

The Graduated Approach to SEN Support

Physical Impairment



Foreword

Improving outcomes for our children with Special Educational Needs & Disabilities (SEND) is at the heart of our Inclusive Ambitions to tackle key inequality issues in Kirklees.

Investing in our learners and their families at the earliest opportunity will support us to help them achieve their best possible outcomes.

There are four broad areas outlined in the SEND Code of Practice (2015). They provide schools with an overview of the range of needs that should be planned for. The purpose of identification, however, is to work out what action the school needs to take, not to fit a learner into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

Sensory and/or Physical is one of the four broad areas of need as outlined in the SEND Code of Practice (2015).

Guidance is separated into the key high incidence needs within this broad area:

- Hearing Impairment (HI)
- Visual Impairment (VI)
- Physical Impairment (PI)

This guidance is designed to support schools identify the strengths and needs of learners with a **physical impairment** and suggests a range of targeted provision that may need to be put into place for learners with special educational needs and disabilities at **SEN Support**.

It builds on the Kirklees description of **Inclusive High-Quality Teaching** which has been developed in the form of an audit tool to support mainstream schools evaluate the extent to which they can meet the requirements of learners with SEND within the day-to-day classroom context. It is this inclusive high quality teaching which is expected to be in place for *all* learners, *every* day in *every* classroom.

It is important that this audit tool is utilised prior to considering this guidance; as the SEND Code of Practice (2015) states, 'additional intervention and support cannot compensate for a lack of good quality teaching' (para. 6.37).



What will this guidance help me with?

Some children and young people come to school with a physical impairment already identified. However, it is important to consider that individual learners often have needs across other areas and their needs may change over time. Where wider needs are identified, reference to other Targeted Support documents will be useful.

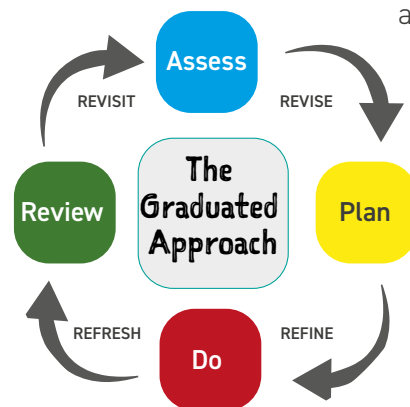
ASSESS

This document firstly provides a guide to the key areas to consider when a learner has been identified with a Physical Impairment in order to gain as clear a picture as possible as to the areas of targeted SEND provision they will require in the school context.

PLAN

It then suggests a range of targeted SEND provision which is additional to and or different from the universal offer of inclusive high-quality teaching that schools may need to put into place for our learners at SEN Support with a physical impairment. It is targeted because it is designed to address specific barriers to or gaps in learning that have been identified at the ASSESS phase of the Graduated Approach.

Targeted provision should be carefully planned for, with clear expected outcomes linked to provision. It may be planned to take place within or away from the classroom, possibly as an intervention led by a teacher or teaching



assistant. If this is the case, schools need to:

- Have a clear justification for this being the best approach.
- Be clear as to the purpose of targeted provision.
- Discuss and agree the expected outcomes.
- Ensure teachers remain responsible and accountable for progress, even where learners are receiving targeted provision away from the classroom.
- Keep targeted provision under review as part of the graduated approach; including planning for alternative approaches or specialist advice where needed.

Schools will need a planning tool to record the targeted provision to be put into place the outcomes sought and the progress made. It is for schools to determine their own approach to record keeping but it may incorporate the use of provision mapping and an individual plan for the learner such as an IEP or MSP. It is vital that the learner and their parents/carers are also involved in making decisions about the type of targeted SEN provision that will be put into place and in the evaluation of the impact. Utilising Person Centred Approaches through the Graduated Approach will provide a rounded picture that is focused on what is important to and for the learner, from their perspective and from that of the people close to them.

This document also provides guidance for schools on the key elements that constitute good practice at the **DO** and **REVIEW** phases of the Graduated Approach.

