0-12 months - At 5 years functioning at 0-16 months As for 4 (1) An assessment place in a specialist early years provision may need to be considered.

Complex Needs may be identified *, but early assessment can be problematic due to developmental issues.

* Complex Needs funding represents a funding model for those children and young people with Complex Learning Difficulties and Disabilities (CLDD) that create a complex profile of 3 or more primary needs. These CYP's present with a range of issues and combination of layered needs, e.g. mental health, relationships, behavioural, physical, medical, sensory, communication, cognitive. They need informed significant support and strategies which will include trans-disciplinary input to engage effectively in the learning process and to participate actively in the classroom activities and wider community

Range 1	
Early Years Descriptor	**The pupil is not making expected progress:** difficulties are becoming apparent in relation to prime areas: • Communication and language development • Physical development • Personal, social and emotional development
School will provided	
Assessment and Planning	**Assessment** Setting/school to liaise with the family/carer. Assessment, planning and review will need to take account of whether the child is accessing a 2 year old Early Education place, Nursery or Reception Year and need to take account of the child's attendance at more than one setting: • Setting supplements their normal systems of assessment, monitoring and planning by further observation in order to understand child's current interests, development and learning needs (i.e. needs that are additional to or different from what is usually provided for all children within the setting) • Observation takes place around different activities and environments within the setting, e.g. outdoor environment, at lunchtime. **Planning** • Planning of intervention involving the parent/carer, child, setting Special Educational Needs Coordinator (SENCo), key person • Action plan (ISP) drawn up with SMART targets • Half-termly (approximately 6-weekly) review of child's progress towards targets recorded on the ISP.
Grouping for Teaching	• Mainstream maintained or private, voluntary or independent sector (PVI) Early Education provider, Nursery, Reception class or Foundation Stage Unit • Grouping strategies used flexibly to enhance learning and access to the curriculum, and to focus available adult support where needed

	• Additional adult attention and/or support for group activities where relevant. Approaches used show acceptance and empathy for the child, support for their emotions, and aims to build positive relationships with them • Emphasis on providing an enabling environment both inside and outside, with developmentally appropriate resources, and on differentiation for curriculum access.
Human Resources/ Staffing	• Main provision by class teacher or Foundation Stage Coordinator with advice from the SENCo • Additional adults used to support flexible groupings and differentiation.
Curriculum & Teaching Methods	• Full access to the Early Years Foundation Stage curriculum • Early Support Developmental Journals used to support small step approach to learning [Developmental I	Council for Disabled Children](#) • Activities planned through Quality First Teaching • Differentiation and small group support where appropriate.
Resources	• Continuous Professional Development for teaching on Early Years Foundation Stage provided by LA and other external training providers • CPD on Early Years Foundation Stage Profile (EYFSP) provided by LA • CPD for PVI and maintained Early Education provided by LA through Early Childhood Services.

Range 2	
Early Years Descriptor	**The pupil will have MILD but persistent difficulties and is not making expected progress despite a range of interventions and quality teaching :** difficulties are becoming increasingly apparent in relation to prime areas: • Communication and language development • Physical development • Personal, social and emotional development

School will provide	
Assessment and Planning	**Assessment** • As Range 1 + SENCo involved in ongoing observation, profile of children's development across 3 prime areas indicates child is not making expected progress • Refer and involve educational and other professionals as appropriate for example: Speech and Language service; Health Visitor. **Planning** • Planning of intervention involving the parent/carer, child, setting SENCo, key person, and advising agencies • Action plan (ISP) drawn up with SMART targets, which take account of specialist advice • Half-termly (approximately 6-weekly) review of child's progress towards targets recorded on the ISP • Input or attendance made by appropriate external agencies to reviews • Consideration given to using the Common Assessment Framework (CAF) or Early Support Family File.

Grouping for Teaching	• Grouping strategies used flexibly to enhance learning and access to the curriculum, and to focus available adult support where needed
	   • Additional adult attention and/or support for group activities
	   • Access to individually supported activities. This may involve working as part of a small group or one-to-one with an adult on ISP targets.

Human Resources/ Staffing	• Additional adult attention and/or support for some activities, including ISP targets • Supervision and monitoring of the ISP by SENCo • Time allocated for key professionals to liaise with external agencies • Access to ICT and specialist equipment/materials, as appropriate.

Curriculum & Teaching Methods	• Approaches used show acceptance and empathy for the child, support for their emotions, and aims to build positive relationships with them • Emphasis on providing an enabling environment both inside and outside, with developmentally appropriate resources, with increased differentiation of curriculum access and materials, to reflect child's developmental and language levels, with key learning outcomes identified from ISP • Increased focus on specific activities and/or use of resources, including ICT and specialist equipment/materials/communication aids.
Resources	• Staff training needs are addressed, and information passed to other staff and parents, as appropriate • Advice is sought on an ongoing basis.

Range 3	
Early Years Descriptor	**The pupil will have MODERATE and persistent difficulties and is not making expected progress despite significant levels of focussed intervention and implementation of advice and recommendations from external agencies and the provision of quality teaching:** difficulties are clearly apparent in relation to prime areas: • Communication and language development • Physical development • Personal, social and emotional development
School will provide	
Assessment and Planning	**Assessment** • As Range 2 + SENCo involved in ongoing observation, profile of children's development indicates child is not making expected progress

	despite significant levels of focussed intervention and implementation of advice from external agencies
	• Progress is closely monitored by the school/setting
	• Refer and involve educational and other professionals as appropriate for example: Speech and Language Therapy Service, Health Visitor.
	Planning
	• Planning of intervention involving the parent/carer, child, setting SENCo, key person, and advising agencies
	• Action plan (ISP) drawn up with SMART targets, which take account of specialist advice
	• Half-termly (approximately 6-weekly) review of child's progress towards targets recorded on the ISP
	• Input or attendance made by appropriate external agencies to reviews
	• Consideration given to using the Common Assessment Framework (CAF) or Early Support Family File.
Grouping for Teaching	• As for Range 2 provision plus: • Daily 1:1 additional adult attention and/or support for individual and group activities following specialist advice for at least 30 mins per day.
Human Resources/ Staffing	• As for Range 2 provision plus: • Daily 1:1 trained additional adult attention and/or support for individual and group activities following specialist advice for at least 30 mins per day • Supervision and monitoring of the ISP by SENCo • Time allocated for key professionals to liaise with external agencies • Access to ICT and specialist equipment/materials, if appropriate.
Curriculum & Teaching	• Approaches used show acceptance and empathy for the child, support

Methods	for their emotions, and aims to build positive relationships with them • Emphasis on providing an enabling environment both inside and outside, with developmentally appropriate resources, with increased differentiation of curriculum access and materials, to reflect child's developmental and language levels, with key learning outcomes identified from ISP • Increased focus on specific activities and/or use of resources, including ICT and specialist equipment/materials/communication aids.
Resources	• Staff training needs are addressed, and specific specialist training accessed and information passed to other staff and parents, as appropriate • Advice sought on an ongoing basis.

Range 4 (1)

Early Years Descriptor	**The pupil will have SIGNIFICANT persistent difficulties, and is not making expected progress despite significant levels of focussed intervention and implementation of advice and recommendations from external agencies and the provision of quality teaching.** Difficulties are clearly apparent in relation to prime areas • Communication and language development • Physical development • Personal, social and emotional development Children at Range 4 (1) will require an Education Health and Care Plan (EHCP)

School will provide

Assessment and Planning	**Assessment**

	• As Range 3 + SENCo involved in ongoing observation, profile of children's development indicates child is not making expected progress despite significant levels of focussed intervention and implementation of advice from external agencies. • Progress is closely monitored by the school/setting and recorded using EYFS and Early Support Development Journals • SENCo and class teacher implement advice provided by Educational Psychologist (EP) or Specialist Teacher and other professionals involved for example: Speech and Language Therapist. **Planning** • Planning of intervention involving the parent/carer, child, setting SENCo, key person, and advising agencies. • Action plan (ISP) drawn up with SMART targets, which take account of specialist advice. • Half-termly (approximately 6-weekly) review of child's progress towards targets recorded on the ISP. • Input or attendance made by appropriate external agencies to reviews. • Consideration given to using the Common Assessment Framework (CAF) or Early Support Family File. • Refer for EHCP
Grouping for Teaching	• Grouping strategies used flexibly to enhance learning and access to the curriculum. • Daily opportunities for 1:1 support on ISP targets. • Daily opportunities for small group work on ISP targets.
Human Resources/ Staffing	• Main provision by class teacher with support from the SENCo. • Daily trained additional adult attention and/or support for individual and group activities following specialist advice for at least 2 hours per day, **under the direction of the class teacher**. • Supervision and monitoring of the ISP by SENCo.

Curriculum & Teaching Methods	• Approaches used show acceptance and empathy for the child, support for their emotions, and aims to build positive relationships with them. • Emphasis on providing an enabling environment both inside and outside, with developmentally appropriate resources, with increased differentiation of curriculum access and materials, to reflect child's developmental and language levels, with key learning outcomes identified from ISP. • Increased focus on specific activities and/or use of resources, including ICT and specialist equipment/materials/communication aids.
Resources	• Modified access to the EYFS. Pupil supported to access indoor and outdoor environment • Multi sensory approaches used to support access to EYFS • Staff training needs are addressed, and information passed to other staff and parents, as appropriate. • Advice is sought on an ongoing basis

• Time allocated for key professionals to liaise with external agencies.
• Access to ICT and specialist equipment/materials, as appropriate.

Range 4 (2)	
Early Years Descriptor	**The pupil will have PROFOUND and persistent difficulties, and is not making expected progress despite significant levels of focussed intervention and implementation of advice and recommendations from external agencies and the provision of quality teaching.** Difficulties are clearly apparent in relation to prime areas • Communication and language development • Physical development

	• Personal, social and emotional development Children at Range 4 (2) will require an Education Health and Care Plan Using the EY SEN Support Grid as a guide and being mindful that every child is an individual and they all learn and develop at different rates, the child's developmental profile shows the following level of delay: • At 2 years functioning at 0-6 months • At 3 years functioning at 0-9 months • At 4 years functioning at 0-12 months • At 5 years functioning at 0-16 months
	School will provide
Assessment and Planning	**Assessment** • As Range 3-4 (1) + SENCo involved in ongoing observation, profile of children's development indicates child is not making expected progress despite significant levels of focussed intervention and implementation of advice from external agencies. • Progress is closely monitored by the school/setting and recorded using EYFS and Early Support Development Journals • SENCo and class teacher implement advice provided by Educational Psychologist/ Specialist Teacher and other professionals involved for example: Speech and Language Therapist. **Planning** • Planning of intervention involving the parent/carer, child, setting SENCo, key person, and advising agencies. • Action plan (ISP) drawn up with SMART targets, which take account of specialist advice. • Half-termly (approximately 6-weekly) review of child's progress towards targets recorded on the ISP. • Input or attendance made by appropriate external agencies to reviews. • Consideration given to using Early Help Assessment Tool.
Grouping for Teaching	• Grouping strategies used flexibly to enhance learning and access to the curriculum. • Daily opportunities for 1:1 support on ISP targets. • Daily opportunities for small group work on ISP targets.
Human Resources/	• Main provision by class teacher with support from the SENCo.

Staffing	• Daily additional adult attention **under the direction of the class teacher** and/or support for some activities, including ISP targets. • Supervision and monitoring of the ISP by SENCo. • Time allocated for key professionals to liaise with external agencies. • Access to ICT and specialist equipment/materials, as appropriate.
Curriculum & Teaching Methods	• Emphasis on providing an enabling individualised environment both inside and outside, with developmentally appropriate resources, with increasingly modified and personalised curriculum access and materials, to reflect child's developmental and language levels, with key learning outcomes identified from ISP. • Small step approach to target setting using Early Support Developmental Journals and EYFS • Increased focus on specific activities and/or use of resources, including ICT and specialist equipment/materials/communication aids.
Resources	• Modified access to the EYFS. Pupil supported to access indoor and outdoor environment • Multi sensory approaches used to support access to EYFS • Staff training needs are addressed, and information passed to other staff and parents, as appropriate. • Advice is sought on an ongoing basis

Cognition and Learning

Resources that could to be useful in the classroom

A-K	L-R	S-Z
1st Class in Number 2nd Class in Number 3rd Space Learning in Maths - ABC Play Therapy - Accelerated Reader – Reading - Arroe Reading Programme - Better Reading Partnership (BRP) - Blast – Sp & Lang - Boosting Reading Potential - Circle of Friends - Digismart - Digit Dance - Direct Phonics - Dough Disco - Early Talk Boost - Fresh Start – Reading - Friends – Sp, Listening & Lang - Friends Programme – SEMH	- Lexia - Literact catch up project - Marvellous Me - Memory Boost – Working Memory - Nessy – Reading/Phonics/Dyslexia - Number Count – Maths - Number Shark – Maths - Nurture Programme – SEMH - OPAL – Lunchtimes - Pets 4 Therapy Reading Dogs - Plus 1 - Maths - Pluse 1 – Maths - Power of 2 – Maths - Precision Teaching – All - Premier League Reading Stars - Rainbow Writing - Read, Write inc - Reading and Thinking - Reading Recovery – Reading	- Simple Comprehension - Socially Speaking - Sound Training - Stile- Reading, writing, phonics, maths - Success at Arithmetic - Talkabout - Talk Boost - Talk Boost – Sp, Listening & Lang - Talk Matters - Talking Partners – Sp, Listening & Lang - Team Teach - Therapeutic Story Writing – SEMH - Third Space Learning –Maths - Time to Talk – Sp, Listening & Lang - Toe by Toe – Reading - Turnabout - Welcome - Wise Behaviour - Write Away - Write Start - Writing - Word Shark – Writing - Word Wasp

Draft 2016

Useful Links

- http://www.sendwrpproject.co.uk

- https://bso.bradford.gov.uk/Schools/CMSPage.aspx?mid=3187

Speech and Language

https://bso.bradford.gov.uk/Schools/CMSPage.aspx?mid=1893%20-%20SLCN

https://bso.bradford.gov.uk/Schools/CMSPage.aspx?mid=3187

https://bso.bradford.gov.uk/Schools/CMSPage.aspx?mid=1893%20-%20SLCN

https://bso.bradford.gov.uk/Schools/CMSPage.aspx?mid=3187

http://www.thecommunicationtrust.org.uk/projects/what-works/

QFT strategies

Early Years

https://www.barnardos.org.uk/errors/error404.htm

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Report to Hartlepool Schools' Forum 10th October 2017
From Mark Patton (Assistant Director – Education) & Danielle Swainston (Assistant Director – Children's and Family Services)

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Item 1: High Needs Block Review Update

1. Introduction

1.1 The purpose of the report is to provide feedback following the Schools Forum of the 27th September 2017 and to respond to questions received from head teachers regarding the review of the High Needs Block (HNB).

2. Background

2.1 To address the increasing demands and historic inconsistencies of topup funding allocations a review of the High Needs Block has been completed. The review enabled a new funding model to be developed for 2018/19. This is designed to allocate the available ring fenced grant in a transparent, fair and equitable basis. Clearly, against the background of a significant increase in demand and only a small increase in the High Needs Block funding allocated to Hartlepool by the Government, the development of a new funding formula has been extremely challenging.

3. Feedback

3.1 Since the last School Forum the LA has received questions from head teachers, the questions and responses are included in Appendix 1.

3.2 Question 4 asks what other options have been considered. In summary the LA looked at a 3-year MFG for those schools affected by reductions in top-funding, and we have also looked at transferring a larger amount of funding from the Schools Block to the High Needs Block. These options were not brought to Schools Forum because of the cost of them and/or because of the impact on the budget of the majority of schools.

3.3 The options considered by the LA before consulting with Schools Forum on the recommended model are as follows:

1) Contain the pressures and topup funding within the existing HNB DSG funding
2) Ask Schools Forum to transfer £0.550m back to the HNB
3) Ask Schools Forum to transfer £1m from Schools Block to HNB

3.4 <u>Option 1 -Contain pressures within existing the HNB DSG funding</u>.
As explained in the Q&A's attached, this model was based on funding all known commitments leaving a pot of funding available to distribute for top-up funding. Given the level of pressures, the LA felt that this level of resources was insufficient

to ensure that pupils would receive an appropriate level of support based on needs. Therefore schools would not have sufficient financial support to meet need. IPS top-up funding would have reduced on average by 46% compared to the 18% in the preferred model. The cost of MFG in this model would be £1.1m, £0.300m higher than the preferred model.

3.5 The table below shows the impact on the ranges based on no transfer from the HNB.

Range	£0 from Schools block	Preferred Ranges - £0.550m model			
	All Providers*	Early Years	Mainstream	ARPs	Special
1		-	-	-	-
2		-	-	-	-
3		-	-	-	-
4i	1,600	1,800	3,000	-	-
4ii	2,330	2,400	4,000	4,000	-
5i	3,200	3,600	6,000	6,000	5,000
5ii	7,120	n/a	n/a	10,000	10,000
6i	9,920	n/a	n/a	n/a	14,000
6ii	14,880	n/a	n/a	n/a	19,000

* prorata for Early Years pupils

3.6 <u>Option 2 -Transfer £0.550m back to the HNB</u>
This option is the LAs preferred model as it is the most equitable model of the three options considered. The return of the historic transfer from the HNB of £0.550m, means all schools would make a contribution to the funding shortfall. The LA felt that the transfer of the £0.550m would allow an appropriate level of funding to meet need.

