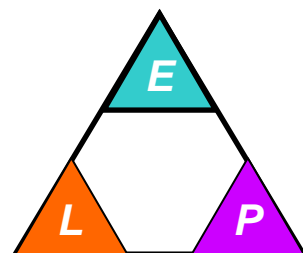


# Secondary Enhanced Learning Provision Guidance

**Edition IV – August 2011**



# PREFACE

## **Dear Colleagues**

*I am pleased to write a short preface to this Guidance on Secondary Enhanced Learning Provision.*

*The Guidance has been developed by the Local Authority in partnership with schools, parents and young people to improve local provision for pupils with high level learning needs in Communication and Interaction, and, Cognition and Learning. This document is relevant for **all** agencies working with young people as it is our collective responsibility to work together to improve outcomes for Wiltshire's young people.*

*The implementation of Enhanced Learning Provision in all 27 non-selective Wiltshire schools from September 2008 will enable schools to further develop and create inclusive schools which promote equality for all pupils through appropriate support and intervention. Enhanced Learning Provision should allow more Wiltshire young people with high level special educational needs to be successfully included in their local mainstream secondary school.*

*For pupils with SEN and/or disabilities, as with their peers, their life chances depend on a good education and schools have a crucial role to play in enabling them to access learning to the best of their ability.*

*Enhanced Learning Provision has been established by the Local Authority to give schools the flexibility to continue to promote inclusive education and develop a system of funding and provision that is:*

- *Matched to levels of need*
- *Transparent in how it is carried out*
- *Managed as close as possible to the teaching and learning context of individual schools*
- *Promoting accountability of use and outcome*
- *Building on existing expertise and enhancing professional development of all staff working with young people with special educational needs*
- *Encouraging partnership with young people and their parents/ carers as well as with groups in the community to raise achievement for pupils with Special Educational Needs in their local school.*

*We would like to thank all the Headteachers, pupils, parents and school staff, who have worked with us and have taken up the challenge to develop Enhanced Learning Provision across the county.*

*Your enthusiasm, hard work and innovative ideas have kept us going and have directly contributed to this document, which I trust you find a useful resource.*

*Carolyn Godfrey  
Director, Department for Children & Education*

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This guidance has been developed from partnership work undertaken by schools and the Local Authority (LA) to improve the availability of high quality, consistent, local provision for secondary pupils with high level learning needs in Cognition and Learning, and, Communication and Interaction. The Local Authority wishes to thank the parents/ carers and pupils with special educational needs, who have made significant contributions.

Please add materials and notes suitable to the context of your own school to this ring binder. Sections will be added to and revised by the LA in future years taking into account different schools' experiences and expertise in the further development of Enhanced Learning Provision. Contributions and comments from school staff are always welcome and will continue the spirit of joined-up working, which has already led to this development.

Edition IV 2011 supercedes the "Secondary Enhanced Learning Provision Guidance Edition III" document circulated in April 2010

## Section 1

### Enhanced Learning Provision

#### 1.1 What is it?

Enhanced Learning Provision is additionally resourced provision for secondary pupils with high level special educational needs across the two Code of Practice areas of: -

- Communication and Interaction
- Cognition and Learning

Enhanced Learning Provision is: -

Learner-centred and knowledge-centred – paying close attention to learners’ knowledge, skills, understanding and attitudes, connecting learning to what pupils already know;

Assessment-centred – using formative assessment (ongoing day to day and periodic assessment by teachers in the classroom) and summative assessment (more formal testing) to support learning, with pupils, their teachers and their parents working together to monitor progress and identify the next steps.

Enhanced Learning Provision enables Wiltshire pupils with high level special educational needs to be successfully included in their local mainstream secondary school. The same range and severity of needs is met in each of Wiltshire’s twenty-seven non-selective schools.

#### 1.2 Who is it for?

Research for this development and discussions with *SENCOs* confirmed that pupils identified as requiring Enhanced Learning Provision often have needs which span two or more areas of SEN. Pen pictures have been developed to illustrate the profiles of individuals with these complex learning needs, Appendix 1.

Pupils can be identified as having needs requiring Enhanced Learning Provision by using a checklist which gives a clear picture of the whole pupil. The checklist is called “The Identification Tool”, a copy is attached, Appendix 2. The pen-pictures and the identification tool can be used by *SENCOs* to check if pupils in their schools have needs at Enhanced Learning Provision level. Pupils with statements of SEN and those at School Action Plus can access Enhanced Learning Provision. After identifying that a pupil needs Enhanced Learning Provision, a range of intervention programmes/ additional support should be arranged. This can be outlined on a provision menu or map, as well as on the pupil’s individual education plan as a useful way of sharing information with staff, parents and children, Appendix 2.

## Section 2

### Background to the provision

2.1 Enhanced Learning Provision has been developed in line with the following national guidance, which emphasises the key role of mainstream schools in meeting SEN and the importance of partnership working.

2.2 National Curriculum Strategy Inclusion Statement (2007)  
Schools have a responsibility to provide a broad and balanced curriculum for all pupils. This statutory inclusion statement sets out three principles for developing an inclusive curriculum which provides all pupils with relevant and challenging learning. Schools must:-

- set suitable learning challenges
- respond to pupils' diverse learning needs
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

2.3 Removing Barriers to Achievement : The Government's Strategy for SEN (2004)  
'All children have the right to a good education and the opportunity to fulfil their potential. All teachers should expect to teach children with special educational needs (SEN) and all schools should play their part in educating children from their local community, whatever their background or ability.'

2.4 Inclusion: does it matter where pupils are taught? OfSTED (July2006 ref HMI 2535)  
The report outlines the factors that promote good outcomes across a range of different provision for pupils with learning difficulties and disabilities. HMI found that schools that ensured pupils with SEN made the best progress in their academic development, personal and social development were good or outstanding in their: -

- Ethos
- Provision of specialist staff
- Focused professional development for all staff

These features were present and more easily put in place in resourced mainstream schools. "High quality, specialist teachers and a commitment by leaders to create opportunities to include all pupils were the keys to success".

2.5 Code of Practice for SEN 2001  
Section 1:37

The Code advises the adoption of a range of strategies that recognises the various complexities of need, the different responsibilities to assess and meet those needs, and the associated range and variations in provision, which will best reflect and promote common recognition of the continuum of special educational needs.

Section 2:2 All parents of children with special educational needs should be treated as partners. Parents should be supported so as to be able and empowered to: -

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education
- Have knowledge of their child's entitlement within the SEN framework
- Make their views known about how their child is educated

- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

These partnerships can be challenging, requiring positive attitudes by all, and in some circumstances additional support and encouragement for parents.

Section 2:11 Parents also have a responsibility to communicate effectively with professionals to support their children's education. In working with schools they should:

- Communicate regularly with their child's school and alert them to any concerns they have about their child's learning or provision
- Fulfill their obligations under home-school agreements which set out expectations of both sides

The Code of Practice summarises the key messages as follows: -

From section 2:6 Positive attitudes to parents, user-friendly information and procedures and awareness of support needs are important. There should be no presumption about what parents can or cannot do to support their children's learning. Stereotypic views of parents are unhelpful and should be challenged. All staff should bear in mind the pressures a parent may be under because of the child's needs.

## 2.6 Independent Review Unit Statement (2007)

Accountability and autonomy

"In our view, schools need the autonomy to decide for themselves the local priorities where to invest their finite resources to get the best possible outcomes for children. This needs to be done in the context of the local and national agenda and schools should be held accountable for the decisions made."

## 2.7 The Key Stage 3 National Strategy

Maximising progress: ensuring the attainment of pupils with SEN (2005)

- The majority of pupils with SEN benefit from mainstream education if they also have the additional support of targeted intervention.
- All pupils need opportunities to work with others in small and large groups. All pupils also need to develop the skills of working independently and these skills become increasingly important to future success as pupils move up the school.
- Collaborative working is known to enhance achievement because working and talking with others as they work encourages higher-level thinking as it encourages pupils to 'think aloud' about their own learning. There is clear evidence that lower-attaining pupils learn more effectively in mixed-ability settings because working together develops communication skills and social skills such as adaptability, tolerance, and turn-taking. However, many pupils (and not just those with SEN) need support to develop these skills through establishing group 'ground rules' and through modelling and guidance from the teacher.
- It is desirable that most learning for pupils with SEN and those with a disability takes place in the social context of the mainstream classroom. Whether or not to withdraw pupils from the classroom environment can be the cause of controversy and debate. This is particularly the case at secondary level where teaching timetables and subject schemes of work or exam syllabuses are a major organisational factor. Pupils, teachers and parents may have views on 'entitlement' that will need to be considered.

- However, there are times when the learning needs of pupils demand a different learning environment. Both withdrawal and in-class support have learning and organisational advantages and disadvantages. In a small-group context outside the classroom, there is some evidence that pupils are able to concentrate more effectively, cover more ground and make good progress. Within-class support allows more opportunities for learning to be reinforced as it is less detached from the curriculum.
- Targeted support in order to improve the attainment of a range of pupils' learning needs should be provided through your school's intervention plan. The provision and scale of intervention provision will vary from school to school according to the pupil population. A wide variety of materials to support pupils are currently available in schools.

## 2.8 Wiltshire Children and Young Peoples Plan 2008-2011

This focuses on "Working together to improve outcomes." The council wishes to promote "working together" by developing services jointly and promoting co-operative working across agencies so that children, young people and their families receive high quality help that is suited to their needs. They asked pupils with special educational needs and disabilities what they wanted and found the following: -

- More help settling into school- from peers and advocates
- More opportunities to make friends out of school and join in activities
- To have a real say in plans that are made for them

The Wiltshire Children and Young Peoples Plan sends an important message to all communities and services to ask themselves what they have done to enable and encourage these children and young people to benefit from what they provide and to play an active part in their community. By developing Enhanced Learning Provision secondary schools are playing a key role in this call for a more inclusive education for Wiltshire pupils.

## Section 3

### The Development process

#### 3.1 SpLD Background

Specialist Learning Centres for Specific learning difficulties for between six and thirty pupils had been available in thirteen of Wiltshire's secondary schools for a number of years. However, skills, training and experience in teaching pupils with SpLD had developed over time in all secondary schools. The historical pattern of SpLD provision led to some centres having a significant number of empty spaces, which was recognised as an inefficient use of resources.

#### 3.2 SCD/ ASD Background

Increasing demand for Social and communication difficulties/autistic spectrum disorders provision for pupils able to access a mainstream curriculum led to discussions between headteachers and the LA. Different models were considered and the preferred way forward established was for each school to make provision available to support the inclusion of pupils with significant levels of SCD/ASD.

#### 3.3 SEN Strategy Board

In May 2006 the SEN Strategy Multi-Agency Monitoring Board commissioned the LA to work with mainstream secondary schools on a joint development for SpLD and SCD/ASD provision.

#### 3.4 Inclusion of range of needs

Following a period of exploratory work by the LA, headteachers (WASSH), in March 2007, agreed that the development should cater for all needs described in the Code of Practice (Section 7:52) under the headings of Communication and Interaction and Cognition and Learning. This enabled the development to include provision for pupils with a high level of general learning needs including those without a particular label or diagnosis.

#### 3.5 Commitment to the development

The commitment to equitable provision, was captured in Wiltshire's Special Educational Needs (SEN) Strategy for 2007-2008 – 'A detailed development plan for secondary SEN provision will be implemented in conjunction with individual schools working towards provision being established across Wiltshire by September 2008.

#### 3.6 School Engagement

Building upon SENCO engagement in seminars in autumn 2006 and spring 2007 and the commitment within the SEN Strategy, a fact-finding visit to each of the twenty-seven schools was made during May and June 2007. This enabled each school to discuss their individual perspective and contribute to provision design. The meetings also established a shared understanding of the implications of the development. The LA was able to gather some detailed information about demand and the provision already being made for pupils with high levels of learning need.

#### 3.7 Pupil Engagement

A pupil consultation took place, implemented by educational psychologists in four mainstream schools. Many positive aspects of provision and areas for improvement were identified from the perspective of pupils with SEN. The feedback was very positive especially the pupils acceptance of different levels of SEN and types of support. They made useful comments on their Learning Support Bases with good ideas on improvements. The findings were shared with schools and were taken into account in these developments.

### 3.8 Parent Engagement

In conjunction with Parent Partnership Service (SENS) a consultation took place with parents of pupils with SEN who attend mainstream secondary schools. This focused on what they felt was effective and any aspects of provision they would wish to have improved. The feedback was very positive and it was shared with schools and incorporated in developments. The majority of parents were positive about their child's inclusion in their mainstream school and grateful for the good liaison between the SENCO and home. Some schools are clearly very successful at involving parents and were willing to be flexible and respond to the needs of parents, Appendix 4.

### 3.9 Key Findings

The importance of the following key themes was consistent throughout the development of the vision for Enhanced Learning Provision: -

- Transparency
- Equal responsibility of non-selective schools
- Consistency of funding
- Continuity of funding
- Personalized arrangements
- Communication between schools, LA and parents

### 3.10 Level of Need

All the developments were shared and discussed at the June 2007 SENCO Conference, which also focused on Enhanced Learning Provision. The conference gave further impetus to the development of Enhanced Learning Provision and schools and the LA working together to confirm the level of need in each school.

### 3.11 Identification Tool

An Identification Tool for use when considering individual pupils was developed in September 2007. This was published in a Guidance Document with examples of pupil pen pictures and of provision menus, Appendices 1 and 2.

### 3.12 Identification Meetings

During October 2007 SENCOs, Education Officers and Educational Psychologists worked together in their respective schools to establish the level of learning need in each school. The Local Authority took the initial responsibility to identify need in Years 6 and 7 and the schools identified the need in Years 8, 9 and 10.

### 3.13 Moderation

After the initial moderation in schools had taken place, a representative sample of pupils was re-moderated by SENCOs, Education Officers and Educational Psychologists. This established transparency and consistency across the county, and enabled the detailed consideration of complex cases.

### 3.14 Results of Identification Process

The distribution of Enhanced Learning Provision pupils following the initial moderation in 2007 was:-

6 schools with up to 6 pupils  
15 schools with 7-15 pupils  
6 schools with over 16 pupils

### 3.15 Establishing Costs

In order to establish the cost and types of provision the pupils with higher level needs required, representatives of seven schools with different provision models met to define how Enhanced Learning Provision would be arranged in their schools. The agreed patterns of provision were costed to calculate the amount of individual school funding needed to provide Enhanced Learning Provision across Wiltshire.

### 3.16 Funding

A summary of this project and funding proposals were supported by WASSH and Schools Forum at different meetings between November 2007 and January 2008. In the 08-09 financial year there was an uplift in secondary SEN funding of more than £700k FYE. Twenty-two schools received increased funding. The five schools receiving less funding had had long established SpLD centres that had been under utilised for several years (see 3.1). From September 2008 to March 2009 the schools with reduced funding were provided with fifty percent protection.

### 3.17 Sources of Funding

In the financial year 08-09 sources of funding re-directed to support the establishment of this provision are:-

- Some Named Pupil Allowances (NPAs)
- SpLD centre funding
- SCD/ASD development funding previously allocated by Schools' Forum
- Increased funds for SEN from Dedicated School Grant agreed by Schools' Forum

The funding for Enhanced Learning Provision was delegated from September 2008. This enables schools to plan effectively for the whole school year. Any changes to the level of need and funding required will be informed by the annual audit, Section 7, and recommended to Schools' Forum on an annual basis.

