

The London Borough of Bexley's

Quality First Teaching and Special Educational Needs Support Toolkit



Information for schools, professionals and parent/carers.

**Special thanks to the many professionals,
school members and parents who have
contributed extensively to help
co-produce this document.**

Oxleas
NHS Foundation Trust



Contents Page

Page

- 4 Introduction
- 5 What is Quality First Teaching (QFT) and SEN support? Funding support explained
- 6 Definitions and responsibilities with reference to expectations of staff members in schools.
- 10 Cycle of processes using the graduated approach when identifying early needs and SEND

Resources

Page

- 12 Strategies Guide (resource 1)
- 25 Early Identification of Need Teachers Sheet – PRIMARY (resource 2)
- 27 Early Identification of Need Teachers Sheet – SECONDARY (resource 2)

SEN Support Plans (resource 3)

- 29 Example 1
- 31 Example 2
- 33 Example 3
- 37 Glossary of terms

For details of further support offered by Bexley please refer to our local offer:
www.bexleylocaloffer.uk

This document is the property of the London Borough of Bexley
and may be copied and reproduced for Bexley schools and academies only.

Published June 2019



Introduction

The intention of introducing this document is to support Bexley mainstream settings with ensuring a consistent approach when identifying pupils' barriers to learning and/or special educational needs.

The emphasis of the Bexley Toolkit is to provide a consistent approach to ensure that:

- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may not have SEND.
- All school members are routinely providing support and guidance as set out in the SEND Code of Practice 2015.
- Pupils' barriers to learning are identified early, quickly and correct support or intervention are provided.
- Schools monitor the impact and effectiveness of support and interventions through the graduated approach.
- Parents will know what support they can reasonably expect to be provided.
- Children and young people, their parents or carers, will be fully involved in decisions about their support and what they want to achieve.
- Support given should be in line with the pupil's needs and not dependent on diagnosis.

London Borough of Bexley Early Intervention Team



As the parent/carer forum for Bexley, Bexley Voice welcomes this toolkit and associated documentation.

We believe it will provide:

- **Clarity** around the minimum standard of support that can and should be provided when a need is identified.
- **Improved communication** with schools – opportunities for discussion and sharing of record keeping.
- **A common language** to use when discussing strategies and approaches.
- **The information needs** to be part of, and usefully contribute, to the process of meeting their child's needs from the outset.
- **Consistency of approach** - when a child moves school within Bexley.

We hope that the availability of this Toolkit will not only give parents confidence about the range of strategies being employed by schools to support their child, but also about their involvement and input regarding support for their child. We look forward to sharing this with families, children and young people with Special Educational Needs and Disabilities across Bexley.

Lisa Randell

Chairperson, Bexley Voice parent/carer forum.



What is Quality First Teaching (QFT) and SEN support? Funding support explained

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Some pupils may be just behind the average level of their peer group, but would be making some progress. These pupils should make good progress with quality first teaching and effective classroom practice and may need teacher directed class-based interventions.

What is SEN Support?

Where good quality first teaching is **not** meeting the pupil's educational needs and the child or young person requires additional or different support **beyond** classroom practice available to pupils of the same age.



SEND provision within individual schools

All schools offer differing provision for children and young people with SEND. Under the Special Educational Needs and Disability (SEND) reforms, each school is legally required to provide detailed information for parents/carers on how they support children and young people with SEND. This can be found via individual school websites as a **SEND Information Report**.

Funding related to support

Dedicated Schools Grant (DSG):

Each pupil (with or without SEND) is provided with funding of around £4,000 per pupil to meet their educational needs.

Devolved SEND Budget:

On top of the DSG, schools are given an additional amount of funding to meet the special educational provision of pupils with SEND. This funding comes from a particular funding stream called the schools block. This funding forms part of a school's 'notional SEND budget'. Currently, the government suggests that a school should use their notional SEND budget to **fund up to £6,000 worth of special educational provision for a pupil with SEN**. This is an average figure, as not all pupils with SEND require special educational provision beyond the amount of £6,000. It should heavily depend on the individual needs of each pupil with SEND.

High needs/Top-up Funding (EHCP)

If a school requires funding that goes beyond the maximum £6,000 to provide a pupil's special educational provision, then this may be delivered by local authorities through an Education, Health and Care Plan once a needs assessment has been completed and a plan agreed.



Quality First Teaching

6.36 (Pg:99 SEND Code of Practice) Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Some pupils may be just behind the average level of their peer group, but would be making some progress. These pupils should make good progress with quality first teaching and effective classroom practice and may need teacher directed class based interventions.

Responsibility: Class teacher and class support staff

Reasonable adjustments

Schools must ensure that no existing pupil is discriminated against in the manner in which education is provided, the way that pupils are able to access facilities/services, or through excluding a pupil or subjecting them to any other detriment. Many of the reasonable adjustments that schools are already making for pupils undoubtedly include the use of some auxiliary aids, such as coloured overlays for dyslexic pupils, pen grips, adapted PE equipment, adapted keyboards and computer software. The duty to make reasonable adjustments requires a school to take positive steps to ensure that disabled pupils can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services that the school provides for pupils. Many reasonable adjustments are inexpensive and will often involve a change in practice rather than the provision of expensive pieces of equipment or additional staff. The fact that a disabled pupil has SEND or EHC Plan does not take away a school's duty to make reasonable adjustments for that pupil.

Responsibility: Class teacher, SENCo and Senior Leadership Team.

Identifying SEN Support

6.43 (Pg:100 CoP) Where it is decided that a pupil does have SEND, the decision should be recorded in the school records and the pupil's parents must be formally informed that special educational provision is being made.

Responsibility: SENCo

SEN Support

A pupil has SEND where their learning difficulty, social emotional needs or disability calls for provision different to, or additional from, normal classroom practice available to pupils of the same age, using the graduated approach to remove barriers to learning. However support is provided, a clear date for reviewing progress should be agreed and the parent, pupil and teaching staff should each be clear about how they will help the pupil reach the expected outcomes.

Responsibility: Class teacher, support staff with SENCo

Involving parents and pupils in planning and reviewing progress

6.65 (Pg:104 CoP) Where a pupil is receiving SEN Support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. **Schools should meet parents at least three times each year.**

6.71 A record of the outcomes, action and support agreed through the discussion should be kept and shared with all the appropriate school staff. This record should be given to the pupil's parents. The school's management information system should be updated as appropriate.

Responsibility: Class teacher with SENCo

Graduated Approach

6.44 (Pg:100 CoP) Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN Support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people. If needed, specialist expertise may come from professionals such as; Hearing or Visually Impaired teachers, ASD advisory teachers and TA's, SALSA and communications team, Educational Psychologists, Speech and Language Therapists, Social, Emotional and Mental Health advisers.