3.7 IPS top-up funding in this model reduces by 18% on average compared to the 46% in Option 1. The cost of MFG in this model would be £0.792m, £0.300m lower than Option 1.

3.8 <u>Option 3 Transfer £1m to the HNB</u>
The LA did consider proposing a higher transfer from the Schools Block to the HNB of £1m. The impact of this transfer by school is summarised in Appendix 2.

3.9   30 schools would lose funding exceeding 1.5% in this scenario compared to 15 in the preferred model. Cost of MFG and reduction in top-up funding remain the same as the preferred model.

3.10   However, under this option there would be surplus resources each year of approximately £0.400m. Options available to the LA were :-

- support the capital investment and use this funding towards set up and running costs;
- additional capital investment; or
- utilise the funding to increase the values assigned to each range.

3.11   This option was not brought to Schools Forum as the LA deemed that the £0.550m transfer was sufficient and that the cut to individual school budgets by transferring £1m would be too high. In addition, the LA considers the values attached each of the ranges in the preferred model are sufficient to meet need.

3.12   <u>3 Year MFG</u>
In the preferred model the impact on schools with ARPs was greater than that on other mainstream schools. The LA decided to taper the reductions in funding to those ARPS which were full. In order to do this a local MFG was calculated.

3.13   Option 1 - To ensure parity the preferred model MFG took the average IPS top-up percentage reduction (18%) and applied this to individual ARP top-up reductions. The LA then tapered reductions over 2 year period. The cost of MFG is £0.093m over 2 years affecting 2 ARPs.

3.14   Option 2 - Consideration was also given to extending the local MFG to those schools where top-up reductions exceeded 1.5% of the Schools ISB and place funding excluding the transfer between blocks. In this scenario 3 ARPs exceeded this threshold. However, only 2 of these ARP's were full and therefore eligible for MFG.

3.15   The additional cost to the block between Option 1 and Option 2 would have been £32k over the 3 year period. Option 1 was included in the preferred model.

4.   **<u>Recommendation</u>**

4.1   Schools Forum are asked to note the contents of the report

Head Teacher Questions

Based upon further information available from the DfE, as a cluster we have further questions regarding the <u>H</u>igh <u>N</u>eeds <u>F</u>unding <u>B</u>lock (HNFB).

1. What is the total schools block, and what percentage is the £0.550m?

    The published draft baseline funding allocation for the Schools Block for 2018/19 is £62.317m. £0.550m represents 0.88% (less than 1%). Transfers exceeding 0.5% require LAs to make a request to the Secretary of State to dis-apply the regulations by 30th November.

2. When will the reported 2.9% increase be incorporated into the High Needs Funding Block?

    The Table in para 9.2 of the, High Needs Block Review, report includes an estimate of the increase in the HNB of £0.300m (2.9%). Final allocations are due out in December.

3. Is it possible to obtain a full detailed breakdown of the HNFB?

    The table in Para 9.3 details the forecast HNB expenditure in 2018/19. Further details of individual lines can be found throughout the report.
    - LA Place Funding £1.291m – this is the cost of funding places within maintained Special Schools, PRU and ARP's. This also reflects the new funding regime where the ESFA have transferred funding from HNB to Schools Block to cover the difference between AWPU and Place funding.
    - Independent School Fees £2.177m – para 5.3 shows £1.648m spend in 2017/18. Para 6.7 explains additional cost pressures of £0.315m in 2018/19. The remaining £0.214m reflects the full year cost of placements in 2017/18 and inflationary pressures.
    - Out of Authority Top – Ups £0.354m – This was covered in the report para 6.8 and also the Q&A's question 4b.
    - MFG Special Schools and ARP's £0.792m. This is detailed on Appendix A.
    - Post 16 Funding - £0.750m – This is covered in para 7.8.
    - High Needs Services -£0.467m – covered in paras 7.2, 7.5 and 7.9 and also Q&A's question 10.
    - Contingency – £0.120m – covered para 12 of the report.
    - Top-up Funding & Support - £3.038m – This is covered in paras 7.3, 7.4, 7.6 and 7.7. Q&A's question 8.

4. At the last Forum meeting it was alluded that there were other financial options available for the HNFB, please can we have details of the other options considered? It would also be beneficial to know why the other options were disregarded.

   Officers were asked at Schools Forum whether any other options had been considered. The following paragraphs details the process followed by the LA.
   Support for children with SEN is funded from the High Needs Block, a ring fenced component of the overall Dedicated Schools Grant. Over the last two financial years (2015/16 and 2016/17) actual expenditure has exceeded the available resources owing to an increase in the number and complexity of children requiring additional support. This position is continuing in 2017/18, with a projected overspend of £0.875m. The budget overspends have been funded from the DSG reserve.

   The review of the HNB was initiated to assess the increasing demand on the block and to address historic inconsistencies in funding top-up allocations.
   Each area of the HNB has been reviewed to ensure where possible efficiencies have been made. This is detailed in the report.
   Once known commitments, where the LA had already reviewed and taken efficiencies, were budgeted for this left a 'pot' of funding to allocate to fund top-up funding. This amount of funding was deemed insufficient to ensure that pupils would receive an appropriate level of support based on needs and not an arbitrary hourly rate.

   The LA then modelled the effect of transferring £0.550m from Schools Block to the HNB. This in effect reversed the decisions previously agreed by Schools Forum where monies were transferred from the HNB to Schools Block. The LA deemed this new 'pot' of funding sufficient to ensure pupils would receive an appropriate level of funding to meet need.

   The LA did consider proposing a higher transfer from the Schools Block to the HNB ie £1m, however, this was discounted as the LA felt that the £0.550m was sufficient and that the cut to individual schools budget on transferring £1m would be too high.
   The SEND Team and Finance Team worked together on the LAs proposed model to match available funding to the descriptors of need in each Range. This exercise ensured that using our best estimates of children accessing top-up funding that the model would be sustainable over 3 years, including MFG.

5. Why has the £467,000 for central services not been removed from the HNFB?

   This budget does not refer to any of the services provided under Centrally Retained Services (which the ESFA have now established a new block for) or ESG Services – General Rate Duties. Details of High Needs Support Services are included in para 7.9 of the report and Q&A's question 10.

6. What are the voting rights of non-school members on the Forum?

On 27th September the ESFA published the new guidance, please see the link below:
https://www.gov.uk/government/publications/schools-forums-operational-and-good-practice-guide-2015

7. What is the timescale with regard to decisions and outcomes for the SEMH Working Group?

   The SEMH Working Group met for the first time this school year on Tuesday 19 September, following on from the work undertaken last year. The Group is aiming to have at least provision in place for the start of the 2018-19 academic year, sooner if possible. We know that there is capital funding available immediately from Schools' Forum and from April 2018 from the local authority via the SEN Capital Grant. We also know that schools are willing to pay for this provision to provide a revenue stream.

8. How do the current changes to the HNFB fit in with the LA planned vision?

   Hartlepool is undertaking a review of its currently commissioned places. This review may mean recommissioning places from the same or from different providers to meet current needs, for example around SEMH. This element, however, is constrained by the funding received from the government into the HNB and the number of funded places the local authority is permitted to have. As described above in 7, there is a separate but related process to identify capacity within Hartlepool schools to provide further additional capacity to meet need.

9. What suggestions can you provide on how the LA and schools can collaborate together to tackle the HNFB dilemma?

   The responsibility for ensuring that the books balance lies with the local authority, but the power to deliver the provision lies with schools. Partnership working and dialogue is, therefore, vital. The SEMH Working Group is an example of this. What is interesting about this example is that it is lies outside the constraints of the HNB discussion, but it is related in terms of the town's overall provision. The largest disabling factor around the HNB debate is time: there are annual time constraints placed on local authorities and schools around the budget setting processes.
   What suggestions do schools have about how we might work effectively within the time constraints to resolve this dilemma?

School	Pupil No's	Top up Reduction	£1m impact	ARP Reduction	MFG	Net Reduction in Funding Year 1	ISB + PF	% OF ISB Year 1	% OF ISB After Expiry of MFG *
School 22	17	(6,244)	(28,943)	(89,701)	59,935	**(64,953)**	1,862,532	(3.5%)	(6.7%)
School 11	13	(22,797)	(28,533)	0	0	**(51,330)**	1,504,365	(3.4%)	(3.4%)
School 9	14	(15,285)	(23,606)	(12,972)	3,437	**(48,426)**	1,675,152	(2.9%)	(3.1%)
School 32	31	(27,683)	(95,267)	(68,626)	0	**(191,576)**	6,197,939	(3.1%)	(3.1%)
School 26	11	(11,259)	(14,437)	0	0	**(25,697)**	893,041	(2.9%)	(2.9%)
School 18	6	(9,793)	(11,085)	0	0	**(20,878)**	755,029	(2.8%)	(2.8%)
School 8	17	(19,937)	(23,401)	0	0	**(43,338)**	1,589,388	(2.7%)	(2.7%)
School 17	12	(16,055)	(29,970)	0	0	**(46,025)**	1,689,039	(2.7%)	(2.7%)
School 27	15	(12,690)	(25,317)	0	0	**(38,007)**	1,405,290	(2.7%)	(2.7%)
School 4	15	(14,057)	(22,443)	0	0	**(36,501)**	1,413,848	(2.6%)	(2.6%)
School 28	13	(11,838)	(19,432)	0	0	**(31,271)**	1,277,196	(2.4%)	(2.4%)
School 15	17	(13,059)	(21,280)	0	0	**(34,339)**	1,432,356	(2.4%)	(2.4%)
School 29	11	(8,504)	(28,396)	0	0	**(36,900)**	1,555,446	(2.4%)	(2.4%)
School 30	5	(4,579)	(6,432)	0	0	**(11,011)**	467,666	(2.4%)	(2.4%)
School 16	7	(8,397)	(21,485)	0	0	**(29,883)**	1,312,148	(2.3%)	(2.3%)
School 1	7	(5,457)	(27,643)	0	0	**(33,100)**	1,516,361	(2.2%)	(2.2%)
School 7	5	(3,843)	(6,090)	0	0	**(9,933)**	463,898	(2.1%)	(2.1%)
School 3	5	(5,834)	(20,254)	0	0	**(26,088)**	1,255,691	(2.1%)	(2.1%)
School 5	6	(4,733)	(12,180)	0	0	**(16,913)**	841,187	(2.0%)	(2.0%)
School 10	3	(3,185)	(16,148)	0	0	**(19,333)**	998,094	(1.9%)	(1.9%)
School 2	6	(4,272)	(19,501)	0	0	**(23,773)**	1,249,012	(1.9%)	(1.9%)
School 19	7	112	(21,006)	0	0	**(20,894)**	1,116,118	(1.9%)	(1.9%)
School 6	2	(424)	(21,554)	0	0	**(21,978)**	1,241,138	(1.8%)	(1.8%)
School 20	8	(2,979)	(22,169)	0	0	**(25,148)**	1,451,799	(1.7%)	(1.7%)
School 21	18	(2,438)	(104,578)	0	0	**(107,016)**	6,192,194	(1.7%)	(1.7%)
School 34	21	(3,000)	(24,975)	0	0	**(27,975)**	1,638,852	(1.7%)	(1.7%)
School 33	13	9,631	(83,714)	(11,092)	0	**(85,176)**	5,121,036	(1.7%)	(1.7%)
School 31	3	440	(14,301)	0	0	**(13,860)**	842,990	(1.6%)	(1.6%)
School 12	9	61	(14,027)	0	0	**(13,965)**	890,792	(1.6%)	(1.6%)
School 25	14	(528)	(100,440)	0	0	**(100,968)**	6,444,375	(1.6%)	(1.6%)
School 13	2	(1,730)	(9,853)	0	0	**(11,583)**	750,117	(1.5%)	(1.5%)
School 14	2	(1,205)	(6,432)	0	0	**(7,637)**	505,878	(1.5%)	(1.5%)
School 35	1	(900)	(8,758)	0	0	**(9,658)**	650,782	(1.5%)	(1.5%)
School 23	6	2,002	(57,591)	0	0	**(55,589)**	3,772,411	(1.5%)	(1.5%)
School 24	9	5,976	(8,758)	0	0	**(2,782)**	690,479	(0.4%)	(0.4%)
Sub-total	**351**	**(224,484)**	**(1,000,000)**	**(182,391)**	**63,372**	**(1,343,503)**	**62,663,639**	**(2.1%)**	**(2.2%)**
Special School 1	106	(494,823)	0	0	478,030	**(16,793)**	2,179,573	(0.8%)	(22.7%)
Special School 2	71	(262,188)	0	0	250,398	**(11,790)**	1,495,994	(0.8%)	(17.5%)
Sub-total	**177**	**(757,011)**	**0**	**0**	**728,428**	**(28,583)**	**3,675,567**	**(0.8%)**	**(20.6%)**
Grand Total	**528**	**(981,495)**	**(1,000,000)**	**(182,391)**	**791,800**	**(1,372,086)**	**66,339,206**	**(2.1%)**	**(3.3%)**

17.12.12 5.2 High Needs Block - Funding for Top Up Funding Appendix B

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│      CHILDREN'S SERVICES COMMITTEE           │    │ HARTLEPOOL
│                                              │    │ BOROUGH │
│              12 December 2017                 │    │ COUNCIL │
│                                              │    │         │
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CHILDREN'S SERVICES COMMITTEE

12 December 2017

HARTLEPOOL BOROUGH COUNCIL

Report of: Director of Children's and Joint Commissioning Services and Director of Finance and Policy

Subject: EDUCATION SERVICES - GENERAL DUTIES RATES FOR MAINTAINED SCHOOLS UPDATE

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1.   **TYPE OF DECISION/APPLICABLE CATEGORY**

1.1   Non key.

2.   **PURPOSES OF REPORT**

2.1   To provide an update on the outcome of the councils disapplication request to the Secretary of State for 2017/18 regarding the Education Services General Duties rates for maintained schools.

2.2   To inform members of the outcome of Schools Forum held on the 14 November 2017 and their decision in relation to the 2018/19 Education Services General Duties Rates.

3.   **BACKGROUND – 2017/18 EDUCATION SERVICES GENERAL DUTIES**

3.1   The School Funding Formula 2017/18 report to Children's Services Committee on 17th January 2017 and subsequent report to Council on the 23rd February 2017 outlined the national change in funding for statutory services provided by the local authority to maintained schools. Local authorities have to request this funding from their maintained schools.

3.2   The new national funding arrangement shifted responsibility for funding statutory duties from a specific grant to the Dedicated Schools Grant. The Government provided no additional funding to schools to cover this cost shift.

3.3   For the financial year 2017/18 the local authority received a transitional grant of £27.50 per pupil to cover the period April 2017 to August 2017. The national full year rate was £66.00 per pupil set by the Education Skills Funding Agency (ESFA), which would mean a rate of £38.50 per pupil for the remainder of the financial year. However, the local authority proposed rates of £35.00 for maintained schools, and pro rata rates for Special Schools and the Pupil

Referral Unit. These rates were all 9% lower than the national figures provided by the Government.

3.4   Schools Forum considered this proposal and did not agree to transfer the funding to the local authority. Regulations state that if agreement could not be reached with maintained schools the matter would need referring to the Secretary of State for a decision.

4.   2017/18 OUTCOMES OF DIS-APPLICATION

4.1   The ESFA, acting on behalf of the Secretary of State for Education, initially proposed a rate of £25 for maintained schools, which would be 35% lower than the national rates they had set. The Council challenged this position as this rate would not provide sufficient funding to enable the Council to fully discharge its statutory responsibilities.

4.2   Over the period January 2017 to August 2017 the Council responded to a number of additional requests from the ESFA for supplementary information. The ESFA delayed their final decision owing to the impact of the General Election purdah and advised the Council on 21/06/2017 that this issue would be considered by the Secretary of State in September.

4.3   The application was formally approved on 19th September 2017. The response from the Secretary of State is as follows: -

- *'This request is fully approved as we have now received full justification that the £35 rate is required for essential services provided to schools. The level of cuts required by a £25 rate would result in the authority being unable to maintain services at the level required by its statutory responsibilities.'*

4.4   The Education Skills and Funding Agency have also confirmed that the pro rata rates for Special Schools and the Pupil Referral Unit have also been agreed i.e. the Councils rates 9% below the national rates have been approved

4.5   All maintained schools have set their 2017/18 budgets based on these agreed rates.

5.   COUNCIL 22nd June 2017

5.1   At the Council meeting of the 22 June 2017, the Chair of Children's Services Committee was asked a public question in relation to Springwell Special School.

5.2   The Chair of Children's Services Committee asked for the Director of Children's and Joint Commissioning Services (previously the Director of Child and Adult Services), and the Director of Finance and Policy to keep this issue under review as part of the MTFS process to ensure there was equity in the approach.