## Section 4

### Continuum of provision

- 4.1 Enhanced Learning Provision is part of the continuum of SEN provision in all Wiltshire non-selective secondary schools for all pupils with SEN in the areas of Cognition and Learning and Communication and Interaction. Individual arrangements will be made for any pupils with high level needs attending the grammar schools.
- 4.2 This table illustrates the continuum of provision for secondary age pupils with Cognition and Learning, and, Communication and Interaction needs.

Secondary SEN Provision	Enhanced Learning Provision	Local Authority Special Schools	Independent Special Schools
Most pupils with SEN including those with lower level Cognition and Learning and Communication and Interaction needs, emotional and behavioural difficulties (BESD) and physical and sensory needs.	<ul style="list-style-type: none"> <li>Pupils with high level learning needs in Cognition and Learning and Communication and Interaction</li> </ul>	<ul style="list-style-type: none"> <li>Pupils with high level needs in all areas</li> </ul>	<ul style="list-style-type: none"> <li>A small number of pupils with exceptionally high levels of need</li> </ul>
SENA and NPA funding	Delegated ELP funding	Special Schools banding allocated funding	Retained Independent Special Schools budget

- 4.3 The more effective the provision made for all pupils, the fewer there are who need more individual support. A good backdrop of universal provision is therefore the best platform from which to provide more intensive help. This is particularly true with the development of social and emotional skills. A school community where social, emotional and behavioural skills are seen as important and where pupils practice these skills creates a caring environment based upon empathy and the valuing of individual difference.

## Section 5

### Arranging provision

#### 5.1 Autonomy

Each school has the autonomy to develop their Enhanced Learning Provision in a way that is appropriate to the context of their school and the needs of their pupils. It is crucial that schools adapt and modify their approaches to integrate Enhanced Learning Provision within their particular school context.

#### 5.2 Personalisation

There is sufficient flexibility within the new Secondary National Curriculum framework for schools to build their own curriculum that reflects their local context. Personalised learning is essential for pupils needing Enhanced Learning Provision because it aims to ensure that every pupil's needs and provision are individually known in detail, with each receiving co-ordinated support to develop to their full potential. However, raising the attainment of all pupils, including those with SEN is a whole-school responsibility.

#### 5.3 Provision Framework

Wiltshire Secondary SENCOs agreed that the following areas set out in Appendix 3 provide a framework so that all schools consider the following areas when any individualised programme is set up for a pupil who is accessing Enhanced Learning Provision:

- *Transition/ Induction*
- *Links*
- *Curriculum*
- *Specialist Teaching*
- *Teaching Support*
- *Physical Space*
- *Resources Available*
- *Social Arrangements*

#### 5.4 Provision Menu

Every school is different and each school will organise its own detailed menu of provision for SEN and Enhanced Learning Provision in a slightly different way. There are however, common elements across all schools, see Appendix 3. What is important is that parents and the secondary school work in partnership to make sure that provision is appropriate for each pupil.

The agreed provision is planned and monitored carefully. It is adjusted when this is needed. Parents and pupils are involved in this process. It is very important that as pupils get older they become more active participants in planning and monitoring to help them to value education and recognise their own progress as well as they possibly can.

#### 5.5 Provision Mapping

Provision Mapping is a strategic management approach which provides all the provision that a school makes which is *additional to* and *different from* the school's differentiated curriculum offer. Each school's Enhanced Learning Provision Menu should be included in their SEN provision map, which is both a means of accounting for *additional to* and *different from* provision and, evaluating effectiveness in terms of pupil outcomes. This approach supports inclusive practice. Guidance on provision mapping is available from the LA.

## 5.6 Forms of Provision

In summary the form that provision takes for each pupil accessing Enhanced Learning Provision is tailored to individual pupil need within the context of their mainstream school, sections 5.1 and 5.2. All schools work within a common provision framework to develop their menu of provision that is recorded on their provision map, sections 5.3, 5.4, 5.5. The provision a pupil requires is subject to review and will change over time to be appropriate to their age and needs.

Pupils will be able to join lessons with their peers when appropriate and yet benefit from small group/individual teaching when this is judged by the SENCO to be most suitable approach e.g. for a literacy skills programme or a life skills course.

The aim of any targeted intervention should be to contribute towards greater access to learning for pupils back in the subject classroom. The professional judgement and expertise of SENCOs to develop and evaluate personalised programmes in partnership with pupils, parents and support services is essential.

## Section 6

### Identification of pupils

- 6.1 Primary age pupils with a statement of SEN.  
Planning for transfer to Key Stage 3 should begin in year 5. At this review it should be possible, in most cases, to give clear recommendations as to the type of provision the pupil will require at the secondary stage. In a very few cases the options may not be clear e.g. if a pupil has moved schools many times and progress has not been carefully monitored or if they have made only limited progress towards meeting the objectives in their statement. In these cases an additional review is held early in year 6.

It is good practice to engage secondary SENCOs as early as possible in the process. This should allow for a transfer of information and careful planning of any transitional arrangements.

Schools should discuss with their Educational Psychologist which year 5 transfer reviews they need to be involved in.

As part of the annual review process a description of the pupil's learning difficulty and progress, together with information about the special educational provision made and copies of recent reports is sent to the Central SEN Service. After careful consideration the Local Authority's SEN Panel will decide if Enhanced Learning Provision is appropriate.

- 6.2 Primary age pupils without a statement of SEN  
Pupils at School Action Plus are subject to regular reviews through the process of implementing and monitoring their IEPs. If it is felt that Enhanced Learning Provision may be necessary early in year 6 contact should be made by the primary school with the SENCO of the secondary school which is the parents' preference. Every effort should be made to include Secondary SENCOs in SA+ reviews for pupils with the most complex needs.

As with pupils with statements joint working is necessary so appropriate provision and transfer can be planned in an informed way. This information together with any further assessments carried out by the secondary school will then be presented for moderation in the November of year 7. Although moderation makes decisions on eligibility for Enhanced Learning Provision for pupils on SA+ all resources are delegated to secondary schools therefore provision can be in place from the beginning of the academic year.

- 6.3 Secondary age pupils with statements of SEN  
The needs and provision of a pupil with a Statement of SEN are considered via the annual review process. Amendments to the wording of the statement must be recommended through this process and sent to the Central SEN Service. Decisions about any changes are made following careful consideration by the Local Authority's SEN Panel.
- 6.4 Secondary age pupils without a statement of SEN  
If progress of a pupil on School Action Plus is causing concern and Enhanced Learning Provision may be more appropriate, the SENCO may consider referring such cases to the annual Enhanced Learning Provision moderation. For relevant paperwork refer to Appendix 7.

- 6.5 Following the SEN Review and consultation process undertaken in 2010 from September 2011 onwards all pupils accessing Enhanced Learning Provision at the higher level, ELP2 will have statements of Special Educational Need.
- 6.6 SENCOs must refer to the Wiltshire Indicators and Provision Document and Wiltshire's SEN/LDD Self-Evaluation Tool for guidance on levels of need and measures of progress. Use should also be made of the Identification Tool and supporting Description of Indicators, Appendix 2.

## Summary of the process of updating Enhanced Learning Provision numbers [Section 6.1 – 6.6 above]

Enhanced Learning Provision numbers are updated each autumn as a result of

- Moderation decisions taken each autumn
- SEN Panel decisions taken throughout the year

Decisions taken by the SEN Panel and at the moderation meeting are informed by SA+ or Statement annual review meetings held by schools.

Calculating revised Enhanced Learning Provision numbers involves collating data from the two above. **For financial reasons and to ensure consistency, the moderation date is the cut off point for the calculation of numbers for both SA+ and statemented pupil numbers.** The number of funded places for each school always covers five year groups Yr 7 – 11. This can be different at different points in the year from the actual numbers of pupils accessing the provision.

ELP2 is only available for pupils who have statements of special educational need. If a pupil at SA+ is identified as needing ELP2 a statutory assessment request has to be made by the school following the moderation meeting.

The numbers from the moderation and panel decisions are collated and considered by Schools' Forum each year. Following consideration by Schools' Forum funding is adjusted from the following April.

### New Pupils and Changes between ELP1 and ELP2

Pupils	Placement Decision taken by?	ELP Level allocation taken by	Decision taken when?	Funding changes if applicable
Yr 6 with statement	SEN Panel (following phase transfer review process)	Moderation	Placement - throughout the year but prior to 15 February in Yr 6  ELP level – November following placement decision	April in Yr 7 following Schools' Forum cycle
Yr 7 – Yr 11 with statement	SEN Panel (following annual review process)	Moderation	Placement - throughout the year  ELP level – November following placement decision	April following Schools' Forum cycle

Yr 6 SA+	Moderation	Moderation	Initial access to ELP arranged as part of primary to secondary transfer arrangements. Decision on placement and ELP level – November in Yr 7	April in Yr 7 following Schools' Forum cycle
Yr 7 – Yr 11 SA+	Moderation	Moderation	Initial access to ELP arranged as part of school arrangements. Decision on placement and ELP level following November	April following Schools' Forum cycle

### Pupils already accessing Enhanced Learning Provision who move school within Wiltshire

Pupils	Enhanced Learning Provision arrangements	Decision taken when?	Funding changes if applicable
SA+	To continue until next moderation	Arrangements considered at November moderation	April following Schools' Forum cycle
Statement	To continue until next annual review and subsequent SEN Panel	Placement throughout the year. ELP level - November moderation following move of school	April following Schools' Forum cycle

### Leavers

Pupils	Leave Enhanced Learning Provision when?	Funding ceases
Yr 11 (SA+ and statements)	July in Yr 11	End of March, following calendar year
If a pupil leaves school between beginning of April and the day before moderation	This is captured by moderation process in November of that calendar year	Funding ceases at the end of the financial year of moderation
If a pupil leaves on day of moderation until end of March	This is captured by moderation following November	Funding ceases at the end of the financial year of moderation

Please note any Year 11 Enhanced Learning Provision pupils with statements who transfer into a 6<sup>th</sup> form will receive appropriate NPA support from the beginning of Year 12 which will be subject to annual review. Decisions about the level of support are made by the SEN Panel and are based on needs identified at the Year 11 annual review and the proposed 6<sup>th</sup> form programme.

## Section 7

### Monitoring, evaluation and finance

Every school has a duty to inform parents that special educational provision is being made for their child because their child has SEN (Section 317A Education Act 1996).

The needs and provision for all children and young people with SEN should be reviewed at least twice a year (SEN Code of Practice 5:53). Parent and pupil views should be sought and be part of the review process. Enhanced Learning Provision has been designed to address the needs of the most complex pupils therefore their views are of key importance. Pupils with Statements of SEN are also subject to the annual review of their statement. Refer to the SEN Code of Practice 5:37 – 5:61 for further guidance on monitoring, the nature of intervention and review process.

#### 7.1 Pupil Level Monitoring

At each annual review/ SA+ review the SENCO, in consultation with the pupil, parents and professional colleagues must consider whether the pupil has made adequate progress. Reference should be made to National Curriculum levels and formal test scores, and the SEN Progression Guidance. All judgements should be made in relation to priorities and targets included in the pupil's statement and IEP.

For Enhanced Learning Provision pupils at SA+ one of the two SA+ reviews per year is a more "formal" provision review. At that review the Enhanced Learning Provision SA+ document should be used, Appendix 8. This is to:

- ensure consistency of thresholds across the county in respect of needs led provision
- support clear systems for monitoring and evaluation within schools and across the LA
- build upon good practice in provision delivery that already exists in Wiltshire schools in line with The Code of Practice for SEN
- establish systems of accountability so that schools and the LA can demonstrate over time that Enhanced Learning Provision funding is being appropriately used to meet identified student needs

#### 7.2 School Level Monitoring

Schools link the evaluation of the effectiveness of their SEN provision on their provision map via the LA's SEN/ LDD Self-evaluation tool to the OfSTED Self-Evaluation Form (SEF). Enhanced Learning Provision should be represented as part of the continuum of SEN resources in school to promote inclusion and access to the curriculum by: -

1. Providing teaching and non teaching support within the classroom
2. Providing access to individual and small group teaching where appropriate
3. Providing access to resources
4. Providing information on the additional needs of the pupils in Enhanced Learning Provision
5. Promoting a programme of in-service training for staff in Enhanced Learning Provision and the school as a whole
6. Using pupil level data that is relevant to the pupils' ages and starting points in order to measure progress.

#### 7.3 Local Authority Monitoring

Monitoring and evaluation at the LA level has to both assess effectiveness for pupils and value for money, and, inform future provision levels.

In order to provide appropriate funding, the annual Enhanced Learning Provision moderation checks for significant changes in pupil numbers and the complexity of pupils' needs. It

captures the changes in provision, pupil profiles and numbers that have taken place over the year within each school.

## **Moderation Purpose, Principles and Practicalities**

### Purpose:

Moderation is important in maintaining equality of provision throughout Wiltshire. It is the cut off point for the identification of all pupils for Enhanced Learning Provision funding for the following financial year.

1. Cross county Moderation informs the allocation of resources via Schools' Forum.
2. It is a prime opportunity for the professional development of SENCOs.

### Principles:

1. Moderation is an annual activity:

For SA+ pupils to:

- a. identify successful pupils who no longer require Enhanced Learning Provision
- b. identify new pupils
- c. agree change between ELP1 and ELP2
- d. sample the accuracy of the current level of provision

For pupils with statements to:

- a. agree the level of ELP provision
  - b. agree changes between ELP1 and ELP2
  - c. sample the accuracy of the current level of provision
2. All schools are represented appropriately at the moderation meeting.
  3. The process is facilitated and supported by LA officers.
  4. All decisions are made on the basis of written evidence supplied by schools
  5. The moderation meeting is the final point in the annual cycle for Enhanced Learning Provision numbers. The numbers are not adjusted following this date.
  6. The outcome of the moderation is submitted to Schools' Forum for financial consideration.
  7. All schools and the LA work together on the moderation which supports the equitable delegation of resources. (Over identification in any one school may financially impact on other schools.)

### Practicalities:

1. The LA contacts each SENCo two school working weeks before the moderation date to
  - a) collect names of SA+ pupils that the school is raising
  - b) inform the school of pupils with statements who require allocation of ELP level.
  - c) inform the school of pupils to be sampled
2. Groups cross-moderate i.e. they do not consider cases from their own area. Borderline cases will be cross moderated by a second group on the day.
3. The LA provides a suitably large venue and will facilitate and administer this activity.
4. There must always be sufficient time for all cases to receive equal attention.
5. Schools must bring three copies of evidence for each pupil:

For SA+ pupils:

- a. Appendix 7
- b. Appendix 8 and any other relevant reports.

For pupils with statements:

- a. Appendix 7
- b. Full Annual Review including statement of SEN
- c. IEPs

6. The role of the Education Officer is to facilitate the work of the group and to record decisions. This is to ensure consistency and compliance with the guidance. Decisions are made by the group and are based on peer moderation of the evidence provided. Education Officers will distribute decisions and facilitate a short feedback meeting after the moderation.
7. A summary report of the outcomes of the moderation is compiled by the LA for Schools' Forum. A copy of this report is sent to each school.
8. At the spring PRISSM updated feedback from Schools' Forum is shared to inform forward planning and provision mapping.
9. When the decision of Schools' Forum is finally confirmed re the value of ELP1 and ELP2, the Central SEN Service informs all SENCOs and cc. headteachers.