Responsibility: Class teacher, support staff with SENCo

- Exit data for interventions
- Progress data
- Pupil / Parent views

- Observe
- Annotate SEN Support guidance
- Progress Data
- Professional reports
- Pupils/Parent View
- Impact of Interventions



- Carry out interventions, differentiation, adaptations to equipment or environment

- QFT, differentiation
- Class teacher and TA set targets and Interventions - entry data



SEN Support with external agency input

6.58 (pg 102 CoP) Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies.

6.59 Schools may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. A school should always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN Support delivered by appropriately trained staff. The pupil's parents should always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN Support. A record of all such meetings should be kept on the pupil file.

Responsibility: Class teacher, support staff, SENCo, external agency

Access Arrangements

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. - for example, extra time, readers, scribes and Braille question papers. In this way awarding bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'. The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

Responsibility: SENCo and SLT

4 Areas of Need as defined in the Code of Practice.

(p97 CoP) Areas of need are required for pupils at SEN Support. The need can be without diagnosis or label.

Cognition and Learning (C&L)

Some examples:

- Specific learning difficulty such as Dyslexia (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties

Social, Emotional and Mental Health (SEMH)

Some examples:

- Social interactions
- Becoming withdrawn or isolated
- Anxiety / depression
- Displaying challenging, disruptive or disturbing behaviour
- ADHD

Communication and Interaction (C&I)

Some examples:

- Speech, Language and Communication Need (SLCN)
- Developmental language disorder (DLD) (previously language disorder)
- Autism Spectrum Disorder
- Reluctant speakers /selective mutism
- Stammer

Sensory and / or Physical

Some examples:

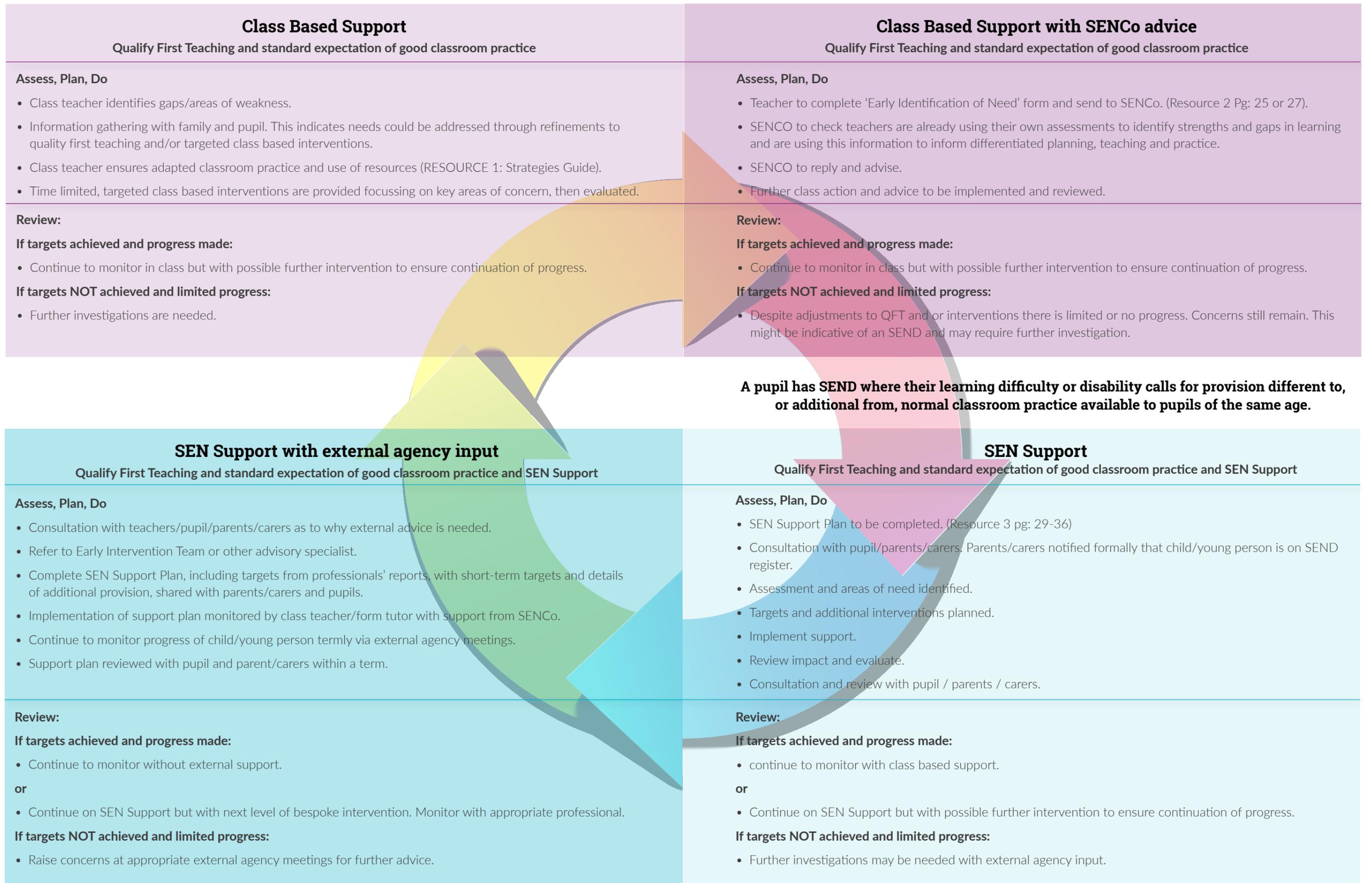
- Visual impairment (VI)
- Hearing impairment (HI)
- Physical disability (PD)
- Sensory processing difficulties
- Developmental Co-ordination Disorder (DCD) (Dyspraxia)

References:

- Reasonable Adjustments for Disabled Pupils - Guidance for Schools in England (2015)
- Special Educational Needs and Disability Code of Practice: 0 to 25 years – (2015)
- Access Arrangements and Reasonable Adjustments 2018-2019 – Joint Council for qualifications (JCQ)
- Equality Act 2010



Cycle of processes when identifying early needs and SEND.



Resource 1

Strategies Guide

Expected good class practice for pupils with needs presenting in the areas of:

Page

- 13 Attention and listening difficulties
- 14 Social communication difficulties
- 15 Difficulties understanding language
- 16 Difficulties with using language
- 17 Difficulties with word finding and vocabulary
- 18 Cognition and learning difficulties
- 19 Anxiety and needs that challenge behaviours
- 20 Co-ordination, fine and gross motor difficulties
- 21 Sensory difficulties
- 22 Memory and retention difficulties
- 23 Emotional/well-being difficulties
- 24 Reluctant speakers/selective mutism

Expected good class practice to support pupils with...