The Conditions for Inclusion for Learners with a SEND

For learners with SEND, their environment can have a profound impact upon their feelings of belonging and aspiration; the influence of school culture, ethos and attitudes of staff and peers are highly influential.

Everyday relationships and interactions with staff and peers form the fabric of each learner's school experience. Where these are positive and nurturing, our learners with SEND are far more likely to feel they belong and can thrive at school.

Positive relationships between teachers and peers and inclusive teaching practice, built upon established inclusive principles, are fundamental to improving outcomes for all learners

- An inclusive culture that permeates policy and practice across all aspects of school life.
- An ambitious vision.
- Equality of opportunity across all aspects of school life.
- An understanding and application of the duty to make 'reasonable adjustments' across all aspects of school life.

- Alertness to possible unconscious bias that may lead to reduction in aspiration.
- Prioritising independence.
- Representation of positive role models with a physical impairment through the curriculum, resources, visiting speakers.
- Ensuring learners represented in all aspects school plays, clubs, school music events

Positive relationships between teachers and peers and inclusive teaching practice, upon established inclusive principles, are fundamental to improving outcomes for all learners.



How might special educational needs present for a learner with a Physical Impairment?

Learners with a physical impairment (PI) may present with a range of physical needs which can impact upon their learning and social inclusion and can manifest themselves in many ways. PI can be classed as mild, moderate, severe or profound and may fluctuate or be a degenerative condition.

There are many potential challenges for a learner with a physical impairment:

- Physical mobility around the school site
- Physical access to all areas of the school site
- Motor skills and recording work
- Pace at which a learner can work
- Potentially slower processing
- Postural needs requiring specialist equipment to optimise function
- Possible underachievement
- Possible low self esteem
- Potential social isolation
- Negative stereotyping

The educational experience of learners with a physical impairment can be impacted by a loss of learning time due to the need for:

- Personal care
- Medical needs/routines

- Medical and therapy appointments
- Short/long term absences due to medical conditions/operations
- Pain and fatigue

A learner whose physical needs are fully met alongside support for positive relationships, healthy lifestyles and a sense of security is more likely to approach their learning with confidence, which has a direct impact on attainment and vice versa. Schools also need to be aware that provision may have to be adapted from time to time to meet the learner's changing physical needs resulting from planned surgical interventions or a change in health condition over time.

As detailed an assessment as possible should ensure that the full range of an individual's strengths and needs are identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them using well evidenced SEN provision targeted at their areas of difficulty under the guidance of the teacher of PI.

The suggested targeted provision outlined within this guidance document, in addition to inclusive high quality teaching, will support effective teaching and learning for this group of learners. The curriculum approaches and strategies detailed are not prescriptive or exhaustive. They are intended to guide schools as to the type of provision expected within the graduated approach to identifying and meeting special educational needs at SEN Support and should be delivered in accordance with a learner's assessed needs and agreed outcomes.

What is the Role of the Teacher of PI?

The role of the Teacher of PI varies depending on the needs of the children, families, settings and schools they are working with.

The role of the Teacher of PI can include, but is not limited to:

Liaison

- Health care professionals, such as Occupational Therapists, Physiotherapists and Speech and Language Therapists
- Parents/carers, practitioners in early years settings, teachers and SENCos in schools and 6th form colleges
- Other professionals such as colleagues within the Sensory provisions, Educational Psychologists, Special Educational Needs and Disability Officers, Moving and Handling Adviser, Social Workers, Family Support Workers

Assessment

- Identification of needs, outcomes and provision for children and young people as part of the statutory Education, Health and Care Needs Assessment process
- The impact of their physical impairment on learning
- Children and young people's functional mobility as well as their development and learning in general
- In relation to the suitability of specialist equipment to support a child/young person's access to education

Teaching

- Self-advocacy and ownership of physical and health need
- Independence and life skills in preparation for adulthood
- Social and emotional resilience and development of self-esteem in relation to physical impairment
- Communication and interaction strategies
- Strategies for adaptations to the curriculum

Advice

- To staff in settings to enable them to understand the impact of a child's physical impairment and to consider how to modify and adapt their environment, the activities and learning opportunities on offer in their setting, their access to the learning and social opportunities and how best to support them.
- To children and young people in relation to their physical impairment, developing their skills as independent learners; to support and encourage them to develop skills to advocate for themselves, to develop a positive self-image and to prepare for life beyond school.
- To parents, carers and families, to support them in meeting their child's learning needs and to promote preparation for adulthood.
- To schools, regarding appropriate access arrangements for assessments and exams.