### Timescale summary

September October	PRISSM	Considers pupil numbers, levels of need and provision developments. Individual school reports compiled.
2 <sup>nd</sup> week November	Moderation Meetings	Pattern of provision across Wiltshire established, County wide report compiled.
November December January	Schools Forum	Information to Schools' Forum SEN and Social Deprivation Group and full Schools' Forum. Any budget revisions established for the following financial year

#### 7.4 Financial accountability

Enhanced Learning Provision funding is delegated to schools for full delegation information, see Appendix 9. The risk that funds might be diverted is compounded if delegation is not accompanied by oversight and monitoring by the LA. Under current financial arrangements the LA cannot insist that this funding is accounted for separately. However maintaining clear records of different aspects of SEN expenditure is good practice for a number of reasons. It enables schools to meet the LA's expectation that they have a detailed SEN provision map and evaluate the effectiveness of their SEN provision using the SEN/ LDD Self-Evaluation Tool as part of the school's SEF process. It is also essential to inform any future decisions about changes to funding made by Schools' Forum.

#### 7.5 Schools' Forum Financial Cycles

Schools' Forum is a representative group which makes formal recommendations about the overall schools' budget. Membership of Schools' Forum includes headteachers, governors, union representatives, diocese, early years providers etc. LA officers attend in an advisory capacity. To aid detailed consideration of different aspects of financial planning there are Schools' Forum Subgroups. There are two sub groups that discuss SEN funding; the SEN and Social Deprivation Subgroup and the Schools' Funding Subgroup. Outcomes of their work is presented to the full Schools' Forum.

Between November and the end of March key meetings of all three groups take place; consideration is given to individual submissions and the pattern of funding for the following financial year is agreed

### Schools' Forum Financial Cycle (Example)

Academic Year	Financial Year	Months	Key Activity
11 - 12	11 - 12	2011 S O N D	Banding Moderation for ELP
		2012 J F M A M J J A S O N D	Schools' Forum Sub-Groups meetings Schools' Forum meetings
12 - 13	12 - 13	2012 J F M A M J J A S O N D	Banding Moderation for ELP
		2013 J F M A M J J A S O N D	Schools' Forum Sub-Groups meetings Schools' Forum meetings
13 - 14	13 - 14	2013 J F M A M J J A S O N D	Banding Moderation for ELP
		2014 J F M	Schools' Forum Sub-Groups meetings Schools' Forum meetings

## Section 8

### Support for Schools

#### 8.1 LA Staff

Schools are supported in the monitoring and development of Enhanced Learning Provision at an individual pupil and whole school level by their educational psychologist and education officer. Key points in the year are the PRISSMs when school and LA staff discuss individual pupils and whole school issues and together undertake the annual audit.

Support from other services also contributes to work undertaken with Enhanced Learning Provision pupils e.g. SSOCIT, Speech and language therapy.

The SEN advisor can provide targeted support for secondary schools when this is needed, for example when significant developments are being undertaken or there are new key post holders.

#### 8.2 Other Schools

Via the SENCO networks, supported by the SEN advisor, schools share good practice and undertake joint problem solving in order to build capacity. The networks provide a communication route from and to the LA. Schools work in partnerships or clusters for training events and moderation activities.

#### 8.3 Training

A wide range of training is available in addition to LA lead Enhanced Learning Provision seminars.

Schools identify their own training needs at individual staff, subject area and whole school level. These are generally met within schools with support from LA services as appropriate. Examples would include a whole school inset day on a range of inclusion issues with emphasis on raising the attainment of particular groups of pupils, or the SENCO, working with two or three colleagues in the use of the Wiltshire Secondary Toolkit for pupils with SCD/ ASD.

The LA provides a wide range of training and information can be accessed from the Wiltshire CDD site [www.wiltscpd.co.uk](http://www.wiltscpd.co.uk).

Of particular relevance to Enhanced Learning Provision are these LA supported courses: Postgraduate qualifications in SpLD University of Southampton Baths Spa University; postgraduate qualification in ASD/ SCD University of Bristol; online training packages for school staff.

#### 8.4 Standards and Specialist Organisations

Working towards common standards e.g. Basic Skills Agency – Secondary Quality Mark, and accessing advice and resources from specialist organisations also supports schools. Information is provided in Appendix 5.

## Section 9

### Communication

***“It’s nice to think your child can go to secondary school and get special education without having to move to a special school. They can also stay with their friends.” (Wiltshire parent)***

***“We have been impressed by the SENCO and her team who have responded quickly and imaginatively to difficulties and situations as they have occurred. There has been good anticipation of possible problems.” (Wiltshire parent)***

#### 9.1 Parents

Parental confidence is essential to enable the joint pupil-parent-school work that starts before a pupil transfers to their secondary school and continues throughout a pupil’s school career.

Key to confidence is clear communication. All staff, teaching and non-teaching, who may have contact with parents need to have an understanding of the school’s approach to Enhanced Learning Provision. They should be able to demonstrate the school’s inclusive ethos, answer questions and refer parents to key members of staff, as appropriate.

Each school should ensure that Enhanced Learning Provision is represented in its usual range of written information e.g. prospectus, website, SEN leaflets. The information must cover at least the following points:

- Enhanced Learning Provision is available in the school in common with the other twenty-six non-selective schools in Wiltshire.
- The range and severity of learning need catered for.
- Explanation of personalised and flexible approaches to individual pupils and their needs.
- Examples of the types of provision sometimes put in place.
- Arrangements for lunch, breaktime and after school activities.
- Communication systems with parents.
- Who to contact to discuss Enhanced Learning Provision.

Further guidance on work with parents can be found on the transition/parents links page within Appendix 3.

#### 9.2 Pupils

Pupils are equal partners in their education. Pupils must be able to express their views in formal reviews but it is good practice to build up the range and frequency of opportunities for pupils with SEN to contribute their ideas and opinions individually and collectively.

Interviews both with groups and individuals can encourage more vulnerable pupils to share concerns, discuss strategies and see themselves as equal partners with the school. This is a foundation for increasing levels of independence.

Appendix 4 provides information about discussions with groups of pupils. This model of working can be used as part of a school’s self-evaluation for SEN, see Section 7.

### 9.3 Other agencies

Community links are essential to the success of Enhanced learning Provision.

It is good practice for schools to build a strong network of relationships with a range of partners e.g. SENSS (Parent Partnership), health professionals, support groups such as the Dyslexia Association and national Autistic Society, local employers and voluntary groups.

# **Appendix 1**

## **Pen Pictures**

Pupil needs

Paul is in Year 7. His Reading Age and Spelling Age are both at 9 years but his comprehension fails to register on the test, so he continues to struggle with reading for meaning choosing books and magazines that he cannot understand. Paul finds it very difficult to process language and his Verbal Reasoning Skills, when assessed by an EP for his statement, were very weak at the 2nd Centile. Non-Verbal Reasoning Skills were stronger and within the low average range. With help, he can write a few simple sentences. Paul attended the school's Y6 Transition Summer School and is motivated to try hard with literacy at his new school. When staff first meet Paul they can be baffled by his unusual pattern of abilities, they tend to assume that he is much more able than he is because he can copy well but he has very limited understanding of lesson content.

Although Paul can appear quite confident, at times this hides a high level of anxiety. This appearance of confidence got him into a fight on the bus with boys from another school when he swore out loud without understanding what he was saying. Paul is more comfortable in the company of adults and will sometimes chat to them incessantly. Staff find this constant attention-seeking behaviour very draining and are trying to encourage him to be less clingy, especially with his favourite teaching assistant. His peers also find Paul's behaviour irritating and dislike his constant commentary to staff about what they are saying or doing. Paul's language appears fluent but on closer analysis it consists of un-related comments and is very disorganised. He likes to tell people all the details about topics he is interested in, especially about his family's caravan, but he often leaves abruptly when they try to reply.

Paul has complex needs including learning difficulties, receptive language and social communication difficulties and very limited verbal reasoning skills.

Possible Provision

At Paul's school English and Maths are set and Paul is in a group where he can be given high levels of support with a focus on improving his understanding. All materials are carefully selected and differentiated.

The SENCO has ensured that specific guidance about how to communicate clearly with Paul is available for all school staff, including dining hall staff.

The development of visual materials has been identified as a priority and some staff time is being used to prepare suitable prompts, pictures and artefacts to link with prioritised topics across the curriculum. These are already proving beneficial to other pupils and the science department have now made them available to all year 7 groups.

Paul attends a social skills group and a circle of friends has been organised to help him make positive relationships with his peers and decrease his over-reliance on adults.

Paul is receiving a highly structured language programme to improve both receptive and expressive skills, carried out by a learning support teacher. The teaching assistant who supports Paul in class is also involved so that he can help him to generalise the skills learned.

As agreed before Paul started at the school, for the first two terms, each week the teaching assistant communicates with his family, providing feedback on the past week and explaining what is happening next to enable them to support Paul at home. This arrangement will be reviewed after Christmas.

Pupil Needs

Tom (Y8) has a Reading Age of 7:3 and a Spelling Age of 6:2; this follows improvements made over the last year. He can be a chatty, friendly and articulate pupil but he is not coping well with puberty particularly because he does not seem to be maturing as quickly as others in his tutor group. He still enjoys playing primary level games. He takes an active part in class discussions, showing a variety of vocabulary and expression. However, his response to questions is not planned and controlled. He has recently been prescribed medication for ADHD to help him with concentration. This has affected his self-confidence and his willingness to engage is getting markedly worse.

Tom tells everyone as soon as he meets them that he is dyslexic and tends to use this aggressively to try to avoid any written work and often will not do his homework. He is showing an increasing frustration with his learning difficulties and has deliberately destroyed his work in some classes.

Tom is not able to read a range of texts fluently and accurately. His written work displays legible but not joined handwriting. He sometimes uses some capital letters and full stops but not other punctuation. He is able to spell correctly some monosyllabic, but not polysyllabic, words and this limits his ability to express his ideas. Tom gets more enjoyment from practical subjects and shows a particular strength in Art. His dyslexia was not identified until Year 5 as he had moved schools frequently and had become very proficient at copying and covering up his difficulties. He still struggles with accepting support in lessons but has responded well to specialist computer programs for pupils with SpLD.

Tom has persistent specific learning difficulties with associated emotional/ behavioural needs.

Possible Provision

Tom is taught in mixed ability lessons and curriculum content is appropriately differentiated. A teaching assistant supports his English teacher and they work together to plan support for three pupils with significant literacy difficulties within the class.

Tom also has five small group lessons a fortnight when he is taught by a teacher with a specialist qualification in SpLD, the work focuses on skills which complement and relate directly to learning within the mainstream curriculum.

A member of the Learning Support Department oversees Tom's whole programme and ensures that all departments are using the 'dyslexia friendly' multi-sensory materials that have been developed across the school in the last three years.

With the aim of improving Tom's self-esteem and motivation he is now a member of a support group for pupils with SpLD run by a teacher who has dyslexia. Tom also has a buddy mentor in the 6<sup>th</sup> form who sees him regularly and works with him on the specialist computer programme he sometimes uses at lunchtimes.

To support a reduction in impulsivity, school staff are considering whether Tom should also access the six-week course the school runs to improve thinking skills for pupils with concentration and behaviour difficulties. This includes follow-up after school activities to practice new skills. It is run by a non-teaching member of the pastoral team.

Tom's parents are keen to support him and have been given advice on ways to support literacy. The school keeps in touch by email about the behaviour log which is kept to monitor Tom following the prescription of his medication.

Pupil Needs

Stuart is a Year 7 pupil who previously attended a Specialist Learning Centre (Complex Needs) for Key Stage 2. He did not score on the school's reading test in term 1. He recognizes some familiar words but does not yet know all the letters of the alphabet. He can use initial sounds when looking at unfamiliar words – particularly words starting S, B and T, his initials. Stuart can write some phrases that include recognisable words to communicate ideas. He sometimes uses full stops.

He is confident and competent with numbers up to 10 – reading, writing, ordering, adding and subtracting. He can usually sequence the key points in a day e.g. breakfast, bedtime, but he still gets muddled about the days of the week.

Stuart's language is also immature. When he feels confused Stuart cannot express himself clearly and is often reduced to tears. This vulnerability has made him a target in the past and he has been bullied out of school time.

Stuart was keen to go to secondary school with a small group of friends he felt he had made during Year 6. They have been placed in the same tutor group and have helped Stuart to settle in at secondary school and find his way to his lessons. However, he is sometimes over-reliant on them and without their help he can be very passive, often forgetting equipment and PE kit and not telling staff when he has not understood what he has to do. After the first few weeks his peers have grown increasingly less supportive as they become more confident and independent.

Stuart has complex general learning difficulties.

Possible Provision

Stuart's school operates a small group for core subjects and modern foreign languages for a few year 7 and 8 pupils. Each pupil has a range of specific prioritised targets that they work on in the small group primarily via topic-based activities. The same targets are reinforced across the curriculum by IEPs and the teaching assistants that support the pupils in other lessons.

French is taught through action games, very simple role play, use of artefacts, videos, songs, eating French food and practicing using special quiz tapes prepared by the Languages Department. French is Stuart's favourite subject and, along with other year 7 pupils, he will take part in a three-day French experience visit in term 6.

A visual timetable is used by Stuart to help him to get to his lessons and support increased independence from his peers. Stuart's form tutor monitors a rotating 'buddy' system to improve his self-esteem and prevent possible bullying.

Stuart's mother was anxious about his transfer to secondary school. She has now got in touch with the support group for parents of pupils with SEN that is facilitated by the school. Through this she now has her own 'buddy', a link with a mother of a Year 9 pupil.

### Pupil Needs

Alex can be extremely awkward in class and staff often find him challenging to teach. During Year 9 he has responded better to one particular teaching assistant who has been very consistent and structured in her approach. Alex has strong views on human rights and will often argue with staff if he feels that he has not been treated fairly. In previous years he has consistently and vehemently tried to sabotage PE and German lessons because he felt they were a waste of his time and he has great difficulty working in teams. However, Alex does have a talent in Maths, being the most able in maths in his year group.

Alex finds change very distressing and finds it hard to cope with supply teachers or special non-uniform days. To minimise any distress he attends the Learning Support Department before school each morning to go through his timetable and adjust his expectations of the day and his programme as necessary. Alex needs a set routine of what to do if unexpected events upset him.

Alex's literacy skills are generally age appropriate but he has very specific areas of difficulty such as imaginative work in English and History. He has an intense dislike of writing and expects to be excused or other people to write for him. He gets very agitated when his writing does not keep up with his ideas but he is now able to write a short paragraph, with support such as scaffolding.

Alex finds social interaction difficult and his strong personality and views sometimes lead to peers 'winding' him up. He finds it very difficult to ignore this and on occasions has lashed out.

Alex has a diagnosis of Asperger's syndrome - complex social communication needs - with associated behavioural problems.

### Possible Provision

Alex has a key teaching assistant who liaises closely with the SENCO, and the other teaching assistants who work with Alex. She liaises with his mother, applies the guidance in the SCD/ ASD Toolkit and is very consistent in her approach. Staff know to contact her in the first instance if they have any concerns about Alex or if they are introducing a significant change in lessons.