Attention and listening difficulties

Good quality first teaching	<ul style="list-style-type: none">✓ Make sure you have the pupil's full attention – say their name and gain eye contact.✓ Have the pupil placed at the front of the class (or carpet) facing the direction in which you want them to focus.✓ Cue the pupil into listening by using their name at the beginning of your instruction, sentence or question.✓ Give the pupil time to process what you have said before giving another instruction, or more information.✓ Give regular praise to reinforce and encourage good listening and learning behaviour. (Positive redirection – telling them what to do rather than what not to). Use a visual to support this.✓ Use visual timers to promote attention for a set amount of time.✓ Use peer support (without this always being the same young person) and consider seating carefully.✓ Develop attention skills in a group situation by teaching good rules of listening: look towards the speaker, good sitting, not interrupting. Pass an object around the group to show who is speaking.✓ Ensure your instructions are short and clear. Ask the pupil to repeat instructions/tasks back to you ensuring they have clearly understood.✓ Instructions and tasks should be clear, brief, concise and in the correct order where possible. Some pupils may benefit from them being written down and broken into simple steps.✓ Use visual support (e.g. gesture, signs, pictures) when giving information or instructions.
Good quality first teaching combined with good quality SEN Support	<ul style="list-style-type: none">✓ Use multi-sensory teaching techniques that are visual, auditory and tactile. Support abstract concepts with concrete apparatus.✓ Use of regular short breaks/natural movement breaks.✓ Use reward systems (e.g. stickers).✓ Provide visual or written reminders for organising materials and equipment. Use a task plan/task management board.✓ Be very specific about how much work you expect to be completed within a set time frame.✓ Prompt the child with key words or information to listen out for. This could be supplied in visual form.✓ Aid concentration through use of fiddle toys, wobble cushion etc. Use of sensory support to aid concentration – calming, alerting activities.

In association with:

Bexley's Educational Psychology Service, Social, Emotional and Mental Health Support Partners and Children's Speech and Language Therapy Service



Social communication difficulties

<p>Good quality first teaching</p>	<ul style="list-style-type: none"> ✓ Use literal language; avoid idioms, sarcasm and figures of speech. ✓ Collect the pupil's voice: what are their special interests/motivators? ✓ Use visual aids as much as possible; objects, pictures, symbols to aid understanding. Be clear about what it is you want from the pupil and not about what you don't want! ✓ Use visual timetables for daily routines. ✓ Speak to parents/carers. Remember that how a child represents in school is not always indicative of how the child is coping. Signs of anxiety of challenging behaviours may only be evident at home. ✓ Contact books: develop a collaborative relationship with the parents/carers. Working together is the most positive and beneficial way of supporting the pupil across both settings. ✓ Use positive re-direction rather than negative: 'Put the pens on the table' rather than 'Don't throw the pens.' ✓ Praise the pupil when they show a desired behaviour e.g. "good listening, well done" likewise make sure you let them know what you are pleased with.
<p>Good quality first teaching combined with good quality SEN Support</p>	<ul style="list-style-type: none"> ✓ Develop understanding of cause and effect through activities where the pupil has to consider 'what if?' such as comic strips or social stories. ✓ Teach the pupil social skills and give opportunities to practice these skills, with adult support, in a small group setting. ✓ Use role play to teach the pupil how to cope with different social situations. ✓ Use multi-sensory teaching techniques that are visual, auditory and tactile. Support abstract concepts with concrete apparatus. ✓ Use of self-regulation strategies such as traffic light systems or the 5-point scale. ✓ Use lunch clubs or adult supervised structured lunch times for those children who struggle during unstructured times. ✓ Use 'first/then' or choices board.

Difficulties understanding language

<p>Good quality first teaching</p>	<ul style="list-style-type: none"> ✓ Ensure that you have the pupil's full auditory and visual attention before talking to them. ✓ Simplify – break your request/instruction down into parts or make it simpler by giving 1 or 2 steps. Try to limit non-essential information as this may overload the pupil. ✓ Emphasise key words when giving information (e.g. get your English book and the blue pen). ✓ Give pupils extra time to process what you have said. ✓ Use concrete, familiar vocabulary and speak clearly and not too quickly. ✓ Give instructions before an activity, not during it. ✓ Provide repetitions – exact repetitions. ✓ Ask yes/no questions or give alternatives rather than asking open questions. ✓ Revise and summarise stories and information. ✓ Check a pupil's understanding by asking them to repeat back an instruction and support pupils to recognise when they have not understood. ✓ Support pupils to recognise when they have not understood. Agree a strategy for them to ask for help or clarification. Provide praise when they do this independently. ✓ Focus on the feature – help your pupil focus on the feature they need to look at to be able to understand your question (e.g. if you are asking how two items are alike, you can draw their attention to the relevant similarity – colour/size etc). ✓ Use visual timetables to support daily routines.
<p>Good quality first teaching combined with good quality SEN Support</p>	<ul style="list-style-type: none"> ✓ Pre-teach subject specific vocabulary PRIOR to the lesson. ✓ Use games that support the development of non-verbal reasoning skills. This could include activities involving sequencing and predicting patterns; matching or ordering objects in relation to certain characteristics such as size, colour, shape. ✓ Use multi-sensory teaching techniques that are visual, auditory and tactile. ✓ Use visual aids as much as possible; objects, pictures, symbols, gestures, signing, PECS to aid understanding. ✓ Ensure the vocabulary you use is in line with the student's language level.

In association with:

Bexley's Educational Autism Advisory Services



In association with:

Children's Speech and Language Therapy Service and The Joint Communication Team



Difficulties in using language

<p>Good quality first teaching</p>	<ul style="list-style-type: none"> ✓ Provide a good language model, keeping your language clear and concise. Repeat what pupils have said emphasising the correct word order and grammar. ✓ Give the pupil sufficient time to process what has been said and to organise their response. ✓ Provide students with a simple structure to help them organise their language e.g. first, then, next. ✓ Provide visual prompts alongside key vocabulary to support the re-telling of events. ✓ To encourage participation in a group, ask questions which give alternatives (e.g. 'was Tom pleased or unhappy?'). This allows pupils to become more involved in the discussion. ✓ Give pupils plenty of time to say what they mean. ✓ Provide opportunities for language use (e.g. re-telling a story or describing a recent activity). ✓ Encourage pupils to organise ideas verbally before writing them down. A talking tin or other voice recording apps could be provided to support with this. ✓ Differentiate work to reflect the pupil's language and communication profile. ✓ Scaffolding – start at a level where the child is confident and then gradually stretch them.
<p>Good quality first teaching combined with good quality SEN Support</p>	<ul style="list-style-type: none"> ✓ Extend the pupil's sentences by adding something extra (e.g. for younger children: if the pupil says 'there's a bus', you could say 'there's a big, red bus'. For older children: (if the pupil says 'the man is digging', you could say 'the man is digging and the woman is planting'). ✓ Encourage students to use alternative means of communicating, drawing, PECs, gestures, scribing, typing. ✓ Use of mind maps to organise thoughts. ✓ Trial the use of specific approaches to further support the content and structure of language these may include 'Colourful Semantics' or 'Shape Coding' (see school Speech and Language Therapist). ✓ Ensure speech and language care plan recommendations are put into place.