Assess

THE GRADUATED APPROACH

- SENCo, teacher(s) and key staff keep the analysis of strengths and needs under review to ensure support is matched to need.
- Parent/carer and learner views support the analysis of strengths and needs - conversations are carried out with sensitivity and honesty.
- Use of detailed National Curriculum and individualised assessment tools in relation to specific descriptors may be necessary to identify strengths, gaps in and barriers to learning to inform planning.
- Specialist SEND services can be contacted where a school requires further guidance around understanding the learner's strengths and needs and approaches to support.

This guidance is designed to support schools identify the individual learner's strengths and the key areas of need in which they require support.

It can be used at any stage, for example, as needs change or at key points of transition. It should be used in collaboration with the learner, family, teacher(s), support staff, and should draw on the expertise of specialists involved with the learner such as the teacher of PI and any health care professionals e.g. occupational therapist, physiotherapist.

The list below provides examples of key considerations when assessing the needs of an individual learner with a physical impairment and informs advice given to schools regarding strategies for support.

Assess

Identifying the Strengths and Needs of Learners with a Physical Impairment

Key areas to consider – <i>incorporates guidance from PD Net</i>	NOTES
Mobility and how this may impact on movement around the school/classroom	
Motor control – fine and gross motor delay	
Spatial orientation issues	
Difficulties with tasks involving hand/eye coordination	
Challenges around fluctuating fatigue over the school day/week/term	

Assess

Identifying the Strengths and Needs of Learners with a Physical Impairment

Key areas to consider – <i>incorporates guidance from PD Net</i>	NOTES
Support for self-care needs e.g. toileting, dressing, eating	
Therapy programme to be carried out in school	
Support for managing medication – some medication may impact learning	
Pain management and the impact of pain on wellbeing and learning	
Loss of learning time due to medical appointments or therapy	
Potential differences in early life experiences and knowledge of the world compared with peers which may impact learning.	
Gaps in learning and knowledge arising from school time missed due to medical appointments/surgery/pain	
Strengths, talents and interests that can be promoted and supported	
Current profile of emotional health and wellbeing	
Other medical needs arising from a diagnosis e.g. epilepsy	
<p>The need for:</p> <ul style="list-style-type: none"> • Risk assessments • Individual healthcare plans (IHCP) • Personal emergency evacuation plans (PEEPs) • Moving and Handling plans • Intimate Care Plan (ICP) • Safe mealtime plan <p>All should be co-produced and reviewed with learner, their family and health care professionals</p>	
The need for assistive technologies in school, with potential for use at home where needed	
Planning for, risk assessing and staffing future extended curriculum opportunities e.g. after school activities, residential trips, accessible sports' days, life skills	