Alex is now disapplied from modern foreign languages. When the timetable allows he uses his German time to join a year 10 Maths group and undertakes independent maths work in a Learning Support room for the other 'German' lessons. Intensive, short term, targeted activities to teach Alex the importance of exercise for health have been successful. Now in PE lessons for most of the year he undertakes a fitness programme that other pupils do in rotation and he joins in track events in the summer.

Up to now Alex has needed full time support at the beginning of each school year but this decreases as he gets to know his teachers and timetable and his anxiety reduces. If unexpected events do occur Alex is given the opportunity to go to a quiet area in the school where staff who know him are available all day. He can now state what has upset him, complain and then, on most occasions, is able to go back to his class.

Alex has a learning mentor who meets him once a fortnight at the lunchtime supervised club. This is an experienced member of staff who teaches history. He enjoys talking with Alex and hearing his views on human rights, and is helping him to see that other people can have different points of view. Alex appears to benefit from this time to let off steam and express himself in a safe environment.

Alex attends a homework support club after school in the library three times a week. This helps his relationships with his family because homework has been the cause of significant disagreements in the past.

Alex's parents are continuously in contact with school making very particular requests e.g. that the school refer to a psychiatrist. The school has had to consider carefully how to manage parental anxiety alongside Alex's needs.

### **Henry, Key Stage 4: Band 1**

#### Pupil Needs

Henry is a very popular year 10 pupil who has taken full advantage of the support available at school. He has received intensive support for his literacy during KS3 and had a breakthrough with his reading in year 9. His reading age is now 8:0 but his ability to spell and organise his thoughts on paper is very limited. Henry is a very able young man who has a thirst for knowledge and finds his literacy difficulties very frustrating. Henry interacts well with adults but tries to hide his difficulties from his peers.

His verbal reasoning ability is within the top 10 percent of his peer group but there are gaps in his non-verbal reasoning especially in his spatial abilities. Henry is in a middle maths set. Henry finds it almost impossible to draw or copy diagrams. Exploring different recording methods continues to be a priority for Henry, his parents and the school.

Henry's organisational skills continue to improve – slowly – he still sometimes forgets books, writes on paper and then loses the paper.

Henry found it very difficult to choose his options at KS4 and with his parents researched the amount of literacy skills needed for different courses. He decided to do one less option and has picked a good balance of academic and vocational courses that appeal to his interests.

Henry has the specific learning difficulties of dyslexia and dyspraxia.

#### Possible Provision

Henry continues to receive intensive literacy support in the time made available through following one less option subject. He will access a wide range of special examination arrangements and also practices exam techniques in this time.

Henry is trying to develop his ability to use voice recognition software. His parents are supporting him in persevering with this in school time.

In Maths Henry sits with his best friend who has average literacy skills – but slightly lower maths skills. They support each other with the maths teacher's involvement. This is closely monitored and is proving to be more effective than teaching assistant support, which draws attention to Henry's needs.

A vocational course based at school – relating to plant production and sales - combines Henry's interest in science and making money with his positive social skills. He has a link with a local small market gardening business, which he goes to one afternoon a week. Here Henry has been quick to pick up the business's routines and his good social skills enable him to interact well with customers. The business's owner has already said they would be happy to have Henry join them for work experience.

Henry is acting as a buddy to a year 7 pupil with SpLD. This is resulting in mutual self-esteem benefits.

## **Mark, Key Stage 4: Band 1**

### Pupil Needs

Mark (Y10) has made steady progress during his time at secondary school and his literacy and numeracy skills have improved greatly. He now has a large sight vocabulary and can read instructions on worksheets and familiar packets well. He has been motivated to read using a very personalised approach related to his interest in cars. Mark is very proud of his ability to write his name and address correctly. He is now able to read back his own work and make some corrections e.g. missing capital letters. His reading age and spelling age is approaching 7:8 and he is gaining confidence with simple money activities. However Mark is still very immature for his age and he can find it very difficult to engage with school, often forgetting basic equipment and losing his bag. He sometimes gets overexcited and then his language can become very jumbled. Mark sometimes gets caught up in his own unrealistic fantasies e.g. telling friends that he has ten dogs, and this can lead to disagreements with Mark unsure about what is fact and what is fiction.

Mark was involved in deciding his KS4 options and was given the chance to talk to older pupils who had followed similar courses. It was agreed at his annual review that he needed to continue to work on his basic literacy and numeracy skills and that improving his independence would also be a priority for KS4. Mark lives with his grandparents and has very little experience of doing things independently outside school time.

Mark has moderate learning difficulties with a significant level of immaturity.

### Possible Provision

Mark is undertaking several practical courses run at his school during KS4. He will be undertaking a basic catering course at college during year 11 – this will need him to undertake a short journey on his own. During year 11 Mark will also be undertaking a work experience placement at a cafe near his home. Mark will have short support lessons several times a week during the lead up to work experience and college help him to practice the skills he will need e.g. asking for help, what to do in an emergency.

Maths and English lessons prioritise basic skills linked to real life.

This year group has fortnightly PSHE lessons. At this time Mark joins a small group of year 10s for social skills work that is targeted at their specific needs.

Mark still likes to have the chance to play boisterously every day and does this at a lunch time club organised by Learning Support.

Mark needed very intensive support in KS3 and was previously a band 2 pupil.

Pupil Needs

Kate is a Year 10 pupil and has an autistic spectrum disorder. She works at her own pace. For her KS3 SATs she was disapplied from English but, with special examination arrangements, she gained level 3 in science and maths. Kate is usually quiet and will only speak in the classroom when she is asked a direct question and is addressed by name. She tends to look at a person's chin or neck rather than their face and rarely makes eye contact. In a one-to-one setting Kate may talk to a familiar adult about events in which she has participated and will now, in year 10, answer questions about these events. However, she will still use a range of strategies to avoid talking about topics that she does not want to discuss. Kate has a particular interest in horses and this can sometimes be used as a useful motivating topic. However it can also sometimes be a distraction, for example when she sees a horse she particularly likes in the background of a science video and will not concentrate on the rest of the lesson.

Kate does like rules and consistency but often shouts at her peers and tells them off if they are breaking simple school rules e.g. which door to use. She will also shout at staff if she sees them breaking rules! Other pupils find it hard to understand why she sometimes laughs uproariously at other people's misfortunes.

Kate is socially isolated. In unstructured activities she becomes anxious and thinks that people are talking about her or are making nasty comments. She gets very agitated when anxious and frequently asks about what has been said. This can sometimes lead to Kate having a tantrum and putting her hands over her ears and slapping herself on the side of her head. When this happens she will not focus on any tasks until she has calmed down. Kate's self-harming behaviour makes a number of staff feel anxious.

Kate has a social communication difficulty and a high level of anxiety.

Possible Provision

One of Kate's timetabled subjects is individual support time. During this time work on emotions is undertaken. She is building up a vocabulary of feelings and improving her ability to rate her own emotional state and notice when she is becoming annoyed. Staff working with Kate are still having to work to anticipate difficulties – mapping different triggers for her anxiety and communicating with each other about what they notice. As well as Kate being actively taught to recognise her own triggers when teaching assistants are present in classes they help her to recognise the need to withdraw from activities or lessons.

In some subjects Kate manages much better and there is no teaching assistant support in place. If necessary she has a card to show staff to withdraw herself. Kate then goes to a learning support room where she sits at a workstation with horse resources that she can use independently, these calm her.

A variety of SCD/ ASD Toolkit strategies have been implemented and individual advice sought from the secondary outreach team. Specific advice has been given to subject teachers that support them with their own anxiety.

Working with a local stables, building upon her KS3 riding for the disabled experiences, is used to motivate Kate.

Kate has special arrangements for significant school tests and all external exams.

Kate's parents find it very difficult to engage with school. Over the years a wide range of strategies have been employed by the school to ensure that channels of communication are kept open.

### Pupil Needs

David is a very friendly young man with Down's Syndrome. He is now in year 11. He has found basic skills very difficult to acquire and his attainments are now within Level 1 and 2. He is able to construct simple words using letter sounds to guide him and is building up a reliable written vocabulary using a word-bank book. This helps him to write simple sentences to relate an event in his life. He and his teacher review his word-bank book as evidence of his progress. Great emphasis is placed on building and maintaining his recognition and understanding of everyday signs. David is also able to count, read, order and use numbers to 20. He can now tell the time.

David is able to express his feelings but is sometimes inappropriate in his approaches to adults and his peers. For example he will hug staff and asks some teachers for a kiss. He is very keen to have a girlfriend. David enjoys drama and likes role-play.

David also needs help with his spoken language, which can sometimes be difficult to understand because of very poor articulation. He repeatedly uses certain expressions.

David finds it difficult to make decisions; he always eats the same lunch in the canteen to avoid choosing something different. Sometimes he misses the point of activities and this has to be checked with him and meaning reinforced if necessary.

He needs training to prepare him to cope with new situations.

David has learning difficulties and is socially naïve and vulnerable.

### Possible Provision

David is a member of a small group who have been taught together for most of KS4. He is completing the second year of an ASDAN Award in community skills. He is working on a 'Mathematics for Living' course devised jointly by the maths and the Learning Support staff. Pictures of signs from around the town are used to reinforce essential reading skills. David uses computers for the regular practice his literacy and numeracy skills.

A significant amount of role- play is used to reinforce learning and appropriate behaviour, as well as have fun!

Through this David is being specifically helped to slow down his speech and practice clear production of key phrases e.g. 'Excuse me. I need help.' 'How much is this?' He is being actively taught when it is appropriate to use the phrases so he now no longer says 'What's your name?' to everyone he meets.

At different times it has been essential to work closely with David's father, for example for some aspects of sex education.

David undertook protected work experience with the school caretaker that he thoroughly enjoyed. He has a photo record of what he and the caretaker did that he shares with people and this prompts him to remember many details.

David is deciding on his post-16 education with his father and his Connexions advisor. They are exploring different courses at the local college. He is looking at a programme that will focus on helping him with life skills.

# **Appendix 2**

## **Description of Indicators**

### **Identification Tool**

## **Description of indicators from the Identification Tool Cognitive & Learning Skills**

### **BAND 1**

- Very uneven or weak cognitive profile - based on information such as Cognitive Abilities Tests (CATs) e.g. difficulties with verbal reasoning tasks across the curriculum with one area of exceptional performance such as working on 'A level' Maths in Year 9.
- Difficulties in processing information.
- Finds it hard to respond unless instructions are broken down into a step-by-step process.
- Limited understanding of cause and effect e.g. does not take coat when it is raining.
- Lack of perseverance with appropriate but challenging activities e.g. lays across desk when any writing is expected.
- High level of impulsivity e.g. over eager to start, unwilling to check or revise, satisfied with first attempt.
- Extremely passive and or over-dependent on adult/ peer support e.g. reluctant to take part in group activities, no interest in trip.
- Refuses help or difficult for staff to engage e.g. tries to ignore TA's presence in science lessons.
- Difficulties in maintaining attention, concentration and motivation e.g. finds it hard to listen, concentrate and act on instructions or distracts others.
- Persistent auditory, visual and short-term memory difficulties.
- Difficulties generalising skills across contexts.

### **BAND 2**

- Needs still to develop range of basic cognitive skills e.g. understanding comparisons such as concepts of same and different, classification and sequencing.
- Significant problems with processing information e.g. physical objects or pictures are needed to trigger memories of activity the previous day.
- Can only follow or respond to single instructions
- Major difficulties with cause and effect, concepts and routines e.g. when lesson ends does not know if it is lunch or end of the day, repeated requests for reassurance about what is going to happen next.
- Unwilling to engage with new or unfamiliar activities.
- Refusal to attempt or review or check work.
- Almost completely dependent on adult support/ mediation for most tasks e.g. needs repetition and additional prompts to use instructions, opportunities to rehearse them before starting a task and a short step-by-step approach.
- Refusal to engage with support staff e.g. will only speak to certain members of staff.
- Significant attention, memory and processing difficulties: very limited motivation and concentration e.g. even when supported with starting a task loses track of what supposed to be doing leading to frustration and refusal to co-operate.
- Has difficulty, with prompts, in making connections between existing knowledge and new tasks, e.g. unable to grasp the big picture.
- Finds it almost impossible to generalise skills across concepts.

# Understanding and using Language

## BAND 1

- History of expressive/ receptive language delay/ disorder – previous involvement of Speech & Language Therapy Service (SALT).
- Difficulties using language for problem solving e.g. needs prompts to explain thinking/ events.
- A difficulty in using language to describe or express thoughts, ideas and learning e.g. ideas constantly stuck on tip of tongue and becomes frustrated.
- Needs simplified language to follow ideas in group discussion.
- Difficulties listening to, and processing, verbal input e.g. listens to an explanation but can record or recall very little.

## BAND 2

- Language delay/ disorder continues to have a marked impact across the curriculum – recent or on-going SALT programme.
- Significant problems with using language for problem solving.
- Inability to use clear language to describe or express thoughts, ideas and learning.
- Needs extra support such as visual prompts to follow instructions.
- Significant difficulty or inability to listen, respond to or recall verbal input without support e.g. needs gestures, to follow instructions with four key words such as 'Get the blue book from the table and give it to Sarah.'

# Literacy and Numeracy Skills

## BAND 1

- Very limited literacy skills e.g. small sight vocabulary, guesses at words using initial letter sounds, unable to name sounds, writes little independently – working at NC level 1- 2.
- Some literacy skills that have limited value for learning e.g. copies or reads accurately but without comprehension.
- A level of understanding far in advance of limited literacy skills e.g. able to use sophisticated language and specialised topic vocabulary when joining in discussions but not able to read differentiated worksheets.
- Unable to record work or thinking independently e.g. needs someone to scribe or special examination arrangements.
- Limited understanding of all aspects of number e.g. working at NC level 1-2, cannot use analogue clock, confused by money.

## BAND 2

- Extremely limited literacy skills e.g. needs to develop sound-symbol correspondence, writing at early stage of development - working at P Levels/ NC Level 1.
- A highly varied literacy skills profile e.g. able to hear a text, describe the characters and their motivation in detail but own reading skills very low, maybe hyperlexic with poor comprehension.
- Social communication difficulties impair/ inhibit development of a full range of literacy skills e.g. refusal to write, preferences for certain presentation styles, books etc.
- Needs range of alternative methods of recording e.g. Dictaphone, camera, computer plus extensive special examination arrangements.
- Poor development of all basic numeracy skills and concepts e.g. does not recognise the four rules of number – working at P Levels/ NC Level 1.

# Social Communication & Interaction

## BAND 1

- Rarely initiates communication with staff or peers.
- Unable to reflect on meanings beyond the obvious and literal e.g. when another individual is described as 'wet' by group of pupils.
- Confused and emotive responses to difficult or disliked tasks e.g. cries easily, very inflexible approach, resistant to trying anything new such as a different series of reading books.
- Annoyed by praise or recognition of progress e.g. tears up certificate for improved reading.
- Shows anxiety in certain situations e.g. when there are changes made to the timetable.
- Socially vulnerable e.g. easily led, constant friendship problems and issues with perceived bullying.
- Inconsistent response to non-verbal communication.
- Frequently focuses on things of immediate or personal/ obsessional interest which can interfere with learning e.g. ignores lesson task to talk about new school bag/ Dr Who/ Warhammer etc.
- Limited capacity to interact with peers e.g. need for social stories about how to behave at break.
- Intolerant of teacher direction and control e.g. slow to respond even when has understood instructions/ refuses to accept advice/ awkward but not intentionally defiant.
- Some hypersensitivity to the environment e.g. dislikes noise in swimming pool.