In association with:

Children's Speech and Language Therapy Service and The Joint Communication Team



Difficulties in word finding and vocabulary

<p>Good quality first teaching</p>	<ul style="list-style-type: none"> ✓ If you know what the word is, provide alternatives. ✓ Cue pupils by giving them the first sound of the word (e.g. it's a 'lllll'...) ✓ Ask pupils questions about the word (e.g. 'Where do you find it? What do you use it for?'). ✓ Encourage pupils to rehearse the word once it has been retrieved. ✓ Encourage pupils to use the word in a sentence. ✓ Teach and use the word in a range of different contexts. Provide multiple exposures to new words. ✓ When teaching new words, use a word web to discuss phonological (e.g. first sound) and meaning (e.g. location and function) features. ✓ When learning new words, try to make as many associations with the new word as possible. Teach related words and group new words into categories. ✓ Support pupils to reflect on their own word learning. ✓ Model correct production of sounds. ✓ If the child can make the sound, provide a choice for correction (e.g. 'is it a tup or a cup?'). and praise all attempts at trying to self-correct.
<p>Good quality first teaching combined with good quality SEN Support</p>	<ul style="list-style-type: none"> ✓ Pre-teach important vocabulary. ✓ Work on pupils' phonological awareness (e.g. encouraging pupils to tap out syllables, for example, 'e-le-phant'; identifying the first and last sound in words). ✓ Supporting sound development through phonics and reading tasks. You may want to use the 'Letters and Sounds' resource.

In association with:

Children's Speech and Language Therapy Service and The Joint Communication Team



Difficulties with cognition and learning

<p>Good quality first teaching</p>	<ul style="list-style-type: none"> ✓ Be aware of the pupil's starting point so that expected process can be measured accurately. ✓ Pupils should be taught to the curriculum year they are able to access not their chronological age. ✓ All class work and homework should be differentiated across all subjects to enable the pupil to access the full curriculum. ✓ Use of modelling to aid understanding. ✓ Routinely give the opportunity of alternatives to written recording. ✓ Key vocabulary is displayed with appropriate visuals. ✓ Use visual timers to promote attention for a set amount of time. ✓ Be very specific about how much work you expect to be completed within a set time frame.
<p>Good quality first teaching combined with good quality SEN Support</p>	<ul style="list-style-type: none"> ✓ Regular use of rest breaks. ✓ Use of reader, scribe or talking tins or other voice recording apps. ✓ Use of task board: tasks are broken down into small manageable steps. These steps are shown explicitly. ✓ Pre-teaching: help prepare the pupil by pre-teaching key words and concepts PRIOR to lessons. ✓ Provide written, visual and recorded support. Use images and break long chunks of text up. When reading is a challenge, it can be helpful for a child to have recorded materials and books to listen to. ✓ Extra time for processing and completing work, not just in school but homework too. Could parents scribe homework or it be recorded on a talking tin or other voice recording app? ✓ Provide opportunity for touch typing learning: https://www.bbc.com/bitesize/articles/z3c6tfr

Anxiety and needs that challenge behaviours

<p>Good quality first teaching</p>	<ul style="list-style-type: none"> ✓ Understand that behaviour is a method of communication. What is the pupil trying to communicate? Can you identify the triggers? ✓ Instructions need to be clear and explicit. Make expectations very clear. ✓ Buddy/peer mentoring systems. ✓ Giving positions of responsibility to promote positive self-esteem. ✓ Regular contact with home to establish patterns of behaviour in other environments as well as strategies being tried. ✓ Speak to parents/carers. Remember that how a child represents in school is not always indicative of how the child is coping. Signs of anxiety of challenging behaviours may only be evident at home. ✓ Contact books: develop a collaborative relationship with the parents/carers. Working together is the most positive and beneficial way of supporting the pupil across both settings. ✓ Incorporate a 'feelings register' when doing morning and afternoon register. Rather than just responding with 'yes/here' they can give a number 1-3, or word (happy, sad, lonely, amazing). If a pupil is unhappy this allows the teacher to intervene at an appropriate time within the next lesson.
<p>Good quality first teaching combined with good quality SEN Support</p>	<ul style="list-style-type: none"> ✓ Use of self-regulations strategies such as traffic light systems, green wrist bands or 5 point scale. ✓ Develop understanding of cause and effect through activities where the pupil has to consider 'what if?' such as comic strips or social stories. ✓ Provide the pupil with a safe place or quiet area to seek out when needed. ✓ Use of choices board to allow the child to have some control but still achieving the same end result. ✓ Check in and out daily with an adult. This helps the pupil prepare for the day ahead. Likewise have closure on any issues that have arisen during the day. ✓ Work to identify potential stressors/triggers through observations/pupil voice and pictures (5 point scale). ✓ Use the SPENCE Anxiety Scale, Boxall Profile, Self-Image Profile or Strengths, Difficulties Questionnaire (SDQ's) as a holistic approach to understanding the pupils well-being.

In association with:

Bexley's Educational Psychology Service



In association with:

Bexley's Social, Emotional and Mental Health Support Partners



Co-ordination difficulties

<p>Good quality first teaching</p>	<ul style="list-style-type: none"> ✓ Consider reasonable adjustments to equipment such as a range of pencil grips, chunky pens, writing slopes, move and sit/wobble cushions, handed rulers, looped and left handed scissors. ✓ Alternatives to handwriting such as talking tins or other voice recording apps, scribing or typing. ✓ Rest/movement breaks. ✓ Seating position in the class. Pupils with co-ordination difficulties find it better to sit facing the board, as this makes copying and tracking easier for them.
<p>Good quality first teaching combined with good quality SEN Support</p>	<ul style="list-style-type: none"> ✓ Extra time for processing and completing work, not just in school but homework too. Could parents scribe homework for it be recorded on a talking tin on other voice recording app? ✓ Provide opportunities for learning touch typing: https://www.bbc.com/bitesize/articles/z3c6tfr ✓ Provide written, visual and recorded support. Use images and break long chunks of text up. When reading is a challenge, it can be helpful for a child to have recorded materials and books to listen to. ✓ Pre-teach motor skills. If your lesson includes using scissors, folding paper, or any other task that might cause a child to struggle, provide plenty of assistance and try to introduce the student to the activity beforehand, so he or she has a chance to practice and get familiar with the physical manipulations required. ✓ Jump ahead programme (or equivalent motor skills development programme) attendance and recording of achievements.