5.3   During the debate following the Chair's response, reference was made to the decision made earlier in the meeting relating to Members' Allowances. During the debate, it was suggested that a solution would be for an arrangement to be put in place for those councillors who were foregoing the increase in their allowances to direct that funding to support Springwell School.

5.4   In understanding the sentiments of the proposal, the Director of Finance and Policy highlighted that there would be implications for other schools. Council agreed to a suggestion made by the Director of Finance and Policy that the issue be referred to the Children's Services Committee.

5.5   Now that a decision on the level of funding has been received from the Secretary of State, this matter can now be reviewed.

5.6   Savings from those councillors who are foregoing the increase (or part of the increase) in their allowances would require annual review. The sustainability of this saving would be subject to individual councillors making an annual decision to in the allowance they would claim. In addition, they will be instances where a councillor is not re-elected and the new councillor chooses to accept the full approved allowance. This proposed funding option cannot be guaranteed year on year and therefore is not recommended.

5.7   In view of the above recommendation Officers have reviewed the actual number of schools which have converted to academy status against the 2017/18 planning assumption. As this number is lower than forecast the loss of Education Services General Duties income is lower than anticipated. Therefore, there would be sufficient funding available in the current year to reduce the per pupil rates for the special school and the PRU to £35. In total this would reduce income by approximately £10,000 in 2017/18, and a full year costs from 2018/19 of £20,000. If Members approve this proposal this will not significantly impact upon the sustainability of the Council's statutory responsibilities in future years as the main factor determining sustainability is the number of schools converting to academy status.

6.   2018/19 EDUCATION SERVICES GENERAL DUTIES

6.1   In recognition that the Secretary of State had approved the Councils dis-application request for £35 per pupil for the period September 2017 to March 2018, as the funding required to carry out essential statutory services for schools, the proposed rate for 2018/19 was set at £60 per pupil /place. (£35/ 7 months multiplied by 12 months). The rate would be 9% lower than the full year rate set by the EFA for 2017/18.

6.2   At the meeting of Schools Forum on 14th November 2017, the maintained Schools considered this proposal but did not agree to the transfer of £60 per pupil/place to the local authority for the provision of statutory duties. Regulations state that if agreement could not be reached with maintained schools the matter would need referring to the Secretary of State for a decision.

7.   RISK IMPLICATIONS

7.1   In relation to the 2018/19 rate, should the Sectary of State not agree to the request of £60 per pupil/place the local authority would not have enough funding to discharge essential statutory services to schools.

8.   FINANCIAL CONSIDERATIONS

8.1   **2017/18**

8.2   A review of the actual number of schools which have converted to academy status against the 2017/18 planning assumption confirmed that as the number is lower than forecast the loss of Education Services General Duties income is lower than anticipated. Therefore, there would be sufficient funding available in the current year to reduce the place rates for the special school and the PRU to £35.

8.3   **2018/19**

8.4   If the Sectary of State does not agree to the request of £60 per pupil/place the local authority would not have enough funding to discharge essential statutory services to schools.

9.   LEGAL CONSIDERATIONS

9.1   The Schools Revenue Funding 2017 to 2018 Operational Guide states that local authorities should set a single rate for the Education Services General Duties for 5 to 16 year olds. Local authorities may choose to establish differential rates for Special Schools and Pupil Referral Units.

10.   CONSULTATION

10.1   **2017/18**

10.2   Consultation not required as the rate for Education Services General Duties is a local authority decision.

10.3   **2018/19**

10.4   At its meeting of the 14 November 2017 the maintained members of Schools Forum were consulted on the rate of £60 per pupil/place.

11.   CHILD AND FAMILY POVERTY CONSIDERATIONS
11.1   There are no specific child and family poverty considerations.

12.   EQUALITY AND DIVERSITY CONSIDERATIONS

12.1 There are no specific equality and diversity considerations.

13. STAFF CONSIDERATIONS

13.1 There are no staff considerations.

14. ASSET MANAGEMENT CONSIDERATIONS

14.1 There are no asset management considerations.

15. CONCLUSIONS

15.1 2017/18

15.2 The Council submitted a dis-application request to the Secretary of State in January 2017, following a decision at Schools Forum not to agree the Councils proposed rates for the Education Services General duties for Maintained Schools funding rate.

15.3 The Council's request was fully approved by the Secretary of State as sufficient evidence had been provided to justify that the £35 rate was required for essential services provided to maintained schools. The ESFA confirmed the pro rata rates for Special Schools and the Pupil Referral Unit. (£148.74 and £131.24, respectively.)

15.4 A review of the actual number of schools which have converted to academy status against the 2017/18 planning assumption indicated that as this number is lower than forecast the loss of Education Services General Duties income is lower than anticipated. Therefore, there would be sufficient funding available in the current year to reduce the per pupil rates for the special school and the PRU to £35. In total this would reduce income by approximately £10,000 in 2017/18, and a full year costs from 2018/19 of £20,000.

15.5 2018/19

15.6 The maintained members of Schools Forum at the meeting on 14th November 2017 did not agree to the transfer of £60 per pupil/place to the local authority for the provision of statutory duties. Regulations state that if agreement could not be reached with maintained schools the matter would need referring to the Secretary of State for a decision.

15.7 Based on the decision made by the Secretary of State in relation to the 2017/18 ESG rates the Council has demonstrated the case for the funding required to discharge statutory responsibilities. Therefore, this provide a good case for seeking approval of the 2018/19 rates.

16.   RECOMMENDATIONS

16.1   It is recommended that Members:

16.2   **2017/18 Issues**

16.3   Note the successful outcome of the Councils dis-application request regarding the funding rate for Education Services General duties for maintained schools at £35 per pupil for mainstream schools, £148.74 for Special school places and £131.24 for Pupil Referral Unit places;

16.4   Approve the proposal to set the 2017/18 funding rate at £35.00 per pupil /place for all schools with the understanding that this can be managed within the current income budget.

16.5   **2018/19 Issues**

16.6   Agree the 2018/19 funding rate at £60 per pupil/place subject to the agreement at 15.4 above.

16.7   Agree to submit the dis-application request to the Secretary of State to set the Education Services General Duties rate at £60 per pupil/place for 2018/19.

17.   REASONS FOR RECOMMENDATIONS

17.1   To note the successful outcome of the disapplication request and agree the 2017/18 rate for all schools.

17.2   Agree the 2018/19 rate of £60 per pupil and apply for dis-application to the Secretary of State.

18.   BACKGROUND PAPERS

18.1   School Funding Formula 2017/18 – Council 23 February 2017.

19.   CONTACT OFFICERS

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CHILDREN'S SERVICES COMMITTEE

12 December 2017

Report of: Director of Children's Services and Joint Commissioning Services

Subject: TO NOMINATE LOCAL AUTHORITY REPRESENTATIVES TO SERVE ON SCHOOL GOVERNING BODIES

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1.   TYPE OF DECISION/APPLICABLE CATEGORY

1.1   Non Key.

2.   PURPOSE OF REPORT

2.1   To update members of the Children's Services Committee in respect of a vacancy that currently exists for a local authority representative governor, and to request that Members recommend the nominee to the governing body where a vacancy currently exists.

3.   BACKGROUND

3.1   Reports have previously been presented to the Children's Services Committee in February and July 2015 alerting Members to the requirement that local authority governors are now nominated by the local authority but appointed by the governing body on the basis that the nominee has the skills to contribute to the effective governance and success of the school, and meets any other eligibility criteria they may have set.

3.2   A schedule (**APPENDIX A**) is attached setting out details of vacancies which currently exist, together with applications received (**APPENDIX B**). **These items contains exempt information under Schedule 12A of the Local Government Act 1972 (as amended by the Local Government), (Access to Information), (Variations Order 2006) namely, information relating to any individual (Para 1).**

4.   PROPOSALS

4.1   There are no proposals contained in this report.

5.   RISK IMPLICATIONS

5.1   There are no risk implications contained in this report.

6.   FINANCIAL CONSIDERATIONS

6.1   There are no financial considerations contained in this report.

7.   LEGAL CONSIDERATIONS

7.1   There are no legal considerations contained in this report.

8.   CHILD AND FAMILY POVERTY CONSIDERATIONS

8.1   There are no child and family considerations contained in this report.

9.   EQUALITY AND DIVERSITY CONSIDERATIONS

9.1   There are no equality and diversity considerations contained in this report.

10.   STAFF CONSIDERATIONS

10.1   There are no staff considerations contained in this report.

11.   ASSET MANAGEMENT CONSIDERATIONS

11.1   There are no asset management considerations contained in this report.

12.   RECOMMENDATIONS

12.1   It is recommended that the committee gives consideration to the applicant as set out in confidential **APPENDIX B** in respect of local authority nomination for consideration by the governing body where the vacancy currently exists.

13.   REASONS FOR RECOMMENDATIONS

13.1   To ensure that the nomination of local authority governors will contribute to improve the effectiveness of the governing body to which they are appointed.

14.   BACKGROUND PAPERS

14.1   There are no background papers to this report.

15.   CONTACT OFFICER
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CHILDREN'S SERVICES COMMITTEE

12 December 2017

Report of: Director of Children's and Joint Commissioning Services and Director of Finance and Policy

Subject: STRATEGIC FINANCIAL MANAGEMENT REPORT - AS AT 30th September 2017

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1.   TYPE OF DECISION/APPLICABLE CATEGORY

For Information.

2.   PURPOSE OF REPORT

2.1   The purpose of the Report is to inform Members of the 2017/18 Forecast General Fund Outturn, 2017/18 Capital Programme Monitoring and provide details for the specific budget areas that this Committee is responsible for.

3.   BACKGROUND AND FINANCIAL OUTLOOK

3.1   As detailed in the Medium Term Financial Strategy (MTFS) report submitted to Finance and Policy Committee on 22nd November 2017, the Government will implement further cuts in funding for Councils up to 2019/20. Over the years covered by the MTFS (2017/18 to 2019/20) this means a further grant cut of £9.8m. The Council set a balanced budget for 2017/18, which includes the use of one off reserves. After reflecting the impact of inflation and legislative changes the Council faces a net deficit for the next two years of £7.495m, which is predicated on annual Council Tax increases of 3.9% (inclusive of 2% Social Care Precept). Detailed proposals for managing the 2018/19 and 2019/20 budget deficits were also submitted to Finance and Policy Committee on 22nd November 2017.

3.2   In view of the ongoing financial challenges the Corporate Management Team will continue to adopt robust budget management arrangements during 2017/18 and as detailed in section 5 it is becoming increasingly difficult to manage the annual budget. This position will need to be managed carefully over the remainder of the financial year, particularly over the winter period where some services face their highest demand and therefore cost of providing services.

4.   REPORTING ARRANGEMENTS 2017/18

4.1   The availability and reporting of accurate and up to date financial information is increasingly important as future budget cuts are implemented and one-off resources are used up.

4.2   The Finance and Policy Committee will continue to receive regular reports which will provide a comprehensive analysis of departmental and corporate forecast outturns, including an explanation of the significant budget variances. This will enable the Committee to approve a strategy for addressing the financial issues and challenges facing the Council.

4.3   To enable a wider number of Members to understand the financial position of the Council and their service specific areas each Policy Committee will receive a separate report providing:

- a brief summary of the overall financial position of the Council as reported to the Finance and Policy Committee;
- the specific budget areas for their Committee; and
- the total departmental budget where this is split across more than one Committee. This information will ensure Members can see the whole position for the departmental budget.

5.   SUMMARY OF OVERALL COUNCIL FINANCIAL POSITION

5.1   An assessment of the forecast 2017/18 outturn has been completed and an over spend of £0.250m is anticipated. The 2017/18 outturn has been prepared to reflect expenditure incurred to date and forecast to be incurred in the rest of the financial year. As Members will be aware from previous years significant elements of the Council's budget are demand led and affected by expenditure over the winter months, including care costs in relation to older people and winter maintenance.   The outturn forecasts will be closely monitored and regular updates will be reported to Finance and Policy Committee. The forecasts need to be considered in the context of the complexity of managing a gross General Fund budget of £260m and a net budget of £73m.

Forecast overspend / (under spend) 2017/18

2016/17 Actual Outturn £'000		2017/18 Latest Forecast - Overspend/ (Under spend) £'000
1,502	Forecast Departmental budgets outturn	2,465
0	Forecast Departmental reserve usage	(1,645)
(1,240)	Forecast Corporate budgets outturn	(570)
262	Net Forecast overspend	**250**

5.2   The majority of the forecast overspend relates to continuing costs in relation to Looked after Children (LAC), including the cost of care proceedings.

5.3 In order to address the forecast 2017/18 over spend of £0.250m the following options are being explored and further details will be reported to a future meeting of Finance and Policy Committee:

- identify 'discretionary spending' which can be stopped, or delayed;
- reserves review has been completed. One off funding may need to be allocated to offset the overspend;
- capitalise existing revenue spending.

6. 2017/18 FORECAST GENERAL FUND OUTTURN – CHILDREN'S SERVICES COMMITTEE

6.1 The following table sets out the overall position for Child and Adult Services. Budgets are managed at a Departmental level and therefore a summary of the Departmental position is provided below broken down by Committee.

2016/17 Outturn £'000		Latest Forecast - Overspend/ (Underspend) £'000
(313)	Adult Committee	0
1,641	Children's Committee	2,602
0	Child and Adult Services - Salary Abatement and One-Off Income	(600)
0	Departmental Reserves - Children's Services	98
1,328	**Sub Total - Child & Adult Services**	2,100
	Planned use of Departmental Reserves	
0	Children's Services	(1,400)
0	**Sub Total - Planned use of Departmental Reserves**	(1,400)
1,328	**Net Overspend - Child & Adult Services**	700

6.2 Further details of the specific budget areas this Committee is responsible for are provided in **Appendix A**.

6.3 The forecast overspend relates to continuing costs in relation to Looked after Children (LAC), including the cost of care proceedings. As reported in the January 2017 MTFS these pressures arose in 2016/17 and it was recognised that these pressures would continue into 2017/18 and 2018/19.

6.4 These issues are not unique to Hartlepool and a report from the Local Government Association (LGA), published on 9th August 2017, highlighted that in 2016/17 75% of councils over spent on children's services. The LGA report also indicated that by 2020 they are forecasting a national funding gap for children's services of £2 billion.

6.5 To address the financial impact of these pressures the MTFS is predicated on using the one-off LAC Reserve with the aim of providing a longer lead time to hopefully manage demand to reduce costs back down to the level of the recurring budget. The outturn forecast reflects the planned use of £1.4m of the LAC Reserve in 2017/18. £1.6m remains in the LAC reserve and will be used in 2018/19 to contribute towards these pressures.

6.6 The January 2017 MFTS report also indicated that if demand cannot be reduced the Council will face a permanent budget pressure and this will increase the overall budget deficit. To avoid this pressure impacting on the 2018/19 budget it will be necessary to make additional contributions to the LAC Reserve and plans are being developed to achieve this.

6.7 This proposal will not provide a permanent solution, although it should provide a longer lead time to potentially reduce demand and / or for the Government to recognise that this is a national issue which they either need to address by providing additional new funding, or by reallocating existing Local Government funding via the Fair Funding Review. Clearly, if neither of these options are implemented the Council will face an increased budget deficit and will have to make permanent cuts in other areas to meet ongoing commitments in relation to Looked after Children costs.

7. 2017/18 CAPITAL PROGRAMME MONITORING

7.1 The 2017/18 MTFS set out planned capital expenditure for the period 2017/18 to 2018/19.

7.2 Expenditure against budget to the 30th September 2017 for this Committee is summarised in the following table and further details are provided in **Appendix B.**

	BUDGET		EXPENDITURE IN CURRENT YEAR				
	A	B	C	D	E	F	G
						C+D+E	F-B
Department	2017/18 and Future Years Budget	2017/18 Budget	2017/18 Actual at 30/09/2017	2017/18 Expenditure Remaining	Expenditure Rephased to 2018/19	2017/18 Total Expenditure	2017/18 Variance from budget
	£'000	£'000	£'000	£'000	£'000	£'000	£'000
Children's Services	6,745	6,745	1,368	5,377	0	6,745	0
Total Capital Expenditure	**6,745**	**6,745**	**1,368**	**5,377**	**0**	**6,745**	**0**

8. CONCLUSIONS

8.1 An updated assessment of the forecast 2017/18 budget outturn has been prepared, reflecting expenditure to date and forecast over the remainder of the year. As detailed in Section 5 a 2017/18 General Fund revenue budget over spend of £0.250m is forecast. This mainly reflects Children's Services pressures and potential Regeneration and Neighbourhoods income shortfalls. To address the forecast deficit the following options are being explored and further details will be reported to a future meeting:

- identify 'discretionary spending' which can be stopped, or delayed;
- reserves review has been completed. One off funding may need to be allocated to offset the overspend;
- capitalise existing revenue spending.

9. RECOMMENDATIONS

9.1 It is recommended that Members note the report.

10. REASONS FOR RECOMMENDATIONS

To update Members on the Committees forecast 2017/18 General Fund Revenue budget outturn and provide an update on the Capital Programme for 2017/18.