## BAND 2

- Speaking with unusual intonation/ vocabulary/ accent e.g. strong American accent.
- Heavy reliance on routine e.g. upset if cannot always sit in same seat, lines up all equipment in set pattern at beginning of all lessons.
- Repeatedly uses set or familiar phrases regardless of situation without understanding meaning e.g. slogans from television adverts, lines from films etc.
- Marked lack of resilience in everyday situations e.g. broods over a perceived slight first thing in the morning becoming increasingly agitated.
- High level of anxiety symptoms in most situations e.g. rocking, head in hands, avoiding adults, running away.
- Socially isolated e.g. no voluntary contact with peers, finds eye contact with staff upsetting.
- Withdraws from interactions with unfamiliar people, able to make basic ideas understood with familiar people.
- Unaware of non-verbal communication.
- Obsessive behaviours that disrupt learning e.g. touches back of each chair before sits down.
- Very low self-esteem resulting in acting out behaviours or self-harm, reluctance to come to school or go to certain lessons.
- Marked hypersensitivity to aspects of the environment e.g. cries out and holds hands over ears when other pupils applaud, difficulty with noise in canteen.
- Demands constant guidance and reassurance from staff e.g. becomes emotional if feels neglected and is often looking for staff.
- Makes inappropriate emotional responses e.g. laughs uproariously at others' misfortunes.
- Blames actions of others for all problems and difficulties e.g. unaware of the role they may have played in situations.
- Very rigid thinking e.g. believes time on own watch is the time and frets when school bell does not agree with the watch.
- Over familiarity with peers and staff e.g. poor awareness of personal space, asks tutor to play tag at break.

# Independence and Life Skills

## BAND 1

- Immature/ innocent and naive world picture e.g. belief in Father Christmas throughout KS3, has to be explicitly told.
- Unrealistic about own abilities e.g. holds firmly to idea that will play football for Man Utd or be a vet.
- Has social difficulties with peers and cannot resolve petty conflicts without adult intervention e.g. very distressed after an argument about pencils.
- Additional support required for unfamiliar situations e.g. school trip, special assemblies, and sports day.
- Difficulties with independence and self-care skills e.g. dressing accurately or quickly after PE, toileting, personal hygiene, managing puberty.
- Persistent organisational difficulties e.g. loses equipment, cannot follow timetable, make appointments for parents evening, use a homework diary, take letters home.

## BAND 2

- Cannot cope independently with unstructured time e.g. becomes distressed if does not attend structured lunch activities, wanders around aimlessly.
- Additional support required for familiar and unfamiliar situations e.g. regular assemblies, photographer.
- Poor self-awareness and may put self at risk e.g. runs away when stressed.
- Significant problems with independence and self-care e.g. skills have to be explicitly taught and practiced such as catching school transport, managing periods, toileting etc.
- Often appears overexcited/ hyperactive e.g. acting out favourite DVD film with all the sound effects.
- Severe persistent organisational difficulties across the curriculum e.g. changing classrooms, finding classrooms, using a pencil case, bringing PE kit on the correct day.

## The Identification Tool

This is the form used to audit the secondary school population when Enhanced Learning Provision was introduced – it has been further developed see Appendix 7.

Date:

Pupil Name:

School:

Date of Birth:

Statement: **Y / N**

### ***Cognitive & Learning skills***

<b>BAND 1</b>	✓	<b>Notes</b>
Very uneven or weak cognitive profile		
Has difficulty processing information		
Finds it hard to follow or respond to instructions		
Limited understanding of cause and effect		
Lack of perseverance with appropriate but challenging activities		
High level of impulsivity		
Extremely passive and/ or over-dependent on adult/ peer support		
Refuses help or difficult to engage		
Difficulties in maintaining attention, concentration and motivation		
Persistent auditory, visual and short-term memory difficulties		
Difficulties generalising skills across contexts		
<b>BAND 2</b>		
Still to develop a range of basic cognitive skills		
Significant problems with processing information		
Can only follow or respond to single instructions		
Major difficulties with cause & effect, concepts and routines		
Unwilling to engage with new or unfamiliar activities		
Refusal to attempt, review or check work		
Almost completely dependent on adult support/ mediation for most tasks		
Refusal to engage with support staff		
Significant attention, memory and processing difficulties: very limited motivation and concentration		
Has difficulty even with prompts in making connections between existing knowledge and new tasks		

Finds it almost impossible to generalise skills across contexts		
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### ***Understanding and using Language***

<b>BAND 1</b>	✓	Notes
History of expressive/ receptive language delay/ disorder		
Difficulties using language for problem solving		
Difficulties in using language to describe or express thoughts, ideas and learning		
Needs simplified language to follow ideas in a group discussion		
Difficulties listening to, and processing, verbal input		
<b>BAND 2</b>		
Language delay/ disorder continues to have a marked impact across the curriculum		
Significant problems with using language for problem solving		
Inability to use clear language to describe or express thoughts, ideas and learning		
Needs extra support, or inability to listen, respond or to recall verbal input without support		

### ***Literacy & Numeracy skills***

<b>BAND 1</b>	✓	Notes
Very limited unaided literacy skills		
Some literacy skills that have limited value for learning		
Level of understanding far in advance of limited literacy skills		
Unable to record work or thinking independently		
Limited understanding on all aspects of number		
<b>BAND 2</b>		
Extremely limited unaided literacy skills		
Highly varied literacy skills profile		
Social communication difficulties impair/ inhibit development of a full range of numeracy skills		
Needs a range of alternative methods of recording		
Poor development of all basic numeracy skills and concepts		

## **Social Communication and Interaction**

<b>BAND 1</b>	✓	<b>Notes</b>
Rarely initiates communication with staff or peers		
Unable to reflect on meaning beyond the obvious and literal		
Confused and emotive responses to difficult or disliked tasks		
Annoyed and/ or confused by praise or recognition of progress		
Shows anxiety in certain situations		
Socially vulnerable – issues with friendships and perceived bullying		
Inconsistent response to non-verbal communication		
Frequently focuses on things of immediate or personal/ obsessional interest which can interfere with learning		
Limited capacity to interact with peers		
Intolerant of teacher direction and control		
Some hyper-sensitivities to the environment		
<b>BAND 2</b>		
Speaking with unusual intonation/ vocabulary/ accent		
Heavy reliance on routine		
Repeatedly uses set of familiar phrases regardless of situation or meaning		
Marked lack of resilience in everyday situations		
High level of anxiety symptoms in most situations		
Socially isolated		
Withdraws from interaction with unfamiliar people, able to make basic ideas understood with familiar people		
Unaware of non-verbal communication		
Obsessive behaviours which disrupt learning		
Very low self esteem resulting in acting out behaviour or self harm		
Marked hypersensitivity to aspects of the environment		
Demands constant guidance and reassurance from staff		
Makes inappropriate emotional responses		
Blames actions of others for all problems and difficulties		
Very rigid thinking		

Over familiarity with peers and staff		
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**Independence and Life skills**

<b>BAND 1</b>	✓	Notes
Immature/ innocent and naïve world picture		
Unrealistic about own abilities		
Social difficulties with peers and cannot resolve petty conflicts without adult intervention		
Additional support required for unfamiliar situations		
Difficulties with independence and with self-care skills		
Persistent organisational difficulties		

<b>BAND 2</b>		
Cannot cope independently with unstructured time		
Additional support required for familiar and unfamiliar situations		
Poor self-awareness and may put self at risk		
Significant problems with independence and self-care		
Often appears overexcited/ hyperactive		
Severe organisational difficulties across the curriculum		

<b>KEY ADDITIONAL EVIDENCE e.g. Recent test results, reading age, strengths etc</b>

<b>CURRENT PROVISION ARRANGEMENTS e.g. SUBJECTS IN SMALL GROUPS, INDIVIDUAL CONTACT, LUNCHTIMES, TA SUPPORT INDIVIDUAL &amp; SHARED</b>

**SENCO Name**..... **Signature**.....

# Appendix 3

## Provision Menus

The following **Provision Menus** have been informed by the seminars with SENCOS and individual school discussions. Enhanced Learning Provision builds upon the usual arrangements made to meet the needs of pupils with and without special educational needs. It is part of the continuum of provision available in Wiltshire schools. Enhanced Learning Provision frequently necessitates a high level of individualisation requiring pre-planning and the adaptation of approaches.

	<b><i>Provision Menu for Pupils with Specific Learning Difficulties (SpLD)</i></b>
<i>Transition/ Induction</i>	<ul style="list-style-type: none"> <li>• Transition/ Induction school package in place plus individual adaptation e.g. organisational strategies needed, liaison with pupil and family before start of secondary school by named person, secondary staff visiting primary school and home if required</li> </ul>
<i>Links</i>	<ul style="list-style-type: none"> <li>• Active engagement with parents, pupil and local authority to meet individual needs in partnership</li> <li>• Individual arrangements made in consultation with the pupil and parents – could be daily, weekly or termly contact (Urgent telephone contact arrangements in place)</li> <li>• A welcoming venue for parental visits and meeting</li> </ul>
<i>Curriculum</i>	<ul style="list-style-type: none"> <li>• Access to a broad balanced curriculum with higher levels of differentiation provided across the curriculum</li> <li>• Adaptation and/ or reduction of curriculum for focus on specific difficulties. (Individualised and small group programmes)</li> <li>• Additional lessons on specific needs e.g. alternative ways of recording; study skills; building self-esteem</li> <li>• Involvement of pupil about curriculum content with recognition of their uneven pattern of skills and difficulties, their learning style and cognitive strengths e.g. a pupil with good mathematical skills could access top set group with support for reading</li> </ul>
<i>Specialist Teaching (Staff Qualifications &amp; Training)</i>	<ul style="list-style-type: none"> <li>• Whole-school training in meeting the needs of pupils with Specific Learning Difficulties, including each time staff are new to school</li> <li>• Specific courses on SpLD at higher levels as outlined on the Wiltshire Training Map will be available e.g. WESFORD 3</li> <li>• Regular contact with outside agencies for advice and training e.g. Educational Psychologists</li> </ul>
<i>Teaching Support</i>	<ul style="list-style-type: none"> <li>• Teaching Assistants will have training in the needs of pupils with SpLD and will be supported in their work with pupils by a specialist teacher</li> <li>• Pupils helped to set targets for their learning and behaviour with on-going review and feedback</li> <li>• Teachers to differentiate work and homework in a way that is readily acceptable to pupil's learning needs in consultation with specialist staff</li> <li>• Individual and small group teaching for transfer of skills learned and to support basic skills</li> <li>• Supported individual programmes for specific difficulties (intensive courses, daily practice, homework support)</li> </ul>
<i>Physical Space</i>	<ul style="list-style-type: none"> <li>• Teaching base for small group lessons/ ICT facilities plus workstations</li> <li>• Social area for unstructured times and life skills work</li> <li>• Allocated room for meeting with parents and visiting agencies</li> </ul>
<i>Resources Available</i>	<ul style="list-style-type: none"> <li>• Specialist multi-sensory resources at pupils' developmental and interest level</li> <li>• Library of resources available</li> <li>• Separate resources for life skills/ independence work</li> </ul>
<i>Social Arrangements</i>	<ul style="list-style-type: none"> <li>• Social area base staffed all day by a trained adult (Covering breaks and lunch-time)</li> <li>• Social inclusion programmes – Teaching Assistant support available for clubs, school trips, extended schools programmes etc</li> </ul>

	<b><i>Provision Menu for Pupils with Complex Moderate Learning Difficulties (MLD)</i></b>
<i>Transition/ Induction</i>	<ul style="list-style-type: none"> <li>• Transition/ Induction school package in place plus individual adaptation for pupil e.g. liaison with pupil and family before start of secondary school by named person, secondary staff visiting primary school and home if required</li> </ul>
<i>Links</i>	<ul style="list-style-type: none"> <li>• Active engagement with parents, pupil and local authority to meet individual needs in partnership</li> <li>• Individual contact arrangements made in consultation with the pupil and parents – could be daily, weekly or termly contact (Urgent telephone contact arrangements in place)</li> <li>• A welcoming venue for parental visits and meetings</li> </ul>
<i>Curriculum</i>	<ul style="list-style-type: none"> <li>• Access to a broad balanced curriculum - higher levels of differentiation provided across the curriculum</li> <li>• Adaptation and/ or reduction of curriculum for focus on basic literacy &amp; numeracy (individualised and small group programmes)</li> <li>• Additional lessons on life-skills with practical activities e.g. ASDAN, Independence skills</li> <li>• Engaging pupil in decision-making whenever possible e.g. choosing relevant courses</li> </ul>
<i>Specialist Teaching (Staff Qualifications &amp; Training)</i>	<ul style="list-style-type: none"> <li>• Whole-school training in meeting the needs of pupils with moderate learning difficulties, including each time staff are new to school</li> <li>• Specific courses at higher levels as outlined on the Wiltshire Training Map will be available if required e.g. developing cognitive skills</li> <li>• Regular contact with outside agencies for advice and training e.g. Educational Psychologists</li> <li>• On-going training programme with partnership special schools</li> </ul>
<i>Teaching Support</i>	<ul style="list-style-type: none"> <li>• In-class support by subject specialist Teaching Assistants (A key person if needed)</li> <li>• Pupils helped to set targets for their learning and behaviour with on-going review and feedback</li> <li>• Teachers to differentiate work and homework in a way that is readily acceptable to pupil's learning style in consultation with specialist staff</li> <li>• Small group teaching for transfer of skills learned and to support basic skills</li> <li>• Small group life skills development and social skills work</li> </ul>
<i>Physical Space</i>	<ul style="list-style-type: none"> <li>• Teaching base for small group lessons/ ICT facilities plus workstations</li> <li>• Social area for unstructured times and life skills work</li> <li>• Allocated room for meeting with parents and visiting agencies</li> </ul>
<i>Resources Available</i>	<ul style="list-style-type: none"> <li>• Specialist multi-sensory resources at pupils' developmental and interest level</li> <li>• Library of resources developed for in-class support</li> <li>• Separate resources for life skills/ independence work</li> </ul>
<i>Social Arrangements</i>	<ul style="list-style-type: none"> <li>• Social area base staffed all day by a trained adult (Covering breaks and lunch-time)</li> <li>• Social inclusion programmes – Teaching Assistant support available for clubs, school trips, extended schools programmes etc.</li> </ul>

