Mainstream School Offer for Pupils with Special Educational Needs and Disability in Croydon

Special education needs provision is underpinned by high quality teaching and is compromised by anything else.

SEND Code of Practice (2015)

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The mainstream offer for SEND support in Croydon schools

All mainstream state funded schools have responsibility to make appropriate full-time provision for all its pupils including those with SEND. For the majority of pupils with SEND this provision can be met from funding that is delegated directly to schools and through making reasonable adjustments.

Delegated school funding includes the basic entitlement (Element 1) based on the age and number of pupils attending and the notional SEND budget (Element 2), additional funding which can be targeted to make SEND provision for groups and individual pupils with SEND. The government's expectation is that the notional SEND budget will provide funding to enable schools to spend up to £6000 on individual pupils.

This guidance forms part of Croydon's Local Offer for SEND and sets out the expectations on SEND provision that all schools in Croydon should make available from delegated funding and to make reasonable adjustments.

It describes modifications, differentiation and adjustments expected in daily quality first teaching as well as the additional and different support and intervention available as part of the graduated approach for pupils requiring SEND Support.

This guidance aims to:

- Support early identification and intervention for pupils with SEND
- Ensure consistency of approach and standards across all schools
- Inform evaluation, development and implementation of good inclusive practice by school senior leaders and governors
- Provide information to parents and other key services on schools' inclusive practice
- Support decision making on allocation of any additional SEND provision, including EHC needs assessment.
- Ensure local schools meet their statutory duties set out in SEND Code of Practice.

The examples used in this guidance are not exhaustive. Schools may have a more expansive repertoire of approaches and strategies and/or use alternative evidence-based teaching progammes and interventions.

The guidance will be reviewed every two years to reflect innovation and current research into best practice for pupils with SEND, feedback and recommendations from schools and any local and national policy changes.

Context:

This guidance uses the four broad areas of need defined in the SEND Code of Practice (6.28) to set out expectations on arrangements and additional provision schools should have in place to enable access and participation in the curriculum and wider aspects of school life for pupils who require SEND support.

It is likely that individual pupils will have needs that cut across these areas and their needs may change over time.

This guidance assumes that in making inclusive special needs provision schools will apply the following principles:

- Ambition and aspiration for pupils with SEND matches that for all pupils
- Assessments, planning and implementation of provision reflects pupil's areas strengths, recent progress and/or special interests
- Active engagement with pupils and their parents and carers is integral in discussions, decisions and review about any additional support
- Effective partnership working with a range of external services to identify and assess strengths and needs and plan actions to remove barriers to learning.
- SEND support is reviewed on a regular basis as part of the graduated approach to meeting needs.
- Individual support programmes include a focus on developing skills to support successful transition to adulthood; independence, employability and social interaction.
- Reasonable adjustments are in place so that pupils with SEND are not disadvantaged.

The guidance also includes:

- Reference to a range of resources and tools which schools can use to inform identification of needs and audit of current inclusive practice.
- Recommended template for recording details of provision and review of SEND Support for individual pupils

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Contents:

Each section contains:

- A description of needs and associated features
- Impact on access and engagement in learning
- Expected arrangements to meet needs in both quality first teaching and through additional SEND support.

Appendices:

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1) COMMUNICATION and INTERACTION: Speech, Language and Communication Needs (SLCN)	
Description of needs:	**Mainstream school offer**
Pupils with SLCN are likely to find it more difficult than their peers to: • Express basic needs and feelings • Understand and use a range of vocabulary • Attend and take part in group discussions • Producing sounds and/or put words together to make speech intelligible A pupil's SCLN may impact on social interaction and behaviour and/or development of literacy skills. Assessments should clarify that language difficulties are not due to other factors such as EAL (English as an Additional Language) or hearing loss **Attainment:** SLCN is likely to have an impact on attainment and progress in line with pupils of a similar age.	Quality First Teaching: • Cueing and reinforcing listening/attention • Modified and simplified teacher language, avoiding idioms and sarcasm • Instructions short and sequenced supported by visual cues • Differentiated use of question style such as offering a choice of responses • Allow 'take up time' to allow pupil to process and compose a response • Modelling, prompting and reinforcing pupil language • Checking and reinforcing understanding through repetition, rephrasing and demonstration and use of visual cues such as objects, signs, symbols and pictures and visual timetables • Use of word banks, concept/topic maps • Learning environment well organised with use of labels and signs to support independence and access to quiet, distraction free space. • Learning activities include first hand and practical activities • Discrete teaching of common but more difficult words used commonly across the curriculum (Tier 2 words) • Teaching of new words includes definition, explores structure and pattern e.g. words in words, rhyming words, syllables, and put in a meaningful context. • Play word games such as 'Twenty Questions' and 'What am I?' and barrier game/ Use of drama and role play activities. SEND Support • More focused assessment and observation used to plan personalised support plan in partnership with pupils, parents and advice from Speech and Language Therapy Service • Access to individual and /or small group interventions to target key areas of difficulty; attention and listening, phonological awareness, expressive and receptive language skills, social skills • Access to support from staff with additional training and expertise to support pupils with SLCN such as ELKLAN training. • Range of evidence-based interventions in place such as Talking Boost, Bubble Time, Talking Time, Speech Link and Language Link • Regular access to pre and post tutoring to embed new vocabulary and support access to whole group teaching. • Use of appropriate ICT to support communication and access to curriculum • Use of alternative modes of communication such as Makaton to support understanding. • Regular monitoring and review of impact of targeted provision as part of the graduated response.