11. APPENDICES

Appendix A attached
Appendix B attached

12. BACKGROUND PAPERS

Strategic Financial Management Report – as at 30th September 2017 to Finance and Policy Committee 22.11.17
Medium Term Financial Strategy 2017/18 to 2019/20 report to Finance and Policy Committee 22.11.17.

13. CONTACT OFFICERS

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CHILDREN'S SERVICES

REVENUE FINANCIAL MONITORING REPORT FOR FINANCIAL YEAR 2017/18 as at 30th September, 2017

Approved 2017/2018 Budget £'000	Description of Service Area	September Projected Outturn Adverse/ (Favourable) Latest Forecast £'000	Director's Explanation of Variance
Children's Committee			
11,551	Children & Families	3,040	The budget was set on the basis of requiring £1.4m from reserves in order to balance the budget. The pressures were mainly within Looked After Children and as outlined in previous reports the department are continuing with the demand reduction policies to reduce costs back down to the level of the recurring budget. However, as these will take time to implement and gain traction departmental reserves were identified. The projected overspend has significantly increased since the budget was set and this is reflected in the projected outturn position. LAC numbers have continued to increase across both in-house and high-cost residential placements and this accounts for the main reason for the increased overspend.
2,846	Early Intervention Services	(388)	This reflects a combination of 'one-off' savings arising from staff vacancies, incremental drift and in-year grant funding, 2018/19 savings achieved in advance and forecast under spends across a range of Early Help non-pay budgets. Reserves for the Youth Service and Children's Hub are to be created from specific underspends in their respective budget areas.
5	Play & Care	10	
296	Youth Offending Service	(60)	Expected grant funding reductions did not occur in 2017/18 and there have been some temporary staffing savings arising from the recent restructure.
127	Access to Education	0	
120	Central Support Services	0	
512	Other School Related Expenditure	0	
544	Raising Educational Achievement	0	
247	Special Educational Needs	0	
158	Strategic Management	0	
16,406	**Children's Committee Sub Total**	**2,602**	
0	Departmental Reserves required to fund budget pressures	(1,400)	Budgeted use of reserves to help fund LAC pressures in the current financial year.
0	Additional Contribution towards Departmental Salary Abatement Target & One-Off Income	(600)	This is the achievement of salary savings over and above those budgeted at the start of the year and one-off income received from planned reductions in Direct Payment contingencies.
16,406	**Children's Committee Sub Total - (before Creation of Reserves)**	**602**	
Creation of Reserves			
0	Youth Service - Support towards the possible creation of a 'Mutual' Youth Service	30	Through a combination of holding vacant posts, ceasing non-essential spend and maximising income opportunities the Youth Service proposes to create a Youth Service reserve to support the work towards the Service potentially becoming a 'Mutual'; should the reserve not be required then it will be transferred to the existing LAC reserve.
0	Children's Hub - Improve IT Options	68	An additional contribution towards the Hub has been received from Stockton Borough Council. It is proposed to transfer this to the existing Children's Hub reserve to enable the implementation of an essential IT upgrade to the 'Dashboard' system which will create an interface between the two local authority social care systems removing the need to duplicate data recording.
16,406	**Children's Committee Total - Net of Reserves**	**700**	

CHILDREN'S SERVICES
PLANNED USE OF RESERVES

The above figures include the 2017/2018 approved budget along with the planned use of Departmental Reserves created in previous years.
The details below provide a breakdown of these reserves

	Children's Committee			
105	Early Intervention Reserve	105	0	This reserve is required in 2017/18 to fund additional Social Work posts however permanent funding has been included in the 2018/19 budget.
38	Wellbeing Fund	38	0	
27	Data Team	27	0	
45	SEND Team	45	0	
80	Education Commission	80	0	
167	Transforming Tees	167	0	
462	**Children's Committee Sub Total**	462	0	

MEMO:-	**Dedicated Schools Grant**			
5,207	Early Years	(45)	(4)	2 year old funding is forecast to overspend as take up is higher than the funding received. There is also uncertainty relating to the take up of the new 30hr per week provision for eligible 3/4 year olds from September.
8,331	High Needs	875	0	A funding strategy is being developed to manage this demand led budget. The overspend will be funded from reserves in 2017/18.
34,632	Schools	17	17	The Schools block is forecast to overspend, this is owing to the ongoing increase in licence costs.

CHILDREN'S SERVICES
CAPITAL MONITORING REPORT PERIOD ENDING 30TH SEPTEMBER 2017

Project Code	Scheme Title	BUDGET		EXPENDITURE IN CURRENT YEAR					Type of Financing	2017/18 COMMENTS
		A	**B**	**C**	**D**	**E**	**F**	**G**		
		2017/18 and Future Years Budget £'000	2017/18 Budget £'000	2017/18 Actual 30/09/2017 £'000	2017/18 Expenditure Remaining £'000	Expenditure Rephased into 2018/19 £'000	(C+D+E) 2017/18 Total Expenditure £'000	(F-B) 2017/18 Variance from Budget £'000		
Children's Committee										
8072 & 8218	Children's Centre's Capital	44	44	0	44	0	44	0	MIX	
8587	Brougham Primary School - Air Handling Unit Replacement	36	36	0	36	0	36	0	GRANT	
7388	Clavering Primary - Electrical Rewire	135	135	76	59	0	135	0	GRANT	
7387	Clavering Primary - KS2 Remodelling and Hall Expansion	324	324	99	225	0	324	0	GRANT	
8907	Clavering Primary - Roof Replacement	32	32	21	11	0	32	0	GRANT	Scheme Complete - Awaiting Final Account
7384	Devolved Schools Capital	354	354	19	335	0	354	0	GRANT	
7425	Eldon Grove Primary School - Increase Fence Line	26	26	25	1	0	26	0	RCCO	Scheme Complete - Awaiting Final Account
8948	Eldon Grove Primary School - Dining Room Extension	231	231	44	187	0	231	0	RCCO	
7390	Fens Primary School - Heating Distribution (Phase 3 of 3)	70	70	30	40	0	70	0	GRANT	Scheme Complete - Awaiting Final Account
7391	Fens Primary School - Resurfacing	35	35	32	3	0	35	0	GRANT	Scheme Complete - Awaiting Final Account
7399	Fens Primary School - Schools led Premises Work	6	6	6	0	0	6	0	RCCO	
8947	Fens Primary School - Heating Distribution (Phase 2 of 3)	9	9	4	5	0	9	0	GRANT	Scheme Complete - Awaiting Final Account
7393	Golden Flatts Primary School - Electrical Rewire	95	95	80	15	0	95	0	GRANT	Scheme Complete - Awaiting Final Account
8947	Golden Flatts Primary School - Heating Distribution	24	24	6	0	0	6	(18)	GRANT	Scheme Complete - Underspend returned to unallocated
8907	Golden Flatts Primary School - Roofing Replacement	40	40	27	13	0	40	0	GRANT	Scheme Complete - Awaiting Final Account
8906	Grange Primary School - Window Replacement	25	25	0	25	0	25	0	GRANT	
8907	Grange Primary School Roofing Replacement	60	60	40	20	0	60	0	GRANT	Scheme Complete - Awaiting Final Account
8457	Grange Primary School - Boiler Renewal	68	68	27	41	0	68	0	GRANT	
7394	Hart Primary School - SEND Adaptations	25	25	0	25	0	25	0	GRANT	
8718	High Tunstall School - Demolish Two Mobile Units	28	28	3	25	0	28	0	GRANT	
7396	High Tunstall School - Roofing - Block D	300	300	31	269	0	300	0	GRANT	
7392	High Tunstall School - Toilet Refurbishment - Block D	15	15	0	15	0	15	0	GRANT	Scheme on hold pending the new build specification.
8906	High Tunstall School - Window Replacement - Block D	140	140	0	140	0	140	0	GRANT	Scheme on hold pending the new build specification.
8547	Lynnfield School - Boiler Renewal	63	63	23	40	0	63	0	GRANT	Scheme Complete - Awaiting Final Account
8907	Lynnfield School - Roof Replacement	90	90	0	90	0	90	0	GRANT	
7392	Lynnfield School - Toilet Refurbishment	60	60	5	55	0	60	0	GRANT	Scheme on Hold
8604	Pupil Referral Unit - Replacement Doorsets with Security Doors	1	1		1	0	1	0	MIX	Scheme Complete - Awaiting Final Account
7586	Purchase of Computer Equipment - City Learning Centre	4	4	0	4	0	4	0	RCCO	
8947	Rift House Primary School - Heating Distribution (1 of 2)	55	55	30	25	0	55	0	GRANT	
8907	Rift House Primary School - Roofing Replacement	58	58	3	55	0	58	0	GRANT	Scheme Complete - Awaiting Final Account
8891	Rift House Primary School - Classroom Extension	578	578	396	182	0	578	0	MIX	
8906	Rift House Childrens Centre - Window Replacement	32	32	0	32	0	32	0	GRANT	Scheme on Hold
71477	Rift House - Fire Damage	72	72	72	0	0	72	0	MIX	Insurance
	Rift House - Language Lab	35	35	0	35	0	35	0	RCCO	
7392	Rossmere Primary School - Toilet Refurbishment	6	6	0	6	0	6	0	GRANT	
8906	Rossmere Primary School - Window Replacement	25	25	0	25	0	25	0	GRANT	
7421	School Travel Plans	2	2	0	2	0	2	0	GRANT	

CHILDREN'S SERVICES
CAPITAL MONITORING REPORT PERIOD ENDING 30TH SEPTEMBER 2017

| Project Code | Scheme Title | BUDGET | | EXPENDITURE IN CURRENT YEAR | | | | | Type of Financing | 2017/18 COMMENTS |
| | | A | B | C | D | E | F | G | | |
		2017/18 and Future Years Budget £'000	2017/18 Budget £'000	2017/18 Actual 30/09/2017 £'000	2017/18 Expenditure Remaining £'000	Expenditure Rephased into 2018/19 £'000	(C+D+E) 2017/18 Total Expenditure £'000	(F-B) 2017/18 Variance from Budget £'000		
8138	Schools General - BSF - ICT	53	53	1	52	0	53	0	GRANT	
9004	Schools General - Contingency	150	150	0	150	0	150	0	GRANT	
9004	Schools General - Funding Currently Unallocated	58	58	0	80	0	80	22	MIX	Increased by underspends on completed schemes
9004	Schools General - RCCO Earmarked for Asbestos Surveys	1	1	1	0	0	1	0	RCCO	
9004	Schools General - Suitability RCCO Unallocated	700	700	0	700	0	700	0	RCCO	
9004	Schools General - Basic Need	1,675	1,675	0	1,675	0	1,675	0	GRANT	
8788	Schools General - Universal Free School Meals	43	43	0	43	0	43	0	GRANT	
7397	Springwell Primary School - Mechanical Air Handling Units	19	19	4	15	0	19	0	GRANT	
8590	Springwell Primary School - Electrical Distribution System	39	39	35	0	0	35	(4)	GRANT	Scheme Complete - Underspend returned to unallocated
7419	Springwell Primary School - Conservatory Conversion	36	36	6	30	0	36	0	RCCO	
7422	St Cuthbert's Primary School - Mobile Unit Toilet Extension	88	88	0	88	0	88	0	RCCO	
7392	St Helen's Primary School - Toilet Refurbishment (KS2)	55	55	5	50	0	55	0	GRANT	
8947	St Helen's Primary School - Heating Distribution	1	1	1	0	0	1	0	GRANT	
	St Helen's Primary School - Language Lab	35	35	0	35	0	35	0	RCCO	
7423	Sacred Heart Primary School - Car Parking Extension	12	12	0	12	0	12	0	RCCO	
7420	Stranton Primary School - Access Road and Pathways	10	10	0	10	0	10	0	RCCO	
7423	Stranton Primary School - Car Parking Extension	116	116	116	0	0	116	0	RCCO	Scheme Complete - Awaiting Final Account
8907	Throston Primary School - Roofing (Phase 1 of 2)	75	75	49	26	0	75	0	GRANT	Scheme Complete - Awaiting Final Account
TBC	Throston Primary School - Convector Fan Renewal	10	10	0	10	0	10	0	GRANT	
7521	Two year old Free Nursery Entitlement Capacity Building	23	23	0	23	0	23	0	GRANT	
7385	Ward Jackson Primary School - Disabled Access to Classroom	2	2	2	0	0	2	0	RCCO	Scheme Complete - Awaiting Final Account
8950	West Park Primary School - Rectify Sound Issues to Extension	6	6	0	6	0	6	0	RCCO	
7386	West Park - Early Years Extension	187	187	20	167	0	187	0	GRANT	
8653	West View Primary School - Early Years Foundation Stage Improvements	148	148	29	119	0	148	0	RCCO	
	Children's CommitteeTotal	**6,745**	**6,745**	**1,368**	**5,377**	**0**	**6,745**	**0**		

Key

RCCO	Revenue Contribution towards Capital	GRANT	Grant Funded
MIX	Combination of Funding Types	CAP REC	Capital Receipt
UCPB	Unsupported Corporate Prudential Borrowing	UDPB	Unsupported Departmental Prudential Borrowing
SCE	Supported Capital Expenditure (Revenue)	SPB	Supported Prudential Borrowing

CHILDREN'S SERVICES COMMITTEE

12th December 2017

Report of:	Director of Children's and Joint Commissioning Services
Subject:	SEND (Children with Special Educational Needs and Disabilities) UPDATE REPORT

1. TYPE OF DECISION/APPLICABLE CATEGORY

1.1 For information.

2. PURPOSE OF REPORT

2.1 To update members of Children's Services Committee in relation to SEND (Special Educational Needs and Disabilities).

3. SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) REFORMS

3.1 The Special Educational Needs and Disability (SEND) provisions in the Children and Families Act 2014 were introduced on 1 September 2014. From September 2014, children or young people who are newly referred to a local authority for assessment are considered under the new Education, Health and Care (EHC) plan assessment process.

3.2 An EHC plan details the education, health and social care support that is to be provided to a child or young person who has Special Educational Needs (SEN) or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies and services involved with the child or young person. The EHC plan sets out the child's needs and the extra help they should receive.

3.3 The legal test of when a child or young person requires an EHC plan remains the same as that for a statement under the Education Act 1996. Transferring children and young people with statements of SEN to EHC plans has had a phased approach with all transfers having to be completed by March 2018.

3.4   In addition, the previous 'School Action' and 'School Action Plus' categories were replaced by a new category 'SEN support'. All transfers to this category had to take place by 2015. The children or young people identified in this category receive extra or different help from that provided as part of the school's usual curriculum. The class teacher and special educational needs co-ordinator (SENCO) may receive advice or support from outside specialists.

3.5   The SEND code of practice: 0 to 25 gives detailed information on the reforms. The Code of Practice provides guidance to help the Local Authority, schools, health services and social care more identify children with SEN.

4.   **HARTLEPOOL INFORMATION**

4.1   In Hartlepool schools 2.4% of children have a statutory EHC Plan of which the current national figure is 2.8%. In Hartlepool following the SEND reforms in September 2014 pupils on EHC Plans have increased from 326 in 2012 to 549 at the end of the academic year 2016-17; this equates to a 68% increase. The table below shows the projected increase in the number of EHCPs being managed by Hartlepool Borough Council should the increase in numbers continue at the same rates.

No. of EHC Plans

Year	Total Plans
13/14	380
14/15	434
15/16	486
16/17	549
17/18	623
18/19	710
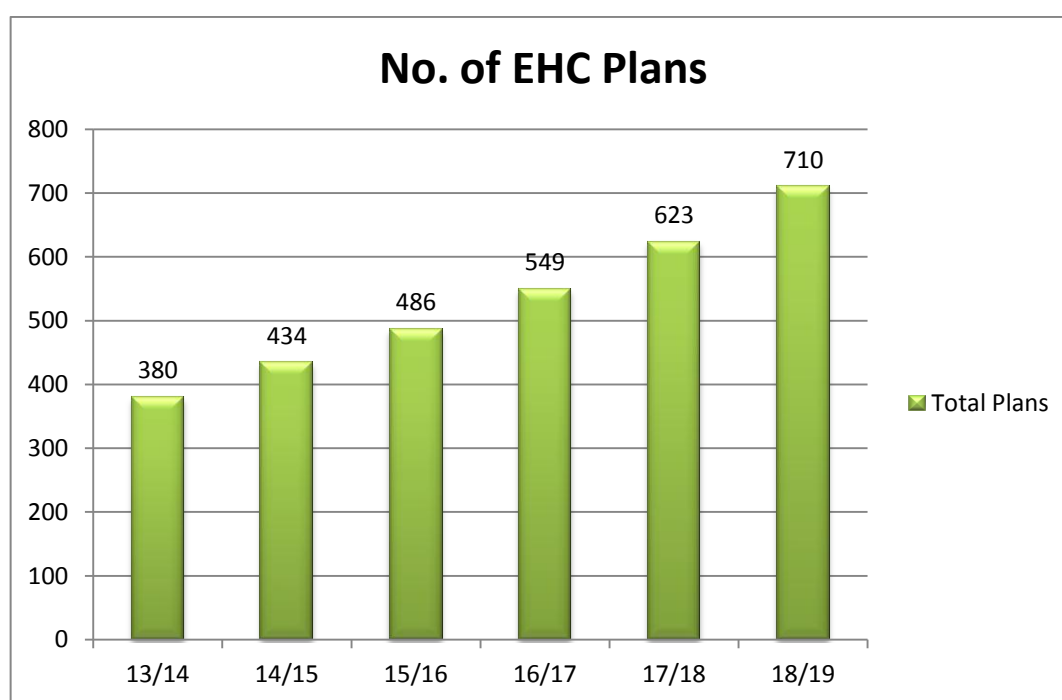
4.2   The number of EHC plans has increased due to a number of influencing factors:
   - The extended age range from 0 to 25 years, where previously the legal framework ceased at 19 but many Statements of SEN ceased prior to this age.
   - The impact of the advancement of medical sciences extending the life span and survival rate of children and young people.