	<b><i>Provision Menu for Pupils with Autistic Spectrum Disorder (ASD)</i></b>
<i>Transition/ Induction</i>	<ul style="list-style-type: none"> <li>• Specialist Teacher/ Teaching Assistant link-up to develop individualised transition/ induction package using <i>Toolkit</i> advice. Support from outside agencies vital (Speech &amp; Language Therapy and Educational Psychology Service)</li> <li>• Individualised resources developed to alleviate high levels of pupil anxiety about transition e.g. photo book</li> <li>• Transition Plan referred to when pupil has to deal with any changes to school routine e.g. school trips</li> <li>• Liaison with pupil and family pre-induction by named person including secondary staff visiting primary school and home if required</li> </ul>
<i>Links</i>	<ul style="list-style-type: none"> <li>• Active engagement with parents, pupil and local authority to meet individual needs in partnership</li> <li>• Individual arrangements made in consultation with the pupil and parents – could be daily, weekly or termly contact (Urgent telephone contact arrangements in place)</li> <li>• A welcoming venue for parental visits and meeting</li> <li>• Immediate availability of staff to communicate, meet and problem-solve with parents in crisis situations</li> </ul>
<i>Curriculum</i>	<ul style="list-style-type: none"> <li>• Access to a broad balanced curriculum, differentiated up or down as required depending on pupil's expertise (uneven profile) e.g. top set Maths with little support, high level support to access Drama or PE</li> <li>• Flexible access to lessons required, allowing for some withdrawal for work on social interaction/ communication</li> <li>• Flexible timetable with regular review.</li> <li>• Curriculum adaptation if needed e.g. if pupil has periods of part-time attendance</li> </ul>
<i>Specialist Teaching (Staff Qualifications &amp; Training)</i>	<ul style="list-style-type: none"> <li>• Whole-school training/ awareness of the needs of ASD pupils, in particular staff new to the school</li> <li>• Specific courses at higher levels as outlined on the Wiltshire Training Map will be available</li> <li>• A small supportive trained team of ASD specialists with a qualified teacher to co-ordinate their work</li> <li>• Awareness of the impact of the sensory environment on pupils with ASD with ability to make changes if necessary e.g. pupils may need to change separately for P.E.</li> </ul>
<i>Teaching Support</i>	<ul style="list-style-type: none"> <li>• In-class support by ASD Specialist Teaching Assistants – encouraging independence but having flexibility to adapt if pupil becomes anxious or distressed</li> <li>• Teachers to differentiate work and homework in a way that is readily acceptable to pupil's learning style in consultation with specialist staff</li> <li>• Individual and small group teaching for social &amp; emotional development plus life skills if appropriate</li> </ul>
<i>Physical Space</i>	<ul style="list-style-type: none"> <li>• Teaching base for small group lessons/ ICT facilities plus workstations</li> <li>• Social area for unstructured times and life skills work (Option to eat lunch in base available)</li> <li>• The base should include a safe haven/ chill-out space</li> <li>• Systems in place for supporting a calm beginning and end of the day</li> <li>• Allocated room for meeting with parents and visiting agencies</li> </ul>
<i>Resources Available</i>	<ul style="list-style-type: none"> <li>• Specialist resources available for pupils with ASD – including ICT</li> <li>• ICT and individual workstations available in quiet room</li> <li>• Teaching Assistant time to supervise and develop individual resources as required e.g. social stories</li> </ul>
<i>Social Arrangements</i>	<ul style="list-style-type: none"> <li>• Social area base staffed all day by a trained adult (Covering breaks and lunch-time)</li> </ul> <p>Social inclusion programmes – specialist Teaching Assistant support available for clubs, school trips, extended schools programmes plus preparation for any</p>

	changes in routine
	<b><i>Provision Menu for Pupils with learning needs below the level of Enhanced Learning Provision including those with Statements</i></b>
<i>Whole School Arrangements</i>	<ul style="list-style-type: none"> <li>• Welcoming ethos celebrating diversity and achievements at all levels, active promotion of an inclusive culture</li> <li>• All teachers take shared responsibility for pupils with SEN and this is supported by professional development</li> <li>• Teachers implement a variety of teaching approaches to support the learning styles of individual pupils</li> </ul>
<i>Transition/ Induction</i>	<ul style="list-style-type: none"> <li>• Induction package for SEN pupils in addition to that for all pupils to include visits by SENCO to primary feeder schools, options of individual pupil visits to new school, pupils' SEN records transferred in advance and member of SEN staff attends annual review in Year 6 after secondary placement is confirmed</li> </ul>
<i>Links</i>	<ul style="list-style-type: none"> <li>• Open evening/ meeting for parents of pupils with SEN to meet staff and see the provision/ resources available</li> <li>• Designated member of SEN team takes responsibility for liaising with specific parents e.g. via school diary</li> <li>• Pupil's progress is reviewed with parents at least twice a year, as outlined in Code of Practice</li> <li>• Clear arrangements for links with parents, outside agencies and pupils</li> <li>• Designated time available for parents to contact the SEN department e.g. one session per week</li> <li>• Agreed timetable for reviewing progress of pupils with SEN, which ties in with whole school pupil review system</li> </ul>
<i>Curriculum</i>	<ul style="list-style-type: none"> <li>• Broad and balanced curriculum and opportunities differentiated by knowledgeable and positive teachers</li> <li>• Access to small group and individual sessions</li> <li>• Opportunity for pupils to follow an academic or vocational curriculum according to their needs</li> <li>• Curriculum in widest sense, including enrichment opportunities, is equally rich for pupils with SEN as for those without</li> </ul>
<i>Specialist Teaching (Staff Qualifications &amp; Training)</i>	<ul style="list-style-type: none"> <li>• Specialist teachers with recent and relevant specialist qualifications in the areas of need in the school</li> <li>• Teaching accelerates pupil progress over whole class learning e.g. short course to boost literacy</li> <li>• Accurate diagnostic assessment and tracking of pupil progress using all available data</li> <li>• Teaching is available across a range of skill areas (i.e. not just in literacy) including social, emotional, study and organisational skills</li> <li>• Information about approaches to SEN and systems are provided to all staff new to the school</li> </ul>
<i>Teaching Support</i>	<ul style="list-style-type: none"> <li>• Support is flexible and based on the pupil's needs and actively promotes the development of independent learning</li> <li>• The SEN department acts as advocate for pupils with SEN and work in close partnership with all school staff</li> <li>• The school employs teaching assistants who have, or develop, subject knowledge and access to quality training</li> <li>• Teaching Assistants' support focuses on the pupils learning both individually and in small groups</li> </ul>
<i>Physical Space</i>	<ul style="list-style-type: none"> <li>• Fit for purpose base with appropriate space for small group lessons, individual rooms e.g. for visiting specialist/ parental discussions, social area e.g. for pupils at break/ lunch time and appropriate office space</li> </ul>
<i>Resources Available</i>	<ul style="list-style-type: none"> <li>• ICT resources for individual and small group work</li> <li>• Multi sensory resources</li> <li>• Individual departments actively develop subject specific resources for pupils with SEN</li> <li>• School is aware of and uses the materials developed by the national strategies and</li> </ul>

	other organisations, e.g. Learning Challenge, SEAL, literacy and numeracy support material
<i>Social Arrangements</i>	<ul style="list-style-type: none"> <li>• A range of strategies is in place to support socially vulnerable pupils including buddies, peer support, counselling, mentoring, lunchtime and after school activities</li> </ul>

## Provision Menus for pupils accessing Enhanced Learning Provision

### Transition/ Parent Links

Transition package individualised for the pupil with high levels of ongoing home-school liaison.

Examples: -

- Analysis of statutory information and other information from feeder primary school such as work samples, IEPs and records of earlier interventions to inform individualised Enhanced Learning Provision.
- Contact with parents beginning in year 5.
- Additional, sometimes very regular, visits of secondary school staff to the pupil's primary school and the pupil to the secondary school.
- Liaison with pupils and families before the start of secondary school as necessary. Opportunities to give pupils and parents/ carers additional visits e.g. open days, taster lessons, summer schools, workshops, visits to primary school.
- Individualised resources developed as required. For example, a photo book of staff and a programme involving parents to support the development of organisational skills.
- Pupil to pupil buddies, parent to parent buddies and parent support groups.
- Active engagement with parents/ carers, pupils and the Local Authority throughout pupils' school careers.
- Involvement of parent/ carers in the management and monitoring of their children's special educational needs. This can include consultation about actions planned, special arrangements being made and clear advice about any help that can be given at home.
- Regular home/ school liaison in addition to the Annual Review e.g. online or at weekly clinics. Planned contact arrangements made in consultation with parents/ carers. This might include urgent telephone contact arrangements, home -school diaries, immediate availability of staff to communicate, meet and problem solve with parents/ carers in crisis situations. Sometimes school-based strategies will need to be extended into the home environment and home visits take place.
- A welcoming, quiet room for parent/ carer consultations and an area/ display for parent/ carer information on support such as key staff contact details, school parent support group, and Parent Partnership Service (SENSS).

## CURRICULUM

- Access** - to a broad, balanced and relevant National Curriculum with appropriate levels of differentiation to support pupils' learning and/ or social development.
- Adaptation** - of curriculum and teaching methods to meet the complex needs of individual pupils e.g. primary style curriculum for part of KS3.
- Adjustment** - to the curriculum to give pupils more opportunities to over-learn skills, develop new strategies, rehearse them and generalise learning skills. This will involve special programmes to complement and relate directly to learning within the mainstream curriculum.

Examples: -

- Detailed curriculum plans in literacy and numeracy including specialised teaching approaches, SMART targets within subject areas and materials for use in whole-class, small group and individual interventions. The LA supports schools that wish to gain the Basic Skills Quality Mark.
- Individualised curriculum depending on the specific learning or developmental needs of the pupil. For example, the pupil may be able to access a top set Maths class with little support but need high-level support to access Drama or PE.
- All staff aware of pupils' needs and priorities across the curriculum – clear school communication systems in place e.g. pupil pen pictures.
- Excellent planning of lessons, adaptations to materials, additional resources and the involvement of SEN staff in this activity as appropriate.
- Disapplication from some subjects to enable more focus on basic skills.
- Additional and different small-group or individual teaching outside the mainstream class for targeted curriculum interventions e.g. precision teaching, touch typing programmes, pre-tutoring for vocabulary and concepts.
- Particular emphasis on developing understanding and use of language across the curriculum. Key concepts, vocabulary and language to be used by pupils in lessons could be pre-taught and adaptations made to support individual needs in listening and comprehension, expression and social communication e.g. use of physical prompts, photographs.
- Programmes to develop attention and concentration within curriculum subjects such as providing learning breaks, using pupils' interests, learning styles and cognitive strengths.
- Specific programmes to teach strategies for managing areas of difficulty such as coping with transition, sensory issues, making friends etc.
- Individualised and small-group programmes to develop important life/ independence skills such as personal care.

- Specific, differentiated activities to develop appropriate interpersonal skills that reduce anxiety or isolation.

## **STAFFING AND RESOURCES**

Additional interventions and support are organised by school support staff according to the level and type of special educational needs of pupils. Staff take advantage of specialist training locally and nationally, for example, six days training for all secondary schools spring/ summer 2007, LA funded post-graduate qualifications in SpLD and SCD/ ASD, Wiltshire's SCD/ ASD toolkit.

Examples: -

- Small group or individual teaching available. The organisation of this will be dependent on the context and structure of the school but may involve short intensive courses, small groups for pupils with weak basic skills, short daily individual lessons for pupils with severe dyslexia. Flexibility and individualisation is vital.
- Preparation and use of specialised resources/ materials across all or some curriculum areas such as multi-sensory resources at the pupil's developmental and interest level. Examples include: writing frames, computer programs, visual timetables, homework strategies, activities for lunch-time clubs, use of objects, pictures, signs and symbols if required, ICT to enhance use of language, personal organisational targets, specific problem solving i.e. flow chart – 'what to do if ...', social stories.
- In-class support by teaching assistants focussing on what each pupil needs to learn to improve understanding, skills and independence within the context of the lesson objectives. Additional support enabling progress.
- Staff sensitivity about pupils becoming over-reliant, active encouragement of pupil independence but maintaining sufficient flexibility to adapt approaches if a pupil becomes anxious or distressed.
- Staff working in collaboration with each other and specialist services to develop expertise and whole school awareness of the implication of different pupils' special educational needs.
- Staff identifying the need for special arrangements to ensure access to all school assessments and tasks with differentiation when appropriate. Additional access resources may be needed such as overlay keyboards, memory aids etc.
- Pupil progress being monitored and tracked regularly through the IEP Review procedure and Annual Review.
- Staff identifying and reporting their own training needs, SENCOs training and supporting TAs.
- Organising and monitoring peer support, buddies, learning mentors, paired reading activities, circle of friends etc.

## **ENVIRONMENT/ SOCIAL ARRANGEMENTS**

A teaching base for individual and small classes of pupils is vital for special educational needs. Within this space there needs to be different areas or zones and also separate rooms for specific activities. Links also need to be made with facilities in the community and/ or between schools to provide relevant provision for the development of work and life skills.

Examples: -

- Individual workstations or areas with reduced visual or auditory distraction being provided, for example for pupils with concentration difficulties or social communication needs.
- Flexible access to specially equipped areas/ ICT equipment e.g. computers, whiteboards, video recorders, tape recorders and additional learning materials.
- Opportunities should be available for pupils to go into the wider community to rehearse and generalise Personal, Social and Health Education (PSHE) and Citizenship skills. Social inclusion programmes with teaching assistant support can be used for pupils to benefit from attendance at clubs, school trips, extended schools' programmes etc.
- Different zones within large rooms for different activities that are clearly identified.
- Access to specialist areas for practical activities e.g. kitchen area for life skills and the practical application of measuring and money skills.
- Quiet rooms and space for lunchtime 'clubs'.
- Areas in schools for meetings with parents/ carers, visiting agencies, counselling etc.
- Access to support in case of unplanned individual need or crises that is known to pupils e.g. safe haven/ refuge with staff always available, with specific individual arrangements for particular pupils as required.

# **Appendix 4**

## **Parent and Pupil Voices**

## Summary of Parents' Views on Secondary School Provision for their Children with Special Educational Needs (May - July 2007)

In May 2007 the SENCOs of four secondary schools in Wiltshire each sent out 10 – 15 questionnaires to parents for their views about certain aspects of SEN provision at secondary level. In addition, the ASK organisation sent out questionnaires to parents on their database and also placed the questionnaire on their website for views. All questionnaires were anonymous and were returned to the Local Education Team office in Wilton, Salisbury. The parents of pupils with Statements and those with needs at SA and SA+ were specifically targeted for this survey. By the end of July, 37 questionnaires had been returned. The responses came from parents whose children attend 10 mainstream schools in Wiltshire, 2 special schools in Wiltshire and one out-of-county school. Four questions were asked. The first was to rate the SEN provision at their school on a five point rating scale from Very Good to Very Weak. The responses were as follows: -

Very Good	Good	Average	Weak	Very Weak
12	16	5	2	2

As can be seen by the results 28 out of 37 parents who returned the questionnaire felt that SEN provision was Good or Very Good. Of the parents who rated provision weak or Very Weak, 2 responses were from parents whose children were in special schools in Wiltshire and 2 responses from mainstream schools. Their comments are included in the summary.

The Rating Scale was followed by these questions: -

1. What do you think is good about the special educational provision at the secondary school?
2. What would you like to be different?
3. Do you have any other comments?

The responses to question 1 on what is good about the SEN provision can be grouped into three headings: -

1. **INCLUSIVE** – positive ethos
2. **GOOD COMMUNICATION** with the SENCO/ Learning Support Dept.
3. **RANGE OF PROVISION** with an emphasis on both the educational and emotional benefits.

The responses have been collated and summarised to give an overview of parental views on the following pages.

