

SEN Support

This section of the SEND Handbook is designed to provide guidelines to educational schools/settings on the graduated approach to Special Educational Needs and Disability and in particular the assess-plan-do-review process as outlined in the SEND Code of Practice.

These guidelines aim to:

- promote partnership working between the local authority and educational settings in identifying and meeting children/young people's special educational needs and disabilities;
- describe the provision that mainstream educational settings are expected to make at SEN Support for different areas of need;
- provide a basis for consistency and equity in terms of both provision and decision making across schools;
- provide a basis of consistency and equity in decision making for the funding of special educational needs by ensuring that a robust assess-plan-do-review process has been followed;
- develop a more robust system of identifying children/young people with special educational needs which is clearly linked to progress and outcomes;
- provide links to resources and on-line training that staff working with children with various needs can access to further develop their knowledge and skills;

This SEN Support section of the SEND handbook is process led, and it is assumed that it will be adopted with reference to the SEN Code of Practice. This documentation emphasises the need for an ongoing cyclical process involving children and young people and their parents. The guidelines and expectations outlined in this section build on the Quality First Teaching expectations in the previous section and are based on:

- Assessment
- Reflective and planned action
- Review and adaptation
- This SEN Support guidance sets out expectations in each of the following areas of need:
 - Cognition and Learning
 - Speech and Language and Communication Needs
 - Social Communication Needs/Autistic Spectrum Disorder
 - Social, Emotional and Mental Health Difficulties
 - Visual Impairment
 - Hearing Impairment
 - Physical Difficulties

There are 2 'waves' of the assess-plan-do-review process in some areas. Where this is the case it is expected that wave 2 will build on quality first teaching and wave 3 will build on wave 2, becoming increasingly specific and detailed. As such where a setting are working at wave 3 of the cognition and learning assess-plan-do-review process it is assumed that the quality first teaching and wave 2 approaches will continue to be in place, with wave 3 approaches building on these foundations.

*Throughout this document the term 'teacher' can mean teacher or key worker.

Visual Impairment

Assess

- Ensure Quality First Teaching is in place.
- Use of Ophthalmology reports and Functional Vision Assessment to determine VI level of need.
- Analysis of test and attainment data e.g. CATS, Reading Assessments, Spelling Assessments.
- Detailed and targeted observations in a range of situations and 1-1 activities to assess use of residual vision if appropriate.
- Meeting and discussions involving child/young person, parents, SENCo, key staff.
- Identification of any training needs of staff.
- Assess the teaching style used within the classroom and ensure that there is not an over emphasis on visual learning.
- Consider the child's speed of working and ability to access information.
- Record the above on an EHA including the impact of any interventions/adaptations.

- Identification of outcomes linked to relevant VI-specific skills e.g. sensory development, communication, literacy, habilitation (mobility and independent living skills), accessing information, use of technology, meeting others, preparing for adulthood
- Ensure that the curriculum is accessible to the child and learning resources are enlarged/ adapted to meet the child's needs.
- Qualified Teacher of Children and Young People with Vision Impairment
- Identify how any barriers to learning and participation will be minimised or removed.
- Plan for the classroom environment to be as accessible as possible e.g. a good listening environment and accessible classroom layout etc
- Consider the need for, and plan for, any support needed to improve the child's self esteem and social skills.
- Arrange for any staff training needed.
- Plan for the use of any recommended low vision aids e.g. magnifiers etc.
- Use of EHA Action Plan and refer to appropriate services.

Plan

SEN Support (provided via schools own resources)

- Review the impact of specific interventions/adaptations.
- Plan next steps with the child/young person and parents, including more specialist media, e.g. Giant Print, Braille and tactile learning methods, if needed.
- Identify any ongoing, or new and emerging, needs including those relating to learning, self esteem, social skills etc.
- Review the accessibility of lesson content.
- Review the child's ability to navigate around the school site.
- Review the child's ability to learn independently and manage their own equipment.
- Review any changes to the child's level of vision.
- Update EHA and pupil passport.
- Continue at SEN Support with new outcomes/adapted strategies, move off SEN Support/make a request for an EHCP Needs Assessment.

- Use of specific strategies, resources and equipment for large print users (outlined in Functional Vision Assessment Report).
- Implementation of advice/programme devised by or received from a support service e.g. touch typing, habilitation, use of equipment.
- Consistent encouragement, reminders and modelling of the use of any low vision aids recommended.
- Adaptation of classroom environment if needed.
- Quality Assurance of curriculum delivery by SENCo or other appropriate member of staff.
- Request regular feedback from the child/young person to ensure ongoing accessibility of learning resources in the classroom.
- Regular liaison between class teacher, SENCO and parent.
- Make a pupil passport detailing strengths and needs so all staff are aware of the support that needs to be in place.
- Access to appropriate training for staff working with the child/young person.

Do

Review

Visual Impairment Resources, Links and on-line Training

- Lots of useful information and resources

<https://www.thomasson.bolton.sch.uk/sensory-support-service/visual-impairment/useful-links/>

<https://www.natsip.org.uk/>

<https://www.rnib.org.uk/professionals/health-social-care-education-professionals/education-professionals/teaching-and-learning-guidance/>

<https://www.thomasson.bolton.sch.uk/sensory-support-service/visual-impairment/information-for-professionals/>

- Teaching strategies: visual impairment

<https://www.birmingham.ac.uk/research/victar/resources/best-practice-in-supporting-students-with-vision-impairment.aspx>

- Strategies for teaching and learning

<https://www.sess.ie/categories/sensory-impairments/visual-impairment/tips-learningand-teaching>

<https://www.pathstoliteracy.org/strategies-helping-children-visual-impairments-develop-listening-skills/>

<https://www.readandspell.com/visual-impairment-in-the-classroom>

- Resources

<https://www.twinkl.co.uk/teaching-wiki/support-a-child-with-visual-impairment-in-school>

- On-line training resource:

<https://www.natsip.org.uk/mainstream-training-pack>