Useful sources of information and resources for pupils with SLCN: I CAN, BT resources Communication Trust, Afasic, Speech Blog, LGFL SEND Resource (Note: Barrier games and activities are freely available from a number of websites.)

2) COMMUNICATION and INTERACTION: Autistic Spectrum Disorder	
Description of need:	**Mainstream School Offer**
Pupils with ASD present with a range of difficulties including: • Interpreting verbal and nonverbal language such as gesture, tone of voice, facial expressions, jokes or sarcasm • Expressing their own needs and feelings • Understanding social situations, recognising and responding to the feelings and intentions of others • Forming friendships • Obsessive interests and/or repeated behaviours • Adapting to changes, preferring to stick to familiar routines and rules. • Over or under sensitivity to sounds, touch, tastes, smell, colour, temperature or pain. These difficulties can cause heightened levels of anxiety and stress and lead to behaviour difficulties. <u>Attainment</u> Pupils with ASD can have a range of cognitive skills. Achievement and progress are affected by the profile of difficulties they face. Pupils can show preference for rote learning activities and more difficulties with activities kinked to comprehension and creativity.	Quality First Teaching: • Teachers and support staff use clear, unambiguous language to give instructions and explain language • Verbal input supported by visual prompts, concrete objects and other multi-sensory cues. • Visual timetables and other prompts used to establish structure and routines in the day. • Pre and post tutoring of new vocabulary for new concepts or topic work • Alternatives to written recording. • Use of simple task management boards to chunk learning tasks • Modelling of appropriate social interaction • Whole school autism awareness training SEND Support: • Prior notice and preparation to changes in daily routines. • Personalised and 'mobile' visual timetables and prompt cards to support understanding of routines and expectations in the classroom and non-taught times e.g., assembly, break and lunch times. • Use of any personal interests to support planning of curriculum activities. • Use of sensory checklists and/or behaviour observations (ABC Chart) to determine potential causes of stress and discomfort in the school environment • Adjustments to reduce impact of any over or under sensory stimuli, e.g. ear defenders in the learning environment • Use of specialist resources such as 'Chewelery' or weight belts to meet needs of sensory seekers • Access to individual or small group teaching programmes to develop awareness and skills for appropriate social interaction such as Time to Talk or Socially Speaking • Use stress scales such as the 'Incredible 5-Point' Scale to develop awareness of emotions and to support self-regulation • Use of time out cards and /or make available a safe and quiet place for pupils to go to during periods of heightened stress and anxiety. • Use of Social Stories to improve a pupil's understanding of what is expected in situation or activity that is proving to be particularly difficult. • Use of personal work station to reduce distractions and sensory overload

Useful sources of information and resources for pupils with ASD: National Autistic Society, Autism Education Trust, Ambitious about Autism

3) Cognition and learning: Specific Learning Difficulties (SPLD – Dyslexia))