Assess

Identifying the Strengths and Needs of Learners with a Physical Impairment

Key areas to consider – <i>incorporates guidance from PD Net</i>	NOTES
External agency support requirements e.g. OT, Physiotherapist	
Training requirements for staff to support moving and handling, medical procedures relating to personal care/medical needs	
Advice and training for whole school/class teacher/support staff. This could include the learning environment, specific teaching approaches, equipment and/or adaptations. PI Specialist Provision awareness training for new staff/trainee teachers. Information sharing via Learning Guides and SEND spotlights regarding key needs	
Essential adaptations to teaching? e.g. seating, assistive technology, physical adaptations to resources, homework	
Adaptations to support learners' independent completion of homework/revision/study skills	
Additional resources required to support access to the curriculum and school life?	
Are there any anticipatory duties we need to be aware of e.g. planning ahead for transitions and work experience placements, residential trips, accessibility as the learner transitions through the school such as risk assessments around accessibility of site and toilet facilities, catering, accessible transport (for power/manual wheelchair users)?	
What access arrangements are needed? Are they used in all internal assessments as well as external examinations? Do they reflect the learner's normal way of working?	
Typically, separate room/supervised rest breaks; potentially extra time/scribe/practical assistant	
What is required to help the learner develop greater independence? Consider appropriate targets and support/study skills at KS4/assistive technology	
Are expectations sufficiently high and challenging?	
Is the CYP showing any behaviours of concern?	
Is there any pattern to this behaviour, e.g. time of day, during particular curriculum lessons/activities? Could this be linked to their physical impairment or are there other possible causes?	
What strategies/approaches need to be put in place?	

Assess

Identifying the Strengths and Needs of Learners with a Physical Impairment

Key areas to consider – <i>incorporates guidance from PD Net</i>	NOTES
<p>If significant absences/exclusion, what are the reasons and to what extent are they linked to the learner's physical impairment? e.g. pattern around absences; avoidance by needing the toilet; fatigue</p> <p>Can steps be taken to reduce them such as communication between teachers, with home, positive relationships with key/pastoral/SEND staff so that learner feels safe and comfortable sharing this kind of information</p>	
<p>Do home visits need to be booked in to assess well-being and readiness to learn post- surgery e.g. phone or video or recorded lessons, online learning, work packs?</p>	
<p>Have the other members of staff in school had equality and disability training?</p>	
<p>Have the other learners had equality and disability training?</p>	
<p>Is negative stereotyping by peers an issue and if so, how is it to be addressed?</p>	
<p>Involvement in after school/community activities. If none, how can this be increased? What support is required to ensure full participation? e.g. carer, transport with personal assistant</p>	
<p>Is school transport an issue? Can this be resolved?</p>	
<p>Strategies required to improve social and emotional independence and resilience.</p>	
<p>Is there support/training to help the family understand physical impairment and respond in a way that will help their child achieve the identified outcomes?</p>	
<p>Is there a need for any education personnel to be involved in liaison with external agencies? If so, in what capacity?</p>	
<p>Are the family able to attend medical appointments as required? If not, are there any family factors that result in failing to attend? If so how are these to be addressed?</p>	
<p>What support do parents/carers need to enable them to help their child to develop key skills?</p>	
<p>Do the child and their family have a good support network, potentially including meeting up with other children, young people and families with similar need? If not, what opportunities are there to access support in the community or through Kirklees Council?</p>	
<p>Are parents/carers aware of organisations that might help?</p>	

**Plan**

Planning for targeted SEN SUPPORT that is additional to and/or different from inclusive high quality teaching

- Teacher(s) and SENCO agree, in consultation with the learner and their family, the outcomes they are seeking, the targeted SEN provision to be put in place to address gaps in and barriers to learning to accelerate progress and development
- Support and intervention are based on reliable evidence of effectiveness and provided by practitioners with relevant skills and knowledge.
- All teachers and support staff who work with the learner are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. Supply staff are provided with clear information about the key needs and adjustments required for the learners with SEND they will be teaching
- A clear date for review is set.
- Advice from specialists is shared with all relevant staff; SENCO checks that it is fully understood and planned for.
- Any related staff development needs should be identified and addressed.
- Schools can determine their own approach to record-keeping to record provision made at SEN Support and its impact on the learner's progress, e.g. Provision Map/IEP/MSP
- Guidance for families is provided showing how they can offer support for learning and development at home.