- The complexity of needs that are being seen.

4.3 The local authority consider requests for EHC needs assessments at a monthly SEND panel to determine that the criteria for assessment has been met and that a graduated response has been followed prior to the request. The Panel provides a gate keeping and advisory role. Below details the number of requests received for consideration for assessment and the numbers accepted or declined.

	Assessment requests	Approved	Declined
2014-15	70	54	16
2015-16	74	52	22
2016-17	85	63	22

4.4 The requests for statutory EHC requests over the same period show that there is a clear prevalence of need in males over that of females.

	Male	Female
2014-15	37	17
2015-16	40	12
2016-17	38	25

4.5 Performance in relation to Education, Health and Care Plans is currently 67% of assessments being undertaken in timescales (20 week) and we are on track to transfer all statements of education to Education, Health and Care Plans by April 2018 as per DfE requirements.

5. AREAS OF NEED

5.1 The areas of need identified within the EHC cohort are as follows:

	2015/16	2016/17
Autistic Spectrum Disorder	74	95
Hearing Impaired	10	12
Moderate Learning Difficulties	24	24
Physical Disability	38	52
Profound and Moderate Learning Difficulties	9	9
Social, Emotional, Mental Health	50	72
Speech, Language, Communication Needs	42	46
Severe Learning Difficulties	44	41
Specific Learning Difficulties	5	7
Visually Impaired	7	8

5.2   The children and young people with EHC plans attend the following settings

	Maintained	Special	Independent	Electively home educated	Alternative Education
2015-16	150	138	11	3	1
2016-17	173	166	22	3	2

5.3   The above table shows a breakdown for pre 16 children across the foundation stage, primary and secondary phases of education. This indicates the rise in number of children with an EHCP. This in turn has an impact on all the education establishments in terms of capacity. In total 21 children and young people access provision outside of Hartlepool due to capacity and the ability to meet need from the schools in town. The specific identified need of the child and young person is a contributory factor to attending provision out of Hartlepool. Specialist HI/VI units are commissioned on a Tees wide basis, therefore pupils with the highest need in this area travel to access specialist teaching.

5.4   In line with National trends the most common type of need for children and young people with EHC plans in Hartlepool is that of Autistic Spectrum Disorder (ASD). However the next significant area of need in Hartlepool is Social, Emotional and Mental Health (SEMH) as opposed the national prevalence of Speech, Language and Communication needs (SLCN).

6.   SEND INDICATORS

6.1   It is important that all SEND children have access to high quality services to meet their needs for them to achieve their full potential. It is therefore important to monitor these outcomes for this group of children to ensure that we are meeting needs appropriately and that we understand whether these children are reaching their potential. These indicators should offer insight into whether services should be commissioned differently. The development of a SEND performance framework is being explored. This is proving to be challenging due to the complexity of all providers. Information is captured by the LA, schools and different health providers.

        Work is ongoing to improve the capture of data and a new system called EYES is being implemented. This system will allow automatic reporting on a objectives within a child's EHC plan. It is hoped that this system will be in place from April 2018.

6.2   Exclusions

        It is expected that children with SEND should be held to the same high standards of behaviour as their peers. However schools are expected in law to make reasonable adjustments. In general schools in Hartlepool do understand and support by accessing services through the local authority to

receive advice and interventions to prevent or reduce the number of incidences of exclusion for SEND.

	EHCP	SEN support	PEx EHCP
2014-15	0	0	0
2015-16	6	3	0
2016-17	17	143	1

The number of incidents of fixed term exclusion have risen steadily over the past three school years for the whole SEND cohort, especially in relation to those at SEN Support. This is reflective of the increase across all schools, particularly secondary for the whole school population. The local authority continues to work with schools to try and reduce the impact of exclusion for all students but in particular those with SEND.

6.3 Work is ongoing to also capture attendance data which is an important indicator for all children but especially important for our SEND cohort. The LA are reliant on capturing the attendance data from schools and this is not always uploaded by schools therefore the current information held by the attendance team would not be able to give a full picture.

6.4 There is currently no mechanism within health systems to identify the SEND cohort to monitor health indicators. This is an important element that is missing and work is ongoing within the SEND Improvement Plan to address this including data sharing of the cohort.

7. **NEXT STEPS/ SEND IMPROVEMENT PLAN**

7.1 As previously reported to committee a SEND inspection took place in October 2016 with a number of recommendations. These recommendations are included within a SEND improvement plan which is attached as Appendix A.

7.2 The focus over the next six months will be:
- A strategic review of all elements of work to ensure that collectively we understand need and commission services to meet those needs within Hartlepool. This includes the bringing together of a number of elements of work which includes: SEMH Review, ARP review, Joint Commissioning with health.

8. **RISK IMPLICATIONS**

8.1 The numbers of children with additional needs is increasing with needs changing. There is a risk that if this is not understood there will lack of appropriate provision to meet these needs. Work is underway to review the additionally resourced provision within Hartlepool to ensure that these needs can be met within Hartlepool.

9.   FINANCIAL CONSIDERATIONS

9.1   The High Needs Block within the Dedicated Schools Grant funds the provision for children with additional needs. This budget is the subject of another committee report (12th December 2017) which sets out the current budget situation and proposals to ensure that this budget is not overspent.

10.   LEGAL CONSIDERATIONS

10.1   There are no legal considerations within this report.

11.   CONSULTATION

11.1   Officers work closely with parents through the Parent/Carer Led Forum and the chair of the Forum is a member of the SEND Improvement Board. Work is ongoing to ensure that parents are fully involved with the design of the services as included within the action plan attached (Appendix A)

12.   CHILD AND FAMILY POVERTY (IMPACT ASSESSMENT FORM TO BE COMPLETED AS APPROPRIATE.)

12.1   There are no specific child and family poverty issues within this report.

13.   EQUALITY AND DIVERSITY CONSIDERATIONS (IMPACT ASSESSMENT FORM TO BE COMPLETED AS APPROPRIATE.)

13.1   All children with additional needs are supported as appropriate based on their needs.

14.   STAFF CONSIDERATIONS

14.1   There are no staffing considerations within this report.

15.   ASSET MANAGEMENT CONSIDERATIONS

15.1   There are no asset management considerations within this report.

16.   RECOMMENDATIONS

16.1   For members to note this report.

17.   REASONS FOR RECOMMENDATIONS

17.1   To ensure that members are aware of the issues in relation to SEND.

18.   BACKGROUND PAPERS

SEND Code of Practice: 0-25 years
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

19.   CONTACT OFFICERS

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Hartlepool Borough Council & Hartlepool and Stockton-on-Tees Clinical Commissioning Group
SEND Action Plan UPDATE NOVEMBER 2017

1. Develop an Integrated Early Help pathway that identifies needs at the earliest possible opportunity and where families are supported. Produce a visual representation of the pathway that parents understand and use to access the support they need when they need it.

Objective	Specific Actions	By Whom?	By When	Progress
1.Review and consolidate previous pathways/process maps and standardise a child's / parent's / carer's journey from early identification through to statutory support	Initial development session with Health Visitors, School Nurses and Family Nurse Partnership to ensure that LA are fully aware of all aspects of pathway (children's community health services transferring to LA)	Head of Service, Early Help	July 2017	**Complete (Information has been collated to use in multi agency sessions in Nov/ Dec)**
	Future in Mind workshop to take place to share best practice from first phase (2016/17) and identify the vision for emotional wellbeing for the whole town.	Senior Educational Psychologist	September 2017	**Complete** All information was presented to Children's Strategic Partnership on 26th Sept to be used to inform the review of the HWB strategy and Children and Young's People Plan
	Multi agency development sessions to write the universal pathway for children and	Assistant Director, CS Head of	Dec 2017	9th November **completed** – draft universal pathway mapped Sessions in diary for:

	identify the checkpoints on the journey to result in a mapped journey that can be shared with parents	Service Early Help Senior Educational Psychologist		9th Nov, 16th Nov, 11th Dec, 19th Dec Including HV, FNP, Early Help, Small Steps, SALT, parents, SEND team, CCG, social care,
	Share the draft mapped journey with workforce colleagues to commission the workforce development elements of the pathway	Assistant Director, CS Head of Service Early Help	February 2018	
	Share the draft mapped journey with parents to develop further and refine and identify ways to present to all parents.	Assistant Director, CS Head of Early Help, Chair of Parent Led Forum	February 2018	
	Communications team to develop the child and family's journey in a format that is accessible for all families.	Head of Service, Early Help	March 2018	
	Pathway to be published and distributed to parents.	Assistant Director, CS Head of Early Help, Chair of Parent Led Forum	March 2018	

	Early Help pathway to be published on local offer	Assistant Director, CS Head of Early Help, Chair of Parent Led Forum		

2. To develop an ASD pathway that is shared with parents

Objective	Specific Actions	By Whom?	By When	Progress
	LA session externally facilitated to map LA functions/ services across ASD pathway	Head of commissioning and strategy(CCG)		
	ASD 3P event to be held to map ideal ASD pathway	Head of commissioning and strategy(CCG)		
	ASD project group established	Head of commissioning and strategy(CCG)		

3. Development and implementation of a Communication Strategy to ensure that parents are provided with the clear and timely information, advice and support that they need.

Objective	Specific Actions	By whom?	By when?	Progress
Communication plan to be in place to ensure parents understand the work being carried out within this SEND Improvement Plan	Ensure that parent led forum chair is invited to the SEND Improvement Board	Assistant Director, CS	June 2017	**Completed**
	Communications to be shared with parents to explain work currently being undertaken	Information, Advice and Support Service for SEND

Parent Led Forum Chair | Dec 2017 | |
| Parents to carry out full review of the information, advice and support that families need at all stages and make proposals on any changes needed within the system | Local Offer to be reviewed through a peer review | Information, Advice and Support Service for SEND | September 2017 | **Completed** |
| | Develop peer review recommendations into a Local Offer Action Plan | Information, Advice and Support Service for SEND | September 2017 | **Completed** |

		Parent Led Forum Chair		
	Implement Local Offer Action Plan	Information, Advice and Support Service for SEND Parent Led Forum Chair	March 2018	**Part completed (see attachment**

4. Develop a shared understanding of whether are children with SEND are achieving good outcomes

Objective	Specific Actions	By Whom?	By When?	Progress
1. Develop an initial performance framework using single agency cohort data to ensure that the partnership can track outcomes for children with SEND	Complete an initial performance data briefing with the information we currently collect - Education - Social Care - Health	SEND Manager Speech and Language Therapy Professional Lead	December 2017	Committee report being presented 13th December 2017 Establish 6 monthly reporting to Children's Services Committee/ Children's Strategic Partnership
	Data Set framework to be developed in order to report on single agency cohort data. Meeting to be arranged with school improvement, attendance to look at ways of collating data.	SEND Team	January 2018	Meeting held with Louise Allen to discuss data to be collected on a termly basis with the view to be reporting annually. Groups identified.
	Establish a regular reporting mechanism to report to the SEND Improvement Board	SEND Team	September 2018	SEN Support Leaflets have been developed and sent to schools to inform parents of data sharing for pupils on SEN Support as at present schools hold this information. **Completed** Data to be collected from October census. Outcome template built into EYES System to track if outcomes have been achieved, partially achieved or not achieved.

| | | | | Completed

Once data in input into EYES reports can be run quarterly to track outcomes of individuals and/or specific cohort groups. |
|---|---|---|---|---|
| 2.Development of an outcomes framework for children with SEND | Review each agencies approach to capturing outcomes – identifying best practice to share across the partnership | Speech and Language Therapy Professional Lead | | **Complete** |
| | EHCP to be redrafted to include: "All about me" section to include child specific outcomes linked to aspirations Section B – identifying the young person's primary areas of needs | Send Manager | October 2017 | Partners have agreed to use the preparing for adulthood themes for the integrated outcomes framework EHCP paperwork has been redrafted **Completed** |
| | Annual review paperwork to be redrafted | SEND Manager | October 2017 | Annual Review Paperwork has been redrafted to include outcomes and review of previous outcomes. **Completed** |
| | Consultation to take place with parents in relation to this change in the paperwork: Parent Led Forum session Individual workers to ask parents as reviews arise | SEND Manager

Speech and Language Therapy Professional Lead | October 2017 | Consultations have taken place with parents and changes discussed. All consulted were happy with new format. **Completed** |
| | Review the co-ordinated | SEND Manager | December 2017 | Volunteers (PSAs and SENCOs) have |

	support plan alongside the Early Help Assessment to see if they can be merged/ aligned			been identified and meeting set for Dec. Draft Coordinated support plan shared at parents during Parent Led Forum. Parents happy with format so far.
	EHCP case worker guidance handbook to be developed for the workforce	SEND Manager/ Children's commissioning	December 2017	EHCP case worker handbook is in the process of being developed. This will detail structure of meetings and EHC process – To be completed by December 2017. Also easy access guidance notes for professionals (Health and Social Care) are being developed– To be completed by December 2017 **In Progress**
	Development of a measurement scale for assessing outcomes consistently used by all partners – development session? - Awareness raising sessions with the workforce	Speech and Language Therapy Professional Lead		Outcomes measure built into electronic EYES system. Outcomes can now be recorded as achieved, partially achieved or not achieved. Drop down boxes allow workers to identify reasons and free text box for further information. Need to ensure drop down boxed are used so that reports can be pulled from the system. **Completed** Need development sessions/awareness raising sessions with the workforce
	Template document to be developed for services to use for contributions to meetings if they are unable to attend	SEND Manager	October 2017	Annual Review paperwork has been developed. This need to be shared with services and completed ready for Annual Review Meeting or send prior to meeting if unable to attend.

				Completed
	Framework to be approved by SEND Improvement Board	Head of SEND	January 2018	
	Share the new outcomes framework with the workforce so all understand the need to capture outcome measures and progress for individual children	SEND Manager	January 2018	
Established reporting mechanism which can be used to commission services	Establish reporting mechanism for the individual outcomes to be presented as cohort data	SEND Team	September 2018	Once all information is input into EYES, we will be able to run reports in order to inform commissioning using the drop down boxed built into the system.
	Use the outcome data to understand which services are working well or not so well to inform commissioning arrangements.	SEND Team	September 2018	Once all information is input into EYES, we will be able to run reports in order to inform commissioning using the drop down boxed built into the system.