Description of need	Mainstream School Offer
SpLD affect the way information is learned and stored. They are neurological, usually run in families and can occur across different ability ranges. They can have a significant impact on learning and the acquisition of literacy skills. Dyslexia is a common SpLD, affecting progress in reading and spelling skills. Difficulties associated with dyslexia include: • Phonological awareness • Memory • Visual and auditory processing • Time management and sequencing • Organisational skills Other common SPLD include: • Dyscalculia; difficulties with maths concepts and symbols • DCD (Developmental Coordination Disorder) also known as Dyspraxia; difficulties with fine and gross motor skills • ADHD, Attention Deficit Hyperactivity Disorder; difficulties characterised by inattention, restlessness, impulsive, unpredictable and/or inappropriate behaviour.	Quality First Teaching • Modified or alternative learning objectives in daily teaching across all curriculum and subject areas. • Curriculum offer and daily lessons reflects range of learning styles across all subjects • Learning tasks and activities meaningful, relating to pupil's experiences and interests. • Information presented in a structured and cumulative way, building on, recapping and reinforcing existing knowledge. • Use of language simplified with short and concise instructions • Allow extra thinking time to process information and compose a response. • Encourage independence, teaching skills and strategies to support metacognition. • Learning supported by range of learning aids and visual cues, including word mats, writing frames • Work chunked into manageable steps • Alternative methods for written recording in place to facilitate focus on other learning skills and knowledge, including use of assistive technology • Use multi-sensory approaches to introduce new skills, engaging more than sense at a time. • Consideration ways of making learning materials and content more accessible; use of bullet points, mind maps, flow charts, choice of font size and colour of paper. • Support for recording and completing homework. • Use of praise and positive language to boost self-esteem and value pupils' efforts and strengths • Whole school training on dyslexia and other SPLDs; free training materials include: ○ http://www.idponline.org.uk/psdyslexia/fscommand/launch.html ○ Train the teacher; Teaching for Neurodiversity; https://www.bdadyslexia.org.uk/about/projects/dyslexia-spld-support-project-2016-17 SEND Support: • Use of diagnostic tools to identify strengths and weaknesses in skills and learning styles. • Access to evidenced based intervention programmes to support progress in basic skills such as Reading Recovery, Catch up Numeracy, and Catch Up Literacy • Opportunities for overlearning to recap and embed • Precision learning approaches to introduce and embed core literacy and numeracy skills • Pre and post tutoring of new vocabulary linked to new concepts, narratives and/or new topics • Daily reading with an adult following a scheme (s) at appropriate challenge and pupil interest/age. • Ensure opportunities for children to read for pleasure, reading aloud or using paired reading techniques using books of pupil's own choice. • Ensure advice and recommendations from external specialists included in daily teaching practice and personalised provision • Check for visual stress; experiment with different overlays and tinted paper, refer to optometrists as required.

Useful sources of information and resources for pupils with SpLD; British Dyslexia Association, Dyslexia Action, Patoss, LGFL SEND Resources

4) Cognition and Learning: Moderate Learning Difficulties (MLD)

Description of need	Mainstream School Offer
Pupils with MLD will have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may have associated speech and language delay, low self-esteem, low levels of concentration and underdeveloped social skills. Their low attainment is not associated with factors such as learning English as an additional language, disadvantage or disrupted or gaps in access to education. Pupils with MLD may experience difficulties with; • Understanding instructions and requirements of tasks. • Acquiring sequencing skills • Understanding how they affect and relate to their immediate surroundings • Personal organisation • Visual and auditory memory • Reasoning and problem solving • Generalising learning and applying to new situations • Fine and gross motor skills **Attainment:** Pupils will usually be achieving well below age related expectations in all or most area of the curriculum (at least two years behind expected levels of skills and knowledge.	Quality First Teaching: • Daily learning objectives and tasks modified to provide appropriate pitch and pace of learning, drawing on earlier programmes of study as appropriate • Use of multi-sensory approaches to introduce and embed new skills and knowledge. • Learning linked to everyday experiences where possible and/or involve practical tasks or first-hand experiences • Use of a range of visual cues and physical prompts including signing to support access and understanding • Cueing and reinforcing of active listening skills • Instructions and verbal explanations and concepts are repeated rephrased and/or demonstrated to check pupils understand what has to be done. • Extra thinking time to help pupils process information and compose a response. • Use of alternative ways of recording such as photos, videos, peer support and assistive technology • Learning supported by range of learning aids and visual cues, including word mats, writing frames • Work chunked into manageable steps • Use of flexible/mixed groupings. • Self-help and independence skills supported through a well organised learning environment with word labels and visual cues in place to locate key resources and reminders of rules and routines. • Homework tasks modified • Use of praise and positive language to boost self-esteem and value pupils' efforts and strengths. SEND Support: • Use of diagnostic tools to identify strengths and weaknesses in skills and learning styles. • Access to evidenced based intervention programmes to support progress in basic skills such as Reading Recovery, Catch up Numeracy, and Catch Up Literacy • Opportunities for overlearning to recap and embed new skills and knowledge using a range of methods • Precision learning approaches to introduce and embed core literacy and numeracy skills • Pre and post tutoring of new vocabulary linked to new concepts, narratives and/or new topics • Daily reading with an adult following scheme (s) at appropriate challenge and pupil interest/age. • Advice and recommendations from external specialists included in daily teaching practice and personalised provision • Arrangements in place to support completion of homework tasks. • Lessons organised and learning chunked to

5) Social, Emotional and Mental Health Needs	
Description of needs	**Mainstream School Offer**