The suggested provision will support effective teaching and learning for this group of learners. The curriculum approaches and strategies detailed are not prescriptive or exhaustive. They are designed to guide schools and should be delivered in accordance with the learner’s needs and agreed outcomes. All support arrangements should begin with listening to the needs and views of the learner and their family and should follow advice from the teacher of PI and health care specialists such as Occupational Therapist and/or Physiotherapist

<div style="text-align: center;"> Plan <h2 style="margin: 0;">Physical Impairment</h2> <p style="margin: 0;">Description of targeted provision for Learners at SEN Support</p> <p style="margin: 0;"><i>This should be <u>in addition</u> to Inclusive High-Quality Teaching</i></p> </div>	In Place	<div style="text-align: right;"> Review <h2 style="margin: 0;">NOTES</h2> <p style="margin: 0;">Questions to consider: Which support needs to continue? Is more time needed to see impact in some areas? Is further assessment needed?</p> </div>		
Impact of Targeted Support				
Environment				
An audit of the classroom and wider school environment will inform the adaptations needed				
Organisation of the classroom layout and resources is modified for the learner in line with their needs eg. space to manoeuvre, positioning in the classroom, specialist equipment				
Arrange seating in the classroom that is optimal for the learner e.g. when moving in/out of the room, access to sockets				
Seating and other postural support is in place so the learner can sit correctly, comfortably and safely e.g. desk and chair height				
Extra time is permitted for movements between lessons, start and end of day				
Extra time is permitted to manage personal/healthcare needs				
Time out/movement breaks/respice areas where fatigue and/or pain are an issue				
Where reasonable adjustments can be made, there should be access to all areas of the school environment				
Adaptations for the learner at lunch times e.g. avoidance of queuing, assistance carrying tray, supervision where safe mealtime plan is in place (SALT), appropriate seating at the dining table, adapted cutlery and crockery. Social inclusion to be promoted wherever possible				
Appropriate seating in assemblies for access and inclusion				
Adaptations to movement around school to avoid busy corridors, e.g. leaving class early, access to lifts				
Space for storing equipment/books/coats/PE Kit/personal care items rather than carrying them around during the day e.g. a locker				

<div style="text-align: center;"> Plan </div> <h2 style="text-align: center; margin: 10px 0;">Physical Impairment</h2> <p style="text-align: center; margin: 5px 0;">Description of targeted provision for Learners at SEN Support</p> <p style="text-align: center; margin: 5px 0;"><i>This should be <u>in addition</u> to Inclusive High-Quality Teaching</i></p>	In Place	Impact of Targeted Support			<div style="text-align: right;"> Review </div> <h3 style="text-align: center; margin: 10px 0;">NOTES</h3> <p style="margin: 5px 0;">Questions to consider:</p> <p style="margin: 5px 0;">Which support needs to continue?</p> <p style="margin: 5px 0;">Is more time needed to see impact in some areas?</p> <p style="margin: 5px 0;">Is further assessment needed?</p>
Staffing for targeted support					
Additional adult support where needed for meeting/managing self-care needs e.g. dressing, toileting					
Additional adult support as necessary to facilitate safe movement around the school environment and to transfer postural equipment where needed					
Trained staff to deliver a programme to develop motor skills in line with OT/Physio advice					
Additional adult to deliver a programme to develop self-care needs e.g. dressing, fitting splints and life skills					
Additional adult support to implement targeted physical development programmes.					
Additional adult support in class where necessary, to facilitate access to learning and to support recording of work where needed					
Additional adult support with organisation skills if needed e.g. using a planner, diary, homework or study skills					
Playground and lunchtime staff to be aware of the difficulties the learner may have accessing play equipment or areas of the playground and provide support where needed.					
Playground and lunchtime staff to support with social interaction skills at social times if needed					
Plan for set times of the day for self-care management routines e.g. toileting					
Targeted support may also include unstructured parts of the day e.g. start and end of school day, breaks, lunchtimes, clubs and trips out of school.					
Curriculum Approaches and Strategies					
A well-structured curriculum plan takes into account the learner’s physical needs					
The timing and duration of learning activities is adjusted to the learner’s needs with regular breaks as needed					
Plan for set times of the day for self-care management routines if needed, e.g. toileting					