Sensory difficulties

<p>Good quality first teaching</p>	<ul style="list-style-type: none"> ✓ Provide sensory rest breaks/movement breaks. ✓ Fidget toys/chew toys. ✓ Provide a clear visual timetable with plenty of preparation for transitions. ✓ Pre-teaching: help prepare the pupil by providing sensory circuit and regular movement breaks PRIOR to lessons and/or as required during lessons. ✓ Sensory pathways in place in school.
<p>Good quality first teaching combined with good quality SEN Support</p>	<ul style="list-style-type: none"> ✓ Access to sensory circuits. ✓ Access to ear-defenders, desk partition boards, weighted blankets, quiet area, safe/calming zone. ✓ Access to a sensory tool box. ✓ Access to a structured lunch club/quiet area if the pupil finds being in a noisy playground/food hall difficult. ✓ Knowledge of impact of sensory activities to achieve the required benefits for the child.

In association with:
Children's Occupational Therapy Service



In association with:
Children's Occupational Therapy Service



Memory and retention difficulties

<p>Good quality first teaching</p>	<ul style="list-style-type: none"> ✓ All class work and homework should be differentiated across all subjects to enable the pupil to access the full curriculum. ✓ Use of modelling to aid understanding. ✓ Scaffold work by providing writing frames / prompt sheets. ✓ Key vocab is displayed with appropriate visuals. ✓ Use of talking tins and other recording apps so the pupil can verbalise their ideas and play back to help aid memory. ✓ Break instructions down into small chunks. ✓ Check a pupil's understanding by asking them to repeat back an instruction. ✓ Teach rehearsal and visualisation techniques to aid memory. ✓ Provide repetitions – exact repetitions and rephrasing. ✓ Encourage active listening – agree a way for pupils to ask for help or clarification. ✓ To instil a positive state of mind, be relaxed about difficulties and support pupils in their attempts to overcome them. ✓ Use of task management boards: tasks are broken down into small manageable steps. These steps are shown explicitly. ✓ Provide written, visual and recorded support. Use images and break long chunks of text up. When reading is a challenge, it can be helpful for a child to have recorded materials and books to listen to.
<p>Good quality first teaching combined with good quality SEN Support</p>	<ul style="list-style-type: none"> ✓ Pre-teaching: help prepare the pupil by pre-teaching key words and concepts PRIOR to lessons. ✓ Extra time for processing and completing work, not just in school but homework too. Ask parents to scribe homework for it be recorded on to a talking tin or recording app?

In association with:

Bexley's Educational Psychology Service, Children's Speech and Language Therapy Service and the Joint Communication Team



Emotional / well-being difficulties

<p>Good quality first teaching</p>	<ul style="list-style-type: none"> ✓ Speak to parents/carers. Remember that how a child represents in school is not always indicative of how the child/young person is coping. Signs of anxiety or emotional behaviours may only be evident in one environment. ✓ Contact books: develop a collaborative relationship with the parents/ carers. Working together is the most positive and beneficial way of supporting the pupil across both settings. ✓ Incorporate a 'feelings register' when doing morning and afternoon register. Rather than just responding with 'yes/here' they can give a number 1-3, or word (happy, sad, lonely, amazing). If a pupil is unhappy this allows the teacher to explore this at an appropriate time within the next lesson. ✓ Promote whole school strategy of Well-Being Mentors, or similar. Bexley EIT team can advise on this. ✓ Introduce a feelings box within the classroom, this can be filled with sensory objects and can help pupils, regulate their feelings at challenging times. ✓ Start each day with a positive compliment session, or use a check-in process that focuses on well-being and begin each day from a fresh start. It is important not to take presenting behaviours personally. This approach can help build positive relationships. ✓ Understand and look beyond the behaviours of pupils, often there are unresolved issues that sit under the behaviour symptoms. Getting to know your pupils' triggers for behaviours are key. ✓ Use a wide variety of high quality PHSE/SEAL resources. ✓ Use the 5 ways to Wellbeing Resources https://www.gov.uk/government/publications/five-ways-to-mental-wellbeing
<p>Good quality first teaching combined with good quality SEN Support</p>	<ul style="list-style-type: none"> ✓ Check in and out daily with an adult. This helps the pupil prepare for the day ahead. Likewise, have closure on any issues that have arisen throughout the day. ✓ Use the SPENCE Anxiety Scale, Boxall Profile, Self-Image Profile or Strengths, Difficulties Questionnaire (SQQ's) as a holistic approach to understanding the pupil's well-being. (copies in SENCo Drop Box). ✓ Encourage use of worry box or worry diary (in home or school) where the child/young person writes down or draws their worries, ensuring this is followed up by any specific adult in the appropriate setting daily. ✓ Give pupils the opportunity for a short-managed time out, within an agreed space in the classroom, with support of a visual time. This will help them to begin to manage their emotions, when they start to escalate.

In association with:

Bexley's Social, Emotional and Mental Health Support Partners and Well Being Leader at Lessness Heath Primary School (The Primary First Trust)



Reluctant speakers / selective mutism

<p>Good quality first teaching</p>	<ul style="list-style-type: none"> ✓ Do not draw whole class attention to the fact that the pupil does not speak. ✓ Remove all pressures to speak but ensure that all associations with communication are positive. ✓ Understand the child's anxiety. ✓ Staff to discreetly acknowledge the child's difficulty and how they feel – discussing phobias and anxiety may be useful. (It may be helpful to allow the pupil to develop a special relationship with one adult.) ✓ Allow and accept communication in any form (e.g. recording answers on paper, typing etc...). <p>Consider other methods of communication to support pupils to express themselves (i.e. writing, gesture, drawing). E.g. a wave to answer the register, provide a visual for the pupil to request help or use the toilet.</p> <ul style="list-style-type: none"> ✓ Ask yes/no questions and provide forced alternatives where choices need to be made. ✓ Reduce the pupil's feelings of failure. ✓ Provide frequent opportunities to engage interact (without pressure) in order to prevent the pupil embracing their non-speaking role. ✓ Encourage pupils to play/interact with their peers in the classroom and on the playground. ✓ Make comments which praise of the pupil's effort with the task rather than comment on their speech.
<p>Good quality first teaching combined with good quality SEN Support</p>	<ul style="list-style-type: none"> ✓ Provide an environment where the pupil feels safe (this may be away from the classroom but would be free from distractions/interruptions) for rapport building with a key adult and opportunities to communicate without anxiety. ✓ Provide motivating and engaging activities (not necessarily curriculum based) for the child in a relaxed environment, giving the pupil an irresistible urge to communicate. ✓ School staff to incorporate a whole school approach to reluctant speaker strategy (including all support staff e.g. caretakers etc.) ✓ Staff to monitor pupil's anxiety through use of visual support (e.g. using traffic light/smiley faces which the pupil can point to show how they are feeling). ✓ Ensure Speech and Language care plan recommendations are put into place. ✓ Refer to stages of Reluctant Speaker for a targeted individualised approach (see drop box).