### 1. INCLUSION

*"It's nice to think your child can go to secondary school and get special education without having to move to a special school. They can also stay with their friends."*

*"It allows my son to be educated with his friends."*

*"They (the school) have a dedicated team."*

*"They promote a very positive approach to learning which helps build confidence."*

## **2. COMMUNICATION**

*"The staff are very approachable."*

*"They have good communication with us over our child's needs."*

*"We have been impressed by the SENCO and her team who have responded quickly and imaginatively to difficulties and situations as they have occurred. There has been good anticipation of possible problems."*

*"I have been able to liaise with one particular member of the LS Dept. about many areas of my son's welfare – this has been helpful to him and supportive to me."*

*"The school is very accommodating on the whole – so far helpful and understanding."*

*"The SENCO is readily available and very helpful."*

*"I have found they are very committed to helping my son as well as easy to talk to."*

*"Communication between the school and ourselves is good. If we ever have a problem it is dealt with efficiently."*

*"The SENCO has been very good listening to my kid's needs so have the pastoral assistants."*

## **3. PROVISION**

*"The focus and attention to detail of the SENCO coupled with a drive to provide the best for each child has helped my son develop and adapt to the problems caused by his particular difficulties."*

*"The school helps my daughter to make gradual progress."*

*"The special lessons have helped him in many ways to improve his reading and writing."*

*"My son needs lots of help, particularly with reading and literacy. He has a special small class of similarly able pupils for these lessons. This has been a marvellous help for him, especially to ease him into secondary school which could have been a problem otherwise."*

*"One to one teaching at pupil's pace."*

*"My son's confidence has improved greatly over the past years which I think is to do with the help and support he has received in these extra lessons."*

*"We are happy that he is getting the help he needs."*

*"That after initial problems, the provision was personalised to my child's particular needs which improved things significantly."*

*"When they have found the problem with your child they are put into smaller class groups and therefore the child gets more time with the teacher and work can go at a slower pace."*

*"They are given extra help in areas that they struggle with and are encouraged to do their best."*

## **Q2/3 - Parents' Comments on what they would like to be different and any other points**

The responses to the question on what they would like to be different about the SEN provision can be grouped into the following headings: -

1. Funding issues
2. Communication with the school and between departments
3. Training
4. Whole-school issues
5. Specific areas of difficulty (Maths, homework, Statement procedures)

### **1. FUNDING**

What would you like to be different?

"More funding to provide more TAs in the classroom. A laptop – the school one is very basic."

"More money to be put towards special needs provision within all schools."

"I would like to see the school receiving more support from specialist organisations."

"Working in small groups for every lesson and then they can control him from running out of class in uncomfortable situations."

"I think there should be a stronger link between LEA and school to ensure that Statements are being implemented and used to best effect and more support for staff in school and more specialist training to deal with particular needs e.g. autism."

"Continue the special nurturing class from Year 7 for as long as it is needed."

"More special schools or more units attached to mainstream comprehensives which are able to deal with SEN provision and without parents having to fight tooth and nail for the right provision for their child."

"Children want to feel the same as other children in normal schools. Wiltshire County Council should not be allowed to pull children out of schools because it costs them too much money to keep them there."

### **2. COMMUNICATION**

*"More contact (from school) throughout the year."*

*"Special Needs should communicate kids' needs to other departments when they are reorganising groups so that kids with social problems aren't disadvantaged ... social problems can cripple their lives and tip them into depression."*

*"To be updated more instead of them taking over and telling you what they have done and what you should be doing."*

*“More information on what support he is getting and where.”*

*“More liaison prior to child going to secondary school. As a parent you feel you are constantly battling for adequate provision for your child. Not all teachers in mainstream are sympathetic to the child’s limitations.”*

*“At times it would be nice to have contact with a trained person who could be a go-between for parents and the school.”*

*“Communication among tutors. Although tutors know about difficulties, I feel there is no consistency in their approach to her abilities and needs.”*

### **3. TRAINING**

*“More help with special needs so that more children can stay at secondary school.”*

*“More training for teachers in the mainstream classes in dealing with special needs children.”*

*“Perhaps more training for TAs – children with special needs sometimes have a different perception which takes knowledge plus understanding of different conditions to be able to get the best results for our children.”*

*“Teachers should be trained to cope with children at different levels.”*

### **4. WHOLE-SCHOOL ISSUES**

*“I think sometimes in a large school it’s hard to give some the individual support needed for everyday life e.g. getting homework written down.”*

*“The possibility of inclusion on the able/ talented programme for Science with appropriate support.”*

*“Appointments for parents evening is a problem each year as pupils are expected to organise this themselves. As our son has SpLD with poor organisational skills, appointments are sparse! This area needs better direction.”*

*“I’d like smaller secondary schools.”*

*“I feel they are not meeting his emotional and behavioural needs therefore his educational needs are not being met.”*

*“I would like more information about progress (child at SA). Since September I have received no written information and the reports are due out on the last day of term leaving no time for consultation.”*

*“Not all the teachers are sympathetic to the child’s limitations.”*

*“Some children do better with stability – moving from teacher to supply teacher just knocks all their confidence.”*

*“I found that the Headteacher does not talk about Special Needs on the open days. I think the Headteacher should be as proud of the Learning Support Department as other departments.”*

## **5. SPECIFIC AREAS OF DIFFICULTY**

### **Maths and Homework**

*"I think the mathematical needs have not been quite adequate."*

*"Special Needs Homework Club would help our daughter."*

*"More help and understanding when homework becomes a struggle."*

*"I would like more time to be spent on the problem areas – what good is it to push them to learn algebra and fractions when they have problems with normal Maths?"*

Many thanks to the parents who took the time to complete the survey and to the SENCOs and ASK who sent out the questionnaires. The results of this survey and pupil ideas have already been used at the June 2007 SENCO Conference and in the guidance for good links with parents.

### **Secondary Schools Pupil Voices**

We visited four secondary schools and had discussions with groups of pupils who had a range of special educational needs. They commented on their current experience and their ideas on change.

#### **Discussion with Pupils with SEN at Wiltshire Secondary Schools – May 2007**

##### **Current Experience**

*"Some teachers don't expect us to need help and don't give us the helpsheet."*

*"I know some people need more help than me but I should have a choice to use a helpsheet if I need it."*

*"The Learning Support room is very old. It's a listed building and the windows don't open. We've just had some plastic sheets for double-glazing. It doesn't look as good as the ICT block."*

*"I have two teachers in Maths and French. This makes it very hard for me and they give more homework."*

*"We don't have a say in how the money we raise is spent."*

*"We haven't got very good toilets in Learning Support."*

*"The homework is given out too quickly."*

*"Sometimes it takes us a long time to get to each lesson."*

*"I don't like it when the whole class is punished for one person. In PE we had to get changed back just after we'd put on our PE kit and it takes me a long time to change."*

*"Sometimes there is nobody to help you and you end up without an adult for hours."*

*"A couple of people have fallen asleep because it's so boring."*

*"I sometimes don't get the help I need. I like it if the teacher could explain things a bit more."*

*"You can get an easy sheet, a medium one and a harder one and you can choose." (In Science)*

*"I've got a Statement and I've had things sorted out since Year 7. I have lessons to come to Learning Support (for study skills)."*

*"Things take a long time to get fixed especially the water fountains."*

*"We've got quite a lot of laptops."*

*"Sometimes the place is locked."*

*"I've got a TA who helps me with my writing."*

*"There is an office to buy calculators, books and pens."*

*"If you had a bad lesson you come to Learning Support to calm down."*

*"I get help with setting my ideas out on paper."*

*"The School Council helps – that's why it got better in the toilets."*

*"I was doing Design and Technology but the teacher didn't let the Teaching Assistant help me with my writing and I fell so far behind that I had to give it up."*

*"When we were in Year 6 and we were being shown around, all the departments were shown but my helper had to ask where Learning Support was."*

*"We have an ideas box – nothing happens. We get a bike shed and books – but not much for us." (When talking about the School Council)*

*"My Teaching Assistant keeps me on task."*

*"The SENCO does enough, she does everything. She needs more help – sometimes Mrs ..... helps her."*

*"Some of the teachers don't read your files. One told me off for my spelling in front of the whole class. This was rude."*

*"We sometimes go for help to a room called the pink room because the corridors are pink."*

*"In some lessons you get a helpsheet. A framework is good. We all get one in History."*

*"We get too much homework and our parents can't help us as much as they did at primary school because they haven't studied all these subjects as much."*

*"I can't go to Homework Club after school."*

*"Some teachers do dictation and I can't keep up."*

*"Sometimes you have a TA in a lesson when you don't need help like in Maths, then have no TA when you need help with writing like in Humanities."*

*"The lessons are too long."*

*“One day my Science teacher said that I should try harder. I said I can’t cos I’ve got a disability called dyslexia. Reading and spelling is very hard for me.”*

*“Some teachers give us the same work (as the rest of the class) but some make it easier like filling in the gaps.”*

*“Too much homework – we don’t know when it’s got to be in. We need different homework if we are struggling.”*

*“I do my homework with my mum.”*

*“If you are slow at writing and can’t keep up, some TAs will help you and some won’t.”*

*“The History teacher writes the homework in my book.”*

*“Most teachers write it (i.e. Homework) on the board at the end of the lesson when there’s not enough time.”*

*“Some teachers don’t know you have trouble reading and ask you to read out loud.”*

*“If you are slow at writing you can’t keep up with writing the homework down.”*

*“Some teachers ‘bite your head off’ if you don’t do your homework.”*

*“My mum wrote a letter to the teacher because I didn’t understand my homework. The teacher got cross but my mum didn’t write anything wrong, my friend read it [i.e. mum’s letter] out to me.”*

*“You sometimes need a TA in lessons like Science or Geography and there isn’t anyone to help.”*

*“In Art I found it hard to cut out something and I had to wait for help a long time.”*

*“We’ve got mentors as well as TAs.”*

*“We’ve got plenty of computers. You can book them out – say if you have a broken arm, you can borrow it.”*

*“There’s always someone here.” (In Learning Support)*

## **Ideas on Change**

*“We should have an alphabet frieze, number charts and key words in every classroom.”*

*“I would like to be able to have a drink. Sometimes I need a calming tea.”*

*“We could make it better so wheelchair people could get in.”*

*“We should sort out the painting – maybe the parents could help and we could raise money.”*

*“We need a trolley for the laptops because there are sometimes not enough to go round if people are using the other rooms with computers.”*

*“We need a quiet room with soft furniture – no chairs because sometimes you need to kick them.”*

*“We could have a whiteboard to write or draw on – to express our feelings.”*

*"We need someone on duty in Learning Support all the time.*

*"Sometimes places are locked and you can't bring things back."*

**On TA support: -**

*"There should be more TAs in some groups – in one class there may be more who need help."*

*"I sometimes need the teacher to explain things a bit more."*

*"CCTV might make things safer especially in the toilets. Also, where there is equipment – could make the laptops secure."*

**For people in wheelchairs: -**

*"Sometimes the doors are too heavy – they need automatic buttons."*

**On coursework: -**

*"You could come to Learning Support for help – some people have it on their time table."*

*"We can't always use a computer when we need one, especially for homework."*

*"We should have Distar three or four times a week or every day so we improve quicker."*

*"We should be allowed to leave our bags here."*

*"You could have a private tutor who could see you after school in the library or you could come back later for help."*

*"Teachers should give the homework at the beginning of the lesson – it happened once."*

*"Better security for safety and better behaviour in the toilets."*

*"We have CCTV but I don't think they're on."*

*"A quiet room would be good where you could go sometimes. When I'm in a strop I need a quiet space to cool down and then talk to someone."*

*"We could have a calm room."*

*"We could have a white board for us to draw on in here."*

*"We need better toilets – the girls' doors don't actually close. Some people put paper towels down the toilets. The behaviour needs sorting."*

*"A good number for small groups is 8 – an even number for pairing up."*

*"The teachers must be friendly and can have a laugh but want to help you to learn."*

*"Sometimes the TA only helps one person and you need help as well, so more TAs in lessons would be good."*

*“Teaching Assistants should be in all lessons when there are dangerous activities like Science and Cooking.”*

*“Some teachers need to know more about Tourette’s and what it means for you. They should know the facts about different things like dyslexia.”*

*“They need to listen more to our explanations.”*

*“We need homework help in school time.”*

*“Sometimes we should keep the same teacher, it really helps.”*

*“You should have more laptops if they help you.”*

*“We need lessons on how to touch-type.”*

*“We need more time in between lessons – we are rushing and we get into trouble.” (We were then told that there was not always a clear signal at the end of lessons)*

*“Some pupils need a short break between lessons to calm down.”/ “Some teachers need a break between lessons to calm down.”*

# **Appendix 5**

## **Links and Further Information**

v.i National Government and Strategy Materials

Many materials are available in schools that provide a rich source of ideas, training and guidance. Some useful recent resources referred to in this Guidance are listed below in order of publication: -

*Special Educational Needs Code of Practice* (DfES/581/2001) (ISBN 1 84185 5294) DfES, 2001.

SEN Code of Practice: the revised code of practice, implemented in January 2002, reflects the duties in Part 4 of the Education Act, as amended by the Special Educational Needs and Disabilities Act (SENDA) 2001. The Code gives guidance on how schools and LAs must meet their duties under this Act and the various SEN Regulations. This Act, the SEN regulations and the Code of Practice are commonly referred to as the SEN framework.

*Every Child Matters* - the Green Paper, Department for Education and Skills, (2003)  
The Government's programme to improve the services supporting children and young people from all backgrounds. The five ECM Outcomes for all children and young people are to be healthy, to stay safe; to enjoy and achieve; to make a positive contribution; to achieve economic well being.

Increasing pupils' rates of progress in English (DfES 0465-2004 G), mathematics (DfES 0454-2004 G), science (DfES 0720-2004 G) and ICT (DfES 0644-2004 G)

*Pedagogy and Practice: Teaching and Learning in Secondary Schools* (DfES 0432-2004 G)

*Removing Barriers to Achievement*: the government's strategy for SEN (DfES/0117/2004)

*Social & Emotional Aspects of Learning (SEAL) Primary Guidance*: (DfES 1378-2005)

*Maximising progress: ensuring the attainment of pupils with SEN* (DfES 0104- 2005 G)

Part 1: Using data – target setting and target getting

Part 2: Approaches to learning and teaching in the mainstream classroom

Part 3: Managing the learning process for pupils with SEN

*Effective leadership: Ensuring the progress of pupils with SEN and/or disabilities* D16 (7520)/0308

*Social and Emotional aspects of learning for secondary schools (SEAL) Secondary National Strategy*, DCFS 2007.

*Every Parent Matters* published by the Department for Education and Skills Please quote the ref: LKAW/2007

*The Children's Plan: Building brighter futures* (DCSF December 2007) ID5715810 12/07

*The Bercow Review of Services for Children and Young people (0-19) with Speech, Language and Communication Needs* D16 (7520)/0308

v.ii Other useful Organizations and Documents

Independent Review Unit  
IRU Secretariat c/o DCSF  
Level 2 Sanctuary Buildings.  
Great Smith Street  
LONDON SW1P 3BT

“Our purpose is to challenge and support government to help them implement their policies for children, young people and families in ways that maximise their effectiveness and minimise unnecessary burdens and bureaucracy on schools.”

