

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.

Hearing Impairment

Assess

- Ensure HI diagnosis has been confirmed and parental consent form is in place.
- Ensure Quality First Teaching is in place.
- Analysis of test and attainment data, including language skills (e.g. BPVS, ACE, Reading Assessments, Speech Tests).
- Audiological reports of aided and unaided hearing thresholds, together with the NATSiP eligibility framework are used to determine level of need /support, as well as learning needs.
- Detailed and targeted observations in a range of situations and 1-1 activities to assess use of residual hearing and functional listening skills.
- Educational Audiologist to assess for Radio Aid if appropriate.
- Meeting and discussions involving child/young person, parents, SENCo and key staff.
- Identification of any training needs of staff.
- Review the listening conditions in the classroom and note any adjustments required to make the classroom accessible.

- Plan to make any reasonable adjustments needed (e.g. carpets, blinds/ curtains, Soundfield, radio aid and child's seating position in the classroom etc).
- Close working with the Sensory Support Qualified Teacher of the Deaf to plan next steps.
- Ensure that curriculum planning and learning resources are adapted to meet the child's needs.
- Set termly outcomes/targets for the CYP using data from standardised and non standardised assessments.
- Identify how any barriers to learning and participation will be minimised or removed.
- Consider the need for, and plan for, any support needed to improve the child's language skills, self esteem, social skills and independence as a learner.
- Consider the need for pre and post lesson teaching.
- Arrange any training needed for key staff.
- Use of EH Action Plan and referral 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, parents and Teacher of the Deaf
- Identify any ongoing, or new and emerging, needs including those relating to language, learning, self esteem, social skills etc
- Review the accessibility of lesson content.
- Liaise specifically with Audiology regarding hearing levels and functional listening skills reflected in speech clarity
- Review the child's ability to learn independently and manage their own resources and equipment.
- Review advice/support using monthly/ termly case notes (Records of Input).
- Update EHA and pupil passport.

- Use of specific strategies, resources and equipment (outlined in Qualified Teacher of the Deaf Assessment Report).
- Use of specific technology adaptations as required e.g. captioning apps such as Otter.
- Adaptation of classroom environment if needed.
- Establish consistent use of the hearing aids/ Cochlear Implants.
- Best practice routines are understood and adhered to by key staff for all assistive listening devices.
- Implementation of specific programmes by Parents/ Carers/ school staff and/or the Teacher of the Deaf.
- Request regular feedback from the child/young person to ensure ongoing accessibility of learning resources
- Quality Assurance of curriculum delivery by SENCo or other appropriate member of staff/Teacher of the Deaf.

Do

Extract from S

Continue at SEN Support with new outcomes/adapted strategies, move off SEN Support/make a request for an EHC Needs Assessment.

Access to appropriate training for staff working with the child/young person.

Review

Hearing Impairment Resources, Links and On-Line Training

- Lots of useful information and resources

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

<https://www.natsip.org.uk/doc-library-login/eligibility-framework/hearing-impairment>

- Tips for teachers

<https://www.ndcs.org.uk/information-and-support/being-deaf-friendly/information-for-professionals/primary-education/>

- Useful information

<https://www.weareteachers.com/children-deaf-hard-of-hearing/>

- On-line training resource

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