In association with:

Children's Speech and Language Therapy Service and The Joint Communication Team



Early Identification of Need Teachers Sheet

Pupil Details		Data		
Name		Reading	Writing	Maths
Class				
What area of need are you most concerned about?				
Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical	
What are your MAIN concerns?		What are the parent and pupil's MAIN concerns?		
What advice has been given to parents and pupil so far?				
When and what has been tried so far?				
Adapted classroom practice and use of resources		Interventions		
Impact of this		Impact of this		

Signed: (Teacher) _____ Date: _____

Signed: (Parent) _____ Date: _____



For SENCO use only:

Received by SENCO on:	
Advice given:	Actions to be taken:
To be followed up by:	
Designated person:	Deadline:

Early Identification of Need Teachers Sheet

Pupil Details		Subject Data			
		English	Maths	Science	Others
Name		Baseline	Baseline	Baseline	Baseline
Class		Current	Current	Current	Current
DOB:		Expected	Expected	Expected	Expected
What area of need are you most concerned about?					
Cognition and Learning		Communication and Interaction		Social, Emotional and Mental Health	
Senory and Physical					
What are your MAIN concerns? (Include information from round robin.)			What are the parent and pupil's MAIN concerns?		
What advice has been given to parents and pupil so far?					
When and what has been tried so far?					
Adapted classroom practice and use of resources			Interventions		
Impact of this			Impact of this		

Signed: (Teacher) _____ Date: _____

Signed: (Parent) _____ Date: _____



For SENCO use only:

Received by SENCO on:	
Advice given:	Actions to be taken:
To be followed up by:	
Designated person:	Deadline:

Resource 3. Example 1

SEN Support Plan



Name: Tommy Bloggs		DOB: 26.12.08			
Year Group & Class: 5S					
Date: 12.01.19		Review Date: 26.04.19			
Pupil Premium?		Yes			
Attendance:					
Autumn		Spring		Summer	
1	2	1	2	1	2
84.7%	95.5%	96.4%	97%	100%	100%

History including any previous external agency involvement:

In year 2 Tommy was seen by SALT. Assessments showed his understanding and language was age appropriate. Last year Tommy had social intervention support with Mrs Smith to help him develop more positive social skills. Tommy now has developed 2 positive relationships with peers in his class. He says this has made him feel much happier in school.

ASSESS

Pupil Voice: I find it difficult to:

- Control my anger.
- Work for long time.

Parent/Carer Concerns:

- Tommy gets very angry very quickly at home
- He gets very stressed and struggles with homework. He can't do it without our help.

School concerns:

- Struggles to complete tasks set.
- Can quickly lose his temper.
- Can frequently have unhappy lunchtimes

External agency / community support:

N/A

PLAN

What I need you to do to help me:

- Listen to me when I am upset.
- Help me do my work.

Parental Support:

- For Tommy to be able to complete his homework with minimal adult support.
- For Tommy to feel happier at home and to be able to self-regulate his behaviour.

School targets:

- For Tommy to have 4 out of 5 happy lunchtimes
- For Tommy to be able to work independently for 15 minutes per lesson.
- For Tommy to be able to learn to self-regulate his emotions both at home and in school.

DO

I will help myself by:

- I will make sure I find Mrs Smith every morning and afternoon to have a quick chat about my day and how I am feeling.
- I will use my 5 point scale in school and at home to help me, Mum and my teacher understand how I am feeling.

Parental Support:

- To check Tommy has understood what he needs to do for his homework task. Using the visual timer provided by school, allow Tommy to work independently for 15 mins.
- To develop the use of the 5 point scale at home.

School intervention / support:

- Homework will be differentiated to suit Tommy's **unsupported** ability.
- Tommy to be given a 15 min visual timer for home and school use, with clear expectations on what he should achieve within that time.
- For Tommy to check in and out with his TA in the morning and at end of day. This will help Tommy to prepare for the day ahead and have closure at the end of the day with any issues he feels have not been resolved.
- Mrs Evans (SENCo) will go through the 5-point scale with Tommy and provide him with one for use in class and at home.
- Tommy to have access to structured lunch club 5 x a week to help him during these unstructured times.

REVIEW

This means that:

- I am now using my 5 point scale I can tell Mum and my teachers when I am starting to feel angry without me having to lose my temper so often. I still get upset about twice a week.
- I love my visual timer! I know when work is going to end and how much I have to do. I feel much happier at school.
- I now only need to find Mrs Smith a couple of times a week as I find talking to her helps.

Parental Views:

- The daily checking in and out has really helped. Tommy is having far less meltdowns at home as any problems are resolved before he comes home. It is lovely to see him being able to do his homework by himself. Sometimes I may scribe for him if it is English but on the whole it is taking far less time and much less anxiety now the homework is suited to his ability.

School intervention / support:

- Tommy has coped very well in structured lunch club and we have only had 2 bad playtimes in the past 5 weeks.
- He is completing work much better and clearly enjoys using the visual timer.
- He is able to use his 5 point scale very well in class and has only reached 5 on 2 occasions, when he needed to have 10 minutes time out.
- Tommy's attendance has dramatically increased too, from 85% to 96%. Tommy says this is because he is happy to come to school now.

RUNNING RECORD OF INTERVENTIONS (for year 4)

Date	Intervention	Entry	Exit
12.02.19 Year 5	<u>Active listening skills</u> Focus: To increase concentration and to be able to follow instructions independently of greater complexity.	<ul style="list-style-type: none"> • Can follow 2 step instructions (next to, after). • Concentrate for 5 minutes 	<ul style="list-style-type: none"> • Can now follow 4 steps complex instructions 80% of time. • Can follow instructions using prepositions above, below and before. • Concentrate for 8-10 minutes with no need for prompts.
07.06.18 Year 4	<u>Social skills</u> To develop turn taking skills within a small group, and to develop ability to be able to wait his turn to speak in small groups and whole class situations.	<ul style="list-style-type: none"> • 4 / 5 times will shout out in class • Will have to be first when turn taking otherwise gets angry. • Can tolerate being in small groups of 3. 	<ul style="list-style-type: none"> • 3 / 5 times Tommy will now put his hand up in class. • He can tolerate being in a group of 5 children. • Is happy to be 2nd or 3rd at waiting for his turn. Does not like being last though.

Date: _____

Pupil Signature: _____

Parent: Signature: _____

SENCo/ Teacher Signature: _____

Resource 3. Example 2

<p>Name: Tommy Bloggs</p>							
<p>D.O.B: 12.09.03</p> <p>Form: 7C</p>	<p>Access Arrangements</p> <p>Normal way of working</p> <ul style="list-style-type: none"> • 25% extra time • Group Reader 						
<p>Keyworker: Mrs Jones</p> <p>Date: 10.01.19</p> <p>Review Date: 10.04.19</p>	<p>Attendance:</p> <table border="1"> <tr> <td>Autumn</td> <td>95.5%</td> <td>Spring</td> <td>97%</td> <td>Summer</td> <td>100%</td> </tr> </table>	Autumn	95.5%	Spring	97%	Summer	100%
Autumn	95.5%	Spring	97%	Summer	100%		

History:
Tommy transitioned well into year 7 and having a bubby system set up for him really helped. In year 6 Tommy was seen by SALT. Assessments showed his understanding and language was age appropriate. Last year Tommy had social intervention support with Mrs Smith to help him develop more positive social skills. Tommy now has developed 2 positive relationships with peers in his class. He says this has made him feel much happier in school.