National Audit Office  
151 Buckingham Palace Road, Victoria, London SW1W 9SS  
General enquiries: +44 (0)20 7798 7264

*The Audit Commission’s Value for Money Toolkit*

OfSTED  
Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA  
08456 404045 about education, adult skills, or local authority children's services  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Publications: -

*Inclusion: does it matter where pupils are taught? OfSTED 2006*  
*Special educational needs and disability: towards inclusive schools (HMI 2276) OfSTED, 2004.*  
*Annual Report of Her Majesty’s Chief Inspector of Schools 2004/05 (ISBN 0 10 293545 9), OfSTED, 2005.*

Qualifications and Curriculum Authority  
83 Piccadilly, London W1J 8QA | 020 7509 5555  
[curriculum.qca.org.uk](http://curriculum.qca.org.uk)

*Planning, teaching and assessing the curriculum for pupils with learning difficulties (QCA/01/7500), QCA, revised 2004.*

*National Curriculum: The secondary curriculum (2007) is available on the QCA website.*

The Basic Skills Agency (BSA) Commonwealth House 1-19  
New Oxford Street London WC1A 1NU  
Tel: 020 7405 4017 Website: [www.basic-skills.co.uk](http://www.basic-skills.co.uk)

The BSA publishes free guidance booklets which provide information for a school that might be interested in the Secondary Quality Mark award and to support it through the process of working towards accreditation.

### *Quality Mark for Secondary Schools -The Basic Skills Agency*

The Secondary Quality Mark provides a framework for self evaluation and continuous improvement of the basic skills of all pupils in a school. This includes both those who underachieve and those whose attainment is lower than would be expected of someone of their age.

The 10 elements of the Secondary Quality Mark are:

1. A whole school strategy and an action plan to improve performance in basic skills
2. An assessment of pupil performance in basic skills in the school
3. A target for improvement of the school's performance in basic skills
4. Basic skills improvement plans for pupils receiving help with basic skills in the school
5. Regular assessment of the progress made by each pupil receiving help with basic skills
6. Access to nationally recognised accreditation of these skills for each pupil receiving help with basic skills
7. Access to training for staff involved in teaching or supporting basic skills
8. The use of a range of teaching styles and material to improve basic skills
9. The involvement of parents in developing their children's basic skills
10. An effective procedure for monitoring the action plan and assessing improvement in performance skills

### The National Autistic Society-Autism Accreditation

The mission of the Autism Accreditation programme is to improve the quality of provision for people with an autistic spectrum disorder.

- by providing a unified standard of excellence in both policy and practice
- by presenting a systematic framework for continuous self-examination and development; and
- by ensuring that services registered with the programme are given guidance and support in order to meet the established criteria required for accredited status.

Website: [www.nas.org.uk](http://www.nas.org.uk)

### The British Dyslexia Association - BDA Quality Mark

The philosophy underpinning the Quality Mark is that changing practice to accommodate dyslexic individuals often results in good practice for everyone. In the case of educational institutions, the BDA recognises that the majority of moderately dyslexic pupils will be taught in mainstream classrooms and by non-specialist tutors. Therefore it is important that, as well as employing appropriate teaching methods, all environments are dyslexia friendly. This is what the Quality Mark strives to be.

The Quality Mark initiative is co-ordinated from the BDA Education Office, drawing on expertise from across the BDA. All the information about each Quality Mark Initiative can be found on the website including the full Quality Mark documents relating to each initiative.

Wiltshire Council

Copies of Wiltshire Documents can be found on the council web-site or WISEnet

For copies e-mail [customer care@wiltshire.gov.uk](mailto:customer care@wiltshire.gov.uk)

*The Wiltshire Indicators and Provision Document (formerly known as The Entitlement Document)*

*Learning Difficulties, Disabilities and Special Educational Needs (LDD/SEN) Self-Evaluation Tool Wiltshire County Council Department for Children and Education*

*Secondary Schools Provision Mapping Guidance*

*Working together to improve outcomes Wiltshire Children and Young People's Plan 2008-2011*

#### v.iii Useful Websites

1. Wiltshire Pathways – a valuable source of information on Wiltshire services:  
[www.wiltshirepathways.org](http://www.wiltshirepathways.org)
2. SENSS – Wiltshire's Parent Partnership service: [www.askwiltshire.org](http://www.askwiltshire.org)
3. To access the latest research carried out by the Department for Children, Schools and Families: [www.dcsf.gov.uk](http://www.dcsf.gov.uk)
2. The Basic Skills Agency: [www.basic-skills.co.uk](http://www.basic-skills.co.uk)
3. Every Child Matters For the most up to date information and publications from Every Child Matters, visit: [www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)
4. For a wide range of SEN and disability advice and materials for teachers, parents and others working with children with SEN in England:  
[www.teachernet.gov.uk/everyparentmatters](http://www.teachernet.gov.uk/everyparentmatters)
5. Office for Standards in Education: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)
6. Qualifications and Curriculum Authority: [www.qca.org.uk](http://www.qca.org.uk)
7. Wiltshire Council  
Bythesea Road  
Trowbridge  
Wiltshire BA14 8JN:  
[www.wiltshire.gov.uk](http://www.wiltshire.gov.uk)
8. Guidance and advice for parents is available at:  
[www.parentscentre.gov.uk/specialneeds](http://www.parentscentre.gov.uk/specialneeds);  
[www.parentpartnership.org.uk](http://www.parentpartnership.org.uk);  
[www.direct.gov.uk/EducationAndLearning/Schools/SpecialEducationalNeeds](http://www.direct.gov.uk/EducationAndLearning/Schools/SpecialEducationalNeeds)

9. Contact a Family: [www.cafamily.org.uk](http://www.cafamily.org.uk)  
The Contact a Family website is for families who have a disabled child and those who work with them or are interested to find out more about their needs.  
It includes a medical Directory with over 350 condition entries covering over 900 rare disorders.
10. Information about inclusion and special educational needs: [www.inclusion.ngfl.gov.uk](http://www.inclusion.ngfl.gov.uk)
11. The National Autistic Society - The UK's foremost charity for people with autistic spectrum disorders: [www.nas.org.uk](http://www.nas.org.uk)
12. Mencap - A UK charity which campaigns for equal rights for children and adults with a learning disability and offers a variety of services to them and their families: [www.mencap.org.uk/](http://www.mencap.org.uk/)
13. British Dyslexia Association - Information and advice on dyslexia for dyslexic people and those who support them: [www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)
14. *I can* - A charity working for children with speech and language difficulties:  
[www/ican.org.uk](http://www/ican.org.uk)

v.iv Services

Schools have access to a range of services to support Enhanced Learning provision e.g. educational psychologist, SEN advisor, Central SEN Services, SENSS. A new service to support work with SCD/ ASD pupils in a variety of ways is also available:

SSOCIT  
c/o The Prospect Centre  
Rowdeford School  
Rowde  
DEVIZES SN10 2QQ

Tel: 01380 850309

This service is initially in place until the end of July 2009. it will be subject to evaluation with feedback requested from all secondary schools.

# **Appendix 6**

## **Glossary**

## Glossary

<b>Acronym</b>	<b>Definition</b>
<b>AS</b>	Asperger Syndrome
<b>ASD</b>	Autistic Spectrum Disorder
<b>ASDAN</b>	Award Scheme Development & Accreditation Network
<b>BESD</b>	Behaviour, Emotional and Social Development
<b>CPD</b>	Continuous Professional Development
<b>DCSF</b>	Department for Children, Schools and Families
<b>ELP</b>	Enhanced Learning Provision
<b>EO</b>	Education Officer
<b>HMI</b>	Her Majesty's Inspectors
<b>ICT</b>	Information Communication Technology
<b>IEP</b>	Individual Education Plan
<b>IPD</b>	Wiltshire Indicators and Provision Document
<b>LA</b>	Local Authority
<b>LDD</b>	Learning Difficulties and/ or Disabilities
<b>MLD</b>	Moderate Learning Difficulties
<b>NPA</b>	Named Pupil Allowance
<b>SA+</b>	School Action Plus
<b>SCD</b>	Social Communication Difficulties
<b>SEAL</b>	Social & Emotional Aspects of Learning
<b>SEF</b>	Self -Evaluation Framework
<b>SEN</b>	Special Educational Needs
<b>SENA</b>	Special Educational Needs Allowance
<b>SENCO</b>	Special Educational Needs Coordinator
<b>SENSS</b>	Special Educational Needs Support Service – the Parent Partnership Service
<b>SLC</b>	Specialist Learning Centre
<b>SLCN</b>	Speech, Language & Communication Needs
<b>SLD</b>	Severe Learning Difficulties
<b>SSOCIT</b>	Social, Communication Intervention Team (Secondary)
<b>SpLD</b>	Specific Learning Difficulties
<b>TA</b>	Teaching Assistant
<b>WASSH</b>	Wiltshire Association of Secondary and Special School Headteachers
<b>KS2</b>	Key Stage 2

Throughout this guidance 'parents' includes people who have parental responsibility and those who care for pupils.

# **Appendix 7**

## **Enhanced Learning Provision Moderation Form**

## Enhanced Learning Provision – Moderation Form

**Moderation Date:** \_\_\_\_\_

### Section 1 - Pupil Details

Pupil's Name	Address
School	UPN
Yr Group _____ Chronological Yr Group _____	DoB _____ CLA <u>Yes / No</u>

**Reason for referral (please tick as appropriate)**

SA+ → ELP	
ELP1 → ELP2	
ELP2 → ELP 1	
ELP → SENA	
Cease ELP	

Evidence check list	Tick
Appendix 7	
Appendix 8	
IEPs	
Reports	
WIPD (Optional)	

NB. All supporting documentation must be attached to the form and three complete copies brought to the moderation meeting. Incomplete applications will not be considered.

## Feedback from Moderation

<b>Group undertaking Moderation</b>	
Decision (Tick as appropriate)	SENA <input type="checkbox"/> ELP1 <input type="checkbox"/> ELP2 <input type="checkbox"/> Cease ELP <input type="checkbox"/>
Reason for decision	
<b>Education Officer Responsible</b>	

# **APPENDIX 8**

## **School Action Plus Review Form**

## SCHOOL ACTION + REVIEW MEETING

Date \_\_\_\_\_

<b>Pupil's name:</b>	<b>Also known as:</b>
<b>Date of birth:</b>	<b>Year group:</b> <b>Chronological year group:</b>

Recommendations		
	Yes	No
<b>Revert to School Action</b>		
<b>Remain on School Action +</b>		
<b>Refer for Statutory Assessment</b>		

Contributors to annual review: e.g. pupil, parent/carer, headteacher, SENCO, teacher, TA , LA staff, social worker, health professional				
Name	Role	Invited to meeting	Provided advice	Attended Meeting

## 1. Attainment

	Test used	Result last Annual Review meeting date	Result this Annual Review meeting date
Reading Comprehension			
Reading Accuracy			
Spelling			
Other (please specify)			

National Curriculum Teacher Assessment	Attainment level last Review (NC including P levels)	Attainment level this Review (NC including P levels)
English		
Maths		
Science		

## 2. Attendance

Possible attendance	Actual attendance (copies of attendance register should be included)

## 3. Provision and Progress

In Section 3 please describe all current provision and the provision made at your school in terms 5 and 6 last year (for a year 7 this is going to be based on information transferred to you from primary school). Evidence should be both quantitative and qualitative (e.g. specify individual/shared support)

Type of provision e.g. 1:1(TA, Teacher), small groups, S&L programmes			
Term 5 & 6 Provision	Frequency and duration	Objectives	Outcomes and progress

Current Provision	Frequency and duration	Objectives	Outcomes and Progress
<b>Agencies involved in assessing need and advising provision</b>		<b>Tick if involved</b>	<b>Tick if report attached</b>
Educational Psychologist			
Speech & Language Therapist			
Other/s – please specify			

**If this review is called for countywide moderation in November the IEP must be attached.**

**Summary of SA+ review discussion**

**Future targets and priorities**

**Discuss whether further action is required in order to meet the above priorities.**

Person Referring

Action Requested

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_

# **APPENDIX 9**

## **ELP 1 AND 2 DESCRIPTORS**

**Cognitive & Learning Skills (tick only relevant boxes)**

<b>BAND 1</b>	√	<b>Evidence Reference</b>
Very uneven or weak cognitive profile		
Has difficulty processing information		
Finds it hard to follow or respond to instructions		
Limited understanding of cause and effect		
Lack of perseverance with appropriate but challenging activities		
High level of impulsivity		
Extremely passive and/ or over-dependent on adult/ peer motivation		
Refuses help or difficult to engage		
Difficulties in maintaining attention, concentration and motivation		
Persistent auditory, visual and short-term memory difficulties		
Difficulties generalising skills across contexts		
<b>BAND 2</b>	√	<b>Evidence Reference</b>
Still to develop a range of basic cognitive skills		
Significant problems with processing information		
Can only follow or respond to single instructions		
Major difficulties with cause & effect, concepts and routines		
Unwilling to engage with new or unfamiliar activities		
Refusal to attempt, review or check work		
Almost completely dependent on adult support/ mediation for most tasks		
Refusal to engage with support staff		
Significant attention, memory and processing difficulties: very limited motivation and concentration		
Has difficulty even with prompts in making connections between existing knowledge and new tasks		
Finds is almost impossible to generalise skills across contexts		

## Understanding and using Language

<b>BAND 1</b>	√	<b>Evidence Reference</b>
History of expressive/ receptive language delay/ disorder		
Difficulties using language for problem solving		
Difficulties in using language to describe or express thoughts, ideas and learning		
Needs simplified language to follow ideas in a group discussion		
Difficulties listening to, and processing, verbal input		
<b>BAND 2</b>	√	<b>Evidence Reference</b>
Language delay/ disorder continues to have a marked impact across the curriculum		
Significant problems with using language for problem solving		
Inability to use clear language to describe or express thoughts, ideas and learning		
Needs extra support, or inability to listen, respond or to recall verbal input without support		

## Literacy & Numeracy skills

<b>BAND 1</b>	✓	<b>Evidence Reference</b>
Very limited unaided literacy skills		
Some literacy skills that have limited value for learning		
Level of understanding far in advance of limited literacy skills		
Unable to record work or thinking independently		
Limited understanding on all aspects of number		
<b>BAND 2</b>		
Extremely limited unaided literacy skills		
Highly varied literacy skills profile		
Social communication difficulties impair/ inhibit development of a full range of numeracy skills		
Needs a range of alternative methods of recording		
Poor development of all basic numeracy skills and concepts		

## Social Communication and Interaction

<b>BAND 1</b>	✓	<b>Evidence Reference</b>
Rarely initiates communication with staff or peers		
Unable to reflect on meaning beyond the obvious and literal		
Confused and emotive responses to difficult or disliked tasks		
Annoyed and/ or confused by praise or recognition of progress		
Shows anxiety in certain situations		
Socially vulnerable – issues with friendships and perceived bullying		
Inconsistent response to non-verbal communication		
Frequently focuses on things of immediate or personal/ obsessional interest which can interfere with learning		
Limited capacity to interact with peers		
Intolerant of teacher direction and control		
Some hyper-sensitivities to the environment		
<b>BAND 2</b>		
Speaking with unusual intonation/ vocabulary/ accent		
Heavy reliance on routine		
Repeatedly uses set of familiar phrases regardless of situation or meaning		
Marked lack of resilience in everyday situations		
High level of anxiety symptoms in most situations		
Socially isolated		
Withdraws from interaction with unfamiliar people, able to make basic ideas understood with familiar people		
Unaware of non-verbal communication		
Obsessive behaviours which disrupt learning		
Very low self esteem resulting in acting out behaviour or self harm		
Marked hypersensitivity to aspects of the environment		
Demands constant guidance and reassurance from staff		
Makes inappropriate emotional responses		
Blames actions of others for all problems and difficulties		
Very rigid thinking		
Over familiarity with peers and staff		