Pupils can experience a range of SEMH needs which can affect behaviours in different ways. Pupils may become withdrawn or isolated or present with challenging, oppositional, disruptive, distressed or disturbing behaviour. Behaviours may reflect:
• Underlying learning or communication difficulties
• Diagnosable mental health difficulties such as anxiety, depression, eating disorders
• Attachment difficulties
• ADHD
• Impact of domestic circumstances such as abuse and neglect, poverty and debt and domestic violence
• Trauma such as bereavement
Signs of SEMH difficulties include:
• Lack of ability to expressing emotional and social needs
• Inappropriate social interaction; problems with making and sustaining friendships
• Reluctance/refusal to respond to instructions and daily rules and routines
• Threats or actual self-harm
• Low self esteem
• Impulsive and unpredictable behaviour and high-risk behaviour
• Distractibility
• Social isolation with limited verbal interaction
• Verbal and physical aggression
• Reluctance to accept praise
• Poor emotional regulation
	Quality First Teaching:
	• Building positive and trusting relationship with pupil, taking time to understand, talk and listen to him/her
	• Warm welcome at the beginning of each day/session
	• All adults modelling positive behaviour and interactions
	• Support with transitions and changes to daily routine
	• Arrange seating to minimise disruption and potential conflict e.g. not near windows and doors
	• Minimise waiting times and prolonged periods of whole class teaching sessions
	• Avoid giving instructions framed as questions; are you going to sit down?
	• Manage distressed and challenging behaviour through:
	  o Tactical ignoring and use of non-verbal signals
	  o Reminders/reinforcement of what pupil should be doing rather than drawing attention to poor behaviour
	  o Use of straight forward, explicit language, reducing dialogue
	  o Acknowledgement of appropriate behaviours and activities
	  o Use of language of choice with reminders of consequences – 'if you choose to --- then---'
	  o Use of partial agreement language such as when --- and then ----.
	  o Allowing time, stepping back and giving space to allow pupil to take control and change behaviour
	  o Prompts/ attention to refocus on learning tasks or other distractions to end inappropriate behaviour.
	  o Further explanation/reshaping of learning task
	• Sensitive and consistent use of rewards and motivators
	• Application of school behaviour policy modified to take account of SEMH needs
	
	SEND Support:
	• Planning for individual support informed by analysing and baselining current patterns of behaviour to prioritise key areas of need and/or trigger points affecting emotional regulation through use of using:
	  o Assessment tools such as Strengths and Difficulties Questionnaire, Leuven Scale (Early Years) and Boxall Profile
	  o Behaviour logs, observations and ABC Charts
	• Time linked, evidence-based interventions in place to support development of wellbeing, esteem and resilience such as ELSA, nurture groups, Lego therapy, Draw and Talk and Theraplay
	• Access to counselling and therapeutic support
	• Access to learning mentor and pastoral support from staff with additional training and expertise such as ELSA.

• Reluctance to trust adults or overly dependent on adult relationships. Frequency and intensity of behaviours can vary. **Attainment:** Pupils with SEMH needs are at risk of underachieving with difficulties impacting on their ability to access and engage with learning.	• Teach strategies to manage anger and heightened stress and anxiety • Use of time out cards access to quiet space or time with a trusted adult to support self-regulation • Implementation of an individualised personalised approach to manage behaviour including risk assessments • Reward and motivators tailored to reflect needs and interests of individual pupils and to value and recognise success with personal targets. • Engagement with external agencies to identify and address underlying difficulties including environmental and domestic circumstances • Active engagement with families to provide a coordinated and consistent approach to promote positive behaviours and wellbeing

Useful sources of information and resources for pupils with SEMH needs:

- Young Minds (https://youngminds.org.uk/)
- ADDIS National Attention Deficit Disorder Information and Support Service (http://www.addiss.co.uk)
- MindEd; free educational resource on CYP mental health (https://www.minded.org.uk/)
- Mentally Healthy Schools (https://www.mentallyhealthyschools.org.uk/)
- Anna Freud Centre; 'Schools in Mind' free network for school staff to share a trusted source of up-to-date and accessible information and resources that school leaders, teachers and support staff can use to support the mental health and wellbeing of the children and young people in their care (https://www.annafreud.org/what-we-do/schools-in-mind/)
- The Charlie Waller Memorial Trust provide a range of information and training events to support the mental wellbeing of children and young people, including free downloadable resources.