About me:

I would like you to know that:

- I love Chelsea Football club and want to be a professional player.
- I love dogs and have a Husky called Sky.
- I like school now that I have some friends.
- I can get upset when I don't know what I have to do in class.

Assess	Plan	Do
<p>Tommy's Views:</p> <ul style="list-style-type: none"> • I find it difficult to control my temper sometimes. • I can sometimes struggle to understand instructions. • I find lunchtimes too noisy and do not like the playground. <p>Parent views</p> <ul style="list-style-type: none"> • Tommy can get angry very quickly at home. • Gets very stressed and struggles with homework. He can't do it without our help. 	<p>I would like you to help me by:</p> <ul style="list-style-type: none"> • Listening to me when I am upset • Help me start my work, by making sure I understand the task set. <p>Parental Support:</p> <ul style="list-style-type: none"> • For Tommy to be able to complete his homework with minimal adult support. • For Tommy to feel happier at home and to be able to self-regulate his behaviour. 	<p>I will help myself by:</p> <ul style="list-style-type: none"> • I will make sure I find Mrs Smith every morning and afternoon to have a quick chat about my day and how I am feeling. • I will use my 5-point scale to help me communicate to Mum and my teachers how I am feeling. <p>Parental Support:</p> <ul style="list-style-type: none"> • To check Tommy has understood what he needs to do for his homework task. Using the timer on his phone, allow Tommy to work independently for 15 minutes. • To develop the use of the 5-point scale at home with clear understanding of what support Tommy will need at each point.

<p>School views:</p> <ul style="list-style-type: none"> Struggles to complete tasks set. Can quickly lose his temper. Can frequently have unhappy lunchtimes 	<p>School targets:</p> <ul style="list-style-type: none"> For Tommy to have 4 out of 5 happy lunchtimes For Tommy to be able to work independently for 15 minutes per lesson. For Tommy to be able to learn to self-regulate his emotions both at home and in school. 	<p>School intervention / support:</p> <ul style="list-style-type: none"> Homework will be differentiated to suit Tommy's unsupported ability. Tommy to use timer app on his mobile for home and school use, with clear expectations on what he should achieve within that time. For Tommy to check in and out with his TA in the morning and at end of day. This will help Tommy to prepare for the day ahead and have closure over at the end of the day with any issues he feels have not been resolved. Mrs Evans (SENCo) will go through the 5-point scale with Tommy and provide him one for use in class and at home. Tommy to have access to structured lunch club 5 x a week to help him during these unstructured times.
--	---	--

Date set for review: **16.05.18 @2pm**

Date of Review: **20.05.18 (postponed due to Tommy's illness)**

Review		
<p>Tommy's Views</p> <ul style="list-style-type: none"> Using my 5-point scale has made me feel much better. I am able to let Mum or my teachers know when I am starting to feel angry without always having to scream or shout. I love using my visual timer. I know how much I have to do and when work is going to end. I like school now and don't mind coming. Lunchtimes are much better for me in the LRC as it is quieter in there and I can play Lego. 	<p>Parent's Views</p> <ul style="list-style-type: none"> The daily check ins and outs have really helped. Tommy is having far less meltdowns at home as he feels that issues are being resolved before he comes home. It is lovely to see him being able to do his homework by himself now that it is suited to his ability. I may sometimes scribe for him if it is English but on the whole it is taking far less time and causing far less anxiety for both of us. 	<p>School's Views</p> <ul style="list-style-type: none"> Tommy has coped very well in structured lunch club and he has only 2 unhappy playtimes in the past 5 weeks (was originally 4 / 5 days per week) He is completing work to a much better standard and on time. He clearly enjoys using the visual timer. He is using his 5-point scale well in class and has only reached 5 on 2 occasions when he needed to have 10 minutes timeout. Tommy's attendance has dramatically increased from 89% to 96% as he says he is happier to be in school now.

RUNNING RECORD OF INTERVENTION (for year 6)

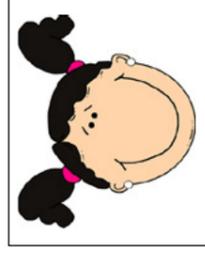
Date	Intervention	Entry	Exit
12.02.19 Year 6	<p><u>Active listening skills</u> Focus: To increase concentration and to be able to follow instructions independently of greater complexity.</p> <p><u>Social skills</u> To develop turn taking skills within a small group, and to develop ability to be able to wait his turn to speak in small groups and whole class situations.</p>	<ul style="list-style-type: none"> Can follow 2 step instructions (next to, after). Concentrate for 10 minutes. 	<ul style="list-style-type: none"> Can now follow 4 steps complex instructions 80% of time. Can follow instructions using prepositions above and below. Concentrate for 15 minutes.
07.06.18 Year 6	<p><u>Social skills</u> To develop turn taking skills within a small group, and to develop ability to be able to wait his turn to speak in small groups and whole class situations.</p>	<ul style="list-style-type: none"> 4 / 5 times will shout out in class Will have to be first when turn taking otherwise gets angry. Can tolerate being in small groups of 3. 	<ul style="list-style-type: none"> 3 / 5 times Tommy will now put his hand up in class. Can tolerate being in a group of 5 children. Is happy to be 2nd or 3rd at waiting for his turn. Does not like being last though.

Date: _____
Pupil Signature: _____
Parent Signature: _____
SENCo/ Teacher Signature: _____

Resource 3. Example 3

SEN Support Plan.

Term:	Aut	Spr	Sum
Reading	1S	2B	2B
Writing	1S	2B	2B
Maths	3B	3W	3S



Name: Charlie Anon
DOB: 12.12.09
Class: 3S

Todays Date: 12.02.19
Review Date: 26.04.19

Review from previous plan: October 2018

<p>Charlies Views:</p> <ul style="list-style-type: none"> I still think I am good at Maths. The words do not wobble on the page now that I have my new glasses. I still like school and have lots of friends. 	<p>Mrs Anon's Views:</p> <ul style="list-style-type: none"> Charlie seems happier to read to me at home now she has her blue glasses. I have been really pleased in how she has progressed with phonics. I think the extra support has really helped her. 	<p>School's Views:</p> <ul style="list-style-type: none"> Charlie was seen by QMH and has visual stress. She now needs aqua coloured glasses or overlays. She responded very well to the additional phonics support last term and scored 30/30 in the test. Charlie's reading has improved and she has gone up 2 book bands since having her new glasses. She now consistently uses finger spaces in her written work.
<p>Current assessment:</p>		
<ul style="list-style-type: none"> I don't like doing my spellings as they are too hard for me. I don't really like Art as drawing and cutting is quite hard for me. 	<ul style="list-style-type: none"> I am concerned about the progress Charlie is making in Literacy. The glasses have helped her reading but she is still behind. Charlie seems to struggle to hold her pencil correctly and cannot use scissors or a knife and fork properly. She struggles to learn her weekly spelling and this causes her to get upset at home. She seems to forget them by the morning. 	<ul style="list-style-type: none"> Charlie has had jump ahead intervention with Mrs Smith for the last 2 terms and, whilst there has been some progress, there are still concerns both from parents and school regarding her fine motor development. Progress in writing has been slow this term. Charlie needs prompting to use capital letters and full stops consistently.