<div style="text-align: center;"> Plan <h2 style="margin: 0;">Physical Impairment</h2> <p style="margin: 0;">Description of targeted provision for Learners at SEN Support</p> <p style="margin: 0;"><i>This should be <u>in addition</u> to Inclusive High-Quality Teaching</i></p> </div>	In Place	Impact of Targeted Support			<div style="text-align: right;"> Review <h2 style="margin: 0;">NOTES</h2> <p style="margin: 0;">Questions to consider: Which support needs to continue? Is more time needed to see impact in some areas? Is further assessment needed?</p> </div>
Plan for set times of the day for physical management programmes, medication, rest breaks (if needed), nutritional needs (snacks)					
Time provided for therapeutic support as required e.g. physiotherapy. Where a lesson may be missed, this is not always the same lesson and consideration is always given to how the learner will be supported to 'catch up'					
Additional time provided to complete tasks					
Additional time provided to process information and answer questions					
Learning materials are modified, visually simplified and adapted to the learner's learning preferences if needed, e.g. to reduce demands on recording or for a learner with a visual perception difficulty					
Pre/Post-teaching of subject specific curriculum, vocabulary and concepts					
Alternative ways to record work including use of IT/assistive technology/scribe					
Awareness of the need for adaptations to school uniforms including PE kit/alternative footwear to accommodate splints					
Withdrawals from class are kept to a minimum					
Adaptations to the pace of lessons to take into account fatigue, pain and processing difficulties					
Peer support and sensitive grouping/pairing is in place for a range of activities					
Alternative methods of recording including IT, assistive technologies, scribe, mind-mapping, story boards, voice recorders, videos, digital photography					
Individualised verbal praise, as well as rewards and motivators in line with school policy					
Actively work with and consult parents/carers to support the learner's physical needs and their development of independence at home and in school					

<div style="text-align: center;"> Plan <h2 style="margin: 0;">Physical Impairment</h2> <p style="margin: 0;">Description of targeted provision for Learners at SEN Support</p> <p style="margin: 0;"><i>This should be <u>in addition</u> to Inclusive High-Quality Teaching</i></p> </div>	In Place	Impact of Targeted Support			<div style="text-align: right;"> Review <h2 style="margin: 0;">NOTES</h2> <p style="margin: 0;">Questions to consider: Which support needs to continue? Is more time needed to see impact in some areas? Is further assessment needed?</p> </div>
Emotional wellbeing					
Support the learner in understanding their physical impairment and development of the ability to self-advocate in order to meet their needs					
Provide opportunities for learners to gain the language to express their feeling and concerns					
Provide opportunities for learners to learn to talk about their physical impairment with a positive self-image					
Use 'Circle of Friends' technique to support the learner's social inclusion and relationship building					
Provide opportunities to develop the learner's strengths and interests alongside peers					
Access to clubs or extracurricular activities providing opportunities to develop social skills and self esteem					
Provide regular wellbeing check-ins where needed					
Equipment – Specialist equipment should be checked by the OT					
Additional classroom resources such as raised board, adapted ruler, scissors, pencil grip					
Modified or adapted subject specific equipment to enable access to learning activities e.g. food tech, PE					
Use of technology or assistive technology provided to support learning and as an alternative to handwriting					
Software and hardware adaptations e.g. keyboard/mouse or personalised settings such as larger and/or coloured cursor/icons/colour background					
Appropriate regular checks on any specialist equipment					

Plan

Physical Impairment

Description of targeted provision for Learners at SEN Support

This should be in addition to Inclusive High-Quality Teaching

In Place

Impact of Targeted Support



NOTES

Review

Questions to consider:

Which support needs to continue?

Is more time needed to see impact in some areas?

Is further assessment needed?

Learner and Family Centred Approaches

Use of a home school communication system so that school and families are aware of, can share current challenges and successes

Consideration is given to how parent/carer and learner views will be sought and shared effectively as well as ensuring family members are able to process all relevant information presented to them in a timely manner, particularly before planning and review meetings

Agreed consistency of approaches between home and school to support learning and development

Parent/carers are made aware of changes to school timetable so that they can help prepare their child at home

As appropriate to age and stage, support to develop learner's self-advocacy in order to support their growing understanding of their own strengths and needs and the aspirations and outcomes they are working towards

Signpost families to further guidance and support through the Local Offer e.g. The Early Support Service and also to courses designed for parents/carers.