6) Physical and Sensory Need: Hearing Impairment (HI) (For further information, advice and training contact Croydon Sensory Support Service; sensorysupportservice@croydon.gov.uk)	
Description of needs	**Mainstream School Offer**
HI affects a pupil's ability to access auditory information. HI can be mild, unilateral or temporary (e.g. Glue ear). Many children will be issued with hearing aids or bone conductor aids. The impact of this hearing loss can include: • Difficulties hearing speech on one side and locating the source of sound • Difficulties understanding speech where there is background noise or more than one person speaking • Need to ask for things to be repeated • Tendency to be tired with a lower attention span resulting from the strain of trying to hear – listening fatigue • Possible reluctance to join in group discussions and activities. • Speech intelligibility • Poor self-esteem and self-image HI can be moderate, severe or profound with most pupils using hearing aids, bone anchored hearing aids or cochlear implants. Some may use alternative means of communication such as sign supported English (SSE) or British Sign Language (BSL) In addition to the above, pupils can face difficulties with: • Listening and attending skills • Delayed and/or disordered language development • Literacy and numeracy skills	Quality First Teaching: • Creation of a good listening environment, including use of Sound Field systems, if appropriate, and reduction of background noise • Environmental audits to check acoustics and access in the classroom and wider school environment • Impact on hearing loss shared • Seating arranged to optimise access to verbal input and lipreading • Teachers and support staff speak naturally and clearly, facing pupils as they speak. • Cueing to support attention and listening • Extra thinking time to help pupils process information and compose a response. • Instructions and verbal explanations and concepts are repeated rephrased and/or demonstrated to check pupils understand what has to be done. • Management of turn taking in class/group discussions and repetition of key points made by others • Use of multi-sensory approaches to introduce and embed new skills and knowledge, including hands on learning. • Use of a range of visual cues and physical prompts including signing, if appropriate to support access and understanding • Games and activities to improve memory skills • DVDS, Video clips and online content made accessible e.g. provision of subtitles • Material delivered via audition alone made accessible e.g. listening tasks in MFL, Music • Awareness of nature and degree of HI and the implications for access and engagement in learning, shared with supply staff, visiting speakers, sports coaches etc. (See NDCS communication passports) • Support for inclusion in extra-curricular activities. • Deaf awareness training for pupils and staff in the school community. SEND Support: • Regular assessment and monitoring to check degree/ any changes in hearing loss and to check impact in other areas of learning e.g. speech clarity, language comprehension.

• Social communication • Working and auditory memory • Access to incidental learning • Self esteem • Expressing and managing feelings and emotions. **The impact of HI is largely affected by the following** - Degree of HI - Age at diagnosis - Age of aiding and consistency of use - Family engagement & support - Additional needs and / or EAL **Attainment:** With the right levels of support and appropriate reasonable adjustments pupils with HI should be able to achieve in line with expectations of pupils of a similar age with similar starting points. There is a relatively high prevalence of deafness in pupils who have learning difficulties/other disabilities.	• Recommendations and advice from Croydon Sensory Support Service incorporated into personalised support plans. • Pre and post tutoring of subject specific and topic vocabulary and or of key lessons • Enhanced and modified 1:1 and/or small group support to teach and embed phonic skills. • Use of structured programmes to support reading development • Assessments, advice and direct teaching from Croydon Sensory Support Service specialist teachers of the Deaf; frequency and level of support reflecting impact of hearing loss. • Use of word mats and mind maps to reinforce and remind pupils of key vocabulary, concepts and facts. • Access to additional support for note -taking • Lessons organised and paced with oral instructions and 'teacher talk' minimised to reduce impact of fatigues with access to rest breaks as required. • 'Communication Passports' to share key information about personal needs and ways to support. • Arrangements in place to support inclusion/social interaction at non-taught times such as assembly and break times. • Use of and Support to manage and maintain personal aids and additional specialist audiology equipment • Access arrangements in place for tests and examinations and embedded as normal way of working.

Useful sources of information and resources for pupils with HI:NDCS (National Deaf Children's Society) provide comprehensive guidelines and resources to support identification, assessment and support for pupils with HI

http://www.ndcs.org.uk/professional_support/our_resources/supporting.html

7) Physical and Sensory Need: Visual Impairment (VI)	
(For further information, advice and training contact Croydon Sensory Support Service; sensorysupportservice@croydon.gov.uk)	
Description of need	**Mainstream School Offer**
VI is a reduction in vision which cannot be corrected with glasses. It is likely to have an impact on a pupil's ability to access learning and to develop key skills. VI can be temporary or permanent, be present at birth or develop later, it can be mild. moderate severe/profound. Difficulties faced by pupils with VI include: - Social development (making and maintaining friendship): they cannot always pick up/use non-verbal cues such as body language and facial expressions - Motor development: lacking motivation and confidence to explore physical learning environment - Limited access to incidental learning, learning through observing and mirroring actions of others: research indicates that 80% of school curriculum is visual. - Navigating the learning environment - Fatigue due to extra effort to access learning - Making educational progress, reading, writing and concept development can be affected - Speed of working and accessing information - Low self esteem	Quality First Teaching: - Awareness of nature and degree of VI and the implications for access and engagement in learning, shared with supply staff, visiting speakers, sports coaches etc. - Support for inclusion in extra-curricular activities with modified homework tasks and communications from school mediated or in an accessible format. - Encourage independence and self-help skills through making learning environment uncluttered with desks, resources and other regularly used objects in stored and positioned in consistent locations using tactile labels as required. - Use of clean whiteboards and black pens to increase contrast - Interactive whiteboard presentations to be clear, visually uncluttered and with good contrast - Audit and adjustments to physical environment and seating arrangements taking into account light and sound, glare and reverberation. - Careful consideration of presentation of learning materials, spacing and size of text, choice of font and colour of paper - Images, words and information that are pointed to or written are accompanied by verbal description. - Use of multi-sensory teaching approaches and tasks with increased opportunity to use senses of touch, hearing and smell, including use of real objects and artefacts. - Alternatives to written recording and/or use of assistive technology - Extra time to process information and complete tasks - Rest breaks to reduce impact of visual fatigue and effort to access learning - Regular audit of learning environment to support access and self-help. - Whole school training to develop awareness of inclusive practice for pupils with VI. SEND Support: - Recommendations and advice from Croydon Sensory Support Service incorporated into personalised support plans. - Time set aside for forward planning, liaison and preparation so that modifications can be made to learning resources in advance. - Additional time/support allocated for pre/post tutoring of new skills and concepts as well as direct teaching of touch typing, mobility and/or social skills as required - Access to interventions such as 'circle of friends' to encourage social inclusion.