<p>SCHOOL:</p> <p>To be able to use capital letters consistently in her written work.</p> <p>For Charlie to use her aqua overlay or glasses every day.</p> <p>To have differentiated spellings set by the TA.</p> <p>To be able to use and blend phase 3 graphemes.</p> <p>To be referred to the OT team for her motor skills to be assessed too.</p>	<p>Plan:</p>	<p>Do:</p> <p>To have a cue card in front of her reminding Charlie to use capital letters and full stops.</p> <p>For any adults working with Charlie to remind her to use her glasses or overlay as she has Mears Irlen.</p> <p>Charlie will have 5 differentiated spellings each week set by the TA which link into words she is learning in her phonic sessions.</p> <p>To have phonic revising phase 3 of the letters and sounds programme.</p> <p>Inclusion manager will make said referral. School will provide Charlie with pencil grip, writing slope and adapted scissors.</p>	<p>Expected impact and outcomes:</p> <p>Charlie will be able to use CL independently the majority of the time in her written work. The teacher and Inclusion Manager will monitor this through her written work.</p> <p>She will be able to read more fluently and write on a straight line when using them.</p> <p>Charlie will be more confident in spelling words with simpler ending and patterns. The teacher and Inclusion Manager will monitor this through her reading and written work.</p> <p>Charlie will become more confident in the reading / and sounding out phase 3 graphemes. The teacher and Inclusion Manager will monitor this through her reading and writing skills and written work.</p> <p>A full assessment of Charlie's motor needs with support plan given.</p>
<p>Within Class Support:</p> <ul style="list-style-type: none"> 2 x Literacy group support per week for the guided session. (1:6) Work will always be differentiated so that Charlie can work independently. Charlie has TA support for the first 20 minutes of every Literacy and Maths lesson to make sure she has understood tasks so that she can work independently. <p>Additional Support</p> <ul style="list-style-type: none"> Charlie has 2 x 30 minutes TA support a week to her develop her phase 3 phonic knowledge as stated above. (1:2) Charlie has daily reading support with a TA. (4 x 15 minutes per week.) After Christmas Charlie will have FFT 4 x 30 minutes per week. This will help support and develop her phonic abilities. This intervention will run for 12 weeks. (It will replace the current phonic support twice a week). 			

HOME SUPPORT: Plan:	To encourage Charlie to use capital letters and full stops consistently in her written work.	To hear Charlie read daily, focusing on any words which have the same patterns as her weekly spellings.
Impact and Outcomes:	To have a cue card in front of her reminding her to use capital letters and full stops. (provided by school)	Mrs Anon says she will read to, as well as listen to, Charlie every evening/bedtime.
	By the end of term Charlie will be using CL and FS consistently in her written work. The teacher will monitor this through her homework.	Her reading will continue to improve, as will her confidence. Charlie will be able to move up to the next book band.

Date: _____

Pupil Signature: _____

Parent: Signature: _____

SENCo / Teacher Signature: _____

The Glossary of Terms

Provided by Children's Speech and Language Therapy Service

Communication diagnosis and terminology

Autism Spectrum Disorder (ASD)

A developmental disorder that affects communication and behaviour. Difficulty with communication and interaction with other people. Restricted interests and repetitive behaviours.

Attention Deficit Hyperactivity Disorder (ADHD)

A behavioural disorder that includes symptoms such as inattentiveness, hyperactivity and impulsiveness.

Attention and listening

Difficulties with attention and listening have an effect on all areas of learning; if a child is not able to listen and pay attention they will be unable to process information they are given.

Auditory Processing Disorder (APD)

Defective processing of auditory information in spite of normal auditory thresholds, resulting from dysfunction of mechanisms dedicated to audition.

Developmental Language Disorder (DLD)

Developmental Language Disorder or (previously known as Specific Language Impairment or SLI) means that the child has significant, on-going difficulties understanding and/or using spoken language, in all the languages used by the child.

Delay

Delays in understanding and talking means that a child is developing these skills at a slower rate but in the expected order and following a typical pattern.

Disorder

Disorder is used when a child's listening; understanding and talking are developing in an unexpected way, differently to other children and not following a typical pattern.

Education Health Care Plan (EHCP)

An EHC plan is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life.

Expressive language

Being able to put thoughts into words and sentences in a way that makes sense and is grammatically accurate. Expressive language also informs an individual's writing.

Hearing impaired (HI)

Hearing impairment is a partial or total inability to hear. A deaf person has little to no hearing. Hearing loss may occur in one or both ears. Hearing loss can be categorised as mild, moderate, moderate-severe, severe, or profound.

Language disorder (LD)

Language disorders or language impairments are disorders that involve the processing of linguistic information. Problems that may be experienced can involve grammar (syntax and/or morphology), semantics (meaning), or other aspects of language.



Percentile range

Percentiles are a means of comparing a pupil's performance with other pupils of the same age. Scores between the 16-84 percentiles are within the broad average range, with 50 the exact average. A percentile score of 16 means that if 100 pupils of the same age were given the same assessment 84 of these would achieve a higher score and 16 achieve lower.

Phonological awareness

An individual's awareness of the phonological structure, or sound structure, of words. Phonological awareness is an important and reliable predictor of later reading ability and has, therefore, been the focus of much research.

Receptive language

The ability to understand information. It involves understanding the words, sentences and meaning of what others say or what is read.

Reciprocal interaction

Reciprocal interaction refers to an exchange in which individuals or objects exhibit similar behaviour, either at the same time or in a back-and-forth manner. A good hug is a reciprocal interaction as it requires both parties to interact to produce the hug.

Speech difficulties

A type of speech, language and communication need (SLCN). Many children take longer to develop a range of speech sounds and need some help with their unclear speech. Speech difficulties include:

- Difficulty with telling the difference between sounds
- Difficulty with the articulation (making) of sounds
- Difficulty with combining sounds in words
- Difficulty saying longer words
- Difficulty with the rhythm, flow or 'tune' of speaking

Social communication

The use of language in social contexts. It encompasses social interaction, social cognition, pragmatics, and language processing.

Visual impairment (VI)

A decreased ability to see to a degree that causes problems not fixable by usual means, such as glasses.



Follow us



If you would like the information in this document in a different format, please call 020 8303 7777 and ask for Communications/Graphics. The reference to quote is: 607498/06.19