Additional areas to plan for

Access Arrangements

Access Arrangements are pre-examination adjustments based on evidence of the learner's need and their normal way of working.

Approved Access Arrangements and reasonable adjustments are in place for internal assessments, mock exams and external examinations.

Access Arrangements are planned for at the earliest opportunity to enable learners to be fully able to utilise approaches such as a scribe, readers, exam reading pen, word processor, rest breaks as part of their 'normal way of working'.

Preparing for Transition

Planning meetings are arranged with the learner and their family along with key staff from the current and receiving setting/school/college. Where needed, create a transition plan detailing the support required to enable a successful transition. This may also involve specialist advice and guidance.

Preparing for Adulthood

This means preparing our learners for the next phase of **Education/Employability, Independence, Community Inclusion** and to be **Healthy**. Preparation for this can start from the earliest years. See the SENCo and Professional Information and Resources page of the Local Offer for further guidance, including recommended outcomes to be planning for from Early Years to Post 19 across the four broad areas of need.

Support, appropriate to the learners age and stage, to enable them to develop an understanding of their needs and communicate them to others with growing awareness of the adjustments they need to successfully access, participate and achieve in lessons and school life.

Creative approaches are used to embed preparing for adulthood activities in the curriculum, everyday activities outside the classroom and where needed, through targeted provision. See PfA guidance on The Local Offer.

A broad, experiential curriculum is offered to support the learner toward their next stage of education, employment or training which takes into account their strengths and interests enabling progression toward employment/adult education or community learning.

This may include alternative qualifications pathways.

Guidance: Staff Skills to support learners with Physical Impairment

- Staff are aware of the impact the learner's physical impairment has on their progress across the curriculum, engagement in extra-curricular school and community life, independence, self-esteem and confidence.
- Teaching and Support Staff have physical impairment awareness training (including periodic refresher training) in the learner's specific area of disability and know how to adapt teaching to enable the learner with SEND in this area to access, participate and achieve in their lessons.
- All staff should be aware that they have a duty to make reasonable adjustments for all learners with a PI.
- Subject leaders and Heads of Department use monitoring activities to ensure learners with a PI are fully accessing, participating and achieving in their subject area.

Do

Do

- All staff working with learners with a PI are familiar with the individual support plan in place and work together with parents/carers to consistently implement agreed strategies and interventions according to the plan.
- The teacher remains responsible for all decisions relating to teaching and support with guidance from the SENCo where needed.
- Where an intervention involves group or one-to-one teaching away from the main class or subject teacher, they retain responsibility for the learner.
- The class or subject teacher remains responsible for working with the learner on a daily basis giving as much teaching attention to the learner as to any other.
- Teachers work closely with any teaching assistants or specialist staff involved, to keep under review the impact of support and interventions and how they can be linked to classroom teaching, making any necessary adjustments along the way.
- Teachers regularly monitor the progress the learner is making in relation to the targeted support they receive.

Review

Review

- Teacher(s), SENCo, any specialists already involved, the learner, their family and key support staff are involved in the review of provision made at SEN Support and its impact on the learner's progress.
- Review meetings with families happen at least 3 times a year. A focus is always given to both attainment and progress from starting points.
- Outcomes of the review are recorded.
- Where there is a shared view that a learner continues to make little or no progress or where they continue to work at substantially low levels despite high quality teaching and evidence-based targeted SEN Support delivered by appropriately trained staff, outside agencies may be called upon.

Description of targeted provision for learners with complex needs, possibly requiring an EHCP

Learners will have needs related to their physical impairment that **severely affect their access to the curriculum and many aspects of school life**. The additional/different component will describe a **highly personalised** level of provision to meet the learner's needs, possibly across more than one broad area of need. This will utilise many elements of inclusive high-quality teaching and the additional and/or different provision outlined in the SEN Support section above at **a greater level of intensity and quantity in a highly personalised manner, tailored to the individual learner**.