4. Ensure that the area fully understands the needs of our SEND children and uses this to inform commissioning of services leading to the development of an integrated commissioning framework

Objective	Specific Actions	By Whom?	By When?	Progress
Establish data sharing processes which allow for - Basic capturing of the EHCP cohort across all agencies - Basic capturing of the SEN support cohort across all agencies - Allows all agencies to know who has an EHC to allow for agencies to be mindful of the needs of the child and family when they are supporting them - Establishes an	Phase 1 – EHCP cohort identified and shared with partner agencies to allow pseudonymised matching of data	Head of commissioning and strategy(CCG) Strategic Commissioner, Children's (HBC)	July 2017	**Completed**
	Submission of the IG Toolkit demonstrating information security arrangements	Head of commissioning and strategy (CCG) Strategic Commissioner, Children's (HBC)	July 2017	**Completed**
	Progress with Information Governance policy with all partners	Head of commissioning and strategy (CCG) Strategic Commissioner, Children's(HBC)	October 2017	
	Authorisation from NHS Digital for NECS	Head of commissioning and	October 2017	

ongoing process for all agencies to know those who begins an EHC plan	to carry out pseudonymisation of data to support data analysis	strategy (CCG)		
	TEWV and Foundation Trust provide NECS with details of children, young people on EHCP accessing services	Head of commissioning and strategy (CCG)	December 2017	
	Phase 2 – SEN support cohort identified and shared with partner agencies to allow pseudonymised matching of data	Head of commissioning and strategy (CCG) Strategic Commissioner, Children's(HBC)	January 2018	Consent being sought through SEND support paperwork
Complete a strategic needs analysis to inform the commissioning strategy	Map all services currently being commissioned – schools, CCG, LA	Head of commissioning and strategy (CCG) Strategic Commissioner, Children's(HBC)	December 2017	
	Carry out an ARP	Strategic	Nov 2017	**Completed consultation**

	review – consultations with schools	Commissioner, Children's(HBC)		Commissioning to take place Jan onwards with places being redistributed from Sept 2018
	Phase 1 - implementation of MLD	Strategic Commissioner, Children's(HBC)	Sept 2018	
	Phase 2 – implementation SEMH		Sept 2019	
	Collate all needs information and review and amend the JSNA	Head of commissioning and strategy (CCG) Strategic Commissioner, Children's(HBC)	March 2018	
	Establish a joint commissioning working group with schools, LA and CCG Working group to explore priorities for joint commissioning	Head of commissioning and strategy (CCG) Strategic Commissioner, Children's(HBC)	Dec 2017	
	Develop a commissioning	Head of commissioning and	April 2018	

	strategy based on the needs identified in JSNA	strategy (CCG) Strategic Commissioner, Children's(HBC)		

5. Implementation of a Statutory assessment notification pathway

Objective	Specific Actions	By Whom?	By When?	Progress
1. Agreed pathway of notification of statutory EHC cohort into Foundation Trust, TEWV and social care	Phase 1 – EHCP cohort identified and shared with partner agencies to allow pseudonymised matching of data	Head of Service and Manager SEND service. Data team TEWV NTHT	May 2017	**Completed**
	Further update of data to be shared across agencies to ensure cohort is current with agreed transfer of data ongoing on a monthly basis subject to IG agreements.	Head of Service and Manager SEND Data team TEWV NTHT	October 2017	
2. Enhanced 20 week pathway identifying notification points and clear flow of information requests with regard to	Re-mapping of 20 week timeframe with process including notification and decision making	Head of Service SEND	September 2017	**Completed** Completion rates have improved over last academic years: 14/15 – 22 out of 54 completed on time 40%

statutory timescales	points being explicit.			15/16 – 4 out of 52 completed on time 7%
				16/17 – 42 out of 63 completed on time 67%
	Transfer all existing Statements of SEN to EHC Plans undertaking as new assessments.	Head of Service SEND SEND Manager SEN Officers	March 2018	**All but 7 have been transferred (Oct 2017)**
	Reviewed documentation to support the provision and collection of information to support the overall assessment of need.	SEND Manager	September 2017	All paperwork has been reviewed and circulated to schools and agencies. Awaiting feedback.
3. Enhanced pathway for annual reviews giving clarity of notifications and information requests	Annual review paperwork has been developed in a multi agency arena.	Head of Service SEND SEND Manager	October 2017	Draft forms are now available to start consultation. Initial consultation has taken place with Parent Carer Forum.
	Multi agency group to be convened to explore the annual	Head of Service SEND	January 2018	

	review process.	SEND Manager		
4.Disemination of enhanced pathways for EHC needs assessments and annual reviews to parents/carers, CYP and the workforce.	Information to be cascaded through agencies, families and young people	Head of Service SEND SEND Manager	February 2018 Ongoing	Consultation has taken place with Parent Carer Forum. Shared with parents at review meetings Started consultation through SENDCo forum.

Owners: Danielle Swainston, Assistant Director, Children's Services, Hartlepool Borough Council
            Jean Golightly, Director of Nursing and Quality, NHS Hartlepool and Stockton-on-Tees CCG

Last reviewed: November 2017
Next review: December 2017

CHILDREN'S SERVICES COMMITTEE

12 December 2017

Report of:	Director of Children's and Joint Commissioning Services
Subject:	FULL OFSTED INSPECTION OF EXMOOR GROVE CHILDREN'S HOMES

1.   TYPE OF DECISION/APPLICABLE CATEGORY

1.1   For information.

2.   PURPOSE OF REPORT

2.1   The purpose of this report is to present to Children's Services Committee the recent full inspection report of Exmoor Grove Children's Home by OFSTED which took place on 11th and 12th September 2017 and for members to note the report (attached as **Appendix A**).

3.   BACKGROUND

3.1   Inspections of children's homes are unannounced. Ofsted have a duty to inspect children's home twice a year with a full inspection being once a year under the Children's Home regulations.

3.2   A new social care common inspection framework (SCCIF) has been introduced from April 2017. The SCCIF means that:

- Inspectors apply the same judgement structure across the range of settings delivering social care services;
- the experiences and progress of children and other service users, wherever they live or receive help, are central to inspections;
- there are key areas of evidence that Ofsted usually report on at each inspection

3.3 Inspectors use the following criteria to inspect social care providers:

- The overall experiences and progress of children and young people
- How well children and young people are helped and protected
- The effectiveness of leaders and managers

3.4 The inspection judgements and descriptions for a full inspection are:
- Outstanding
- Good
- Requires Improvement
- Inadequate

4. INSPECTION FINDINGS

4.1 The full inspection of Exmoor Grove took place on 11th and 12th September 2017 against the new framework (SCCIF) and the home was judged as **Outstanding** overall. The inspection report is attached as **Appendix A**. The children's home was found to be outstanding because:

- Children and young people's day to day experiences and future life opportunities are enhanced as they make outstanding progress in developing social and life skills.
- Children and young people thrive and have fun as they are empowered to participate in inclusive activities which enrich their lives.
- The consistent implementation of excellent behaviour management techniques empowers children and young people to learn self protection and coping skills.
- An inspirational management team leads a passionate, skilled and enthusiastic staff team.
- Excellent collaborative working between the home, parents and all partners agencies ensures consistent and positive outcomes for children and young people.

There were no areas of development identified within the inspection.

5. RISK IMPLICATIONS

5.1 There are no risk implications specifically identified for this report.

6. FINANCIAL CONSIDERATIONS

6.1 There are no financial considerations within this report.

7.   LEGAL CONSIDERATIONS

7.1   There are no legal considerations within this report.

8.   CONSULTATION

8.1   This is not applicable for this report.

9.   CHILD AND FAMILY POVERTY (IMPACT ASSESSMENT FORM TO BE COMPLETED AS APPROPRIATE.)

9.1   There are no child and family poverty considerations within this report.

10.   EQUALITY AND DIVERSITY CONSIDERATIONS (IMPACT ASSESSMENT FORM TO BE COMPLETED AS APPROPRIATE.)

10.1   The inspection outlines how the children's home practice is sensitive and responsive to age, disability, ethnicity, faith, or belief, gender, gender identity, language, race and sexual orientation.

11.   STAFF CONSIDERATIONS

11.1   There are no staff considerations however it needs noting the outstanding work and commitment of the manager and team in receiving such a positive inspection outcome.

12.   ASSET MANAGEMENT CONSIDERATIONS

12.1   There are no asset management considerations.

13.   RECOMMENDATIONS

13.1   For members to note the positive inspection report for Exmoor Grove Children's Home. The provision has been judged to be outstanding which is the highest outcome.

14.   REASONS FOR RECOMMENDATIONS

14.1   It is important that members are kept up to date with the effectiveness of local authority provision.

17.12.12 7.3 full ofsted inspection of exmoor grove children's home

15.   **BACKGROUND PAPERS**

None

16.   **CONTACT OFFICERS**

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7.3

APPENDIX A

SC030967

Registered provider: Hartlepool Borough Council

Full inspection
Inspected under the social care common inspection framework

Information about this children's home

This home provides accommodation for up to eight children and young people who have learning disabilities. It is owned and operated by a local authority.

Inspection dates: 11 to 12 September 2017

Overall experiences and progress of children and young people, taking into account	**outstanding**
How well children and young people are helped and protected	outstanding
The effectiveness of leaders and managers	outstanding

The children's home provides highly effective services that consistently exceed the standards of good. The actions of the children's home contribute to significantly improved outcomes and positive experiences for children and young people who need help, protection and care.

Date of last inspection: 28 February 2017

Overall judgement at last inspection: Improved effectiveness

Enforcement action since last inspection:

None

Key findings from this inspection

This children's home is outstanding because:

■ Children and young people's day-to-day experiences and future life

opportunities are enhanced as they make outstanding progress in developing social and life skills.

- Children and young people thrive and have fun as they are empowered to participate in inclusive activities which enrich their lives.

- The consistent implementation of excellent behaviour management techniques empowers children and young people to learn self-protection and coping skills.

- An inspirational management team leads a passionate, skilled and enthusiastic staff team.

- Excellent collaborative working between the home, parents and all partner agencies ensures consistent and positive outcomes for children and young people.

- There were no breaches of regulation identified at this inspection.

Recent inspection history

Inspection date	Inspection type	Inspection judgement
28/02/2017	Interim	Improved effectiveness
24/08/2016	Full	Outstanding
19/02/2016	Interim	Sustained effectiveness
24/09/2015	Full	Good

Inspection judgements

Overall experiences and progress of children and young people: outstanding

Children and young people are provided with an excellent range of stimulating activities in comfortable surroundings on their short breaks or while living in this home. Each bedroom is equipped and decorated to individual taste, allowing children and young people to feel secure. The sense of belonging that this engenders allows children and young people to blossom as they build trusting attachments with staff and friendships with each other. Children and young people thrive as a result of the consistent and nurturing care that they receive. They thoroughly enjoy their time at the home, where they are empowered to take safe risks and develop their interests. Children and young people are happy and fulfilled, which enhances their social skills while improving their quality of life. A parent said, '[Name] has a life now thanks to [home's name]. I think they are more than outstanding here. There should be a judgement for superb because that's what they are.'

Exceptional care planning details every aspect of a child or young person's diverse needs and how that is to be achieved. Photographs are taken of every success and key workers carefully monitor progress. By linking achievements to their Asdan targets, children and young people receive certificates, which they take great pride in taking home to their families. In addition, the introduction of 'WOW' sheets, when a child or young person develops a new skill, gives them and their families a permanent recorded reminder of the steps they are taking. Children and young people learn independence and self-care skills in line with their abilities. They make significant progress in all aspects of their lives, whether it be sleeping through the night, using cutlery to eat their meals, or being able to tolerate spending time with their peers.

Children, young people and their parents enjoy exceptional relationships with the nurturing and skilled staff team. These trusting bonds empower children and young people to grow and develop new skills at their own pace. Parents have complete confidence in the staff to care for their children well. This promotes partnership working that benefits children and young people, as lessons learned while on their breaks can be taken back to their family home. A parent said, 'There is nothing more they could do to make things better for him. They are the best thing that has happened in [Name's] life, because he's starting to get some independence skills like putting his own clothes on because they are so patient with him. They are definitely outstanding here.'

The nurturing, experienced and skilled staff demonstrate an exceptional commitment and enthusiasm for their roles. They take on responsibility for different areas that will enhance children and young people's lives and contribute towards the outstanding progress children and young people make, for example developing the outcomes and 'WOW' sheets, the Asdan programme and the communication profiles. A social worker said, 'The resources are complemented by the dedicated staff who support not only children but families to make progress.'

The majority of children and young people attending the home do so for a short break, therefore their parents remain responsible for their education and health outcomes. Nevertheless, the staff work closely with education providers to ensure that the same

methods of communication are used and targets worked towards. This ensures consistent messages for children and young people empowering them to thrive.

Children and young people's individual health needs and learning disabilities are very carefully planned for. Some young people have complex health conditions necessitating daily medication. Excellent procedures ensure that these medications are administered without concern or risk. Children and young people's emotional health and well-being significantly improve as they enjoy their time in the home, building lasting friendships and learning social and life skills. A social worker said, 'Staff work very closely with parents and carers in promoting sleep. Parents listen more to [home's name], which knows the children better than the community nurses or us. So there has been some really, really good progress in sleeping that is transferred to home.'

The majority of children and young people who use this service have limited, or no, verbal communication skills. Outstanding staff members have developed individual communication profiles for each child, ensuring that their wishes and feelings are captured. All information, from the children's guide to menus and greetings, are available in written word, pictorial, Makaton and voice systems. These include small hand-held devices that say specific words such as hello, goodbye and thank you, so that children and young people can 'say' these words if they wish. As a result of this exceptional practice, children and young people grow in confidence to express themselves, which boosts their self-esteem and social skills.

Enabling and encouraging children and young people to participate in inclusive activities in the community is a major strength in this home. Children and young people take part in such diverse activities as wheelchair ice skating and attending musical theatre. These experiences broaden their horizons and would not have otherwise have been available to them. A parent said, 'I felt such a failure letting him come here, but it is the best thing for him. He will eat breakfast with his little friend, and he won't even eat in the same room as us at home. He's actually having a social life and he's 14 and so he should be able to have a social life.'

How well children and young people are helped and protected: outstanding

Extensive generic and individual risk assessments ensure that all hazards faced by children and young people are known and planned for. Parents are actively involved in agreeing proposed actions to safeguard children and young people, who are protected by these measures. One social worker commented, 'The mixture of positive risk taking and safety is considered well.' Another said that, 'The home has an excellent safety record and I have no concerns regarding my young people in placement.'

Children and young people do not experience any bullying, as high staffing levels and the proactive actions taken by staff to build relationships and prevent such behaviours protect the children and young people. However, the proactive manager and staff team are aware that children and young people are vulnerable to bullying in other settings and so work hard with them to understand how to protect themselves and not to become bullies. The innovative use of visual stimulation, such as the 'pinky promise' and the 'safe hands tree', empowers children and young people to develop this understanding.

There have not been any missing episodes from the home as a result of appropriate

safety measures and the high staffing levels. The management team ensures that all staff understand the risks posed to vulnerable children and young people of sexual exploitation and grooming. This provides effective safeguards.

The well-trained and enthusiastic staff team effectively applies behaviour management plans extremely well. Due to children and young people's level of understanding, sanctions are not used. Instead, they each receive points as rewards for good behaviours, which are traded for a gift of their choice. Rewards can be for simple things such as going for walks, picking meal choices, engaging in picnics with their peers, or learning to ride the trike and scooter. Children and young people learn invaluable social and life skills while they understand the benefits of behaving appropriately and having fun.

Children and young people's learning disabilities, or the onset of puberty leading to impulsive behaviours, mean that they can become aggressive. The effective implementation of up-to-date behaviour management systems to deflect such behaviours has had a significant impact. The use of physical intervention has dramatically reduced to just six restraints since the last inspection. In addition, much-improved recording after each event ensures that all those involved learn from the experience. A parent said, '[Name] can be quite aggressive at times and staff manage and divert this very well. He needs constant supervision. The staff are fantastic and I feel he is totally safe in their care.'

Excellent safeguarding procedures ensure that staff know exactly what to do if there were to be a child protection concern. The manager and staff are fully aware that some of the children and young people in their care could be susceptible to grooming as they wish to belong in their community. Staff are well trained in identifying and addressing the risks posed by radicalisation and extremism. This knowledge, and the work undertaken with children and young people to build their feelings of self-esteem and self-worth, protect them. A social worker reported, 'I am impressed with the child-centred approach by all the staff, whether that be the cleaning staff to management. My rule of thumb is would I let the home care for my children, and the answer is an unequivocal yes.'

The effectiveness of leaders and managers: outstanding

The well-qualified and nurturing manager has held registered manager status in this home for 12 years. An equally skilled deputy manager ably supports her. It is a testament to the guidance and skills of this management team that there has not been any change in staff for a considerable period of time. The managers lead a passionate and inspirational staff team that wants the best possible outcomes for children and young people. The manager said, 'We invest in the staff as individuals as well as the home. We are a family here and we ensure that the staff develop and grow through nurturing, the same way the children do.'

The two recommendations raised at the last inspection have been fully met. This demonstrates the home's capacity to improve, while improving the standard of recording in the home. There were no breaches of regulation identified at this inspection.

The manager's aspiration for children and young people, and high expectations of staff,

ensure that an outstanding standard of care is provided. Progress is recorded clearly on 'WOW' sheets and in specific progress files, ensuring that any achievement is both recorded and recognised. This inspires the staff team to empower children and young people, while also ensuring that they enjoy their time in the home.

Enthusiastic and passionate staff report how well supported and trained they are. The exceptional commitment the local authority and manager have to ensuring that staff are fully trained to meet all needs is evident, for example closing the home for a week so that all the staff can receive up-to-date training together on a range of subjects. These included further communication skills and how to work with pathological demand avoidance. This investment in the staff team's knowledge ensures that children and young people receive the consistent, high-quality care that is allowing them to thrive. A staff member said, 'I love working here, it is a pleasure to come to work and the result is happy children. Training has been brilliant. I really enjoyed having the whole of last week to concentrate on training as a team.'

Effective auditing and reports prepared by both the independent visitor and the manager as part of her monitoring processes safeguard children and young people and promote their well-being. It is evident where the views of children and young people, staff and other interested parties have been used to inform practice, for example the development of the 'WOW' sheets and the improved communication profiles. Consequently, all feel that their voices are heard and that their contributions are valuable, further enhancing the collaborative working in the home.

The home's statement of purpose states, 'The adults in [home's name] actively promote and respect a young person's culture and heritage. The staff at [home's name] work as creatively as is possible to ensure that the racial, cultural, religious and linguistic needs of young people from ethnic minorities are catered for and regarded as paramount. The main emphasis is to ensure that young people receive the necessary care/opportunities to enable them to feel comfortable in their own cultural setting without experiencing the loneliness and isolation which are part and parcel of the feeling of "not quite belonging". This can only be achieved by ensuring that young people develop a sense of their own cultures.' The careful and consistent adherence to individual care plans, which actively promote each child and young person's unique and diverse needs, demonstrates that the home's ethos is being met.