Attainment: Pupils with VI have the same range of intelligence and ability as those without VI. A relatively high proportion of pupils with VI may have additional needs which may also impact on learning. With the right levels of support and reasonable adjustments pupils with VI should be able to achieve in line with expectations of pupils of a similar age and cognitive ability.	• Enhanced opportunities to develop and use sense of touch to support access and communication e.g. manual dexterity, tracking skills and tactile perception. • Access to electronic/digital copies of information sheets /presentations so that further modifications can be made to improve accessibility and readability. • Use of assistive technology, such as audio-visual devices, a laptop/iPad with accessibility options and software to allow pupils to work at their own pace and increase opportunities for independent learning.

Useful sources of information and resources for pupils with VI: Royal National Institute for the Blind (RNIB)

8) Physical and Sensory Need: Developmental Coordination Disorder (DCD)

Description of need	Mainstream School Offer
DCD (also known as dyspraxia) affects pupil's fine and gross motor skills which can have an impact in participation and functioning in everyday life and learning. DCD may occur in isolation but coexist with other conditions such as ADHD and dyslexia. Although DCD affects each pupil differently common difficulties include: - Handwriting; poor pencil control affecting letter formation, fluency and speed, drawing skills. - Use of classroom equipment such as rulers and scissors - Self-Care; Dressing and undressing (e.g. tying laces, doing up buttons), using cutlery, - Poor coordination; throwing and catching, - Spatial awareness; invading others space, setting out work, bumping into objects, knocking things over. - Weak core strength; difficulties sitting up and sitting still - Personal organisation; forgetting or losing things, time management. - Social interaction; forming friendships, takes spoken word literally - Poor short-term memory - Low self-esteem **Attainment:** DCD can occur across the range of intellectual ability.	Quality First Teaching: - Established routines and structures supported by use of visual cues. - Use of clear simple instructions with repetition as required. - Encourage good seating for all children, both feet flat and sitting upright - Learning activities and tasks broken down into smaller, achievable chunks. - Extra time allowed to complete tasks - Preparation for writing activities, such as hand warm ups and body strengthening exercises incorporated in daily teaching programme. - Rest and movement breaks used to address fatigue and sustain concentration - Alternatives to written recording including use of word processors and peer support. - Range of pens/pencils and grips available to support development of writing skills - Modified/enlarged writing frames and task sheet to support presentation and layout of work. - Modified homework tasks. SEND Support: - Advice and recommendations from occupational therapy service included in personalised learning programmes - Make available specialist equipment such as writing slopes and seating wedges - Targeted interventions to teach and practice key skills e.g. Handwriting without Tears programme to support letter formation and range of activities to develop manual dexterity; manipulating play dough, popping bubble wrap, squeezing clothes pegs, scrunching paper, squirting water pistols, wringing out w et sponges, stretching rubber bands, constructing toys, ripping up pieces of paper, etc. - Targeted support to develop self-care and independence skills. - Targeted support to develop social skills. - Enhanced opportunities to develop typing skills. - Pre-planned modifications to PE lessons including: - Exercises and activities to develop core muscle strength used as warm up in PE lessons. - Alternatives to standard bats and balls to develop skills and success in throwing, catching and hitting.

Useful sources of information and resources for pupils with DCD: Croydon Occupational Therapy Service; Range of advice sheets linked to developing coordination and self-care skills including dressing, use of scissors, catch and throw.

The Dyspraxia Foundation, https://dyspraxiafoundation.org.uk/

Appendix 1. Assessment tools and checklists to support identification and inclusion of pupils with SEND

(£- denotes cost, otherwise resources are freely downloadable).