This may look like:

- A **highly personalised and developmentally appropriate curriculum** which takes account of the learner's strengths, is accessible and targeted to address the learner's current needs and promotes their independence and life skills.
- A significant level of adult support to adapt and deliver the curriculum.
- Specialist techniques and resources used by well-trained, highly-attuned adults to deliver the curriculum.
- implementation of individualised health care plan/postural management programme,
- delivery of therapies and/or medical interventions e.g. carry out a physiotherapy programme/gastrostomy feeds/medication,
- moving and handling considerations e.g. hoists, changing plinths, change of position into specialist equipment.
- Significant level of support may be required at **unstructured times of the day**.
- All support should follow advice from **Teacher of Physical Impairment, Occupational Therapists, Physiotherapists, healthcare specialists, Moving and Handling Adviser**.

This is not intended as a 'criteria' or 'threshold' to being able to request an EHC Needs Assessment, rather it outlines a description of targeted provision for learners with complex needs who may require an EHCP that the LA will give consideration to at EHC Needs Assessment request, and subsequent decision to issue an EHCP.



Where a learner has an EHCP, what are our additional responsibilities within the Graduated Approach?

Following an EHCP being issued, the Graduated Approach's Assess, Plan, Do, Review cycle should continue to be a process of refining our understanding of the learner's needs and of reviewing how well the provision outlined in the plan is supporting progress toward the agreed outcomes as the learner grows and develops.

Utilising Person Centred Practices continues to be the best approach to gather, share information and plan and review provision.

In addition to the Assess, Plan, Do, Review actions outlined in the SEN Support section above, it will also be important to consider the following:

ASSESS

Outside agency involvement may continue to be sought as outlined in the EHCP or as required to support further analysis of SEND.

PLAN

Teacher(s) and SENCO should agree, in consultation with the learner and their parents/carers:

- The smaller-step targets towards meeting outcomes detailed in the EHCP e.g. these may be termly or half termly, depending on the learner.
- Preparing for Adulthood outcomes should be planned for.
- Records of progress are regularly updated.
- How and when the provision as outlined in Section F will be put in place over the week/term.
- How and when any therapeutic provision in Section G will be timetabled in.
- Liaison with social care teams as part of Section H provision.

- All key staff working with the learner know how to implement strategies and support as outlined in the EHCP.

DO

All key staff working with the learner implement strategies and support as outlined in the EHCP.

The teacher remains responsible for all pedagogical decisions relating to the direction of teaching and support even where a learner requires significant adult support to meet their needs.

The teacher gives as much teaching attention to the learner with an EHCP, as to any other learner.

REVIEW

Teacher(s), SENCO, the learner, their family and key support staff should continue to be involved in the review of provision and its impact on the learner's progress on a termly basis and formally at the Annual Review.

The Annual Review of the EHCP must take place within 12 months of the issue of the final EHCP and then within 12 months of any previous review. Annual Reviews must focus on the learner's progress towards achieving the outcomes specified in the EHCP and consider whether these outcomes and supporting targets remain appropriate.

All reviews taking place from Year 9 at the latest and onwards must include a focus on preparing for adulthood, including employment, independent living and participation in society. This transition planning must be built into the EHC plan. Interim or emergency reviews can be held at any time.

Acknowledgements

Sally Cooper – SENCO Field Lane Primary School, Kirklees
Christine Roberts – SENCO Crow Lane Primary School, Kirklees
Anna Hall – SENCO Newsome Academy, Kirklees
Marie Harvey – SENCO Paddock Junior Infant and Nursery School
Angela Sheridan – SENCO North Huddersfield Trust School
Sofia Ahronson – Teacher in Charge of Physical Impairment,
Newsome Academy, Kirklees
Jayne Whitton – Kirklees Principal Educational Psychologist
Sarah Grant – Kirklees Learning Partner
Clare Burdett - Kirklees Sensory and PI strand lead
PCAN - Parents of Children with Additional Needs in Kirklees
Kate Browning – Graduated Approach Working Party Lead