The manager and staff have excellent working relationships with all partner agencies involved, not only in children and young people's care, but in their lives, including schools, health providers, soft play centres and the local mosque. This promotes children and young people's sense of belonging and acceptance within the local community, while ensuring that they receive consistent care. The manager said, 'We believe that every child is equal regardless of their disability. So whatever we do, whether its ice skating, going to the shows at the theatre, or theme parks, they have the same acceptance. We make sure we are fully inclusive. That's how we stretch our young people and how we get them to fulfil their potential.'

Information about this inspection

Inspectors have looked closely at the experiences and progress of children and young people. Inspectors considered the quality of work and the differences made to the lives of children and young people. They watched how professional staff work with children and young people and each other and discussed the effectiveness of help and care provided. Wherever possible, they talked to children and young people and their families. In addition, the inspectors have tried to understand what the children's home knows about how well it is performing, how well it is doing and what difference it is making for the children and young people whom it is trying to help, protect and look after.

Using the 'Social care common inspection framework', this inspection was carried out under the Care Standards Act 2000 to assess the effectiveness of the service, how it meets the core functions of the service as set out in legislation, and to consider how well it complies with the Children's Homes (England) Regulations 2015 and the 'Guide to the children's homes regulations including the quality standards'.

Children's home details

Unique reference number: SC030967

Provision sub-type: Children's home

Registered provider address: Civic Centre, Victoria Road, Hartlepool, Cleveland TS24 8AY

Responsible individual: Danielle Swainston

Registered manager: Sylvia Lowe

Inspector

Ann-Marie Born, social care inspector

CHILDREN'S SERVICES COMMITTEE **12 December 2017**	HARTLEPOOL BOROUGH COUNCIL

Report of: Director of Children's and Joint Commissioning Services

Subject: FULL OFSTED INSPECTION OF STOCKTON ROAD CHILDREN'S HOMES

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1. TYPE OF DECISION/APPLICABLE CATEGORY

1.1 For information.

2. PURPOSE OF REPORT

2.1 The purpose of this report is to present to Children's Services Committee the recent full inspection report of Stockton Road Children's Home by OFSTED which took place on 17 and 18th July 2017 and for members to note the report (attached as **Appendix A**).

3. BACKGROUND

3.1 Inspections of children's homes are unannounced. Ofsted have a duty to inspect children's home twice a year with a full inspection being once a year under the Children's Home regulations.

3.2 A new social care common inspection framework (SCCIF) has been introduced from April 2017. The SCCIF means that:

- Inspectors apply the same judgement structure across the range of settings delivering social care services;
- the experiences and progress of children and other service users, wherever they live or receive help, are central to inspections;
- there are key areas of evidence that Ofsted usually report on at each inspection

3.3 Inspectors use the following criteria to inspect social care providers:

- The overall experiences and progress of children and young people
- How well children and young people are helped and protected

- The effectiveness of leaders and managers

3.4 The inspection judgements and descriptions for a full inspection are:
- Outstanding
- Good
- Requires Improvement
- Inadequate

4. INSPECTION FINDINGS

4.1 The full inspection of Stockton Road took place on 17th and 18th September 2017 against the new framework (SCCIF) and the home was judged as **Good** overall. The inspection report is attached as **Appendix A**. The children's home was found to be good because:

- Young People who have settled in the home have secure attachments to staff, enabling them to make emotional progress;
- A stable and experienced manager and staff team provide consistent care for young people;
- Young people make progress in education, empowering them to sit for nationally recognised qualification and obtain college placements;
- Young people have employment ambitions.

4.2 The inspection made two recommendations for development:

- Recording on some logs is not of a high enough standard, demonstrating a need for further staff training;
- It is not clear how the views of young people, their parents, staff and professionals influence the care in the home.

4.3 The manager has started to review these recommendations and changes have been put into place.

5. RISK IMPLICATIONS

5.1 There are no risk implications specifically identified for this report.

6. FINANCIAL CONSIDERATIONS

6.1 There are no financial considerations within this report.

7. LEGAL CONSIDERATIONS

7.1 There are no legal considerations within this report.

8.   CONSULTATION

8.1   This is not applicable for this report.

9.   CHILD AND FAMILY POVERTY (IMPACT ASSESSMENT FORM TO BE COMPLETED AS APPROPRIATE)

9.1   There are no child and family poverty considerations within this report.

10.   EQUALITY AND DIVERSITY CONSIDERATIONS (IMPACT ASSESSMENT FORM TO BE COMPLETED AS APPROPRIATE)

10.1   The inspection outlines how the children's home practice is sensitive and responsive to age, disability, ethnicity, faith, or belief, gender, gender identity, language, race and sexual orientation.

11.   STAFF CONSIDERATIONS

11.1   There are no staff considerations however it needs noting the hard work and commitment of the manager and team in receiving a positive inspection outcome.

12.   ASSET MANAGEMENT CONSIDERATIONS

12.1   There are no asset management considerations.

13.   RECOMMENDATIONS

13.1   For members to note the positive inspection report for Stockton Road Children's Home. The provision has been judged to be good.

14.   REASONS FOR RECOMMENDATIONS

14.1   It is important that members are kept up to date with the effectiveness of local authority provision.

15.   BACKGROUND PAPERS

15.1   None

17.12.12 7.4 full ofsted inspection of stockton road children's home

16.   CONTACT OFFICERS

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SC472417

Registered provider: Hartlepool Borough Council

Full inspection
Inspected under the social care common inspection framework

Information about this children's home

The home provides care and accommodation for up to four children who have emotional and/or behavioural difficulties. A local authority owns and operates it.

Inspection dates: 17 to 18 July 2017

Overall experiences and progress of children and young people, taking into account	**good**
How well children and young people are helped and protected	good
The effectiveness of leaders and managers	good

The children's home provides effective services that meet the requirements for good.

Date of last inspection: 22 February 2017

Overall judgement at last inspection: Sustained effectiveness

Enforcement action since last inspection

None

Key findings from this inspection

This children's home is good because:

- Young people who have settled in the home have secure attachments to staff, enabling them to make emotional progress.
- A stable and experienced manager and staff team provide consistent care for young people.
- Young people make progress in education, empowering them to sit for nationally recognised qualifications and obtain college placements.
- Young people have employment ambitions.

The children's home's areas for development:

- Recording on some logs is not of a high enough standard, demonstrating a need for further staff training.
- It is not clear how the views of young people, their parents, staff and professionals influence the care in the home.

Recent inspection history

Inspection date	Inspection type	Inspection judgement
22/02/2017	Interim	Sustained effectiveness
17/08/2016	Full	Outstanding
04/03/2016	Interim	Sustained effectiveness
21/10/2015	Full	Good

What does the children's home need to do to improve?

Statutory requirements

This section sets out the actions that the registered person must take to meet the Care Standards Act 2000, Children's Homes (England) Regulations 2015 and the 'Guide to the children's homes regulations including the quality standards'. The registered person must comply within the given timescales.

Requirement	Due date
The system referred to in paragraph (2) must provide for ascertaining and considering the opinions of children, their parents, placing authorities and staff. (Regulation 45(5))	31/10/2017

Recommendations

- Staff should be familiar with the home's policies on record keeping and understand the importance of careful, objective, and clear recording. Staff should record information on individual children in a non-stigmatising way that distinguishes between fact, opinion and third-party information. Information about the child must always be recorded in a way that will be helpful to the child. ('Guide to the children's homes regulations including the quality standards', page 62, paragraph 14.4)

Inspection judgements

Overall experiences and progress of children and young people: good

Young people's influence in the design and decoration of their spacious home, including the garden, is evident. This enhances their sense of belonging, which allows them to thrive. Young people who have settled and been resident for some time have close, nurturing relationships with staff. The sense of security this engenders enhances young people's feelings of belonging and provides them with the confidence to embrace education and explore the world of work.

Young people are encouraged to actively participate in developing their care plans. This practice approach ensures that they are aware of the goals for their future and take ownership of them, significantly enhancing their emotional well-being. A young person said, 'Everything is brilliant here and the staff are mint. This is definitely my home and I am happy here.'

For the most part, young people are complying with their plans and have made positive progress in all aspects of their lives. The long-term plan for all the young people is for them to remain in the home until they are ready to move on to independence. This has

been successfully achieved with past residents and is the aim for this current group. However, concerns have arisen over an inappropriate relationship developing between two young people. One of them will be transferred to another setting once suitable arrangements have been made. Extensive discussions have taken place with partner agencies to progress this move in the most positive and sensitive way. However, this move is not what the young person is expecting and will be contrary to their wishes, which could have a negative impact on their final care outcomes.

The majority of young people enjoy excellent, trusting relationships with staff and each other. Learning to form these positive attachments improves young people's self-confidence and self-esteem, empowering them to rebuild family links. Young people's parents report how supportive the staff team is which enables them to better parent their children and allows contact to be a pleasant occasion. A parent said, 'They are extremely good at keeping in touch. [Staff name] is brilliant, she couldn't do more. They ring me when they need my help. I think we can work together.'

The majority of young people have made significant progress in a number of areas of their lives. This has been particularly evident in school attendance and educational achievements. One young person, with the home's active support to maintain his alternative education provision, has just completed a full range of nationally recognised examinations and is predicted A to C grades. Another has secured an apprenticeship in a local restaurant and commences a college course in September. These achievements improve self-esteem and enhance young people's life and employment opportunities. A social worker said, 'I must stress that education wise support was really good and that was really important. They put things in place to make sure he took his GCSEs.'

Young people's physical and emotional heath improve as they engage with their well-planned care. Their participation in regular exercise and eating the vegetables they have grown in their garden and allotment provide them with the opportunity not only to learn new skills, but also to understand the importance of a healthy lifestyle. As a result, their well-being is enhanced.

The warm and nurturing staff are excellent role models for young people. Their consistent and calm communication methods encourage young people to share their wishes and feelings in a positive manner. Young people grow in self-confidence, as they feel listened to and valued as individuals. A social worker said, 'The relationships he's made with staff are the key to his success in future. He is very happy there and wants to stay there until he's 35.'

The staff team works very hard to provide young people with a range of new and positive experiences. They are encouraged to participate in inclusive activities within the community, which includes them joining organisations such as the police cadets and playing in a local football team. Consequently, young people grow in self-esteem. This new-found confidence empowers young people to learn new skills, for example snowboarding and learning to drive. Young people's horizons are broadened as a result. A social worker said, 'I feel it is absolutely the right environment for [name]. She has developed confidence, she is happy and she participates. She is even part of the

participation group, which is brilliant, never thought she would do that.'

Young people's individual independent living skills programmes identify their areas for development and how these can be best addressed by staff and young people. These can include basic life and hygiene skills as well as budgeting and entering the world of work. As a result, young people are prepared well for their transition to adulthood.

How well children and young people are helped and protected: good

An extensive range of comprehensive risk assessments ensure that young people's individual vulnerabilities can be planned for. This provides effective safeguarding for young people while they learn self-protection skills. Notwithstanding this good practice, there are occasions when young people's impulsive behaviour can place them at risk, for example, of becoming involved in anti-social behaviour in the community. A young person said, 'I feel completely safe in here, but I know when I go out to meet my mates I could get in to trouble.'

There has been an increase in missing episodes since the last inspection. The majority have involved two young people going missing together. The proactive staff actively search for young people and bring them back to the home. They then use recording methods and discussion with young people well to find out why they are absenting themselves and where they are going. Young people are protected as a result. A social worker said, 'In terms of keeping safe, the staff do everything they need to do and I have confidence in that.'

The consistent and caring manager and staff team are good role models for young people. They use positive and negative consequences effectively to empower young people to learn more acceptable ways of behaving. Positive rewards include participating in shared activities, which are enriching experiences for young people. Restorative sanctions are now imposed appropriately and the manager's evaluation details the impact for the young person. This allows for reflection and identifying what went well, increasing positive behaviours.

As a result of the lessons they have learned and the close and caring relationships young people enjoy with staff, there is very little need for physical intervention. There have only been two restraints since May 2017, which were the first since March 2016. Although the restraints were carried out in accordance with training, they were not recorded as well as they could have been, in line with the home's policies. This inhibits opportunities for all concerned to learn from the experiences.

Detailed and comprehensive safeguarding arrangements ensure that risks young people may be exposed to are known and planned for. The staff have all had relevant and current training in areas such as child sexual exploitation and radicalisation. As a result, young people's welfare is promoted and they are protected from becoming involved in extremist activities. A parent said, 'They couldn't have picked a better place for her. I know she's safe there.'

The effectiveness of leaders and managers: good

The registered manager has been in post since this home opened in October 2013. He holds the necessary qualifications to fulfil his role and leads a well-motivated and aspirational staff team. He was not present during the time of the inspection; nevertheless, the systems he has in place allowed the inspection to go smoothly in his absence. The warm and child-focused deputy manager has extensive experience in both residential care and field social work. His child protection knowledge is invaluable in educating staff and protecting young people. The deputy manager said, 'We create a trusting environment which allows young people to show their emotions, to trust and to laugh, and discuss some of the problems they've had in the past so they can move forward.'

The one requirement and four recommendations raised at the last inspection have been fully met. The statement of purpose now includes information about how the door alarm system is used appropriately to safeguard young people when necessary. This not only demonstrates a capacity to improve, but also enhances young people's care experience.

The manager's knowledge of young people's needs and how to meet them are included in the home's comprehensive development plan. For example, plans were made to appointm two new staff members and purchase an allotment. Both of these have been achieved, providing further benefits for young people. The external monitoring reports are detailed, comprehensive and evaluative. They contribute to the achievement positive outcomes and the protection of young people. However, although the manager's internal monitoring processes are detailed, it is not clear how the opinions of young people, their parents, placing authorities and staff are captured or used. Therefore, opportunities for them to influence care may not be being fully taken.

The dedicated manager has high expectations for the young people in his care. It is evident from evidence obtained on this inspection that the manager's ambition for young people drives forward their individual care. He has a clear understanding of each young person's progress and the steps needed to enhance that. This includes using professional challenge where necessary. These constructive professional relationships and the manager's clear vision ensure that young people receive consistent care and messages, allowing them to thrive. A social worker said, 'They're really, really good in keeping in contact with me. They can keep him safe and support his choices.'

Good local authority recruitment procedures are effectively applied, ensuring that people who do not pose a risk to the young people are employed to care for them. The inclusion of young people in the recruitment process not only builds their social skills and feelings of self-esteem, but also actively demonstrates the impact their participation has on their life within the home.

A skilled, experienced and nurturing staff team provides young people with a high level of care. Their commitment is evident, providing young people with a safe and secure home in which to grow to adulthood. Morale has been affected by the local authority's

decision to prepare a young person to move on to semi-independent living earlier than all staff feel he is ready for. They have not allowed this to affect their interactions with young people, who are unaware of the meetings that have been taking place, allowing them to maintain close, trusting relationships. A staff member said, 'We offer them lots of support, love and encouragement. We want what's best for them as you would with your own children.'

Young people benefit from the excellent working relationships the staff have with their family members. This allows young people to maintain and in some cases rebuild their familial bonds. This provides them with support now, and will support them in their future adult lives. Good collaborative working between the home's staff and partner agencies ensures a consistent approach to young people's care. These good levels of communication allow for achievements to be celebrated by all and areas of concern to be addressed swiftly.

The home's ethos, as detailed in its statement of purpose, is that, '[Name of home] has a clear focus on experiential learning, where young people learn and grow by undertaking new challenges.' The fact that young people have learned new skills, enjoyed foreign holidays and participated in a range of new experiences that have introduced them to new cultures and people, demonstrates that the home is achieving its aims.

The majority of young people in the home have had little experience of engaging with others outside their immediate community. On occasions, this has led to the use of inappropriate language and behaviour. The effective use of education and awareness raising promotes an understanding of equality and diversity which will improve young people's future life chances. A young person said, 'I've learnt since I've been here that nobody should be picked on because they are a different colour or religion.'

Information about this inspection

Inspectors have looked closely at the experiences and progress of children and young people. Inspectors considered the quality of work and the difference made to the lives of children and young people. They watched how professional staff work with children and young people and each other and discussed the effectiveness of help and care provided. Wherever possible, they talked to children and young people and their families. In addition, the inspectors have tried to understand what the children's home knows about how well it is performing, how well it is doing and what difference it is making for the children and young people who it is trying to help, protect and look after.

Using the 'Social care common inspection framework', this inspection was carried out under the Care Standards Act 2000 to assess the effectiveness of the service, how it meets the core functions of the service as set out in legislation, and to consider how well it complies with the Children's Homes (England) Regulations 2015 and the 'Guide to the children's homes regulations including the quality standards'.

Children's home details

Unique reference number: SC472417

Provision sub-type: Children's home

Registered provider address: Hartlepool Borough Council, Civic Centre, Victoria Road, Hartlepool, Cleveland TS24 8AY

Responsible individual: Danielle Swainston

Registered manager: James Welsh

Inspector

Ann-Marie Born: social care inspector

CHILDREN'S SERVICES COMMITTEE

12 December 2017

Report of: Director of Children's and Joint Commissioning Services

Subject: POSTCARDS TO THE DIRECTOR

1.   TYPE OF DECISION/APPLICABLE CATEGORY

1.1   For information only.

2.   PURPOSE OF REPORT

2.1   To present the report produced as a result of the responses to the "Postcards to the Director" activity that took place in July 2017 as part of Children's Week.

3.   BACKGROUND

3.1.   Children's Week has been developed to provide a focus for events, activities and opportunities for consultation with children and young people of Hartlepool across a specific week of the year.

3.2.   The first Children's Week took place 10th – 15th July 2017 and included the Corporate Parent Barbecue, a Digital Futures recruitment event and a weeklong consultation event, "Happy in Hartlepool".

3.3.   The aim of the consultation was to give children and young people and opportunity to let the Directors of Hartlepool Borough Council know by postcard what makes them happy in Hartlepool, what they would change and their favourite place in Hartlepool.

3.4.   Head teachers were briefed and postcards and post boxes delivered to all of the schools in Hartlepool.

3.5.   Post-boxes and cards were also left in/distributed via:
- Youth Centres
- Community Hubs
- Mill House Leisure Centre
- Headland Sports Centre
- Voluntary Sector organisations eg. Belle Vue and West View Resource Centre
- Supported Accommodation
- Via Social Workers
- At the Corporate Parents BBQ

3.6.   A total of 2128 postcards were completed by children and young people.

4.   PROPOSALS

4.1   The report that summarises the findings of the postcards is attached as **Appendix 1.**

4.2.   It is proposed that the report be shared with Head Teachers and then made available across the schools for young people.

4.3.   It is proposed that the report is shared with all the Directors and they look at and feedback how they will use the information gathered from children and young people to inform their future plans.

5.   RISK IMPLICATIONS

5.1   If we do not evidence to the children and young people that their voice has been heard by the Directors, engaging them in future consultation activities will be difficult.

6.   FINANCIAL CONSIDERATIONS

6.1   None

7.   LEGAL CONSIDERATIONS

7.1   None

8.   CONSULTATION

8.1   Postcards distributed to all schools and at a range of facilities accessed by young people in Hartlepool.

9. **CHILD AND FAMILY POVERTY (IMPACT ASSESSMENT FORM TO BE COMPLETED AS APPROPRIATE.)**

9.1 Not applicable.

10. **EQUALITY AND DIVERSITY CONSIDERATIONS (IMPACT ASSESSMENT FORM TO BE COMPLETED AS APPROPRIATE.)**

10.1 Not applicable.

11. **STAFF CONSIDERATIONS**

11.1 Not applicable.

12. **ASSET MANAGEMENT CONSIDERATIONS**

12.1 Not applicable.

13. **RECOMMENDATIONS**

13.1 Members note the contents of the report.

13.2 That the report of the feedback from young people is shared across schools and with the Directors and key actions and messages be fed back to the children and young people.

14. **REASONS FOR RECOMMENDATIONS**

14.1 To demonstrate to the children and young people that their voice has been listened to and where possible influenced future plans.

15. **BACKGROUND PAPERS**

15.1 Not applicable.

16. **CONTACT OFFICERS**

Sarah Ward
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We wanted to celebrate the children and young people of Hartlepool. We wanted to **listen** to them and find out what makes them happy, to get to know about their **successes** and the **good work** that they do. We asked children and young people to think about what things are good about Hartlepool, what things could be made better and the places that make children and young people **'Happy in Hartlepool'**

To get an understanding of children and young people's experiences, we made Postcards to the Direct a feature of Children and Young People's week **10th -14th July 2017**.

Through briefings to headteachers we asked schools to help us get feedback from young people. A postcard was designed that asked **three questions:**

1. **What makes me happy in Hartlepool?**
2. **If I could change something about Hartlepool, I would change ...**
3. **My favourite place in Hartlepool is ...**

In addition, postcards and postboxes were also delivered to community centres, youth centres, children's centres and voluntary and community sector groups working with young people, and were made available at the annual Looked After Children BBQ.

A total of 2128 postcards were returned that contained comments that could be used in this analysis.

The breakdown of responses is as followed:

Age	Girls No	Boys No	Total
3, 4 and 5	9	19	28
6	23	29	52
7	58	50	108
8	195	221	416
9	93	111	204
10	226	176	402
11	111	78	189
12	80	106	186
13	140	127	267
14	67	49	116
15	74	41	115
16	9	13	22
17	19	4	23
TOTAL:	1104	1024	2128

What we did:

When the postcards were collected from schools we spent some time thinking about how to make the most of the findings. We initially decided to sort the cards into age group. These were then distributed amongst the project team who then recorded the response to each question by age group. We came back together and then realising that there was a huge range of responses provided by the young people, so we themed the responses to ensure we were able to make sense of the young people's input.

The themes identified were:

What makes me happy in Hartlepool...

Parks/green spaces inc Summerhill
Friends and family
Beach
Seafront e.g. Promenade, arcades
Carnival, fun-fair
People
Sports and leisure facilities inc skate park
Youth clubs, after school clubs, cadets etc.
Heritage/Historical features
Shops/shopping
School
The Marina
Jump 360
My house/home
Eating out inc fast food/restaurants
Cinema
Technology inc gaming, mobile phones
Clean Environment
The Headland
Feeling safe
Library
Politics
Nothing
Hartlepool FC
Train Station
Diverse Areas
Victoria Park
Everything
Weather
Fire Station
Opportunities

If I could change something about Hartlepool, I would change...

More parks/green spaces
Beach
Reduced costs for amenities/events
More sports and leisure facilities
More youth clubs, after school clubs, etc.
Better shops/shopping
Housing
More places to eat out
Technology
Cleaner environment
Feeling safer
Politics
Better transport links
More jobs
More health services
More mass events eg festivals, carnivals
Less bullying
Nothing
Schooling
Seagulls
Immigration
Library Access
Youth Council
Community
Parking
Hartlepool FC
Weather
Substance Abuse/Support (Alcohol & Drugs)
Building and Street Maintenance/renovations

My favourite place in Hartlepool is...

Parks/green spaces
Beach
Sport and leisure facilities
Youth clubs, after school clubs, etc.
Shops/shopping
My house/home
Eating out
Seafront
History/heritage site
The Headland
The Marina
Cinema
Library
Jump 360
School
Nothing
Train Station
Family/Friends
Victoria Park
Headland Carnival
Bishop Cuthbert
Farms
Church Street

After going back through the postcards and allocating themes the project group met again and agreed that the data should be analysed by key stages so the age ranges of the data were collated as:

Age range	Number of responses
3-7 year olds	188
8-11 year olds	1211
12-14 year olds	569
15-16 year olds	137
17 year olds	23

The summary findings are as follows:

What makes you happy in Hartlepool?

	3-7 Year olds				
	Girls		Boys		Total
Things that make me happy	**No**	**%**	**No**	**%**	**% of all**
Friends and family	24	27%	26	27%	27%
Parks/green spaces inc Summerhill	22	24%	26	27%	26%
Sports and leisure facilities inc skate park	14	16%	16	16%	16%
School	13	14%	15	15%	15%
					83%

	8-11 Year Olds				
	Girls		Boys		Total
Things that make me happy	**No**	**%**	**No**	**%**	**% of all**
Sports and leisure facilities inc skate park	79	13%	89	15%	14%
Parks/green spaces inc Summerhill	84	13%	80	14%	14%
Beach	90	14%	62	11%	13%
Friends and family	69	11%	54	9%	10%
					50%

	12-14 Year Olds				
	Girls		Boys		Total
Things that make me happy	**No**	**%**	**No**	**%**	**% of all**
Friends and family	72	25%	57	20%	23%
Beach	37	13%	34	12%	12%
Eating out inc fast food/restaurants	27	9%	17	6%	8%
Sports and leisure facilities inc skate park	5	2%	34	12%	7%
					50%

	15-16 Year Olds				
	Girls		Boys		Total
Things that make me happy	**No**	**%**	**No**	**%**	**% of all**
Friends and family	16	19%	8	15%	18%
Beach	14	17%	3	6%	12%
Nothing	4	5%	11	20%	11%
Eating out inc fast food/restaurants	4	5%	6	11%	7%
Shops/shopping	8	10%	1	2%	12%
					60%

	17 Year Olds				
	Girls		Boys		Total
Things that make me happy	**No**	**%**	**No**	**%**	**% of all**
People	5	26%	0	0%	22%
Shops/shopping	3	16%	0	0%	13%
The Marina	3	16%	0	0%	13%
Parks/green spaces inc Summerhill	2	11%	0	0%	9%
					57%

	All age groups				
	Girls		Boys		Total
Things that make me happy	**No**	**%**	**No**	**%**	**% of all**
Friends and family	181	16%	145	14%	15%
Beach	150	14%	106	10%	12%
Parks/green spaces inc Summerhill	130	12%	117	11%	12%
Sports and leisure facilities inc skate park	101	9%	143	14%	11%
					50%

As you can see from the data, across all ages and with girls and boys, **friends and family** and **people** make the children and young people happy.
Recreation opportunities also feature highly in making young people happy.

If I could change something about Hartlepool, I would change ...

The results below are based on the themes that total over 50% of the responses to what each age group would change about Hartlepool:

Things I would change about Hartlepool	3-7 Year olds				
	Girls		Boys		Total
	No	%	No	%	% of all
More parks/green spaces	13	20%	27	33%	27%
More sports and leisure facilities	11	17%	15	18%	18%
Better shops/shopping	13	20%	13	16%	18%
Nothing	8	12%	8	10%	11%
					73%

Things I would change about Hartlepool	8-11 Year Olds				
	Girls		Boys		Total
	No	%	No	%	% of all
Cleaner environment	196	37%	127	25%	31%
Feeling safer	53	10%	65	13%	11%
More sports and leisure facilities	50	9%	58	11%	10%
More parks/green spaces	39	7%	48	9%	8%
					61%

Things I would change about Hartlepool	12-14 Year Olds				
	Girls		Boys		Total
	No	%	No	%	% of all
Cleaner environment	32	13%	48	24%	18%
Feeling safer	43	17%	31	16%	17%
More youth clubs, after school clubs, etc.	35	14%	26	13%	14%
Better shops/shopping	39	16%	18	9%	13%
					61%

Things I would change about Hartlepool	15-16 Year Olds				
	Girls		Boys		Total
	No	%	No	%	% of all
Cleaner environment	15	16%	9	16%	16%
Better shops/shopping	11	12%	6	11%	12%
More youth clubs, after school clubs, etc.	11	12%	4	7%	10%
Feeling safer	8	9%	6	11%	10%
Building and Street Maintenance/renovations	9	10%	4	7%	9%
					56%

	17 Year Olds				
	Girls		**Boys**		**Total**
Things I would change about Hartlepool	**No**	**%**	**No**	**%**	**% of all**
Substance Abuse/Support (Alcohol & Drugs)	3	20%	3	33%	25%
More youth clubs, after school clubs, etc.	4	27%	1	11%	21%
Nothing	0	0%	2	22%	8%
Library Access	1	7%	1	11%	8%
					63%

	All age groups				
	Girls		**Boys**		**Total**
Things I would change about Hartlepool	**No**	**%**	**No**	**%**	**% of all**
Cleaner environment	254	27%	189	22%	25%
Feeling safer	105	11%	102	12%	12%
More sports and leisure facilities	82	9%	94	11%	10%
Better shops/shopping	97	10%	75	9%	10%
					56%

As can be seen, although the data does show some differences between age groups, there is generally some consistency around those things that young people feel could be improved:

A cleaner environment (which includes the amount of litter and dog poo on the streets), feeling safer and more facilities for young people.

For the older age group of 17 plus **substance abuse** information was the key area however it should be noted that this was a very small sample of just 23 young people so cannot be regarded as being significant.

Before discussing the messages for the Directors, there are a couple of issues that were fed back on the postcodes that unfortunately with the best will in the world, the Directors cannot change. These are:

- **The weather**
- **Hartlepool United**
- **The Government's benefits policy**

In addition, some young people talked about the hospital closure which again is something that the Directors of Hartlepool Borough Council cannot change.

However they will ensure that these comments are shared with the hospital so the health services are aware of these concerns.

What does the Director of Regeneration and Neighbourhoods need to do?

The information with the postcards explained the role of Denise Ogden, the Director of Regeneration and Neighbourhoods. It outlined how her work included making sure that there are opportunities for jobs in the town; there are good places to go such as libraries, museums and the theatre; the roads are gritted in the winter; and the parks, play areas and beaches are looked after. She also makes sure that the bins are emptied.

If I could chance something about Hartlepool, I would change ...

Cleaner streets ...

"Improvement on the streets and making them cleaner."
- 13 year old

"The amount of litter" *- 10 year old*

"The amount of litter and dog poo on the paths."
- 15 year old

More job opportunities ...

"The amount of jobs there are because I along with many others do not want to worry about finding one."
- 11 years old

"Make more jobs available." *- 14 years old*

Housing, empty buildings & regeneration opportunities ...

"Invest in some of the areas of the town like around certain areas are quite rundown and there are buildings that could be put to good use." - *14 year old*

"Make all of the houses newer, don't have no houses which are neglected just make the area even scruffier." *- 13 year old*

Better shops ...

"The town centre could improve by adding more shops." *- 15 year old*

"More shops in the town." *- 14 years old*

The young people are also telling the Director of Regeneration and Neighbourhoods that they want her to keep on making sure that the **parks are maintained** and that the **beaches are kept clean and accessible.** These things are the things that make young people in Hartlepool happy and are often their favourite places.

What does the Director of Children's and Joint Commissioning Services need to do?

The information with the postcards explained the role of Sally Robinson, who at that time was the Director of Child and Adult Services. Sally is now Director of Children's and Joint Commissioning Services. It outlined how her work included looking after adult services, children's services and education.

It explained that her role was to make sure that we do the best for children and young people in Hartlepool. Making sure that they have a good childhood, are well prepared for each step of their education and learning journey, and grow up to have healthy and fulfilled lives.

School made 7% of the young people "Happy in Hartlepool" and was young people's "Best place" for 3%. Only 1% of young people identified **school** as being the thing they would change in Hartlepool."

"If I could change something about Hartlepool, I would change ..."

"Education system, too much pressure on young people." - *15 years old*

"Making schools have more power against bullying." *- 13 year old*

Whilst not a great number of the young people recognised **school** as being the place that made them happy, 15% of all the young people said that being with their friends was the thing that made them happy. This was particularly important for young people aged 12-14.

So the message for the Director of Children's and Joint Commissioning Services is to make sure that schools continue to provide space and opportunities for children and young people to make friends and spend time with them.

"What makes me happy in Hartlepool ..."

"The schools and the friendly-ish community." *- 13 years old*

"Having all my family and friends around me every day and being able to go to school and have teachers that care about me." *- 14 year old*

"School makes me happy because I learn lots of things." *- 10 years old*

Young people, in particular those over 14 would like **more things to do** which could include more youth clubs and after school activities.

Some common answers to the question "**If I could change something about Hartlepool, I would change ...**" were:

"More places for 17 year olds to go." - *17 years old*

"More activities to do." - *14 year old*

"Safe place to hang out with your mates and friends." - *14 years old*

"More things for young people." - *14 year old*

What does the Director of Public Health need to do?

The information with the postcards explained the role of Paul Edmondson-Jones, the interim Director of Public Health.

The Director of Public Health's job is to improve and protect everyone's health by making sure that there is good health care in Hartlepool.

Some of the things that Paul works towards are helping people to have a healthier lifestyle. He also makes sure that there are good sport and recreation places in the town such as Mill House Leisure Centre and Summerhill.

The sport and leisure facilities in the town make many young people happy

"What makes me happy in Hartlepool ..."

"Mill house and fizzy izzy." - *9 years old*

"The sports activities." - *15 year old*

"I love the Mill house baths." - *11 years old*

Mill House leisure centre is the favourite place of one girl, aged 9:

"Mill House leisure centre because you can swim and you can have parties."

Summerhill also makes young people happy particularly those who are aged 11 and under.

"What makes me happy in Hartlepool ..."

"Playing out at summerhill park." *- 7 years old*

"The wildlife, beach and my favourite in summerhill." *- 8 year old*

Dances schools, the cinema, Jump 360 and **Seaton** make young people happy. **Ice cream at Seaton** also featured heavily.

For the Director of Public Health **the impact of drugs and alcohol misuse** in the town is clearly an issue for young people aged 15 and over.

"If I could change something about Hartlepool, I would change ..."

"Crime rate and drug addicts and things to do socially in Hartlepool." *- 15 years old*

"Drunks and drugs." - *16 year old*

"Drug culture. Give people more support so they can quit." *- 15 years old*

Keeping current levels of leisure activities and facilities are important to young people. Young people also want to see more activities for young people including wanting to see more things such as an ice-rink, new swimming bath with more slides and more opportunities for water activities.

Young people are happy in Hartlepool

For some young people, 'Hartlepool' makes them happy.

"What makes me happy in Hartlepool ..."

"Everything." - *10 year old*

"Hartlepool is perfect the way it is." *- 11 years old*

"I think Hartlepool is a great place and nothing needs to change." - *11 year old*

What happens now?

We would really like to thank all of the children and young people who sent postcards and messages to the Directors.

We will make sure that the things that the children and young people have told us are shared with the Directors. We will ask the Directors to think about how the children and young people's comments are fed into their plans and how they will let the children and young people know they have this.

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HARTLEPOOL
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