Assessment tools and resources to support identification of SLCN	Environmental checklists and resources to support inclusion of pupils with SLCN
I CAN Talking Point Ages and Stages Resource for teachers across all phases to support identification of speech and language http://www.talkingpoint.org.uk/teachers **Communication Trust Universally Speaking** A series of three booklets that provide information to support children to develop skills in line with their age as well as identify children who may be struggling: • **Universally Speaking Pre- School (0-5)** https://www.thecommunicationtrust.org.uk/media/363847/tct_univspeak_0-5.pdf • **Universally Speaking Primary (5-11)** https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/universally-speaking.aspx#sthash.AsWoQo5i.dpuf • **Checklist from Universally Speaking - 5 to11** https://www.thecommunicationtrust.org.uk/media/363853/us_checklist_new.pdf • **Universally Speaking Secondary 11 to 18** https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/universally-speaking.aspx#sthash.AsWoQo5i.dpuf **AFASIC** resources for professionals – range of materials to support adults to identify and meet the needs of pupils with SLCN (£) http://www.afasic.org.uk/professionals/resources-for-professionals/#12	**Communication friendly classroom checklists** https://www.thecommunicationtrust.org.uk/media/93826/making_your_place_great_for_communication_final_1_.pdf and https://www.thecommunicationtrust.org.uk/media/93829/communication_friendly_environments_checklist1.pdf **Creating a communication-supportive environment for all pupils** http://www.idponline.org.uk/psslcn/slcn/pages/media/docs/idp_slcn_com_environment.pdf **IDP Key strategies for supporting SLCN in class:** http://www.idponline.org.uk/psslcn/slcn/pages/media/docs/idp_slcn_key_strategies.pdf **IDP Features of a communication friendly school:** http://www.idponline.org.uk/psslcn/slcn/pages/media/docs/idp_slcn_com_pri.pdf

Inclusion Development Programme http://www.idponline.org.uk/psslcn/slcn/pages/media/docs/idp_slcn_ident_pri.pdf	
Assessment tools and resources to support identification of ASD	Environmental checklists and resources to support inclusion of pupils with ASD
Autism or attachment checklist (Coventry Grid) http://drawingtheidealself.co.uk/drawingtheidealself/Downloads_files/Coventry%20Grid%20Version%202%20-%20Jan%202015.pdf Social Communication Difficulties Checklisthttp://www.plymouth.gov.uk/socialcommunicationchecklist.pdf Autism Education Trust – Sensory Assessment Check List http://www.aettraininghubs.org.uk/wp-content/uploads/2012/05/37.2-Sensory-assessment-checklist.pdf Sensory Sensitivities Checklist www.**milton-keynes**.gov.uk/.../**Sensory**%20**Sensitivities**%20**Checklist**.pdf	**National Autistic Society** http://www.autism.org.uk/about.aspx **Autism Education Trust (AET)** **Tools for Teachers** http://www.autismeducationtrust.org.uk/resources/tools%20for%20teachers.aspx **Competency framework** AET Competency Framework **Sensory Audit for Schools and Classrooms** **Sensory audit tool for schools and classrooms** **Creating a learning environment for pupils on the autistic spectrum:** http://www.advancedtraining.org.uk/resources/ASD/Unit%20PDFs/17_physical_environment.pdf **Sensory Sensitivities Strategies**. www.**miltonkeynes**.gov.uk/.../**Sensory**%20**Sensitivities**%20**Strategies**.docm

Assessment tools and resources to support identification and inclusion of pupils with SpLD and MLD

Note: A diagnostic assessment carried out by a qualified assessor is the only way to confirm if a pupil is dyslexic and where his/her particular strengths and weaknesses lie.

The following checklists and screening tools will help to flag up potential MLD, dyslexic or other SPLD difficulties:

Guide to SPLD; This booklet contains a brief overview of the most commonly occurring specific learning differences with details of signs of difficulties.
https://www.bdadyslexia.org.uk/common/ckeditor/filemanager/userfiles/A_Guide_to_SpLD_2nd_ed.pdf

Teaching for Neurodiversity; Checklists and resources to support needs of learners working below age related expectations at different phases in education, Early Years, Primary and Secondary.
https://www.bdadyslexia.org.uk/about/projects/dyslexia-spld-support-project-2016-17

Standardised Tests and Diagnostic Tools.
General Ability Tests:
Cognitive Abilities Test – Fourth Edition (CAT4); Ages 6-17 *A*ssesses a pupil's ability to reason with and manipulate different types of material through a series of Verbal, Non-Verbal, Quantitative and Spatial Ability tasks. Used to identify a pupil's strengths, weaknesses and learning preferences to support planning appropriate, personalised provision.
Raven's Colour Progressive Matrices; Assessment of non-verbal ability, providing a useful indicator of potential academic performance.
British Picture Vocabulary Scale (BPVS) £
This tool assesses receptive(hearing) vocabulary for children and young people aged 0-16. No reading is required it can be used for non-readers and pupils with expressive language impairments. It can be sued for pupils with autism and other communication difficulties and pupils with EAL.

Reading Accuracy and Comprehension:
Miscue Analysis; Diagnostic tool to identify cues used by readers to decode and make sense of a text.
Running Records; Diagnostic tool that can help teachers to identify patterns in a pupil's reading behaviour, similar to miscue analysis
Grays Oral reading Test (Ages6-23);Test for oral reading fluency and comprehension

York Assessment of Reading for Comprehension: Early Reading and Passage Reading Primary (YARC Primary 4-11).
York Assessment of Reading for Comprehension: Passage Reading Secondary (YARC Secondary 11-16)
Single Word Reading Test (SWRT) Ages 6-16; *Assessment of a pupil's* word reading skills
Phonological Assessment Battery(PhAB) (Ages 6-14) and PhAB 2 Primary (Ages 5-6 7-11) Assessment of phonological processing skills to inform further teaching and intervention programmes to help with the child's specific phonological difficulties. It can be used for bi-lingual children and children with EAL.
Diagnostic Test of Word Reading Processes *(DTWRP)* : Asseses knowledge of regular words, exception words and non-words
New Salford Sentence Reading Test (2011) (ages 6-10 and 5-12 for comprehension sub tests); Assesses sentence level reading and comprehension with standardised scores
Spelling:
 The Single Word Spelling Test (SWST) Ages 6-14: Assessment measures pupil spelling skills with analysis on spelling errors and strategies to address emerging issues.

Writing:
The **Detailed Assessment of Speed of Handwriting (DASH)** Ages 9-16
Assessment tool to identify pupils with handwriting difficulties as well as assessing writing speed

5) Assessment tools and resources to support identification and inclusion of pupils with SEMH

Leuven engagement and enjoyment scale
http://www.plymouth.gov.uk/documents-ldtoolkitleuven.pdf
Strength and Difficulties Questionnaire
http://www.sdqinfo.com/
Boxall Profile £
https://nurturegroups.org/introducing-nurture/boxall-profile
Pupil Attitudes to Self and School £
http://www.gl-assessment.co.uk/products/pass-pupil-attitudes-self-and-school
Emotional Literacy: Assessment and Intervention £
http://www.gl-assessment.co.uk/products/emotional-literacy-assessment-and-intervention-0
Young Minds: Resources to support mental wellbeing.
https://youngminds.org.uk/resources/school-resources/mentally-healthy-schools/

| School Logo | My SEND Support Plan – (Name) | **CROYDON** www.croydon.gov.uk | Delivering for Croydon |

| Class/Year | DoB: | Plan Number: | Review Date: |

Areas of Strength/progress/special interests:	Barriers to learning/ difficulties (including any diagnosis)
Include information shared by pupils and parents.	*Include information shared by pupils and parents.*

Achievement (EYFS, NC Levels, Age Related Expectations)				Baseline/starting points from other screening/ assessment tools
	Reading	Writing	Maths	E.G. standardised reading tests/ Boxall profile.
EYFS				
End of KS1				
Current				

*Adapt to match school phase: primary/secondary

Involvement with any external agencies? (*Details of any referrals and input from EP service, health services and/or other agencies.*)

Long term outcome – to be achieved by the end of the academic year (or appropriate date)
• *   • *   • *

SMART short-term Targets (termly); next step towards achieving long term outcome	Special Education Needs Provision	
	Modifications and adjustments to support access in Quality First Teaching	Additional Support and Targeted interventions
1)	Refer to Croydon Mainstream School Offer guidance as well using advice	*Provide details of frequency and duration of targeted interventions specifying group or 1:1 support*
2)		
3)		

Any other arrangements to support inclusion, e.g. support during non-taught times such as transition, assemblies, break and lunch time, extracurricular activities.

Contribution of parents/carers and pupils to planning and implementing plan:

*Copies of plan shared with relevant teachers, support staff and parents/carers

Review of SEND Support Plan Number:	Date:

Who contributed to the review?

Progress with short-term targets		
Short-term target	Met/Partially Met/ Not Achieved	Comment
1)		
2)		
3)		

General review of impact of support plan, including views of parent/carers and pupils:

Consider what has worked well / what has not worked so well/what needs to change/ what next

Recommendations from review (tick as relevant)		
Good Progress made and no longer requires additional SEND Support		End date:
Continue with SEND Support with updated targets		Next review date:
Request additional advice and support from external services (name)		Date referral (s) to be made by:
Request an EHC needs assessment		Date request to be submitted by: