



Children, Schools & Families Directorate
Special Educational Needs Section
London Borough of Camden
Crowndale Centre
218 Eversholt Street
London NW1 1BD
Tel 020 7974 4530
Fax 020 7974 6501

GUIDANCE CRITERIA FOR SCHOOL ACTION, SCHOOL ACTION PLUS AND STATUTORY ASSESSMENT FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Guidance Criteria for School Action, School Action Plus and Statutory Assessment for pupils with Special Educational Needs.

CONTENTS

1. Introduction	Page 3
• Aims of Document	Page 3
• National Framework	Page 3
• Local Framework	Page 4
2. Process Criteria	Page 5
3. Threshold Criteria	Page 6
• Overview	Page 7
• Cognition and Learning	Page 9
- General Learning difficulties	Page 9
- Specific Literacy Difficulties/Dyslexia	Page 10
• Communication and Interaction	Page 14
- Speech and Language difficulties	Page 14
- Social Communication Disorder and/or Autistic Spectrum Disorders	Page 17
• Behaviour, Emotional and Social Development	Page 25
• Sensory and/or Physical Needs	Page 36
- Hearing Impairment	Page 37
- Deaf blindness/ Dual Sensory Impairment	Page 41
- Visual Impairment	Page 42
- Physical Impairment	Page 46
4. Exceptional arrangements for children who need 'Fast Track' to statutory assessment	Page 51
5. Criteria for issuing a Statement or Note in Lieu	Page 51
6. Ceasing to maintain a statement	Page 52
7. Pre-Assessment Panel: Term of Reference	Page 52
8. Appendices	Page 54

1. Introduction

Aims of Document

This document sets out Camden Local Authority's expectations for a graduated response to provision for children with special educational needs and includes criteria for considering whether a child's needs should be met at School Action, School Action Plus and/or whether the Local Authority (LA) should undertake statutory assessment of a child's special educational needs. The document includes guidance for making requests for statutory assessment for children with special educational needs.

The templates provide details of activities in which the school or educational setting may be engaged in responding to the child's special educational needs. At School Action and School Action Plus school staff should plan to meet a child's educational needs from resources available within school. Intervention to meet a child's needs should be graduated and reflect the National Strategies 3 Waves approach, with records of intervention and progress over time in response to intervention recorded on a child's provision map or IEP.

This guidance is based on the Education Act, 1996, the Code of Practice (SEN), 2001 and Raising Barriers to Achievement, DfES, 2004. It summarises the guidance in the Code and sets out the procedures that Camden LA expects to be followed. It gives information about process and threshold criteria on which decision about the level of provision is needed for individual pupil's progress in response to interventions.

National Framework

The Special Educational Needs and Disability Act 2001 transformed the statutory framework into a positive endorsement of inclusion. It set out the duties of LAs and school governing bodies in the context of inclusion and school improvement for all.

All schools have responsibility for making appropriate support arrangements and for welcoming all pupils into their schools (Accessibility Planning). The Human Rights Act and the SEN and Disability Act 2001, Inclusive Schooling and Accessible Schools 2002 reinforce the right for all children to be educated in mainstream schools.

The SEN Code of Practice states that *"The Special Educational Needs of the great majority of children should be met effectively within mainstream setting through Early Years Action and Early Year Action Plus or School Action and School Action Plus, without the LEA needing to make a statutory assessment"* and statutory assessment should be reserved for *"a very small number of cases"* (Code of Practice, Para 7.1).

A statutory assessment is a process initiated by the local authority to determine whether a child has significant and long-term special educational needs. The 1996 Education Act (Sections 321 and 323) states that *"LEAs must identify and make a statutory assessment of those children for whom they are responsible who have special educational needs and who probably need a statement"*. This will apply only to the very small percentage of children (generally considered to comprise 2% of the population) whose needs are severe, complex and long-term and/or for those for intensive intervention at Early Years Action Plus or School Action Plus may not be sufficient to enable the child to make adequate progress.

Adequate progress is described in some detail in the SEN Code of Practice - paragraphs 4.13-4, 5.41-2 and 6.48-9 for early years, primary and secondary respectively. Importantly, the Code of Practice emphasises that *"there should not be an assumption that all children will progress at the same rate"*.

Once the severity of the child's learning difficulties has been established, there are two broad criteria that must be met before a statutory assessment can be considered:

“Where the balance of evidence presented to the LEA suggests that the child's learning difficulties:

- *Have not responded to the relevant and purposeful measures taken by the school or setting and external specialists and*
- *May call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools in this area.*
- *The LEA provides guidance on the sources of funding available to support inclusive provision.*

The LA should consider very carefully the case for a statutory assessment of the child's Special Educational Needs.” Code of Practice, Section 7.50)

This places a responsibility on the Local Authority to undertake a rigorous process in each case when considering a request for a statutory assessment. The statutory assessment criteria need to consider, therefore, a combination of factors: the severity and complexity of the individual child's need (threshold criteria), the relevant and purposeful action taken to address the needs (process criteria), the resources already deployed to support the child, and the progress made by the child (see Code of Practice, Section 7.35).

A statutory assessment will not always lead to a statement of special educational needs. In some cases, the evidence collected during the process will lead to the judgement that the child does not meet the criteria for a statement and a 'Note-in-lieu' will then be issued.

Local Framework

In Camden education and training for all children is offered across a range and continuum of provision, including: children's centres, mainstream and special nurseries; mainstream schools; resource bases, special schools; and various flexible curriculum arrangements to meet the needs of young people in the 14-19 age range.

SEN funding in Camden is allocated to schools according to a range of indicators recognised to be highly correlated with SEN. Funding for high incidence Statements of SEN has been delegated to schools; further delegation of SEN resources is planned.

Each year schools and pre-school settings are required to publish information about policy and provision for children with SEN and disabilities.

Camden LA aims to ensure that the distribution of resources for children with SEN is equitable and transparent. It is therefore important that there is a clear evidence-based process in place for making consistent decisions about the appropriateness of statutory assessment.

This document gives guidance on the range of evidence that should be contained in a statutory assessment request and the expectations of practitioners making a request for statutory assessment. This is set out in Section 2 of this document along with a summary of the resources that are normally available to schools. The threshold criteria are set out in Section 3, under the following four broad headings used in the Code of Practice:

- Cognition and Learning (includes general and specific learning difficulties)
- Communication and Interaction (includes speech and language and autistic spectrum disorders)
- Behaviour, Emotional and Social Development (includes behavioural and emotional difficulties)
- Sensory and/or Physical Needs (includes visual, hearing and physical impairment)

Statutory assessment requests are usually made by the child's school or pre-school setting. Schools and pre-school settings must always consult with parents/carers and external agencies already involved before making a request. Request can also be made by a parent and referrals can be made by another service such as the Health Authority or Social Care Services. The same range of evidence is considered and the same criteria applied, irrespective of the source of the request. All requests are considered by the Pre-Assessment Panel and the terms of reference for this panel are set out in Section 7. The proforma that practitioners are requested to complete (Educational Advice SA1) is attached as Appendix 2.

2. Process Criteria

A school/pre-school setting must demonstrate that its actions have been purposeful, relevant and sustained at School Action Plus. Children eligible for a statutory assessment will have been supported at Early Years Plus/ School Action Plus and with resources available within the school for some time. Actions taken by the school/pre-school setting to differentiate the curriculum provide quality teaching and additional targeted intervention to meet the child's needs will be evident in provision maps, Individual Education Plans (IEPs) and/or on equivalent document. These documents need to demonstrate the identification of a child's special educational needs, review of the child's progress in response to school based intervention and to support the child in achieving specific measureable targets.

The following evidence will be taken into account when a request for statutory assessment is considered:

- Involvement of parents/carers and child
- Relevant and purposeful intervention at School Action Plus, including the drawing up and implementation of at least two personalised provision maps or IEPs at Action Plus which conform to DfES guidance in the Code of Practice.
- Monitoring by the school of the child's progress over a period of time (covering at least two **reviewed** provision maps or IEPs) and with the involvement of a specialist service, including evidence of any changes in strategies and programmes as a result of that monitoring.
- Relevant and purposeful intervention at Early Years Action Plus, including identification of need over a period of time, in accordance with Early Years Foundation Stage guidance and/or recording assessment through intervention using an equivalent age appropriate developmental checklist and involvement of a specialist service, implementation and review of at least one personalised provision map or IEP at Early Years Action Plus.
- Involvement of the link educational psychologist or specialist teacher whose advice has been used in devising appropriate strategies and programmes. Advice from other relevant specialist services, eg. speech and language therapists, CAMHs or physiotherapists may also be required.

- Clear indication of the impact of the strategies in place on the child's learning and/or behaviour.

The checklist of evidence to be included is part of the school/pre-school proforma attached at Appendix 2. This evidence is required so that the Pre-Assessment Panel has the full range of information necessary to make an informed decision. The Panel needs to have clear evidence of the impact of interventions in enabling the child to make progress and the effect the review process had on subsequent interventions/strategies. IEPs/ provision maps are expected to run for a minimum of half a term.

The Pre-Assessment Panel has to be satisfied that the child's difficulties are severe, complex and long-standing and have not been resolved despite a range of well planned interventions. With children for whom English is not their first language, objective information about language proficiency in their first language should be provided. Information about the stages in acquisition of language for children with English as an additional language might also be relevant.

The resources normally available to a school/pre school setting, and the school's use of them with the particular child for whom statutory assessment is being sought, will be considered through:

- Reference to the school's delegated budget, particularly the non-statemented SEN and additional educational needs (AEN) elements
- Prioritisation of the school's resources for the child under consideration
- Evidence of appropriate use of internal expertise and support (eg. SENCo, learning mentors and teaching assistants)
- Evidence of advice having been sought from specialist services available to school/pre school setting.

3. Threshold Criteria

Overview

Although the four broad categories of needs as set out in the SEN Code of Practice will form the basis for decision-making, the local authority recognises that there is a wide spectrum of special educational needs which are frequently interrelated. While threshold criteria have been set for each category of need, reference may be made by the panel to more than one category of need. The cumulative effect across the nine main presenting needs will be to identify approximately 2% of the pupil population whose needs are severe and complex, in line with national expectations.

In some exceptional circumstances, it may be possible for a combination of less severe special educational needs to have a cumulative effect on a child's educational progress. A statutory assessment will be considered if the cumulative effect may call for special provision which cannot reasonably be provided within the resources normally available to mainstream setting in the area

An overview of the documentation

Dimension		Templates	Scales	
Cognition and Learning		Statutory Action Early Years/School Action Early Years/School Action Plus	Differentiated Performance Criteria (QCA 'P' Scales)	
Behaviour, Emotional and Social Development				Emotional and Behavioural Development Scale
Communication and Interaction	Autistic Spectrum Disorders			Communication and Interaction Scales
	Speech and Language Difficulties			
Sensory and Physical Development	Hearing Impairment			
	Visual Impairment			
	Physical and Medical Difficulties			
For pre-school children			Pre-school Educational Advice: for use with any of the above.	

The document contains template as follow:

- i. Cognition and Learning (Including pupils with specific learning difficulties)
 - School Action
 - School Action Plus
 - Statutory Assessment Criteria
- ii. Communication and Interaction (Including pupils with Speech and language and Autism Spectrum disorder)
 - School Action
 - School Action Plus
 - Statutory Assessment Criteria
- iii. Behavioural, Emotional and Social Development
 - School Action
 - School Action Plus
 - Statutory Assessment Criteria
- iv. Sensory and/or Physical Needs (Including Visual, Hearing and Physical impairment)
 - School Action
 - School Action Plus
 - Statutory Assessment Criteria

Templates

Each template has been structured to focus on:

Specific Criteria

The *specific* element of the templates relates to attainment, progress and description of needs including, where relevant, a diagnosis. No specific attainment thresholds are given for School/Early Years Action or Action Plus. (It is acknowledged that the point at which a child

or young person may require additional or different action will vary between schools/settings depending on the range and extent of differentiation provided).

Process Criteria

The process element of the templates relates to the continuous cycle of planning, action and review required to address the needs of the child or young person.

The four broad strands of action to meet SEN

The *process* section of each template adopts the following four strands of action as a framework and builds on the DCSF' recommended graduated Waves of intervention response to meeting children/young people's needs.

Assessment, planning and review

The SEN Code of Practice (2001) defines assessment as a fourfold process that focuses not only on the child or young person's characteristics but also on the learning environment, the task and the teaching style.

Grouping for teaching purposes

Grouping depends on the teaching styles adopted and on pupils' preferred learning styles. Where grouping involves spending time outside the classroom, it is always in the context of an inclusive curriculum.

Additional human resources

The Code emphasises that class and subject teachers form the major resource in enabling all pupils to learn. It encourages schools and settings to consider 'support' on a broader basis than only that of additional human resources and promotes an examination of the accessibility of the learning environment and adult/child relationships.

Curriculum and teaching methods

Guidance given in the templates builds on the recommended Waves of intervention and/or graduated response to meeting children and young people's needs.

Decision-making

Whatever the level of a child or young person's difficulties, the Code advises that inadequate progress should be the key test of whether *additional* or *different* action should be taken. It also warns, however, that there should be no assumption that all learners will progress at the same rate and that there needs to be a judgement in each case about what it is reasonable to expect the child or young person to achieve.

'Adequate' progress is defined in the Code as progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour

An assumption is made that interventions appropriately matched to a child's needs have been implemented for a sustained period of time. Evidence of identification of educational needs, implementation of intervention and monitoring of progress will be taken into account when a request to initiate statutory assessment is made.

Additional Materials

Additional materials are provided for use with the *templates* both to clarify decision-making for statutory assessment and to provide supplementary materials for use by schools/settings, services and agencies.

1. *Behavioural, Emotional and Social Development*

The *Emotional and Behavioural Development Scale* is adapted for use with individual children/young people from *Supporting School Improvement – emotional and behavioural development* (QCA 2001).

Instructions for completion of the scale are included in the document itself.

2. *Communication and Interaction*

Communication and Interaction scales were developed by working groups of education and health professionals. The association between scores gained and age related criteria for statutory assessment are included in the document.

COGNITION AND LEARNING

General Learning Difficulties

The majority of children with learning difficulties will be identified early in their school careers. Their general level of academic attainment will be considerably below that of their peers, and they will have significant difficulties acquiring basic numeracy and literacy skills. Children with learning difficulties may have additional needs, eg. speech and language delay or problems interacting with others.

The following pages describe process criteria for a graduated response to meet the needs of children with learning difficulties.

These include a chart showing Camden Local Authority's statutory assessment threshold indicators for learning difficulties, as recorded at the start of each academic year.

Specific Literacy Difficulties/Dyslexia

Some children may have very marked difficulties in reading, writing and spelling, which impact on their performance. These children will have developed literacy skills at a rate that is slower than that of peers despite appropriate, targeted evidence-based Wave 2 & 3 intervention to meet their needs implemented consistently over a period of time. They may have been assessed and identified as dyslexic (given the definition below).

'Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the 'word level' and implies that the problem is severe and persistent despite appropriate learning opportunities,' (British Psychological Society, 1999).

In general, the child's National Curriculum attainments in one or more areas of reading and/or writing, spelling should be three levels or more below the norm for that age group.

Specific literacy difficulties/dyslexia may also sometimes be associated with significant difficulties of sequencing, visual and auditory perception, developmental coordination difficulties, short- term memory, verbal recall or significant delays in language functioning.

Schools are generally expected to address specific literacy difficulties through a range of provision available to schools without recourse to a statement of SEN. This would include Wave 3 interventions highlighted as part of National Primary and Secondary Strategies, supported with further advice locally from Educational Psychologists and/or other specialist services. These interventions must be structured and evidence-based. Records of intervention should reference both the child's personalised programme of support, including targets reviewed over time, and evidence of curriculum differentiation as appropriate to the child's particular needs.

Cognition and Learning: School Action/Early Years Action

Specific Criteria Attainment and Progress (May include description of needs/diagnosis)	Progress: The child/young person has learning difficulties and has made progress at a level below expected levels, despite a graduated response to his/her SEN and implementation of Wave 1 (quality first teaching) differentiated learning opportunities targeted to enable curriculum access and support development of skills.
---	--

Process Criteria			
Assessment¹ and planning Monitoring and review	Teaching methods and curriculum support		Additional human resources Roles and responsibilities
	Grouping	Curriculum and teaching	
<p>Early identification, assessment and provision using Early Years Foundation Stage (EYFS) non-statutory guidance and/or QCA curriculum-based assessment baselines (including P Scales).</p> <p>Continuous assessment and curriculum assessments may be supplemented by standardised and/or diagnostic tests.</p> <p>A personalised provision map or individual education plan will be required only when the child/young person's needs demand additional and different arrangements beyond the existing differentiated plan within normal activity in the classroom/setting.</p> <p>In schools a quality first teaching, approach to curriculum and classroom planning will support implementation of Wave 1 & 2 intervention and effective tracking and monitoring of progress will be embedded within school policy and practice.</p> <p>In all settings there will be evidence of systematic monitoring and recording of the child/young person's progress in terms of the effectiveness of interventions. Monitoring and review should focus on outcomes in order to judge:</p> <ul style="list-style-type: none"> ▪ progress made by the child/young person ▪ effectiveness of strategies ▪ updated information or advice 	<p>Grouping strategies are used flexibly within the classroom and/or setting to promote independent or child initiated (EYFS) learning.</p> <p>Classroom and/or setting management takes account of social relationships.</p> <p>Equal access to the curriculum and extended schools provision (e.g. homework clubs, lunchtime clubs etc.)</p>	<p>Wave 1 & 2 intervention - Emphasis on differentiation for curriculum access. It is expected that the teacher will adapt teaching methods and work to match the individual child/young person's needs and ability.</p> <p>Some specific reinforcement or skill-development activities may be required using, for example:</p> <ul style="list-style-type: none"> ▪ differentiated learning materials or ▪ special equipment e.g. ICT <p>There will be clear information on child/young person and parent's involvement in planning and reviewing progress.</p>	<p>School/setting has the responsibility to keep parents/carers informed and involved in decisions about interventions to meet the child's needs. Parents/carers are supported in contributing to review of child's progress. It would be expected that parental/carer's views were reflected in provision mapping or IEP documentation.</p> <p>The child/young person's keyworker, class² or subject teachers are responsible for working with the child/young person on a daily basis and for planning and delivering an additional and different, personalised or group programme.</p> <p>The SENCo facilitates assessment and planning.</p> <p>Specialist teachers or educational psychologist may be involved in providing advice on strategies or staff development and training aimed at introducing evidence-based effective Wave 1 & 2 strategies.</p> <p>The nature and extent of additional help required will be determined by the child/young person's needs See also <i>Teaching methods and curriculum support.</i>) It may include:</p> <ul style="list-style-type: none"> ▪ occasional or routine classroom support using programmes with a track record of success ▪ small group or Individual intervention ▪ time to devise planned interventions ▪ time to monitor the effect of interventions <p>Input from Health or Social Care may be required in particular cases.</p>

¹ School assessment should be fourfold focusing on: a) the child/young person's learning characteristics b) the learning environment c) the task d) the teaching style.

² In Early Years settings, the practitioner usually responsible for the child.

Cognition and Learning: School Action Plus/Early Years Action Plus

Specific Criteria Attainment and Progress (May include description of needs/diagnosis)	Despite differentiated learning opportunities together with an individualised programme and/or concentrated support under School Action/Early Years Action (Wave 1 & 2 intervention), the child/young person: <ul style="list-style-type: none"> ▪ has continued to make little or no progress in specific areas over a long period ▪ has continued working at National Curriculum/Early Years Curriculum levels substantially below that expected of children/young people of similar age ▪ has continued to have difficulty in developing literacy and mathematical skills.
--	--

Process Criteria			
Assessment¹ and planning Monitoring and review	Teaching methods and curriculum support		Additional human resources Roles and responsibilities
	Grouping	Curriculum and teaching	
<p>Assessment will focus on rate of progress over time in response to intervention and the degree and range of discrepancy between the child/young person's performance and that of the peer group.</p> <p>The child/young person may have additional difficulties in the areas of communication, social integration, behaviour or physical/ sensory needs.</p> <p>School/setting will explore the opportunities for enhanced, co-ordinated intervention that are provided through multi-agency assessment and planning e.g. multi-agency planning in school, Social Communication & Assessment Service (SCAS), Integrated Services for Disabled Children (ISDC).</p> <p>Specialist services (e.g. educational psychologist, speech and language therapist) may undertake specialist assessment leading to more specifically focused intervention.</p>	<p>There will be access to additional and different arrangements on a small group or individual basis to support the child young person achieve progress identified in individual specific and measureable targets.</p> <p>These arrangements may be made:</p> <ul style="list-style-type: none"> ▪ within the classroom/setting ▪ through limited periods of withdrawal and/or ▪ through extended services and/or other additional provision. <p>Equal access to extended services opportunities.</p>	<p>There will be an emphasis on increasing differentiation of activities and materials.</p> <p>Wave 3 intervention will have been implemented with some individual programming to support the child/young person achieve specific, measureable targets.</p> <p>Additional and different activities may include help in:</p> <ul style="list-style-type: none"> ▪ processing language, memory and reasoning skills ▪ acquiring literacy skills ▪ organising and co-ordinating spoken and written English to aid cognition ▪ sequencing and organisational skills ▪ problem solving and developing concepts ▪ improving fine motor competencies ▪ using technical terms and abstract ideas <p>A variety of practical materials and experiences are provided to support the child/young person's learning.</p> <p>Learning will be mediated by adult(s) modelling 'next steps' learning and providing opportunities for rehearsal and over-learning.</p> <p>Additional access to IT and to specialist equipment and materials as necessary to meet identified learning outcomes.</p>	<p>School Action Plus/Early Years Action Plus is only evident when the school/setting is engaged with specialist services on behalf of the child/young person. It builds on arrangements for School Action/Early Years Action and enables schools/settings to help children/young people gain access to the curriculum within the context of a co-ordinated project with identified outcomes for the school/setting, the service and the child/young person.</p> <p>Specialist support service(s) advice on curriculum access and/or individual programmes.</p> <p>For children/young people with complex needs multi-agency support may be essential. It would be expected that there was evidence of a co-ordinated approach to intervention with a lead professional enabling multi-agency practitioners, including health social care and the voluntary sector as appropriate to contribute to the child's education plan.</p> <p>Small group or Individual intervention may be provided by teaching assistant (under guidance), specialist teacher (or other specialist) and/or SENCo.</p>

¹ School assessment should be fourfold focusing on: a) the child/young person's learning characteristics b) the learning environment c) the task d) the teaching style.

Threshold Criteria for Statutory Assessment of Children with Learning Difficulties

Age of pupil	Year group	Criteria for Learning Difficulties
5 years	R	Working towards early year foundation Stage Learning Goals 2 or more years below chronological age and/ or standardised assessment evidences progress towards developmental milestones within 2 nd Centile.
6 years	Y1	Working towards level 1 in all NC core subjects – P level 5 or below
7 years	Y2	Working towards level 1 in all NC core subjects – P level 6 or below
8 years	Y3	Working towards level 1 in all NC core subjects – P level 7 or below
9 years	Y4	Working towards level 1 in all NC core subjects – P level 8 or below
10 years	Y5	Mixture of working towards level 1 and working at level 1c in all NC core subjects
11 years	Y6	Mixture of working towards level 1 and working at level 1b in all NC core subjects
12 years	Y7	Level 1a in all NC core subjects
13 years	Y8	Mixture of level 1 and level 2c in all NC core subjects
14 years	Y9	Mixture of level 1 and up to level 2b in all NC core subjects
15 years	Y10	Working at 2a in all NC core subjects

It would be expected that the child would need modification of content, materials and teaching approaches for the majority of the curriculum.

Children under the age of 5 with the most severe and complex learning difficulties may require a statutory assessment. For these children, their level of functioning would be at or below half chronological age to meet the criteria, as evidenced by assessment that shows developmental age in comparison with chronological age.

COMMUNICATION AND INTERACTION

Speech and Language Difficulties

Most speech and language difficulties will have been identified before school age. The vast majority of these children will have their needs met without requiring a statement of SEN. Some pupils however may have particularly complex speech and language difficulties, which severely impair their ability to participate when they start school. This may in turn have serious consequences for the child's academic attainment and may in some cases give rise to significant emotional and behavioural difficulties.

A speech and language difficulty will be evident if a child/young person has a marked impairment in one or more of the following communication skills:

- Phonology (sound processing element of speech and language) can be associated with a child's speech development affecting the articulation of speech and thus the intelligibility
- Expressive language skills
- Comprehension of spoken language
- Capacity to use language for successful social communication and learning

Requests for statutory assessment of children/young people with speech and language difficulties must be accompanied by clear evidence of multi-professional assessment, including speech and language therapy assessment, indicating the impact of the child's speech or language impairment on curriculum access, learning and developmental progress in general. The advice of a Speech and Language therapist (SLT) must indicate the degree of difficulty a child is experiencing and/or indicate the child's developmental language and speech progress in relation to peers.

Evidence needs to demonstrate that:

- There is a marked impairment in one or more aspects of the child's speech and language skills

And

- Other aspects of the child's abilities or attainments demonstrate that the child does not have a general learning difficulty such that an application could be made for Statutory Assessment on grounds of a general learning difficulty.

The degree of speech and language impairment will generally be such that no more than 2% of children will show such a marked impairment in that aspect of speech or language. (This is equivalent to a score that is two or more standard deviations below the mean.) Alternative, comparable measures are shown to assist in those rare cases where no standardised scores are available from a speech and language therapist.

The following pages describe process criteria for a graduated response to meet the needs of children with speech and language difficulties. These include a chart showing Camden Local Authority's statutory assessment threshold indicators for children with speech and language difficulties, as recorded at the start of the current academic year.

Communication and Interaction (Speech and Language Difficulties): School Action/Early Years Action

Specific Criteria Performance and Progress (May include description of needs/ diagnosis)	Progress: the child/young person has speech and language difficulties and continues to demonstrate progress at a level below that expected to be achieved with Wave 1 (quality teaching first) differentiated tasks and class/subject teacher-led intervention .
---	--

Process Criteria						
Assessment and planning Monitoring and review	Teaching methods and curriculum support	Additional human resources Roles and responsibilities				
<p>Early identification, assessment and provision using Early Years Foundation Stage non-statutory guidance and/or QCA curriculum-based assessment.</p> <p>Continuous assessment and/or recorded response to intervention may be supplemented by standardised and/or diagnostic tests. The child/young person's difficulties will include:</p> <ul style="list-style-type: none"> ▪ Evidence of speech and language skills which are somewhat below those of the majority of peers - norm referenced test results ▪ speech which is not easy to understand and which limits the child/young persons' ability to participate in group activities, question-and-answer sessions and other activities involving speech; ▪ problems with following instructions or with understanding relational or abstract concepts, requiring additional time for explanation and clarification; ▪ difficulties with communication with peers and in using appropriate social strategies such as turn taking and rapport in conversation which restrict the social interactions of child/young person; ▪ participation in most aspects of classroom/setting life and progress within areas of the curriculum which are less language-dependent, but less progress where language skills are important (i.e. towards the lower end of the expected range); this may be particularly evident in a limited acquisition of literacy skills. <p>An individual or provision map will be required only when the child/young person's needs demand additional and different arrangements beyond the existing differentiated plan within normal activity in the classroom/setting.</p> <p>(In some schools, curriculum and classroom planning will allow for the child/young person's progress to be tracked and attainments targeted without the need for an IEP.)</p> <p>Whichever approach is adopted, there will be systematic monitoring of the child/young person's progress in terms of the effectiveness of interventions. Monitoring and review should focus on outcomes in order to judge:</p> <ul style="list-style-type: none"> ▪ progress made by the child/young person ▪ effectiveness of strategies updated information or advice 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Grouping</th> <th style="width: 50%;">Curriculum and teaching</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p>Grouping strategies are used flexibly within the classroom/setting to promote independent learning and peer interaction.</p> <p>Classroom/setting management takes account of social relationships.</p> <p>Equal access both to the curriculum and to extended services (e.g. homework clubs, lunchtime clubs etc.).</p> </td> <td style="vertical-align: top;"> <p>Wave 1 & 2 intervention - Emphasis on differentiation for curriculum access. It is expected that the teacher/keyworker will adapt teaching methods and work to match the individual child/young person's developmental needs and ability.</p> <p>School/setting will strengthen their current strategies using existing resources. The focus will be on responding to child or young persons' immediate speech, language, social and/or learning difficulties and will not depend on specialist assessment or, necessarily, on any confirmation of suspected speech and language difficulties.</p> <p>Emphasis on differentiation for curriculum access.</p> <p>Some specific reinforcement or skill-development activities in support of provision mapping/IEP targets may be required using, for example:</p> <ul style="list-style-type: none"> ▪ different learning materials or ▪ special equipment <p>There will be clear information on child/young person and parent involvement.</p> </td> </tr> </tbody> </table>	Grouping	Curriculum and teaching	<p>Grouping strategies are used flexibly within the classroom/setting to promote independent learning and peer interaction.</p> <p>Classroom/setting management takes account of social relationships.</p> <p>Equal access both to the curriculum and to extended services (e.g. homework clubs, lunchtime clubs etc.).</p>	<p>Wave 1 & 2 intervention - Emphasis on differentiation for curriculum access. It is expected that the teacher/keyworker will adapt teaching methods and work to match the individual child/young person's developmental needs and ability.</p> <p>School/setting will strengthen their current strategies using existing resources. The focus will be on responding to child or young persons' immediate speech, language, social and/or learning difficulties and will not depend on specialist assessment or, necessarily, on any confirmation of suspected speech and language difficulties.</p> <p>Emphasis on differentiation for curriculum access.</p> <p>Some specific reinforcement or skill-development activities in support of provision mapping/IEP targets may be required using, for example:</p> <ul style="list-style-type: none"> ▪ different learning materials or ▪ special equipment <p>There will be clear information on child/young person and parent involvement.</p>	<p>School/setting has the responsibility to keep parents fully involved.</p> <p>The child or young person's class¹ or subject teachers are responsible for working with the child or young person on a daily basis and for planning and delivering an additional and different, individualised or group programme.</p> <p>The SENCo facilitates assessment and planning.</p> <p>Specialist teachers, educational psychologist or speech and language therapist may be involved in staff development and training aimed at introducing more effective strategies or in providing one-off or occasional advice on strategies or equipment. This may make it possible to provide effective intervention without the need for regular or ongoing input from external agencies.</p> <p>The nature and extent of additional help required will be determined by the child/young person's needs. (See also <i>Teaching methods and curriculum support</i>.) It may include:</p> <ul style="list-style-type: none"> ▪ occasional or routine classroom support ▪ small group or Individual intervention ▪ time to devise planned interventions ▪ time to monitor the effect of interventions <p>Input from Health or Social Care may be required in particular cases.</p>
Grouping	Curriculum and teaching					
<p>Grouping strategies are used flexibly within the classroom/setting to promote independent learning and peer interaction.</p> <p>Classroom/setting management takes account of social relationships.</p> <p>Equal access both to the curriculum and to extended services (e.g. homework clubs, lunchtime clubs etc.).</p>	<p>Wave 1 & 2 intervention - Emphasis on differentiation for curriculum access. It is expected that the teacher/keyworker will adapt teaching methods and work to match the individual child/young person's developmental needs and ability.</p> <p>School/setting will strengthen their current strategies using existing resources. The focus will be on responding to child or young persons' immediate speech, language, social and/or learning difficulties and will not depend on specialist assessment or, necessarily, on any confirmation of suspected speech and language difficulties.</p> <p>Emphasis on differentiation for curriculum access.</p> <p>Some specific reinforcement or skill-development activities in support of provision mapping/IEP targets may be required using, for example:</p> <ul style="list-style-type: none"> ▪ different learning materials or ▪ special equipment <p>There will be clear information on child/young person and parent involvement.</p>					

¹ In Early Years Settings, the practitioner is usually responsible for the child.

Communication and Interaction (Speech and Language Difficulties): School Action Plus/Early Years Action Plus

Specific Criteria Performance and Progress (May include description of needs/diagnosis)	Despite Wave 1 & 2 intervention, including differentiated learning opportunities together with a personalised programme and/or other targeted School Action or Early Years Action support , the child/young person has ongoing speech and language difficulties that cause significant barriers to learning and impede the development of social relationships. Progress: Low rates of progress in many areas of the curriculum, particularly literacy.
---	---

Process Criteria			
Assessment and planning Monitoring and review	Teaching methods and curriculum support		Additional human resources Roles and responsibilities
	Grouping	Curriculum and teaching	
<p>School/setting will seek specialist assessment and advice, which may involve health as well as education specialist services.</p> <p>The child/young person's difficulties will include:</p> <ul style="list-style-type: none"> ▪ measurable speech and language development which is significantly below those of the majority of peers ▪ difficulties with speech production which significantly limits participation in classroom/setting activities ▪ considerable difficulties in meeting the language demands of ordinary learning activities, such as following instructions or using abstract concepts ▪ difficulties in communicating with peers which leads to social isolation and apparent behavioural difficulties ▪ frustration on the part of child or young person at their inability to participate in the classroom/setting or interact with peers <p>School/setting will explore the opportunities for enhanced, co-ordinated intervention provided through collaborative multi-agency problem-solving evidencing adoption of a 'team around the child' approach to assessment and implementation of intervention.</p>	<p>There will be access to Wave 3 intervention - additional and different arrangements on a small group or individual basis to support the child/young person achieve specific, measureable targets.</p> <p>These arrangements may be made:</p> <ul style="list-style-type: none"> ▪ within the classroom/setting ▪ through limited periods of withdrawal and/or ▪ through extended schools' provision <p>Equal access to extended schools' activities.</p>	<p>Wave 2 & 3 intervention - There will be an emphasis on increasing differentiation of activities and materials, with a focus on additional and/or different visual presentation of curriculum-related information and instructions.</p> <p>Personalised intervention may be required to support the young person in achieving specific targets.</p> <p>The focus will remain on the educational implications of any difficulties, but there may be tuition targeted at these difficulties under specialist guidance. This tuition may be informed by a specialised teaching approach and is likely to be combined with some strategies aimed at maximising curriculum access.</p> <p>Children/young people with speech and language difficulties may also require some, or all, of the following:</p> <ul style="list-style-type: none"> ▪ flexible teaching arrangements ▪ help in acquiring, comprehending and using language ▪ help in articulation ▪ help in acquiring literacy skills ▪ help in using augmentative and alternative means of communication ▪ help to use different means of communication confidently and competently for a range of purposes including formal situations ▪ help in organising and co-ordinating oral and written language ▪ help in expressing, comprehending and using language ▪ support to develop fluency in a first language, when this is not English. N.B. It should be noted that children who are early stage bi-lingual learners would not generally be considered to have special educational needs. <p>Additional access to IT and to specialist equipment and materials as necessary to meet the outcomes identified in the IEP/provision map.</p>	<p>School Action Plus or Early Years Action Plus is only evident when the school or setting is engaged with specialist services on behalf of the child or young person.</p> <p>Specialist service(s) advise on behaviour management, curriculum access and/or personalised programmes.</p> <p>Multi-agency support may be essential due to the overlap of educational, social and health needs.</p> <p>Small group or individual intervention provided by TA (under guidance), specialist teacher (or other specialist)and/or SENCo.</p>

Social Communication Disorder and/or Autistic Spectrum Disorder

Many children with Social Communication or Autistic Spectrum Disorder (ASD) will have accompanying moderate to severe learning difficulties but, whatever their general level of ability, they share a common difficulty in making sense of the world in the way others do. In Camden these children are likely to have been identified and referred to the Social Communication Assessment Service. Some children with social communication disorder or autistic spectrum disorder/condition will have their needs met at School Action or School Action Plus while others' will present with severe and complex special educational needs such that they meet criteria for Statutory Assessment.

Children with a diagnosis of autism will evidence difficulties in each of the following three areas of impairment:

- Impairment of social interaction
 - Difficulties 'reading' facial expressions or gesture
 - Needs support in initiating and maintaining relationships with peers and adults
 - Lack of empathy/difficulties in understanding emotions in others difficulty in learning in groups
 - Passive and unresponsive or displays challenging unpredictable behaviour, which may include aggression toward adults, peers and property without evidence of remorse for actions.
- Impairment of communication skills
 - Difficulties in expressing thoughts and feelings
 - Immediate or delayed echolalia
 - Stereotyped and repetitive use of language
 - Limited receptive and/or expressive language
 - Literal use and interpretation of language
 - Limited understanding and use of body language and gesture.
- Impairment of imaginative thinking
 - Difficulty in flexible thought/resistance to change
 - Obsessive behaviour/adopts rigid patterns of behaviour
 - Lack of ability to engage in symbolic and creative play
 - Difficulty in making connections and generalising skills.
- In addition they may be/experience
 - Easily distracted/ upset by noise/touch/light
 - Perceptual difficulties/unusual responses to sensory experiences
 - Dyspraxia/motor co-ordination difficulties

To meet criteria for statutory assessment under this category, a child must have a diagnosis of an autistic spectrum disorder/condition. This would include Asperger Syndrome, high-functioning autism, autism, and Pervasive Development Disorder (PDD). Children with severe autism would generally be expected to have been identified pre-school with specialist provision implemented from an early age. Children meeting criteria for statutory assessment

will display a range of behaviours which will include at least three in each of areas of impairment described above.

The degree and complexity of the child's presenting behaviours will be assessed against:

- The inappropriateness of the behaviour (particularly with regard to the age of the child and the context in which the behaviour occurs)
- The frequency of behaviour
- Its intensity
- Its duration
- Its persistence over time

They may have an uneven profile in National Curriculum attainment levels, and may have a high level skill/knowledge in an isolated area.

The following pages describe process criteria for a graduated response to meet the needs of children with social communication or autistic spectrum disorders/conditions. These include a chart showing Camden's statutory assessment threshold indicators for children with autistic spectrum disorder/condition.

When completing a statutory assessment request for a pupil with Speech, Language and Communication difficulties the appropriate evidence will need to be completed and returned with the submission. If the appropriate forms are not completed the Panel is likely to refuse the request.

Please note: When a member of school staff and/or parent makes a request to the Local Authority to carry out a Statutory Assessment of special educational needs for a child/young person with Social Communication Disorder and/or Autistic Spectrum Disorder it would be expected that:

- **The nature and severity of the child/young person's needs would meet criteria and that this would be evident from completion and submission of the Social Communication Interaction Scale (see page 21).**
- **The evidence of school-based intervention was matched to the child's identified need and had been reviewed regularly in line with School Action Plus process criteria (see page 20).**

Communication and Interaction (Autistic Spectrum Disorders): School Action/Early Years Action

Specific Criteria Performance and Progress (May include description of needs/ diagnosis)	Progress: the child/young person has communication and/or interaction difficulties and continues to demonstrate progress at a level below that expected despite adoption of Wave 1 (quality teaching first) and access to differentiated learning tasks.
--	--

Process Criteria			
Assessment and planning Monitoring and review	Teaching methods and curriculum support		Additional human resources - roles and responsibilities
<p>Early identification, assessment and provision using Early Years Foundation Stage non-statutory guidance and/or other assessment data (e.g. QCA P Scales).</p> <p>Continuous assessment and curriculum assessments may be supplemented by standardised and/or diagnostic assessment. The child/young person's difficulties will include:</p> <ul style="list-style-type: none"> ▪ participation in most aspects of ordinary classrooms/settings, but with some difficulties in following instructions, classroom/setting routines and in maintaining attention to task; ▪ a reliance on teacher support and careful structuring of activities to enable child/young person to engage successfully in group work and/or social activities; ▪ a tendency to display obsessive behaviours and/or inappropriate language likely to result in child/young persons losing friends or distracting teaching staff; ▪ progress within the curriculum, but which can be greater in some areas than in others because of difficulties in particular aspects of learning such as writing, language or practical activities. <p>A provision map or individual education plan will be required only when the child/young person's needs demand additional and different arrangements beyond Wave 1 quality teaching and existing differentiation within normal activity in the classroom.</p> <p>Whichever approach is adopted, there will be evidence of systematic monitoring and recording of the child/young person's progress in terms of the effectiveness of interventions. Monitoring and review should focus on outcomes in order to judge:</p> <ul style="list-style-type: none"> ▪ progress made by the child/young person ▪ effectiveness of strategies ▪ updated information or advice 	Grouping	Curriculum and teaching	<p>School/setting evidence parent and pupil participation in target setting and reviewing progress.</p> <p>The child/young person's class or subject teachers¹ are responsible for working with the child or young person on a daily basis and for planning and delivering an additional and different, individualised or group programme.</p> <p>The SENCo facilitates assessment and planning.</p> <p>Specialist teachers, educational psychologist or speech and language therapist may be involved in staff development and training aimed at introducing evidence-based strategies or in providing one-off or occasional advice on strategies or equipment. This may make it possible to provide effective intervention without the need for regular or ongoing input from specialist services.</p> <p>The nature and extent of additional help required will be determined by the child/young person's needs. (See also <i>Teaching method and curriculum support</i>.) It may include:</p> <ul style="list-style-type: none"> ▪ occasional or routine classroom support ▪ small group or Individual intervention ▪ time to devise planned interventions ▪ time to monitor the effect of interventions <p>Input from Health or Social Care may be required in particular cases</p>
	<p>Grouping strategies are used flexibly within the classroom/setting to promote independent learning.</p> <p>Classroom/setting management takes account of social relationships.</p> <p>Equal access both to the curriculum and to extended schools' provision.</p> <p>Access to support for integration in unstructured social settings e.g. playground</p>	<p>Wave 1 & 2 intervention - school/setting will strengthen their current strategies using existing resources. The focus will be on responding to child/young person's immediate speech, language, social communication and/or learning difficulties and will not depend on specialist assessment or, necessarily, on any confirmation of suspected autistic spectrum disorder.</p> <p>Emphasis on differentiation for curriculum access. It is expected that the teacher will adapt work to match child/young person's ability at a level of attainment suitable for the individual child/young person's needs.</p> <p>Some specific reinforcement or skill-development activities in support of targets recorded on a provision map and/or IEP may be required using, for example:</p> <ul style="list-style-type: none"> ▪ different learning materials (in particular, visual cues or prompts such as a visual timetable) ▪ IT programmes such as Clicker 5 to support completion of written tasks using writing frames ▪ Writing frames to support independent written work <p>There will be clear evidence of child/young person and parent participation in target setting and reviewing of progress.</p>	

¹ In Early Years Settings, the practitioner usually responsible for the child.

Communication and Interaction (Autistic Spectrum Disorders): School Action Plus/Early Years Action Plus

Specific Criteria Performance and Progress (May include description of needs/diagnosis)	Despite Wave 1 and 2 differentiated learning opportunities together with a personalised programme and/or targeted <i>School Action</i> or <i>Early Years Action</i> support the child/young person has ongoing communication and/or interaction difficulties that impede the development of social relationships and cause significant barriers to learning. Progress: Low rates of progress within the curriculum, except in very specific areas of strength.
---	---

Process Criteria			
Assessment and planning Monitoring and review	Teaching methods and curriculum support		Additional human resources Roles and responsibilities
	Grouping	Curriculum and teaching	
<p>School/setting will seek specialist assessment and advice, which may involve health as well as education personnel.</p> <p>The child or young person's difficulties will include:</p> <ul style="list-style-type: none"> ▪ difficulties in following instructions, classroom/setting routines and in maintaining attention to task which make it difficult to participate in most ordinary classroom/setting activities without regular adult support and structure ▪ atypical behaviour, such as: obsessive, inflexible, challenging and/or withdrawn behaviours, an inappropriate use of language, difficulties in motor imitation and control, abnormal responses to sensory experiences and signs of distress or emotional disturbance without obvious cause ▪ inappropriate social behaviour leading to rejection by peers and social isolation <p>School/setting will explore the opportunities for enhanced, co-ordinated intervention provided through adoption of a 'team around the child' approach to assessment and implementation of intervention</p>	<p>There will be access to additional and different arrangements on a small group or individual basis to support individual targets.</p> <p>These arrangements may be made:</p> <ul style="list-style-type: none"> ▪ within the classroom/setting ▪ through limited periods of withdrawal ▪ in the playground to support social inclusion <p>Equal access to extended school provision.</p>	<p>Wave 2 & 3 - There will be an emphasis on increasing differentiation of curriculum-related activities and personalised intervention to support the child/young person achieving specific targets identified through focused assessment.</p> <p>The focus will remain on the educational implications of any difficulties, but there may be tuition/differentiation targeted at these difficulties under specialist guidance. This tuition may be informed by a specialised teaching approach and is likely to be combined with some strategies aimed at maximising curriculum access. For example visual representation of information using the Picture Exchange Communication System may be an appropriate strategy to enable curriculum access for some.</p> <p>Children/young people with communication and interaction difficulties may also require some, or all, of the following:</p> <ul style="list-style-type: none"> ▪ the use of autism-specific teaching and/or communication techniques ▪ flexible teaching arrangements – including provision of a work station ▪ help in acquiring, comprehending and using language in structured and unstructured situations ▪ help in articulation ▪ help in acquiring literacy skills ▪ organised opportunities to develop social communication skills e.g. using KarZouche to teach specific skills ▪ support to enable interaction with peers in unstructured situations e.g. establishing peer buddies in the playground or implementing Circle of Friends intervention ▪ help in using augmentative and alternative means of communication ▪ help to use different means of communication confidently and competently for a range of purposes including formal situations ▪ help in organising and co-ordinating oral and written language ▪ support to develop English as an additional language ▪ help in expressing, comprehending and using their own language, where English is not the first language <p>Access to IT and/or specialist equipment and materials as necessary to meet the outcomes identified in the provision map/IEP.</p>	<p><i>School Action Plus</i> or <i>Early Years Action Plus</i> is only evident when the school or setting is engaged with specialist services on behalf of the child or young person.</p> <p>Specialist supports service(s) advise on behaviour management, curriculum access and/ or individual programmes.</p> <p>Multi-agency support may be essential due to the overlap of educational &/or social and health needs.</p> <p>Small group or individual intervention delivered by a TA (under guidance), specialist teacher (or other specialist) and/or SENCo.</p>

Communication and Interaction Scale

Specific Criteria: Autistic Spectrum Disorders/Speech and Language Difficulties

Statutory Action	Social Communication	Social Interaction	Social Imagination	Receptive Language	Expressive Language	Motor/ Organisational	
End of Foundation Stage	0 – 5 points	0 – 5 points	0 – 2 points	3 points or less	3 points or less	0 – 10 points	Working towards EYFS ¹ levels 2 or more years below chronological age
End of KS1	5 points or less (where all ticks fall in the 'not at all', 'rarely' or 'sometimes' columns)	5 points or less (where all ticks fall in the 'not at all', 'rarely' or 'sometimes' columns)	2 points or less (where all ticks fall in the 'not at all' or 'rarely' columns)	7 points or less	11 points or less	10 points or less	At or below 2 nd centile speaking and listening P6 or below
End of KS2	15 points or less	15 points or less	10 points or less (where all ticks fall in the 'not at all', 'rarely' or 'sometimes' columns)	21 points or less	23 points or less	20 points or less	At or below 2 nd centile speaking and listening level 1C or below
End of KS3/4	22 points or less	22 points or less	12 points or less (where all ticks fall in the 'not at all', 'rarely' or 'sometimes' columns)	24 points or less	28 points or less	24 points or less	At or below 2 nd centile speaking and listening level 2A or below

Pre-school	Working towards EYFS levels 2 or more years below chronological age and/or similarly recorded levels using alternative developmental checklists (e.g. Teaching Talking, Portage, PIP Checklist) in the area of language and communication skills.
------------	---

It is important to note the above relates to **specific criteria for statutory action** and that a request for statutory assessment additionally requires considerable evidence of process criteria being met (see page 21).

¹ EYFS = Early Years Foundation Stage

Specific Criteria: Communication and Interaction

Please refer to guidance notes before completing this form.

Name:	Age:	Date:
-------	------	-------

<i>Observed behaviour</i>	Not at all	Rarely	Some-times	Fairly often
SOCIAL COMMUNICATION	0	1	2	3
1. Responds when called by name.				
2. Follows verbal instructions in 1:1 setting.				
3. Follows verbal instructions in small group setting.				
4. Follows verbal instructions in whole class setting.				
5. Takes turn in conversations.				
6. Initiates conversation.				
7. Changes topic of conversation.				
8. Maintains an appropriate conversation.				
9. Shows awareness of the listener's needs.				
10. Gives appropriate non-verbal signals as a listener.				
11. Changes the topic or style of a conversation to suit the listener.				
12. Changes appropriately the volume and tone of voice.				
13. Recognises and responds to non-verbal cues eg: a frown.				
14. Understands implied meanings.				
15. Tells or writes an imaginative story.				
16. Relates a sequence of events.				
17. Gives a simple sequence of instructions.				

SOCIAL INTERACTION	0	1	2	3
18. Uses gesture, body posture, facial expression and eye-to-eye gaze in 1:1 situation.				
19. Uses gesture, body posture, facial expression and eye-to-eye gaze in group interaction.				
20. Follows social cues in 1:1 situation with adults.				
21. Follows social cues in 1:1 situation with other children.				
22. Follows social cues in group interaction.				
23. Shares an activity with other children.				
24. Shares an activity with an adult.				
25. Develops peer friendships.				
26. Seeks comfort/affection when upset.				
27. Offers comfort/affection to others.				
28. Shares in others' enjoyment/pleasure.				
29. Imitates other children.				
30. Imitates adults.				
31. Shows different responses to different people in different situations.				
32. Responds appropriately to social praise.				
33. Responds appropriately to criticism.				

Observed behaviour	Not at all	Rarely	Some-times	Fairly often
SOCIAL IMAGINATION & FLEXIBLE THINKING	0	1	2	3
34. <i>Has varied interests.</i>				
35. <i>Shares interests.</i>				
36. <i>Changes behaviour according to the situation.</i>				
37. <i>Accepts changes in rules, routines or procedures.</i>				
38. <i>Plays imaginatively when alone.</i>				
39. <i>Plays imaginatively with others.</i>				
40. <i>Accepts others' points of view.</i>				
41. <i>Generalises learning.</i>				
42. <i>Transfers skills across the curriculum.</i>				
43. <i>Plans an event or task.</i>				
44. <i>Suggests possible explanations for events.</i>				
45. <i>Uses inference and deduction.</i>				

RECEPTIVE LANGUAGE	0	1	2	3
46. <i>Listens 1-1.</i>				
47. <i>Listens in a small group.</i>				
48. <i>Listens in classroom context without visual cues.</i>				
49. <i>Follows instructions to carry out an activity step by step without visual cues.</i>				
50. <i>Is able to retain information from one lesson to another.</i>				
51. <i>Shows understanding of an age-appropriate story/text told to a large group of pupils.</i>				
52. <i>Shows understanding of where/when/how questions.</i>				
53. <i>Shows ability to predict outcomes.</i>				
54. <i>Shows ability to make inferences.</i>				
55. <i>Understands abstract concepts of time and sequence.</i>				
56. <i>Shows an appropriate understanding of words.</i>				
57. <i>Can understand how words are linked in categories.</i>				

EXPRESSIVE LANGUAGE (including speech production)	0	1	2	3
58. <i>Uses intelligible connected speech.</i>				
59. <i>Uses familiar vocabulary appropriately.</i>				
60. <i>Uses phrases and statements to comment on ongoing activities.</i>				
61. <i>Finds words and joins them together with appropriate word order.</i>				
62. <i>Uses appropriate grammatical structures, taking into account local dialect.</i>				
63. <i>Recalls and describes in sequence activities that have been recently completed.</i>				
64. <i>Asks appropriate questions to obtain information.</i>				
65. <i>Gives meaningful instructions.</i>				
66. <i>Tells/retells a story or imagined events in</i>				

<i>chronological order.</i>				
<i>67. Contributes to discussion about behaviour or feelings in different situations.</i>				
<i>68. Gives an explanation of why events occur and predicts alternative endings/outcomes.</i>				
<i>69. Uses language appropriately in a variety of situations.</i>				

MOTOR & ORGANISATIONAL SKILLS	0	1	2	3
<i>70. Finds way around classroom.</i>				
<i>71. Finds way around school.</i>				
<i>72. Sits still.</i>				
<i>73. Sits amongst a small group.</i>				
<i>74. Sits amongst a large group eg: assembly.</i>				
<i>75. Finds and organises the equipment needed for a given task.</i>				
<i>76. Writes legibly and draws accurately.</i>				
<i>77. Gets changed without help eg: for PE.</i>				
<i>78. Organises movements for PE and games.</i>				

	SCORE
SOCIAL COMMUNICATION	
SOCIAL INTERACTION	
SOCIAL IMAGINATION & FLEXIBLE THINKING	
RECEPTIVE LANGUAGE	
EXPRESSIVE LANGUAGE	
MOTOR & ORGANISATIONAL SKILLS	

PLEASE ENSURE THAT THIS FORM IS COMPLETED AND RETURNED AS PART OF THE SUPPORTING EVIDENCE.

BEHAVIOURAL, EMOTIONAL AND SOCIAL DEVELOPMENT

For children with significant social, emotional or behavioural difficulties, there may be a marked discrepancy between their attainment in core subjects of the National Curriculum and the expectation for them as assessed by teachers, specialist services and/or parents. Children may require a flexible approach to implementation of Wave 1, 2 and/or 3 interventions including modification of content, materials and/or teaching approaches for substantial parts of the curriculum.

A small proportion of children will demonstrate severe and complex difficulties over time despite appropriate interventions. These children will display a range of behaviours to a severe degree, which would include at least three of the following:

- very poor social skills, including difficulties interacting with peers
- lack of self-esteem
- continual, high-level disruptive behaviour in the classroom
- poor concentration and organisation.

In addition, there would be evidence of at least two of the following:

- frequent, inappropriate challenging of authority, experienced as non-compliance
- regular confrontational interaction with adults
- violent or severely disruptive behaviour which is not confined to a particular teacher, class, task or set of circumstances
- regular aggressive or violent acts against people and/or property
- self-harming
- withdraw, depressive or suicidal tendency.

The degree and complexity of these behaviours for any children will need to be assessed against:

- the inappropriateness of the behaviour (particularly with regard to the age of the child and to the context in which the behaviour occurs)
- the frequency of the behaviour
- its intensity
- its duration
- its persistence over time

The evidence submitted to the panel will need to demonstrate the degree to which a child's emotional or behavioural needs have an effect on:

- access to the curriculum and learning behaviour of the child
- the safety or welfare of the child or other children
- teacher attention and time

Since context can play a significant part in determining the extent of a child's behavioural difficulties, a child who has recently moved from another school should be given the opportunity to settle before a statutory assessment request is initiated.

Evidence from the previous school, if this can be obtained, would be relevant.

The child's social, behavioural difficulties will be commonly experienced by those who have contact with him or her as non-compliant, confrontational and potentially threatening. The

young person's targeted intervention programme will have been in place for a reasonable period of time and reviewed in consultation with all staff working with the child, as well as with his or her parents.

Individual Education Plans, provision maps and/or pastoral support plans with specific measurable targets which show evidence of reviewing strategies and/or interventions relevant to the child's social, emotional and behavioural difficulties over time must be provided. A list of incidents alone will not be sufficient to meet the criteria.

The evidence will also include Camden's Behavioural Questionnaire, completed in conjunction with the school's link EP or a specialist teacher. Children should score 8 or less on any two parts of this scale and 15 or less on all three parts to meet the criteria (see page 29). If this questionnaire is not completed it is likely that the Panel will refuse the assessment.

The following pages describe process criteria for a graduated response to meet the needs of children with social, emotional behavioural difficulties. These include Camden's statutory assessment threshold indicators for children with BESD.

Behavioural, Emotional and Social Development: School Action/Early Years Action

Specific Criteria Performance and Progress (May include description of needs/ diagnosis)	The child or young person presents with persistent emotional or behavioural difficulties, he/she has not been enabled to develop self-regulatory strategies through Wave 1 (quality teaching first) differentiated teaching and/or by the behaviour management techniques usually employed by the school or setting and has not made the progress anticipated across many areas of the curriculum.
--	--

Process Criteria			
Assessment and planning Monitoring and review	Teaching methods and curriculum support		Additional human Resources Roles and responsibilities
	Grouping	Curriculum and teaching	
<p>Systematic observation & analysis indicates the child's behavioural, emotional and social needs to be such that he/she presents with several of the following:</p> <ul style="list-style-type: none"> ▪ difficulties greater than low-level disruption or disaffection that can be addressed by strengthening classroom/setting strategies ▪ difficulty in remaining on task resulting in disruptions to the process of teaching and learning ▪ failure to make the progress anticipated across many areas of the curriculum is often accompanied by frustration, early indications of disaffection perhaps evidenced by bouts of non-attendance. ▪ Emerging problems in sustaining appropriate peer relationships requiring interventions from the teacher or other adult, and disrupting the learning process for the individual and their peers. ▪ Fluctuations in mood and/or attitudes to learning often resulting in short-lived periods of confrontational, non-compliant behaviour or withdrawal. <p>A pastoral support plan, provision map or individual plan will be required only when the child/young person's needs are such that Wave 2 intervention is implemented-additional and different action beyond that which can be managed as part of quality teaching first approaches.</p> <p>(In some schools, behaviour management practice will allow for the child/young person's behaviour to be targeted and progress tracked without the need for an IEP.)</p> <p>Whichever approach is adopted, there will be systematic monitoring and recording of the child/young person's progress in terms of the effectiveness of interventions. Monitoring and review should focus on outcomes in order to judge:</p> <ul style="list-style-type: none"> ▪ progress made by the child/young person ▪ effectiveness of strategies, updated information or advice 	<p>Grouping strategies and/or positioning of young person within class are used flexibly to promote independent learning.</p> <p>Classroom/setting management takes account of social relationships.</p> <p>Equal access both to the curriculum and to extended schools provision.</p>	<p>Wave 1 & 2 intervention - Emphasis on differentiation for curriculum access. It is expected that the teacher/keyworker will adapt teaching methods and work to match the individual child/young person's needs and ability.</p> <p>Child/young persons' personalised programme may include specific reinforcement or skill-development activities, for example:</p> <ul style="list-style-type: none"> ▪ social skills programmes ▪ peer mentoring ▪ anti-bullying strategies ▪ attendance strategies <p>The child/young person may require: Pastoral support or counselling (from within school resources) and/or any of the following:</p> <ul style="list-style-type: none"> ▪ flexible teaching arrangements ▪ help with development of social competence and emotional, behavioural self-regulation – using strategies such as consistent distraction, re-direction and positive reinforcement by all school staff ▪ help in acquiring the skills of positive interaction with peers and adults ▪ consistent implementation of class and school/setting systems which reward positive behaviour and implement sanctions to support children in self regulating emotions and behaviour in response to boundaries. ▪ provision of a safe and supportive environment. <p>There will be clear evidence of child/young person and parent participation in target setting and reviewing of progress.</p>	<p>School/setting evidences participation of parent/carers and pupil in target setting and review of progress.</p> <p>The child/young person's class or subject teachers¹ are responsible for working with the child or young person on a daily basis and for planning and delivering an additional and different, individualised or group programme.</p> <p>The SENCo facilitates assessment of child's emotional, behavioural regulation and implementation of support for emotional regulation and behaviour management planning.</p> <p>Specialist teachers or educational psychologist may be involved in staff development and training aimed at introducing evidence based approaches to behaviour management.</p> <p>Co-ordinated specialist services support and/or advice across may be required in particular cases.</p> <p>The nature and extent of additional help required will be determined by the child/young person's needs. (See also <i>Teaching methods and curriculum support</i>.) It may include:</p> <ul style="list-style-type: none"> ▪ occasional or routine classroom support ▪ small group or Individual intervention ▪ time to devise planned interventions ▪ time to monitor the effect of interventions

¹ In Early Years Settings, the practitioner usually responsible for the child.

Behavioural, Emotional and Social Development: School Action Plus/Early Years Action Plus

Specific Criteria Performance and Progress (May include description of needs/diagnosis)	The child/young person's participation in the curriculum has become challenging to manage impaired. Despite implementation of wave 1 and wave 2 intervention together with a personalised behaviour management programme and/or concentrated support under <i>School Action or Early Years Action</i> , the child/young person's difficulties substantially and regularly continue to interfere with his/her own learning or that of the class group.
---	---

Process Criteria			
Assessment and planning Monitoring and review	Teaching methods and curriculum support		Additional human resources Roles and responsibilities
	Grouping	Curriculum and teaching	
<p>Systematic observation & analysis indicates the child/young person's behavioural, emotional social needs to be such that he/she presents with several of the following behaviours:</p> <ul style="list-style-type: none"> ▪ increasing difficulty in remaining on task resulting in frequent disruptions to the process of teaching and learning ▪ failure to make the progress anticipated across many areas of the curriculum is accompanied by frustration, increasing indications of disaffection or non-attendance ▪ increasing problems in sustaining appropriate peer relationships requiring frequent interventions from the teacher or other adult, and disruption of learning process for the individual and their peers ▪ fluctuations in mood and increasing unpredictability in terms of attitudes and approach to learning tasks resulting in substantial periods of non-compliant, confrontational behaviour or withdrawal. <p>Children/young people may have additional difficulties in the areas of learning & cognition, communication, social integration or physical/sensory needs</p> <p>School/setting will explore the opportunities for enhanced, co-ordinated intervention provided through adoption of a 'team around the child' approach to assessment and implementation of intervention.</p> <p>Specialist services may undertake assessment leading to a more specifically focused intervention.</p>	<p>There will be access to additional and different arrangements on a small group or individual basis to support individual targets.</p> <p>These arrangements may be made:</p> <ul style="list-style-type: none"> ▪ within the classroom/setting ▪ through limited periods of withdrawal and/or ▪ through extended schools provision. <p>Equal access to extended schools opportunities.</p>	<p>Wave 2 & 3 - There will be an emphasis on increasing differentiation of activities and materials.</p> <p>Some personalised programming is required to support specific targets.</p> <p>The child/young person and their family may require help or counselling for some, or all, of the following:</p> <ul style="list-style-type: none"> ▪ flexible teaching arrangements ▪ help with development of behavioural, social and emotional self-regulation – for example training in anger management or conflict resolution skills ▪ help in adjusting to school or setting expectations and routines – explicit expectations of behavioural response, with clear boundaries consistently applied by all members of school staff ▪ help in acquiring the skills of positive interaction with peers and adults ▪ specialised behavioural and cognitive approaches ▪ re-focusing attention to diminish repetitive and self-injurious behaviours ▪ provision of class and school/setting systems which rewards positive behaviour and implements sanctions which support development of self regulatory of emotions and behaviour in response to boundaries. ▪ provision of a safe and supportive and nurturing environment <p>Children/young people with communication and interaction difficulties may also require some, or all, of the above.</p>	<p>There will be clear evidence of child/young person and parent participation in target setting and reviewing of progress. Parents/carers will be supported in actively contributing to the agreed intervention programme.</p> <p><i>School Action Plus or Early Years Action Plus</i> is only evident when the school or setting is engaged with specialist services on behalf of the child or young person.</p> <p>Specialist service(s) advise on behaviour management, curriculum access and/or personalised programmes to address clearly identified behavioural, emotional, social needs .</p> <p>Multi-agency support for the child/young person and their family may be helpful to address needs that relate to educational &/or social needs and/or a when a medical diagnosis may be given.</p> <p>Small group or individual intervention provided by TA (under guidance), specialist teacher (or other practitioners) and/or SENCo.</p>

Camden Behaviour Questionnaire

Specific Criteria for Statutory Action

15 points or less where **all** ticks fall in the 'not at all' or 'rarely' columns.

USING THE SCALE - INSTRUCTIONS FOR COMPLETION

Each item is rated on a four-point scale from 'Not at all' to 'Fairly often' (0 – 3). When completing the assessment, an individual pupil's behaviour should be considered over the period of a term.

A practitioner who has worked closely with the child/young person should complete the form in liaison with the school's link EP, a specialist teacher and/or another specialist service. It would be expected that the school's SENCo would contribute to this process.

'**Not at all**' should be marked if the pupil has **not** shown the behaviour **at all** during the last three months.

'**Rarely**' should be marked if the pupil has demonstrated the behaviour on only **a few occasions** during the last three months. If schools use the assessment scale with children or young people at School Action or School Action Plus, there should be agreement about the definition of 'sometimes' and 'fairly often'.

Account should be taken of the age of the pupil and consideration given to expectations of social, emotional behavioural regulation for that age group.

It is important to note that this information relates only to the **specific** criteria of Statutory Action and that a referral for Statutory Assessment requires considerable complementary **process** information.

Please note: When a member of school staff and/or parent makes a request to the Local Authority to carry out a Statutory Assessment of special educational needs for a child/young person with Social Emotional Behavioural Needs it would be expected that:

- The nature and severity of the child/young person's needs would meet criteria and that this would be evident from completion and submission of Camden Behaviour Questionnaire (see page 30).
- The evidence of school-based intervention was matched to the child's identified need and had been reviewed regularly in line with School Action Plus process criteria (see page 28).

When requesting statutory assessment of a child in the Early Years Foundation Stage 'process criteria' refers to evidence of EYFS Practice Guidance assessment of personal, social, and emotional development two or more years below chronological age. Alternatively age appropriate checklists showing a similar social, emotional behavioural developmental pattern, such as Portage and/or PIP could be submitted to evidence 'process criteria' are met.

Camden Behaviour Questionnaire (CBQ)

Please refer to guidance notes before completing this form.

Name:	Age:	Date:
--------------	-------------	--------------

OBSERVED BEHAVIOUR	Not at all	Rarely	Some-times	Fairly often
CONDUCT BEHAVIOUR	0	1	2	3
1. Behaves respectfully towards teacher/practitioner Eg respects teacher/practitioners and answers teacher/practitioners demonstrating age appropriate understanding of behavioural expectations, does not interrupt or deliberately annoy, does not show verbal aggression.				
2. Shows respect to other children/young people Eg interacts with other children/young people demonstrating age appropriate understanding of expected behaviour and does not tease, call names, swear, use psychological intimidation.				
3. Only interrupts and seeks attention appropriately Eg behaves in ways warranted by the classroom/setting activity. Does not disrupt unnecessarily, or distract or interfere with others, does not pass notes, talk when others are talking. Is not attention-seeking.				
4. Self-regulates behaviour Eg is not physically aggressive, avoids fights, is pleasant to other children/young people, is not cruel or spiteful, does not strike out in temper.				
5. Respects property Eg values and looks after property, does not damage or destroy property, does not steal.				
EMOTIONAL BEHAVIOUR	0	1	2	3
6. Has empathy Eg is tolerant of others, shows understanding and sympathy, is considerate.				
7. Is socially aware Eg interacts appropriately with others, is not a loner or isolated, reads social situation well.				
8. Is happy Eg has fun when appropriate, smiles, laughs, is cheerful, is not tearful or depressed.				
9. Is confident Eg is not anxious, high self-esteem, relaxed, does not fear failure, is not shy or afraid of new things, is robust.				
10. Is emotionally well-regulated and shows self control Eg moods remain relatively stable, does not have frequent mood swings. Patient, not easily flustered, able to maintain emotional regulation				
LEARNING BEHAVIOUR	0	1	2	3
11. Is attentive and has an interest in schoolwork/activities Eg not easily distracted, completes work, keeps on task and concentrates, has good motivation, shows interest, enjoys schoolwork/activities.				
12. Good learning organisation Eg works systematically, at a reasonable pace, knows when to move onto next activity or stage, can make choices, is organised.				
13. Is an effective communicator Eg speech is coherent, thinks before answering.				
14. Works efficiently in a group Eg takes part in discussions, contributes readily to group tasks, listens well in groups, works collaboratively.				
15. Seeks help where necessary Eg can work independently until there is a problem that cannot be solved without the teacher/practitioner's intervention.				

	SCORE
CONDUCT BEHAVIOUR	
EMOTIONAL BEHAVIOUR	
LEARNING BEHAVIOUR	
TOTAL	

PLEASE ENSURE THAT THIS FORM IS COMPLETED AND RETURNED AS PART OF THE SUPPORTING EVIDENCE.

Guidance: using the CBQ or Emotional and Behavioural Development Scale

Teacher/practitioners/keyworkers must focus on positive aspects of children/young peoples' behaviours to effect change. It is only for speed and accuracy of assessment that the examples of negative behaviours are included below.

Conduct Behaviour

1. Prosocial behaviour /practitioner

Positive

The child/young person:

- respects the teacher/practitioner and is cooperative and compliant, responding positively to instruction
- does not talk back to the teacher/practitioner or aim verbal aggression at the teacher/practitioner
- interacts politely with the teacher/practitioner
- will not be quarrelsome or deliberately try to annoy the teacher/practitioner
- will not interrupt or answer the teacher/practitioner rudely.

Negative

The child/young person:

- responds negatively to instruction
- is uncooperative with the teacher/practitioner
- aims verbal violence at the teacher/practitioner
- answers the teacher/practitioner rudely
- is quarrelsome with the teacher/practitioner
- appears to deliberately annoy the teacher/practitioner.

2. Prosocial children/young people

Positive

The child/young person:

- respects other children/young people and uses appropriate language, for example, not swearing or calling them names
- treats other children/young people as equals and does not dominate them with the use of intimidation or abuse
- respects the views or rights of other children/young people and avoids bullying or intimidation.

Negative

The child/young person:

- aims verbal violence at other children/young people
- uses psychological intimidation
- shows social aggression
- tries to dominate
- uses unethical behaviour
- uses inappropriate sexual behaviour

3. Has effective strategies for seeking attention – does not disrupt inappropriately

Positive

The child/young person:

- does not seek to attract inappropriate attention in the classroom/setting;
- acts in a manner appropriate to the classroom/setting situation and does not play the fool, try to make the class laugh, shout out smart remarks or show off in the classroom/setting;
- does not display attention-seeking behaviour;
- does not unnecessarily disrupt or interrupt other children/young people who are working;
- does not verbally disrupt the class and keeps unauthorised talking to other children/young people to a minimum;
- does not disrupt other children/young people using physical disruption such as nudging or poking.

Negative

The child/young person:

- is verbally disruptive
- throws things about during lessons
- climbs on things
- runs around classroom/setting
- shouts in class
- eats, sucks or drinks inedible substances
- is hyperactive and/or excitable
- shows concern for immediate rewards
- needs excessive adult contact
- does dangerous things without thinking

4. Is physically self regulated

Positive

The child/young person:

- does not show physical aggression towards adults or other children/young people
- does not physically pick on others
- is not deliberately unkind or hurtful to others
- avoids getting into fights with others
- does not strike out in anger, have temper tantrums or aggressive outbursts.

Negative

The child/young person:

- *fights*
- *aims physical violence at other students*
- *often loses their temper*
- *yells and throws things*
- *bullies*
- *aims physical violence at teacher/practitioners*
- *forces other students to do things against their will*
- *is deliberately cruel*
- *is spiteful.*

5. Respects property

Positive

The child/young person:

- respects the property of others – this may be seen by the child/young person taking good care of property
- does not take part in acts of wilful damage or destruction
- does not steal from others.

Negative

The child/young person:

- *has poor respect for property*
- *destroys their own things*
- *destroys others' things*
- *damages school property*
- *steals things.*

6. Has empathy

Positive

The child/young person:

- is tolerant and considerate towards others
- understands how others are feeling and tries to act in a way appropriate to the situation
- may try to comfort someone who is upset or hurt
- displays emotions appropriate to the situation and is not emotionally detached
- does not laugh at someone who is upset or injured.

Negative

The child/young person:

- *is intolerant of others*
- *is emotionally detached*
- *has no awareness of others' feelings.*

7. Is socially aware

Positive

The child/young person:

- is conscious of, and understands, the social interactions happening around them
- interacts appropriately with other people both verbally and non-verbally
- is not socially isolated and does not spend long periods of time sitting or standing alone
- has friends among their peers, and is not a loner
- is not frequently daydreaming and staring into space
- is actively involved in activities within the classroom/setting
- does not seem aloof, inactive, passive or withdrawn.

Negative

The child/young person:

- *is inactive*
- *is passive*
- *is aloof*
- *is out of touch with reality*
- *is withdrawn and unresponsive to stimulation*
- *does not participate in class activities*
- *lacks accurate perceptions of others*
- *says or feels they do not have any friends*
- *stares blankly*
- *is listless*
- *shows bizarre behaviours*
- *lacks self-awareness.*

8. Is happy

Positive

The child/young person:

- appears happy by smiling and laughing when appropriate
- is able to have fun
- is generally cheerful and not tearful and upset
- is not discontented, sulky, morose or miserable.

Negative

The child/young person:

- *is depressed*
- *is discontented*
- *is unhappy*
- *is distressed*
- *talks about not wanting to live*
- *is prone to emotional upset*
- *is unable to have fun*
- *is self-harming*

9. Is confident

Positive

The child/young person:

- is not anxious and is confident in most situations, while not showing bravado, recklessness or unrealistic expectations of their competence
- is not afraid of new things and does not fear failure when taking on new tasks
- is not self-conscious or shy in most situations and does not feel inferior to other children/young people
- is willing to read out loud in class and put their hand up to answer or ask appropriate questions
- is typically forthcoming in group/class discussions.

Negative

The child/young person:

- *acts as if extremely frightened to the point of crying*
- *is anxious, tense or fearful*
- *is upset by new people or situations*
- *lacks confidence*
- *fears failure*
- *has feelings of inferiority*
- *is negativistic*
- *is afraid of new things*
- *lacks self-esteem*
- *is overly submissive.*

10. Demonstrates effective emotional regulation

Positive

The child/young person:

- remains relatively emotionally stable and does not frequently swing from positive to negative moods
- soon returns to a stable frame of mind after being upset, shows good emotional resilience and is not moody
- shows good self-control and is able to manage their feelings and actions to suit the situation
- is not easily frustrated or flustered and does not show signs of being touchy or uneasy
- is able to delay gratification when required, and can wait for rewards or pleasurable items for prolonged periods of time.

Negative

The child/young person:

- *displays inappropriate emotional reactions*
- *has difficulty expressing needs and feelings*
- *has frequent or strong mood changes*
- *is unable to delay gratification*
- *has little self-respect*
- *over-reacts to normal situations*
- *does not accept punishment or praise*
- *instigates poor situations*
- *is unable to accept responsibility for his/her actions.*

Learning behaviour

11. Is attentive and has an interest in schoolwork/activities

Positive	Negative
<p>The child/young person:</p> <ul style="list-style-type: none"> ▪ listens to the teacher/practitioner and is not easily distracted from the task in hand ▪ does not find it difficult to work when others around are talking at a reasonable level ▪ shows an interest in most schoolwork/activities ▪ gets started on tasks without delay and has the motivation to carry them through ▪ generally gets enjoyment from tasks and consequently completes them without complaint. 	<p><i>The child/young person</i></p> <ul style="list-style-type: none"> ▪ <i>has trouble paying attention</i> ▪ <i>finds it hard to sit still</i> ▪ <i>does not concentrate on tasks</i> ▪ <i>has a short attention span</i> ▪ <i>is easily distracted</i> ▪ <i>has a negative approach to schoolwork/activities in general</i> ▪ <i>responds negatively to school</i> ▪ <i>is frequently absent or arrives late at lessons</i> ▪ <i>arrives late at school</i> ▪ <i>is not keen to achieve.</i>

12. Good learning organisation

Positive	Negative
<p>The child/young person:</p> <ul style="list-style-type: none"> ▪ competently copes with individual learning situations ▪ produces tidy work, at a reasonable pace ▪ seems to have a good grasp of how to organise learning tasks so that they can be successfully completed. 	<p>(This item deals with organisation deficits, which significantly hamper the learning of the individual, rather than motivational deficits.)</p> <p>The child/young person:</p> <ul style="list-style-type: none"> ▪ is forgetful ▪ has trouble organizing schoolwork/activities ▪ rushes into things without thinking ▪ appears confused about learning tasks ▪ worries about things that cannot be changed ▪ is occupied overly with one activity ▪ is easily frustrated ▪ <i>has difficulty in making choices</i> ▪ <i>complains of not being able to cope with schoolwork/activities.</i>

13. Is an effective communicator

Positive	Negative
<p>The child/young person:</p> <ul style="list-style-type: none"> ▪ shows good communication skills ▪ is able to communicate effectively with adults and peers ▪ is coherent ▪ knows when it is appropriate to speak ▪ is able to alter voice pitch and tone appropriately and uses non-verbal signals effectively, for example, eye contact, stance, distance ▪ is able to organise communication in both individual and group situations. 	<p>This item refers to using or ignoring social communication and not medical problems, for example, stuttering.</p> <p>The child/young person:</p> <ul style="list-style-type: none"> ▪ does not use language to communicate ▪ has repetitive speech ▪ has incoherent speech ▪ avoids looking others in the eye ▪ has difficulty communicating ▪ has a speech difficulty ▪ has limited non-verbal support of speech ▪ has difficulty planning behaviour and feedback and responding to feedback ▪ has limited non-verbal communication of attitudes and emotions ▪ <i>talks constantly.</i>

14. Works efficiently in a group	
Positive	Negative
<p>The child/young person:</p> <ul style="list-style-type: none"> ▪ works well in a group situation ▪ works collaboratively with others and is an effective communicator in group discussions ▪ listens to what others have to say and consequently adds positively to group discussions ▪ is willing to take on responsibilities in a group context. 	<p>The child/young person:</p> <ul style="list-style-type: none"> ▪ refuses to share with another student ▪ has trouble waiting their turn ▪ refuses interactive games or tasks ▪ is not willing to work collaboratively.
15. Seeks help where necessary	
Positive	Negative
<p>The child/young person:</p> <ul style="list-style-type: none"> ▪ seeks attention from the teacher/practitioner when appropriate ▪ works independently unless a problem arises that cannot be solved without the teacher/practitioner's help. 	<p>The child/young person</p> <ul style="list-style-type: none"> ▪ <i>is unable to work independently</i> ▪ <i>constantly seeks help</i> ▪ <i>makes excessive demands</i> ▪ <i>does not seek information appropriately</i> ▪ <i>does not ask relevant questions.</i>

Using the scale - Instructions for completion

Each item is rated on a four-point scale from 'Not at all' to 'Fairly often' (0 – 3).

When completing the assessment, an individual pupil's behaviour should be considered over a period of a term. An appropriate practitioner such as a teacher or TA should complete the form.

'**Not at all**' should be marked if the pupil has **not** shown the behaviour **at all** during the last three months.

'**Rarely**' should be marked if the pupil has demonstrated the behaviour on only **a few occasions** during the last three months. If schools use the assessment scale with children or young people at School Action or School Action Plus, there should be agreement about the definition of 'sometimes' and 'fairly often'.

Account should be taken of the age of the pupil and consideration given to expectations of social, emotional behavioural regulation at that the age.

It is important to note that this information relates only to the **specific** criteria of Statutory Action and that a referral for Statutory Assessment requires considerable complementary **process** information.

SENSORY AND/OR PHYSICAL NEEDS

Most children with significant sensory and/or physical needs will be identified through developmental assessment pre-school. Children with severe sensory and/or physical disabilities are likely to require on-going adaptations to ensure curriculum and/or physical access.

These may take the form of:

- specialist equipment
- curriculum material modification
- teaching of specialist skills
- specialist support (eg. communicator/ brailist /intervenor)
- mobility training
- adaptation of environment

National Curriculum levels can be significantly affected in some or all areas. However, the key indicator will be that the child's sensory or physical need has long term and significant implications for access and learning.

Where a child has a sensory or physical disability, the school should consider whether it has made appropriate adaptations under the Disability Discrimination Act (2005) before making a request for a statutory assessment. There must be clear recorded evidence of multi-professional concern that the child's sensory and physical impairment may, if appropriate action is not taken, have a marked impact on overall progress.

*"If it appears to the LA that the child has sensory difficulties, the LA **must** obtain educational advice from a teacher qualified to teach children who are visually or hearing impaired, as well as from the school setting"* (SEN Code of Practice para 7.8)

The following pages describe process criteria for a graduated response to meet the needs of children with sensory impairment.

Hearing Impairment

Children with significant hearing impairment are likely to be identified pre-school and their needs met early. Hearing impairment describes a continuum of difficulty with widely differing implications for a child's communication and access to learning.

Children will only be considered for a statutory assessment if their diagnosis of hearing impairment is, or is likely to be, ongoing and/or permanent and it has long term, significant implications for access and learning affecting five or more of the following areas:

- communication
- interaction (attention and concentration)
- speech discrimination
- speech intelligibility
- comprehension
- expression
- independence
- interpersonal skills
- curriculum access
- attainment
- social inclusion

Evidence may also include:

- a significant discrepancy between language abilities and other abilities
- difficulties with spoken and written comprehension, and with communicating thoughts and feelings to others
- specific examples of the hearing impairment placing the child under stress, with associated withdrawn or frustrated behaviour.

Children who have significant hearing impairment may require:

- provision of specialist equipment
- modification of the classroom in order to improve the acoustic environment
- teaching strategies which take into account the impact of the child's hearing impairment on his or her learning

Sensory and Physical Development (Hearing Impairment): School Action/Early Years Action

Specific Criteria Attainment and Progress (May include description of needs/diagnosis)	The level of hearing loss alone does not determine the degree of difficulty that the child/young person experiences in the school/setting. It has to be set alongside other indicators more directly related to the teaching and learning environment. At <i>School/Early Years Action</i> , however, the child/young person's ability to make adequate progress within the curriculum is dependent on additional or different action being taken.
--	---

Process Criteria			
Assessment and planning Monitoring and review	Teaching methods and curriculum support		Additional human resources Roles and responsibilities
	Grouping	Curriculum and teaching	
<p>The child/young person has a hearing impairment and is unable to maintain expected rate of progress despite differentiated learning opportunities, including the availability of additional equipment.</p> <p>There may be evidence of:</p> <ul style="list-style-type: none"> ▪ progress within the curriculum but at lower levels than might be expected from measures of cognitive skills ▪ progress at lower levels than might be expected from performance on tasks where hearing ability is not central to learning ▪ tonal changes in speech, progressive failure to respond to verbal cues or increasing requests for the repetition of instructions ▪ physical changes such as persistent discharges from the ears, tilting of the head to maximise aural input or excessive efforts to focus on the teacher's face when instructions are being given ▪ increased reliance on peers for the understanding or relaying of instructions; ▪ signs of frustration leading to emotional or behavioural issues not previously observed and for which there are no obvious causes ▪ signs of frustration and difficulty in forming relationships with peers and evidence of isolation during social times <p>A provision map or individual education plan is required only when the child/young person's needs are such that he/she needs additional and/or different arrangements beyond the existing differentiated curriculum plan within normal activity in the classroom/setting.</p> <p>Whichever approach is adopted, there will be systematic monitoring and recording of the child/young person's progress in terms of the effectiveness of interventions.</p>	<p>Grouping strategies are used flexibly within the classroom/setting to promote independent learning. (Teachers will have regard to the potentially isolating nature of HI.)</p> <p>Classroom/setting management responds to the child/young person's hearing impairment.</p> <p>Classroom/setting management takes account of social relationships.</p> <p>Equal access both to the curriculum and to extended schools provision.</p>	<p>Wave 1 & 2 – Emphasis on differentiation for curriculum access. It is expected that the teacher/practitioner will adapt teaching methods and work to meet the child/young person's needs.</p> <p>Some specific reinforcement or skill-development activities may be required using, for example:</p> <ul style="list-style-type: none"> ▪ specific teaching methods that are appropriate to the needs of a child/young person with hearing impairment ▪ differentiated learning materials ▪ specialist equipment ▪ visual reinforcement <p>The child/young person may require:</p> <ul style="list-style-type: none"> ▪ a good listening environment ▪ appropriate seating ▪ opportunities to develop communication skills ▪ help to develop language and literacy skills <p>There will be clear evidence of the child/young person and parents/carers involvement in provision planning and review of progress.</p>	<p>School/setting evidences participation of parent/carer and child in target setting and reviewing progress.</p> <p>The child/young person's class¹ or subject teachers are responsible for working with the child/young person on a daily basis and for planning and delivering an additional and different, personalised or group programme.</p> <p>The SENCo facilitates on-going assessment and planning.</p> <p>A teacher of the deaf, specialist teacher or educational psychologist may be involved in providing advice on strategies or staff development and training aimed at introducing more effective strategies.</p> <p>The nature and extent of additional help required will be determined by the child/young person's needs. (See also <i>Teaching methods and curriculum support</i>.) It may include:</p> <ul style="list-style-type: none"> ▪ occasional or routine classroom support ▪ small group or Individual intervention ▪ time to devise planned interventions ▪ time to monitor the effect of interventions <p>Input from Health or Social Services may be required in particular cases.</p>

¹ In Early Years settings, the practitioner usually responsible for the child.

Sensory and Physical Development (Hearing Impairment): School Action Plus/Early Years Action Plus

<p>Specific Criteria Attainment and Progress (May include description of needs/diagnosis)</p>	<p>The level of hearing loss alone does not determine the degree of difficulty that the child/young person experiences in the school/setting. It has to be set alongside other indicators more directly related to the teaching and learning environment. At <i>School/Early Years Action Plus</i>, the child/young person's ability to make adequate progress within the curriculum is dependent on the involvement of specialist support services and agencies.</p>
--	---

Process Criteria			
Assessment and planning Monitoring and review	Teaching methods and curriculum support		Additional human resources Roles and responsibilities
	Grouping	Curriculum and teaching	
<p>Despite receiving a personalised programme of School Action support the child/young person requires specialist equipment and/or regular advice/visits by the specialist service in order to maintain adequate progress. The child/young person's difficulties include a number of the following:</p> <ul style="list-style-type: none"> ▪ inability to make progress within the curriculum without amplification of hearing and the support of visual means of communication (eg. lip-reading) ▪ speech and language difficulties restricting communication with peers and teachers and restricting language use in the curriculum ▪ difficulties in making and sustaining peer relationships leading to concerns about social isolation, the risk of bullying and growing frustration ▪ emotional and/or behaviour difficulties perhaps including periods of withdrawal, disaffection and reluctance to attend school; ▪ some difficulties in maintaining and sustaining concentration in the classroom/setting leading to difficulties in completing work ▪ a need for adapted materials and a level of support beyond that which is realistic to expect from the class/subject¹ teacher. <p>School/setting will explore the opportunities for enhanced, co-ordinated intervention provided through adoption of a 'team around the child' approach to assessment and implementation of intervention.</p> <p>There is systematic monitoring and recording of child/young person's progress in terms of the effectiveness of interventions.</p> <p>School/setting seeks specialist assessment and advice, which involves health as well as education personnel.</p>	<p>Grouping should take account of the needs of the HI child/young person in curricular and extra-curricular activities (teachers will have regard to the potentially isolating nature of HI).</p> <p>There is access to additional and different arrangements on a small group or individual basis.</p> <p>These arrangements may be made:</p> <ul style="list-style-type: none"> ▪ within the classroom/setting ▪ through limited periods of withdrawal ▪ through part-time or time-limited placement in specialist provision ▪ through out-of-hours learning opportunities <p>Equal access to extended schools provision.</p>	<p>There is an emphasis on increasing differentiation of activities and materials. Wave 2 & 3 intervention and some personalised programming is required to support child/young person achieve specific individual targets. The child or young person may require some of the following:</p> <ul style="list-style-type: none"> ▪ flexible teaching arrangements ▪ appropriate seating ▪ good listening conditions ▪ adaptations to school/setting policies and procedures ▪ access to alternative forms of communication ▪ access to additional amplification systems ▪ access in all areas of the curriculum through specialist aids, equipment or adaptations ▪ regular access to specialist support ▪ visual reinforcement and help with ▪ acquiring, comprehending and using chosen means of communication in structured and unstructured situations ▪ developing literacy skills ▪ using chosen means of communication confidently and competently ▪ organising and co-ordinating oral, written and British Sign Language 	<p>There will be clear evidence of child/young person and parent participation in target setting and reviewing of progress. Parents/carers will be supported in actively contributing to the intervention programmes.</p> <p>School Action, Plus/Early Years Action Plus is only evident when the school/setting is regularly engaged with specialist services on behalf of the child/young person.</p> <p>Specialist support service(s) advice on curriculum access and/or individual programmes.</p> <p>Multi-agency support may be essential due to the overlap of educational and/or social and health needs.</p> <p>A teacher of the deaf, specialist teacher, the SENCo, a TA (under specialist guidance) or other specialist provides small group or individual tuition.</p> <p>A trained TA or other adult provides sustained and targeted support in the classroom/setting.</p>

¹ In Early Years settings, the practitioner usually responsible for the child.

Sensory and Physical Development (Hearing Impairment): Statutory Action

Specific Criteria Attainment and Progress Description of needs/diagnosis	The level of hearing loss alone does not determine the degree of difficulty that the child/young person experiences in the school/setting. It has to be set alongside other indicators more directly related to the teaching and learning environment. In order to ensure that the child/young person with the most severe hearing impairment maintains adequate progress, the LA may need to become more actively involved through <i>Statutory Action</i> . The child or young person has a permanent, severe or profound hearing impairment that causes substantial and extensive barriers to learning and to the development of social relationships. (Reference may also need to be made to Cognition and Learning templates to ensure potential learning difficulties are addressed.)
---	---

Process Criteria			
Assessment and planning Monitoring and review	Teaching methods and curriculum support		Additional human resources Roles and responsibilities
	Grouping	Curriculum and teaching	
<p>Full use has been made of the co-ordinated intervention available through the involvement of external services and/or agencies. Nevertheless, the child/young person's lack of progress and level of difficulty indicates a need for the LA to take responsibility and to become more actively involved through <i>Statutory Action</i>.</p> <p>For <i>Statutory Action</i> to be appropriate, most of the following criteria would normally apply:</p> <ul style="list-style-type: none"> ▪ inability to make progress within the curriculum (or, for the very young child, to develop within expected/predicted milestones) without extensive amplification of hearing and the support of visual means of communication (e.g. lip-reading; signed support); ▪ significant speech and language difficulties restricting communication with peers and teachers/practitioners and inhibiting language use in the curriculum; ▪ difficulties in making and sustaining peer relationships leading to concerns about social isolation, the risk of bullying and growing frustration; ▪ emotional and/or behavioural difficulties including periods of withdrawal, disaffection and reluctance to attend school/setting; ▪ significant difficulties in maintaining and sustaining concentration in the classroom/setting leading to problems in completing work; ▪ a need for adapted materials and a level of support beyond that which is realistic at <i>School Action Plus/Early Years Action Plus</i>. <p>The LA undertakes identification, assessment and planning with a multi-professional focus and issues a Statement of Special Educational Needs, where appropriate.</p> <p>The statement will ensure:</p> <ul style="list-style-type: none"> ▪ greater clarity for the school/setting regarding the objectives of the intervention ▪ a longer-term plan for provision to inform shorter-term planning ▪ a strengthening of parental involvement in both long and short term review and planning ▪ early phase transfer planning ▪ formal review process monitored by the LA ▪ Transitional Planning in Year 9 involving Connexions personal adviser ▪ greater emphasis on multi-agency planning <p>The statement is reviewed annually, all those involved in meeting the needs of the child/young person contributing to the review decisions. A decision is made at each Annual Review as to whether the child/young person continues to require a Statement of SEN.</p>	<p>Grouping should take account of the needs of the HI child/young person in curricular and extra-curricular activities. (Teachers/practitioners will have regard to the isolating nature of HI and the potential impact on social, emotional development)</p> <p>The child/young person may have access to additional targeted teaching¹ in small groups, or individually, on a daily basis.</p> <p>Equal access to extended school's provision and/or opportunities.</p> <p>There may need to be further exploration of the co-ordinated intervention and resources available at the local and/or district level.</p> <p>In some cases, the extent of the changes deemed necessary in structure/adaptation to the mainstream school/setting may result in a specialist placement.</p>	<p>There is an increasingly personalised programme (although within the context of an inclusive curriculum).</p> <p>The child or young person will require some or all of the following:</p> <ul style="list-style-type: none"> ▪ flexible teaching arrangements ▪ appropriate seating ▪ appropriate acoustic environment ▪ adaptations to school policies and procedures ▪ access to alternative forms of communication ▪ access to additional amplification systems ▪ access in all areas of the curriculum through ▪ specialist aids, equipment or adaptations ▪ regular and frequent access to specialist support ▪ visual reinforcement <p>and help with</p> <ul style="list-style-type: none"> ▪ acquiring, comprehending and using chosen means of communication in structured and unstructured situations ▪ developing literacy skills ▪ using chosen means of communication confidently ▪ and competently ▪ organising and co-ordinating oral, written language and British Sign Language 	<p>The LA maintains a Statement of Special Educational Need.</p> <p>The HT² ensures that the balance of the curriculum includes appropriate priorities and targets for the child/young person.</p> <p>Multi-agency direct involvement is essential with long-term support from appropriate visiting specialists.</p> <p>Well co-ordinated oversight is required for the foreseeable future.</p> <p>Specialist experience/qualifications⁴ will be provided, related to the 'four dimensions' of SEN. There is assistance to the school/setting, teacher or child/young person with most aspects of curriculum planning and delivery, supporting the child within his/her classroom/setting.</p> <p>A teacher of the deaf, specialist teacher, the SENCo, a TA (under specialist guidance) or other specialist may provide individual or small group tuition.</p> <p>A qualified facilitator may be required to provide sign support.</p> <p>A trained TA or other adult may provide sustained and targeted support in the classroom/setting.</p>

¹ Should include access to a specialist teacher for deaf/hearing impairment (either from LA specialist service, or provided by school placement).

² In Early Years Settings: Head Teacher or manager.

Deafblindness/Dual Sensory Impairment

Most children with impairment of both vision and hearing will be identified at pre-school stage and their needs met early. However, some severe deteriorating conditions such as Adrenoleukodystrophy may become evident in later life and require fast track intervention and support. Some may acquire a second sensory impairment later in life, either expectedly (as in the case of Usher syndrome) or unexpectedly, and need additional and changed support. In many cases deafblindness will be a part of multiple difficulties and disabilities.

Children will only be considered for statutory assessment if their diagnosed impairments of hearing and vision are, or are likely to be, ongoing and/or permanent and they have significant, long term implications for access and learning in five or more of the following areas, at least one under each of the headings below: Information

- sensory access to the curriculum
- perceptual skills
- incidental learning
- development of concepts

- Communication
 - development of receptive and expressive communication
 - development of interactive skills
 - use of alternative and augmentative means of communication
 - use of alternative access to printed and spoken material
 - enhanced requirement for personal experience of concepts

- Orientation
 - motor and movement skills
 - independence skills
 - mobility and orientation
 - involvement in the community
 - social isolation and adaptability
 - self esteem and self confidence
 - safety

Evidence may also include:

- underdeveloped perceptual skills
- difficulties with behaviour or social isolation
- difficulties in attainment, learning and cognition due to, or in addition to, sensory impairment
- difficulty in concentration and attention

Children with significant dual sensory impairment/ deafblindness may require:

- provision of and training in the use of, specialist equipment
- modification of the classroom to include visual and auditory access
- provision of specialist teaching programmes
- modification and adaptation of visual materials
- augmentative or alternative means of communication

- modification of communication
- perceptual skills training
- mobility and orientation advice or training

Visual Impairment

Children with a visual impairment are likely to be identified pre-school and their needs met early. However, some deteriorating conditions are not necessarily evident in pre-school children and will require proactive intervention and support such as when a child has been diagnosed with Retinitis Pigmentosa.

Visual impairment describes a continuum of difficulty taking many forms with widely differing implications for a child's education. In some cases visual impairment is one aspect of multiple disabilities. Whatever the cause of the child's visual impairment, the major issue in identifying and assessing the child's SEN will relate to the degree and nature of functional vision and the child's ability to adapt socially and psychologically, as well as to progress in an educational context.

Children will only be considered for statutory assessment if their diagnosed visual impairment is, or is likely to be, ongoing and/or permanent and it has a long term, significant implications for access and learning affecting five or more of the following areas:

- concept development
- communication (verbal and non verbal)
- visual skills and strategies
- mobility skills
- orientation skills
- interpersonal skills
- independence
- curriculum access
- attainment
- social and emotional development

Evidence may also include:

- under or partially developed visual skills
- specific examples of the visual impairment placing the pupil under stress, with associated withdrawn or frustrated behaviour.

Children who have significant visual impairment may require:

- provision of, and training in the use of, specialist equipment
- modification of the classroom and school environment to improve the visual access
- provision of specialist teaching programmes
- teaching strategies to enable access to the curriculum
- supervision on health and safety grounds in some practical lessons
- significant medication and adaptation of normal print and other teaching materials
- tactile modification for the educationally blind and Braille user
- training in appropriate mobility and orientation
- a safe and accessible environment for travel and learning

Sensory and Physical Development (Visual Impairment): School Action/ Early Years Action

Specific Criteria Attainment and progress	<p>The level of visual loss alone does not determine the degree of difficulty that the child/young person experiences in the school/setting. It has to be set alongside other indicators more directly related to the teaching and learning environment.</p> <p>At <i>School/Early Years Action</i>, however, the child/young person's ability to make adequate progress within the curriculum is dependent on additional or different action being taken.</p>
--	--

Process Criteria			
Assessment and planning Monitoring and review	Teaching methods and curriculum support		Additional human resources Roles and responsibilities
	Grouping	Curriculum and teaching	
<p>The child/young person has a visual impairment and is unable to maintain adequate progress despite differentiated learning opportunities, including the availability of additional equipment.</p> <p>There may be evidence of:</p> <ul style="list-style-type: none"> ▪ progress within the curriculum but at lower levels than might be expected from measures of cognitive skills; ▪ progress at lower levels than might be expected from performance on tasks where visual acuity is not central to learning; ▪ ability to take part in most classroom activities but difficulties in undertaking tasks or participating in those activities dependent on vision ▪ difficulties in working at the same pace as other children/young people; ▪ signs of increasing fatigue towards the end of the school day; ▪ signs of frustration in the classroom; ▪ difficulty in forming relationships with peers; ▪ evidence of isolation during lunch and social times. <p>An individual education plan is required only when the child/young person's needs demand additional and/or different arrangements beyond the existing differentiated plan within normal activity in the classroom/setting.</p> <p>(In some schools, curriculum and classroom planning will allow for the child/young person's progress to be tracked and attainments targeted without the need for an IEP.) A provision map detailing support is regularly reviewed and updated.</p> <p>Whichever approach is adopted, there will be systematic monitoring of the child/young person's progress in terms of the effectiveness of interventions.</p>	<p>Grouping strategies are used flexibly within the classroom/setting to promote independent learning. (Teachers will have regard to the isolating nature of VI.)</p> <p>Classroom/setting management responds to the child/young person's visual impairment.</p> <p>Classroom/setting management takes account of social relationships.</p> <p>Equal access both to the curriculum and extended schools provision.</p>	<p>Emphasis on differentiation for curriculum access. It is expected that the teacher will adapt teaching methods and work to meet the child/young person's needs.</p> <p>Some specific reinforcement or skill-development activities may be required using, for example:</p> <ul style="list-style-type: none"> ▪ specific teaching methods that are appropriate to the needs of a child/young person with visual impairment ▪ specialist equipment ▪ verbal reinforcement <p>The child/young person may require:</p> <ul style="list-style-type: none"> ▪ differentiated learning materials ▪ appropriate seating and lighting <p>There will be clear information on child/young person and parent involvement.</p>	<p>School/setting has the responsibility to keep parents fully involved.</p> <p>The child/young person's keyworker, class¹ or subject teachers are responsible for working with the child/young person on a daily basis and for planning and delivering an additional and different, individualised or group programme.</p> <p>The SENCo facilitates assessment and planning.</p> <p>Specialist teachers or educational psychologist may be involved in providing advice on strategies.</p> <p>The nature and extent of additional help required will be determined by the child/young person's needs. It may include:</p> <ul style="list-style-type: none"> ▪ occasional or routine classroom support ▪ small group or Individual intervention ▪ time to devise planned interventions ▪ time to monitor the effect of interventions <p>Input from Health or Social Services may be required in particular cases.</p>

¹ In Early Years settings, the practitioner usually responsible for the child.

Sensory and Physical Development (Visual Impairment): School Action Plus/Early Years Action Plus

<p>Specific Criteria Attainment and Progress (May include description of needs/diagnosis)</p>	<p>The level of visual loss alone does not determine the degree of difficulty that the child/young person experiences in the school/setting. It has to be set alongside other indicators more directly related to the teaching and learning environment. At School/Early Years Action Plus, the child/young person's ability to make adequate progress within the curriculum is dependent on the involvement of external support services and agencies.</p>
--	---

Process Criteria			
Assessment and planning Monitoring and review	Teaching methods and curriculum support		Additional human resources Roles and responsibilities
	Grouping	Curriculum and teaching	
<p>Despite receiving an individualised programme and/or concentrated support under School Action, the child/young person requires specialist equipment and/or regular advice/visits by the specialist service in order to maintain adequate progress. The child/young person's difficulties include a number of the following:</p> <ul style="list-style-type: none"> ▪ inability to make progress within the curriculum without the use of those specialist materials and equipment available at School/Early Years Action Plus; ▪ difficulties in making and sustaining peer relationships leading to concerns about social isolation, the risk of bullying and growing frustration; ▪ emotional and/or behavioural difficulties perhaps including periods of withdrawal, disaffection and reluctance to attend school; ▪ mobility problems impacting on participation in school and classroom activities; ▪ the visual impairment leads to some difficulties in maintaining and sustaining concentration in the classroom and in completing work ▪ a need for adapted materials and a level of support beyond that which is realistic to expect from the keyworker, class/subject teacher. <p>School/setting explores the opportunities for enhanced, co-ordinated intervention provided through team around the child planning and/or enhanced understanding of need through intensive assessment by the Integrated Service for Disabled Children (MOSAIC)</p> <p>There is systematic monitoring of child/young person's progress in terms of the effectiveness of interventions.</p> <p>School/setting seeks specialist assessment and advice, which involves health as well as education personnel.</p>	<p>Grouping should take account of the needs of the VI child/young person in curricular and extra-curricular activities. (Teachers will have regard to the isolating nature of VI. And potential impact on social, emotional development)</p> <p>There is access to additional and different arrangements on a small group or individual basis.</p> <p>These arrangements are made:</p> <ul style="list-style-type: none"> ▪ within the classroom/setting ▪ through limited periods of withdrawal ▪ through part-time or time-limited placement in specialist provision ▪ through extended services provision <p>Equal access to extended schools provision.</p>	<p>There is an emphasis on increasing differentiation of activities and materials.</p> <p>Some personalised programming may be required to support specific individual targets.</p> <p>The child or young person will require some of the following:</p> <ul style="list-style-type: none"> ▪ flexible teaching arrangements ▪ appropriate seating and lighting ▪ adaptations to school policies and procedures ▪ provision of tactile and kinaesthetic materials ▪ access to low vision aids ▪ access in all areas of the curriculum through specialist aids, equipment, ICT or adaptations ▪ regular access to specialist support ▪ teaching in specialist curriculum areas eg. Braille, mobility, touch typing, daily living skills¹ ▪ verbal reinforcement ▪ strategies to support active and independent learning in a nurturing environment <p>and help with</p> <ul style="list-style-type: none"> ▪ developing literacy and mathematical skills ▪ sequencing and organisational skills ▪ developing spatial awareness and understanding ▪ problem solving and developing concepts ▪ social communication and interaction 	<p>School Action Plus/Early Years Action Plus is only evident when the school/setting is regularly engaged with external services on behalf of the child/young person.</p> <p>Specialist service(s) advise on curriculum access and/or individual programmes.</p> <p>Multi-agency support may be essential due to the overlap of educational and/or social and health needs.</p> <p>A specialist teacher, the SENCo, a TA (under specialist guidance) or other specialist provides small group or individual tuition.</p> <p>A trained TA or other adult provides sustained and targeted support in the classroom/setting.</p>

¹ Should include access to a specialist teacher for visual impairment and/or mobility officer.

Sensory and Physical Development (Visual Impairment): Statutory Action

<p>Specific Criteria Attainment and Progress Description of needs/diagnosis</p>	<p>The level of visual loss alone does not determine the degree of difficulty that the child/young person experiences in the school/setting. It has to be set alongside other indicators more directly related to the teaching and learning environment.</p> <p>In order to ensure that the child/young person with the most severe visual impairment maintains adequate progress, the LA may need to become more actively involved through <i>Statutory Action</i>.</p> <p>The child or young person is blind or has a severe visual impairment that causes substantial and extensive barriers to learning and to the development of social relationships. (Reference may also need to be made to Cognition and Learning templates to ensure potential learning difficulties are addressed.)</p>
--	--

Process Criteria			
Assessment and planning Monitoring and review	Teaching methods and curriculum support		Additional human resources Roles and responsibilities
	Grouping	Curriculum and teaching	
<p>Full use has been made of the co-ordinated intervention available at the local and district level and through the involvement of external services and/or agencies. Nevertheless, the child/young person's lack of progress and level of difficulty indicates a need for the LA to take responsibility and to become more actively involved through <i>Statutory Action</i>.</p> <p>For Statutory Action to be appropriate, most of the following criteria would normally apply:</p> <ul style="list-style-type: none"> ▪ inability to make progress within the curriculum (or, for the very young child, to develop within expected/predicted milestones) without the use of specialist materials and equipment; ▪ mobility problems impacting significantly on participation in school and classroom activities; ▪ difficulties in making and sustaining peer relationships leading to concerns about social isolation, the risk of bullying and growing frustration; ▪ the visual impairment leads to significant difficulties in maintaining and sustaining concentration in the classroom and in completing work; ▪ emotional and/or behavioural difficulties including periods of withdrawal, disaffection and reluctance to attend school/setting; ▪ a need for adapted materials and a level of support beyond that which is realistic at <i>School Action Plus/Early Years Action Plus</i>. <p>The LA undertakes identification, assessment and planning with a multi-professional focus and issues a Statement of Special Educational Needs, where appropriate.</p> <p>The statement will ensure:</p> <ul style="list-style-type: none"> ▪ greater clarity for the school/setting regarding the objectives of the intervention ▪ a longer-term plan for provision to inform shorter-term planning ▪ a strengthening of parental involvement in both long and short term review and planning ▪ early phase transfer planning ▪ formal review process monitored by the LA ▪ Transitional Planning in Year 9 involving Connexions personal adviser ▪ greater emphasis on multi-agency planning <p>The statement is reviewed annually, all those involved in meeting the needs of the child/young person contributing to the review decisions. A decision is made at each Annual Review as to whether the child/young person continues to require a Statement of SEN.</p>	<p>Grouping should take account of the needs of the VI child/young person in curricular and extra-curricular activities. (Teachers will have regard to the isolating nature of VI).</p> <p>The child/young person may have access to additional targeted teaching¹ in small groups, or individually, on a daily basis.</p> <p>Equal access to extended services.</p> <p>There may need to be further exploration of the co-ordinated intervention and resources available at the local and/or district level.</p> <p>In some cases, the extent of the changes deemed necessary in structure or adaptation to the mainstream school/setting may result in a specialist placement.</p>	<p>There is an increasingly individualised programme (although within the context of an inclusive curriculum).</p> <p>The child or young person will require some or all of the following:</p> <ul style="list-style-type: none"> ▪ flexible teaching arrangements ▪ appropriate seating and lighting ▪ adaptations to school policies and procedures ▪ provision of tactile and kinaesthetic materials ▪ access to low vision aids ▪ access in all areas of the curriculum through specialist aids, equipment, ICT or adaptations ▪ regular and frequent access to specialist support² ▪ teaching³ in specialist curriculum areas e.g. Braille, mobility, touch typing, daily living skills ▪ verbal reinforcement ▪ strategies to reduce the impact of a visual impairment on learning <p>and help with:</p> <ul style="list-style-type: none"> ▪ choosing the most appropriate medium for accessing and recording work ▪ developing literacy and mathematical skills ▪ sequencing and organisational skills ▪ developing spatial awareness and understanding ▪ problem solving and developing concepts ▪ social communication and interaction 	<p>The LA maintains a Statement of Special Educational Need.</p> <p>The HT⁴ ensures that the balance of the curriculum includes appropriate priorities and targets for the child/young person.</p> <p>Multi-agency direct involvement is essential with long-term support from appropriate visiting specialists.</p> <p>Well co-ordinated oversight is required for the foreseeable future.</p> <p>Specialist experience/ qualifications⁵ will be provided, related to the 'four dimensions' of SEN. There is assistance to the school/setting, teacher or child/young person with most aspects of curriculum planning and delivery, supporting the child within his/her classroom/setting.</p> <p>A specialist teacher, the SENCo, a TA (under specialist guidance) or other specialist may provide individual or small group tuition.</p> <p>A trained TA or other adult may provide sustained and targeted support in the classroom/setting.</p>

^{1 2 3 4 5} Should include access to a specialist teacher for visual impairment and to a mobility officer.

Physical impairment

Children with severe physical impairment are normally identified at pre-school stage and their needs met early. However, some severe deteriorating conditions are not necessarily evident in pre-school children and will require fast track intervention and support. Condition such as:

- Duchenne Muscular Dystrophy
- other Muscular Dystrophy
- Friedrich's Ataxia
- Juvenile Arthritis

Physical impairment describes a continuum of difficulty. There will be some children, without significant learning difficulties, who have a marked physical impairment and require the provision of specialist furniture or equipment, minor adaptations to the school environment or some occasional additional adult support in order to gain access to the curriculum. Special teaching strategies may be required occasionally which take into account the impact of the child's disability on his or her learning. It is expected that the schools will provide for these children from within their delegated budgets at School Action Plus.

In some instances a medical condition will affect a child's performance and progress intermittently, whilst others will be affected on a continuous basis throughout their school career. A medical diagnosis or a disability does not necessarily imply special educational needs. It may not be necessary for a child or a young person with a particular diagnosis or medical condition to require any significant form of additional educational provision. It is the child's educational needs rather than a medical diagnosis that must be considered.

Children will only be considered for statutory assessment if their diagnosed physical impairments is, or is likely to be, ongoing and/or permanent and it has long term and significant implications for access and learning affecting four or more of the following areas:

- perceptual skills
- fine motor skills
- mobility
- communication
- independence
- interpersonal skills
- curriculum access
- curriculum attainment
- emotions and frustrations
- social inclusion

Evidence may also include:

- difficulties with spoken and written comprehension, and with communicating thoughts and feelings to others
- specific examples of the physical impairment placing the child under stress, with associated withdrawn or frustrated behaviour

Children who have significant physical impairment may require:

- provision of specialist equipment
- modification of the site in order to improve access
- teaching strategies which take into account the impact of the child's physical impairment on his or her learning
- provision of specialist teaching programmes

Sensory and Physical Development (Physical and Medical Difficulties): School Action/Early Years Action

Specific Criteria Attainment and progress	Some children/young people who experience physical or medical difficulties have no difficulties in accessing the curriculum and learning effectively. Simply having a medical diagnosis, therefore, does not imply that a child/young person has special educational needs. Wave 1 & 2 - At School/Early Years Action, the child/young person's ability to make adequate progress is dependent on additional or different action being taken.
---	--

Assessment and planning Monitoring and review	Teaching methods and curriculum support		Additional human resources Roles and responsibilities
	Grouping	Curriculum and teaching	
<p>The child/young person has physical or medical difficulties and is unable to maintain adequate progress despite differentiated learning opportunities, including the availability of additional equipment.</p> <p>There may be evidence of:</p> <ul style="list-style-type: none"> ▪ progress within the curriculum at lower levels than might be expected from measures of cognitive skills ▪ progress at lower levels than might be expected from performance on tasks or at times where the physical or medical difficulty has less impact ▪ ability to participate in most classroom/setting activities but with difficulties in undertaking some tasks ▪ difficulties in working at the same pace as other children/young people ▪ signs of increasing fatigue towards the end of the school day or setting session; ▪ signs of frustration in the classroom/setting ▪ difficulty in forming relationships with peers ▪ isolation during lunch and other social times <p>A provision map/ individual education plan is required only when the child/young person's needs demand additional and different arrangements beyond the existing differentiated plan within normal activity in the classroom/setting.</p> <p>(In some schools, curriculum and classroom planning will allow for the child/young person's progress to be tracked and attainments targeted without the need for an IEP.) A provision map detailing interventions is regularly reviewed and updated.</p> <p>Whichever approach is adopted, there will be systematic monitoring of the child/young person's progress in response to interventions.</p>	<p>Grouping should take account of the needs of the child/young person in curricular and extended services activities (teachers/practitioners will have regard to the potentially isolating nature of disability).</p> <p>There is access to additional and different arrangements on a small group or individual basis.</p> <p>These arrangements are made:</p> <ul style="list-style-type: none"> ▪ within the classroom/setting ▪ through limited periods of withdrawal ▪ through part-time or time-limited placement in specialist provision ▪ through out-of-hours learning opportunities <p>Equal access both to the curriculum and to extended services.</p>	<p>Wave 1 & 2 - Emphasis on differentiation for curriculum access. It is expected that the teacher/practitioner will adapt teaching methods and work to meet the child/young person's needs using the resources and strategies available in the ordinary classroom/setting.</p> <p>Some specific reinforcement or skill-development activities may be required using, for example:</p> <ul style="list-style-type: none"> ▪ specific teaching methods that are appropriate to the needs of a child/young person with physical and/or medical difficulties ▪ strategies to promote independent learning <p>The child/young person may require:</p> <ul style="list-style-type: none"> ▪ specialist equipment ▪ some modification of classroom routines and organisation ▪ differentiated learning materials ▪ appropriate seating ▪ risk assessment <p>There will be clear evidence of child/young person and parent involvement in decisions about target setting, interventions and review of progress.</p>	<p>School/setting has the responsibility to keep parents fully involved.</p> <p>The child/young person's class¹ or subject teachers are responsible for working with the child/young person on a daily basis and for planning and delivering an additional and different, individualised or group programme.</p> <p>The SENCo facilitates assessment and planning.</p> <p>Specialist teachers or educational psychologist may be involved in providing advice on strategies or in providing staff development and training aimed at introducing more effective strategies.</p> <p>The nature and extent of additional help required will be determined by the child/young person's needs. (See also <i>Teaching methods and curriculum support</i>.) It may include:</p> <ul style="list-style-type: none"> ▪ occasional or routine classroom support ▪ small group or Individual intervention ▪ time to devise planned interventions ▪ time to monitor the effect of interventions <p>Input from Health or Social Care may be required in particular cases.</p>

¹ In Early Years settings, the practitioner usually responsible for the child.

Sensory and Physical Development (Physical and Medical Difficulties): School Action Plus/Early Years Action Plus

Specific Criteria Attainment and Progress (May include description of needs/diagnosis)	Some children/young people who experience physical or medical difficulties have no difficulties in accessing the curriculum and learning effectively. Simply having a medical diagnosis, therefore, does not imply that a child/young person has special educational needs. At <i>School/Early Years Action Plus</i> , the child/young person's ability to make adequate progress within the curriculum is dependent on the involvement of external support services and agencies.
--	---

Process Criteria			
Assessment and planning Monitoring and review	Teaching methods and curriculum support		Additional human Resources Roles and responsibilities
	Grouping	Curriculum & teaching	
<p>Despite receiving a personalised programme of intervention at <i>School Action</i>, the child/young person requires specialist equipment and/or regular advice/visits by a specialist service in order to maintain adequate progress. The child/young person's difficulties include a number of the following:</p> <ul style="list-style-type: none"> ▪ inability to make progress within the curriculum without the use of specialist materials, aids, equipment, furniture and/or adaptations to the physical environment of the school/setting; ▪ some difficulties in maintaining and sustaining concentration in the classroom leading to problems in completing work ▪ a need for adapted materials and a level of support beyond that which it is realistic to expect from the class/subject teacher; ▪ difficulties in making and sustaining peer relationships leading to concerns about social isolation, the risk of bullying and growing frustration; ▪ emotional and/or behavioural difficulties perhaps including periods of withdrawal, disaffection and reluctance to attend school/setting; ▪ attainment levels in most tasks and curriculum areas significantly depressed by irregular attendance brought about by the nature of the physical difficulty and/or the need for regular therapy. <p>School/setting will explore the opportunities for enhanced, co-ordinated intervention provided through adoption of a 'team around the child' approach to assessment and implementation of intervention.</p> <p>There is systematic monitoring of child/young person's progress in terms of the effectiveness of interventions.</p> <p>School/setting seeks specialist assessment and advice, which involves health as well as education personnel.</p>	<p>Grouping should take account of the needs of the child/young person in curricular and extended schools provision (teachers/practitioners will have regard to the potentially isolating nature of disability).</p> <p>There is access to additional and different arrangements on a small group or individual basis. These arrangements are made:</p> <ul style="list-style-type: none"> ▪ within the classroom/setting ▪ through limited periods of withdrawal ▪ through part-time or time-limited placement in specialist provision ▪ through out-of-hours learning opportunities <p>Equal access both to the curriculum and extended schools provision</p>	<p>There is an emphasis on increasing differentiation of activities and materials.</p> <p>Personalised programming will be required to support the child/young person in achieving specific individual targets.</p> <p>The child or young person will require some of the following:</p> <ul style="list-style-type: none"> ▪ flexible teaching arrangements ▪ appropriate seating ▪ adaptations to the physical environment of the school ▪ adaptations to school policies and procedures ▪ access to alternative forms of communication ▪ access in all areas of the curriculum through specialist aids equipment or adaptations ▪ regular access to specialist support¹ ▪ therapy programmes ▪ care plan² ▪ targeted interventions in areas of particular difficulty or to develop specific skills strategies to reduce the impact of physical and/or medical difficulties on learning strategies to promote independent learning 	<p>There will be clear evidence of child/young person and parent participation in target setting and reviewing of progress. Parents/carers will be supported in actively contributing to the intervention programmes.</p> <p><i>School Action Plus/Early Years Action Plus is only evident when the school/setting is regularly engaged with specialist services on behalf of the child/young person.</i></p> <p>Specialist support service(s) advice on curriculum access and/or individual programmes. Multi-agency support may be essential due to the overlap of educational and/or social and health needs.</p> <p>A specialist teacher, the SENCo, a TA (under specialist guidance) or other specialist provides small group or individual tuition.</p> <p>A trained TA or other adult may provide primary care and/or sustained and targeted support in the classroom/setting.</p>

¹ Should include access to advice from an advisory teacher for physical disability and/or the Hospital School Service.

² May include feeding programme, toileting, moving and handling, risk assessment, independence skills, medication.

Sensory and Physical Development (Physical and Medical Difficulties): Statutory Action

Specific Criteria Attainment and Progress Description of needs/diagnosis	Some children/young people who experience physical or medical difficulties have no difficulties in accessing the curriculum and learning effectively. Simply having a medical diagnosis, therefore, does not imply that a child/young person has special educational needs. In order to ensure that the child/young person with the most complex physical needs maintains adequate progress, the LA may need to become more actively involved through <i>Statutory Action</i> . The child or young person has a permanent, severe and/or complex physical disability or serious medical condition that causes substantial and extensive barriers to learning and to the development of social relationships. (Reference may also need to be made to Cognition and Learning templates to ensure potential learning difficulties are addressed.)
---	--

Process Criteria		
Assessment and planning Monitoring and review	Teaching methods and curriculum support	
	Grouping	Curriculum and teaching
<p>Full use has been made of the co-ordinated intervention available through the involvement of external services and/or agencies. Nevertheless, the child/young person's lack of progress and level of difficulty indicates a need for the LA to take responsibility and to become more actively involved through <i>Statutory Action</i>.</p> <p>For <i>Statutory Action</i> to be appropriate, most of the following criteria would normally apply:</p> <ul style="list-style-type: none"> ▪ inability to make progress within the curriculum (or, for the very young child, to develop within expected/predicted milestones) without the extensive use of specialist materials, aids, equipment, furniture and/or adaptations to the physical environment of the school/setting; ▪ difficulties in making and sustaining peer relationships leading to concerns about social isolation, the risk of bullying and growing frustration; ▪ emotional and/or behavioural difficulties including periods of withdrawal, disaffection and reluctance to attend school/setting; ▪ significant difficulties in maintaining and sustaining concentration in the classroom/setting leading to problems in completing work; ▪ a need for adapted materials and a level of support beyond that which is realistic at <i>School Action Plus/Early Years Action Plus</i>; ▪ attainment levels in most tasks and curriculum areas significantly depressed by irregular attendance brought about by the nature of the physical difficulty and/or the need for regular therapy. <p>The LA undertakes identification, assessment and planning with a multi-professional focus and issues a Statement of Special Educational Needs, where appropriate.</p> <p>The statement will ensure:</p> <ul style="list-style-type: none"> ▪ greater clarity for the school/setting regarding the objectives of the intervention ▪ a longer-term plan for provision to inform shorter-term planning ▪ a strengthening of parental involvement in both long and short term review and planning ▪ early phase transfer planning ▪ formal review process monitored by the LA ▪ Transitional Planning in Year 9 involving Connexions personal adviser ▪ greater emphasis on multi-agency planning <p>The statement is reviewed annually, all those involved in meeting the needs of the child/young person contributing to the review decisions. A decision is made at each Annual Review as to whether the child/young person continues to require a Statement of SEN.</p>	<p>Grouping should take account of the needs of the child/young person in curricular and extra-curricular activities. (Teachers will have regard to the isolating nature of disability.)</p> <p>The child/young person may have access to additional targeted support¹ in small groups, or individually, on a daily basis.</p> <p>Equal access both to the curriculum and to out-of-hours learning opportunities.</p> <p>There may need to be further exploration of the co-ordinated intervention and resources available at the local and/or district level.</p> <p>In some cases, the extent of the changes deemed necessary in structure/adaptation to the mainstream school/setting may result in a specialist placement.</p>	<p>There is an increasingly individualised programme (although within the context of an inclusive curriculum).</p> <p>The child or young person will require some or all of the following:</p> <ul style="list-style-type: none"> ▪ flexible teaching arrangements ▪ appropriate seating ▪ adaptations to the physical environment of the school ▪ adaptations to school policies and procedures ▪ access to alternative forms of communication ▪ access in all areas of the curriculum through specialist aids, equipment or adaptations ▪ regular and frequent access to specialist support¹ ▪ therapy programmes ▪ care plan² ▪ targeted interventions in areas of particular difficulty or to develop specific skills ▪ strategies to reduce the impact of physical and/or medical difficulties on learning ▪ strategies to promote independent learning
	<p>Additional human resources Roles and responsibilities</p> <p>The LA maintains a Statement of Special Educational Need.</p> <p>The HT³ ensures that the balance of the curriculum includes appropriate priorities and targets for the child/young person.</p> <p>Multi-agency direct involvement is essential with long-term support from appropriate professionals and visiting specialists.</p> <p>Well co-ordinated oversight is required for the foreseeable future.</p> <p>Specialist experience/qualifications will be provided, related to the 'four dimensions' of SEN. There is assistance to the school/setting, teacher or child/young person with most aspects of curriculum planning and delivery, supporting the child within his/her classroom/setting.</p> <p>A specialist teacher, the SENCo, a TA (under specialist guidance) or other specialist may provide small group or individual tuition.</p> <p>One or more trained TAs or other adults may provide primary care and/or sustained and targeted support in the classroom/ setting.</p>	

¹ Should include access to advice from a specialist teacher for physical disability and/or medical practitioner.

² May include feeding programme, toileting, moving and handling, risk assessment, independence skills, medication.

³ In Early Years Settings: Head Teacher or Manager.

3. Exceptional arrangements for children who need a 'Fast Track' to statutory assessment

In very exceptional circumstances, children who meet the threshold criteria may need to progress to the statutory assessment process more quickly. It is important to remember that 'Fast Track' refers to waiving the full range of actions which the school will have been taking at School Action and School Action Plus. The actual assessment process will still take the same time as other assessments agreed normally, in accordance with the statutory timescales. Children for whom there is clear evidence of severe and complex needs and who have recently arrived in Camden are generally eligible for the Vulnerable Children's Grant. It would not be expected that these child/young person would Fast Track SEN process.

Exceptional arrangements may be considered for:

- children who have significant, long-lasting and urgent need arising from a sudden deterioration or onset of a medical condition or accident (see Code of Practice, Section 7:14)
- children whose families have chosen not to access the relevant services
- very young children with profound, multiple and complex needs (see Code of Practice, Section 7.4)

The reasons for any such requests for exceptional 'fast track' arrangements should be provided in a covering letter attached to Appendix 2.

Where a child is looked after, the local authority might also agree that a statutory assessment of their special educational needs is required urgently so as to secure appropriate educational provision.

5. Criteria for deciding whether to issue a statement or a note-in-lieu

Once all the advice for the statutory assessment has been received, the authority must decide whether to draw up a statement. The authority will consider the level of the child's learning difficulties and the special educational provision required.

If the assessment confirms the provision being made is appropriate but the child is not progressing sufficiently well, then the authority will consider what further provision is needed and whether this can be made within the school's resources, or whether a statement is necessary.

If it is felt that the child's needs can be met with a level of advice, support and equipment that is available through School Action Plus, a statement may not be necessary.

If the child's difficulties require frequent and regular direct specialist teaching, daily individual support from a Teaching Assistant, significant pieces of equipment and regular involvement of non-educational agencies, the authority may consider that this level of provision needs to be specified in a statement.

A statement will also be considered appropriate where a child may require a specialist school placement. The authority's conclusion will depend on the precise circumstances of each case in the context of local resourcing and provision arrangements.

6. Ceasing to maintain a statement

If a statutory assessment is agreed and results in a statement being issued, it should not necessarily be regarded as being in place for the rest of the child's time at school. In many cases, intervention using the resources and programmes provided through the statement will be successful in enabling the child to progress to a level at which he or she can access curriculum and learning experiences using the school's existing resources and normal arrangements.

The process of children with statements is monitored through a statutory annual review process. At each annual review the child's needs and progress will be reviewed against the objectives laid out in part 3 of the statement and with reference to the statutory assessment criteria. Maintenance of the statement will be justified against these criteria through the local authority's normal monitoring procedures.

Where it is judged that the child no longer meets the criteria for a statutory assessment and making a statement, the local authority will consult with parents and the school about ceasing the statement.

When intending to cease a statement, a meeting should be held with the headteacher/SENCo to discuss how the school will continue to provide support at School Action Plus.

Where there are parental concerns about the intention to cease a statement, the local authority will consider some of the following:

- obtaining updated advice from appropriate professional/s
- gradual withdrawal of support within an agreed timeframe
- maintaining a statement for monitoring purposes for a further year with a view to it ceasing the following year if progress is maintain
- provide funding through further delegation.

When a statement is ceased by mutual consent of the parents and the local authority, the event should be celebrated in some way with the child and his or her parents.

7. Pre-Assessment Panel- Terms of Reference

The purpose of the Pre Assessment panel is to consider all requests received from parents/carers, schools and early years settings for an assessment of special educational needs, under Section 329 of the Education Act 1996.

The Pre assessment is comprised of:

- The SEN Manager (chair)
- A representative from a Camden Local Authority mainstream primary or secondary school (usually a School's SENCO)
- A Camden Local Authority Educational Psychologist
- Administrative Officer Support

Additional members may be co-opted to the Panel as appropriate.
The Panel meets fortnightly.

Requests are considered and discussed during the meeting by the Panel members. Papers are always sent out to Panel members in advance. The proceedings of the Panel are confidential and members are requested not to discuss individual cases outside the Panel. Evidence provided on each individual case is considered by the Panel and a collective decision is made about whether or not the case should proceed to a statutory assessment. The decision is based upon the evidence provided to the Panel using both the threshold and process criteria.

A formal decision of the record is made by the Administrative Officer and the decisions of the Panel will be sent to the school and parents/carers in a letter which will be sent within a few days of the Panel meeting. Where the decision is not to proceed to a statutory assessment detailed reasons for the decision will be provided in the letter sent to the parents and the school. In all cases where a statutory assessment is not agreed a meeting will be offered to the parents/carers to explain the reasons for the Panel's decision in detail and to discuss how the child's needs will continue to be met and monitored by the school or early years setting appropriately.

8. Appendices

Attached are the various forms which are completed as part of the statutory assessment process.

Appendix 1 Information required by the Authority when a request for an assessment of a special educational need is received from parents or school/ early years setting or other professionals.

Please note in the case of a setting/school making a request to initiate statutory assessment the format of the request is the same as the Appendix , it would be expected that school advice would be submitted with the initial request also be used for the statutory assessment, if this is agreed. School /setting would be involved to provide additional information following the agreement of the statutory assessment provided this was “new” information.

- A. Parental Advice (Including guidelines to parents on providing advice.)
- B. Educational Advice (For child’s School or early years setting including guidance note)
- C. Medical Advice
- D. Educational Psychological
- E. Social Services Advice
- F. Others

Appendix 2 Sample Letters

The following letters are sent to parents and appropriate professionals regarding the requests for a statutory assessment of special educational needs.

Letter A Letter to parents informing them that the Authority will initiate a statutory assessment of special educational needs.

Letter B1 Letter requesting information from school/early year setting to determine whether or not the Authority should undertake the statutory assessment of special educational needs.

Letter B2 Letter to child’s school/early years setting following agreement to assess, and requesting additional information (if school considers this necessary).

Letter C Letter to inform parents that the Authority has agreed to initiate a statutory assessment of special educational needs.

Letter D Letter to professionals involved in the trial case seeking advice for the multi professional assessment process.

Acknowledgements to Kent County Council for the inspiration for the structure and content of this document.

APPENDIX 1

- A. Parental Advice**
- B. Educational Advice (For School/Early years/ Setting)**
- C. Medical Advice**
- D. Psychological Advice**
- E. Social Services Advice**
- F. Others**

PARENTAL ADVICE for the Statutory Assessment (SA)

Guidelines to parents for giving advice

You know your child better than anyone else and therefore, anything that you are able to tell us about your child will be valuable information for Camden's Special Educational Needs (SEN) Panel to consider when they decide whether to initiate a statutory assessment of your child's special educational needs.

These guidelines are to help you give your description of your child's needs. Your written contribution may be short or as long as you wish. If necessary, please use extra sheets of paper. **If you feel that sufficient evidence has already been provided, you do not need submit anything further.**

If you would like advice or help in providing this information, please refer to the Special Educational Needs in Camden booklet and the enclosed information booklet for names and addresses of advisory agencies and groups, or speak to the Special Needs Section or any other professionals you are involved with. For independent advice support you may contact the Elfrida Rathbone (SEN) Service on 020 7424 1601.

We have attached guidelines to help you write your contribution/views, to enable us to help meet and identify your child SEN.

Please return this information within 30 days of the date of this letter.

_____ (Special Educational Needs Officer)

Please complete the form in type or BLACK INK/BIRO.

This makes photocopying clearer.

INFORMATION TO INCLUDE IN YOUR CONTRIBUTION

Below are some headings that you may find useful when completing your contribution. Remember, these headings are only a guideline to help you. Your contribution can be as long or as short as you want.

The Early Years

- What do you remember about your child's birth and early years that you think may be important for us to know?
- When did you first notice that he/she was having difficulties?
- What happened then?
- Did you receive any help or advice – if so, from whom?

What is your child like now?

- General Health - eating, sleeping, fitness, illnesses, hospital admissions, any medicine or special diets?
- Physical Ability - crawling, walking, jumping, running, climbing, catching, playing games, drawing, using hands?
- Independence - dressing feeding, washing, toileting, organising themselves, getting about?
- Communication - talkative, good at giving information, joins in conversations, starts conversations, quiet, asks questions, follows instructions?
- Interests - at home (do they read, watch TV, play games, etc)? When they go out – what do they do, where do they go?
- Relationships - how do they get on with you/brothers/sisters/relatives/friends/other children?
Is he/she a loner?
- Behaviour - are he/she loving, helpful, co-operative, sometimes get angry, refuse to do as you have asked, have tantrums, get sad or anxious?

Is your child at School/Nursery?

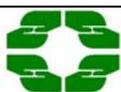
- How does your child enjoy school?
- How does your child get on with teachers and other children?
- How does your child get on with work? What does your child like and dislike doing (e.g. numbers, reading, writing etc.)?
- How has the school helped/not helped with your child?
- Do you get on well with your child's school?

Your general views

- How do you think your child compares with children of the same age?
- Is your child aware of his/her difficulties? If so, what does he/she feel about them?
- What do you think your child's special educational needs are?
- What do you think would be the best way of meeting your child's needs?

Any other information

Please include any other information, which you feel would be useful in describing your child and their needs. You may also wish to add any other reports from other people.



Camden

A

Special Educational Needs Section
Camden Local Authority
The Crowndale Centre
218 Eversholt Street
LondonNW1 1BD
Tel 020 7974 4530
Fax 020 7974 6501

PARENTAL ADVICE

Child's name: _____

Address: _____

Child's School/Nursery: _____

Your Name: _____

Your Address: _____

Please give as much information as possible. Please type or use black ink/ biro and reverse or extra paper as necessary

Signed: _____ **Date:** _____

(Parent/Guardian)

Special Educational Needs Section
Camden Local Authority
The Crowndale Centre
218 Eversholt Street
London NW1 1BD
Tel 020 7974 4530
Fax 020 7974 6501

STRICTLY CONFIDENTIAL

APPENDIX B

EDUCATIONAL ADVICE for the Statutory Assessment (SA)

Advice On A Child/Young Person Who May Have Special Educational Needs

Please note that all of the information on this form will be copied to parents and all agencies directly involved with the child/young person.

This form should be completed as part of the request for a statutory assessment of special educational needs. If the Authority agrees to this assessment the information contained within it will be used as the Educational Advice as part of the statutory assessment. The school can provide additional information, but this is not essential.

1. CHILD'S PERSONAL DETAILS

UPN Reference:

Surname:

Forename:

Address:

Postcode:

Date of Birth:

Gender:

School:

Year Group:

Religion:

**Home
Language:**

Ethnicity:

2. PERSON(S) WITH PARENTAL RESPONSIBILITY

Name(s):

Relation:

Address:

Ethnic Monitoring: [This information is confidential to the LA and will not be used in the assessment itself]

White British	Indian	
White Irish	Pakistani	
Traveller of Irish Heritage	Bangladeshi	
Greek	Any other Asian background	
Greek Cypriot	Caribbean	
Turkish	Somali	
Turkish Cypriot	Nigerian	
Albanian (excluding Kosovan)	Congolese	
Kosovan	Any other African	
White Other European	Any other Black background	
White Other	Chinese	
Gypsy/Roma	Latin American	
White and Black Caribbean	Kurdish	
White and Black African	Refused	
White and Asian	Information not obtained	
Any other Mixed background		

Attendance Details for previous 12 months: [Please attach print out if applicable]

Actual Attendance: _____ days/half days* Possible Attendance: _____ days/half days*

[Delete as appropriate*]

Absences: Mainly authorised Unauthorised

Language Details:

Child's first language: _____
 Language spoken at home: _____

Is the service of a translator/interpreter essential? Yes No
 If yes, is written English understood? Yes No
 If yes, is spoken English understood? Yes No
 Is a British Sign Language Interpreter required? Yes No

Names of persons with parental responsibility for the child:

Parent/Carer 1: _____
Relationship to child: _____
Telephone number: _____
(Home) _____
(Work) _____

Parent/Carer 2: _____
Relationship to child: _____
Telephone number: _____
(Home) _____
(Work) _____

Name and address of any person that does not live with the child, but has parental responsibility:

Name: _____
Address: _____

Please indicate all of those whom correspondence relating to the assessment should be sent:

Parent/Carer 1 Parent/Carer 2 Other

3. Please indicate child's main presenting special educational need. If more than one presenting need list in order of priority (1-3 only).

a. Cognition and Learning

MLD SPLD SLD

b. Communication/Interaction

S/L SLCN ASD

c. Behaviour, Emotional/ Social development

BESD

d. Sensory and /or Physical Impairment

PI HI VI MSI

4. Background (This should include a record of schools previously attended by the child)

5. Relevant home and school factors (first language, Carer/parental views if known, care situation if relevant, school size/ range of classes)

6. Educational Attainments

For a child who is pre-school age or in the Foundation Stage please complete one or both of the first two sections below

For other pupils please provide the most recent information in Section 2. Data from an earlier Key Stage should also be provided where that might be helpful.

I. Pre- school/ Foundation Stage

Please give results from any development or standardised assessment.

Date of assessment.....Completed by.....

Subscale Title				
Quotient/ Development age				

II. National Curriculum/P Scales

Date Assessed	Key Stage	TA or SATs	Sp & L	Reading	Writing	Numeracy	Science

III. Result of reading, spelling or other assessments

Test used:	Date: / /	Result:

IV. Monitoring at Action and/ or Action Plus

	Date Initiated	Dates of Reviews
Early Years Action -----	-----	-----
Early Years Action plus		
School Action -----	-----	-----
School Action Plus		

V. External professionals involved

Name	Agency	Date of last Involvement	Report attached Yes/No

7. Interventions:

Have Early Years Setting/School and other agencies' interventions been monitored and evaluated over time?

Yes No

Please provide details of evaluation of intervention strategy in the table below:

Identified need	Nature of intervention	Duration (with dates)	Details of evaluation & rate of progress

Supporting evidence:

- Details of last 2 IEPs attached? Yes No
- Details of Pupil Support Plan attached (for school age pupils with BESD) Yes No
- Details of Personal Education Plan attached (for LAC) Yes No

If you have involved external agencies/services, please attach the visit/record/report of their assessment &/or intervention if available e.g. Education Psychology Service/Early Years Intervention Team/Social Services/Education Welfare Service/Language & Communication Team /Behaviour Support Service/CDT/Occupational Therapy Service/Physiotherapy Service

8. Approaches to learning (Self confidence, motivation, child's own views about proposal)

9. Cognitive development

10. Speech and communication skills/ Please complete separate sheet attached
(See page 22 if required)

11. Social communication/ Please complete separate sheet attached
(See page 22 if required)

12. Social emotional/behaviour skills/ Please complete separate sheet attached
(See page 30 if required)

13. Motor and sensory skills (Mobility, gross/fine motor skills)

14. Aims of provision (Suggest main teaching objectives)

15. Educational facilities and resources

- a. Curriculum features, does the child require any of National Curriculum modifications or disapplication? YES/NO
If yes give details.

- b. Teaching strategies and approaches- describe and quantifying provision currently being at School Action/ School Action Plus made to support child

- c. Any differentiation of class or curriculum organisation

- d. Specific programmes /activities/materials/equipment/staffing

- e. Need for staff advice/training/support.

Please state clearly any features in addition to those normally available in the school or setting that in your opinion are necessary to meet the needs.

16. Child/young person's view (Please include the views of child/young person where these can be obtained)

Referral Details:

To be completed by the Head of referring Early Years Setting/School:

Name: _____

Designation: _____

Signed: _____

Date: _____

Professionals who should contribute to a statutory assessment:

Designation	Name	Location/Telephone number
Educational Psychologist		
School/Early Years Setting		
Health Service		
Social Services		
Please add others:		

17. Professional's details

Your Name _____

Your Designation _____

School/Setting _____

Signed: _____ **Date:** _____

18. To be completed by the Parents / Carers

Name _____

Signed: _____ **Date:** _____

Name _____

Signed: _____ **Date:** _____

Please read these notes carefully before completing the Statutory Assessment form

Please follow & use the headings provided in the guidelines for writing professional advice

Professional advice should be typed and written in straightforward language avoiding the use of jargon so that it can be clearly understood by both parents and other professionals.

The advice must not be influenced by consideration of the name of a school at which the child might eventually be placed. Specific schools must not be mentioned.

Each page of advice should be headed with the child's name and author's details.

Please ensure that the completed guidance is signed and dated.

On completion please email this document to: sen.assessment@camden.gov.uk

Please return a signed hard copy to:

Special Educational Needs Section
London Borough of Camden
Crowndale Centre
218 Eversholt Street
London NW1 1BD

CHECK LIST

Please attach the following evidence and tick to indicate that it has been included

- Concise description of the child's relative strengths, barriers to learning and rate of progress in response to intervention. Reference should be made to relevant threshold criteria as appropriate. This should be no more than one or two paragraphs which give a summary overview of the child.
- Two provision maps and/or IEPs, including reviews at School Action Plus. These need to include clear targets, strategies, support arrangements and outcomes. They also need to show how external advice has been incorporated. Planning and strategies need to be appropriate to the child's type and level of SEN.
- For children at pre- school level, two provision maps and/or IEPs at early Years Action Plus (one of which has been reviewed) are required.*
- Relevant reports from external specialist(s) at Action plus which indicate the degree and complexity of difficulties.
(A medical report is required for any child for whom the request is been made on grounds of a medical diagnosis and its impact on the child's learning and access, as well as follow-up therapy reports as appropriate.)
- For children with speech and language difficulties or behaviour, emotional and social difficulties, the appropriate additional information **must** be completed and included as evidence.
- Any other relevant specific and objective up-to-date information about the child's attainments and social development, including information about the child's attendance, where relevant.
- Record of parental involvement, or explanation of action taken to secure it, and the views of the child's parents/carers where these have been made known.
(This may already be available on the provision map/IEP)
- The views of the child where these can be ascertained.
(These may already be available on the provision map/IEP)

All the evidence must combine to demonstrate purposeful and relevant action by the school(s) over a sustained period of time.

The Panel cannot consider a request for statutory assessment without a fully completed form with relevant attachments.

Guidelines on the completion of request for statutory assessment form

In line with the Code of Practice, Camden Local Authority require clear information in order to decide whether a statutory assessment of a particular pupil is appropriate.

There are two main components to the information required:

- Evidence of significant difficulties
- Evidence that schools have carried out relevant and purposeful intervention (School/Early Years Action and School/Early Years Action Plus)

Evidence of significant difficulties

Evidence that the degree of difficulty indicates that a pupil has significant difficulties, beyond the majority of his or her peers and is likely to need some form of special provision which would not normally be available to pupils without statements. The level of need which may require a statutory assessment is set out in the “Criteria for statutory assessment” booklet produced by CLA. Information given on pupils’ difficulties or levels of functioning should be as precise as possible, e.g reading age or a clear description of a behaviour problem.

Evidence of intervention

Evidence that schools have carried out relevant and purposeful intervention to address the pupil’s difficulty. CLA would normally expect that intervention at School/Early Years Action and School/Early Years Action Plus will have been monitored, recorded and evaluated. Evidence of interventions would normally take the form of IEPs and SEN Management Summary Sheets. The LA will need to know what specific resources or provision has been made available and what progress was made. IEPs should indicate clear targets that the pupil was working towards and whether these were achieved. At School/Early Years Action Plus, evidence should be given of how the advice/involvement of outside agencies informed planning and intervention. Such evidence will be considered if there is evidence of monitoring and evaluation over time.

The involvement of the pupil and or parent/carer in planning and carrying out interventions should also be documented.

CLA acknowledges that on rare occasions a pupil may warrant an immediate statutory assessment e.g where a pupil with a history of special education has just arrived from abroad, or following a serious accident. There is space on the form for schools to outline such special circumstances (“Comments on main areas of concern”, page 4).

In all cases where a school feels that a statutory assessment may be necessary, the matter should be fully discussed with the school’s Educational Psychologist, the parent/carer and the pupil.

All forms received by CLA will be considered by an LA officer or group of officers, who will decide if there is sufficient evidence to initiate a statutory assessment. The parent/carer and school will be informed of this decision. When there is insufficient evidence to proceed, the form will be returned to the school and reasons given.

GUIDANCE NOTES

PROFESSIONAL ADVICE TO CONTRIBUTE TO A STATUTORY ASSESSMENT OF A CHILD'S SPECIAL EDUCATIONAL NEEDS

Please read this advice before completing the Statutory Assessment Form (SA).

Background

The following information should be included in this section:

- i. Earlier education history: this should include a record of schools previously attended by the pupil and the pupil's attendance records when known.
- ii. Background information: this may include family details, environmental factors and medical information.

Please note that only those factors which relate to the pupil's educational needs require comment and only factual information should be provided about family background if it is considered to be relevant.

Relevant home and school factors

- i. At school – size/age range of class, description of school-based interventions, curriculum provision, teaching strategies used e.g. differentiation.
- ii. At home and in the community – home language, parental views, care situation.

Educational

Identify and list all of the child's special educational needs and for each need describe the child's level of functioning that is what the child can and cannot do. Please complete the Pre-School / Foundation stages, National Curriculum Levels, reading, spelling and other assessments, monitoring an external professional involved, as appropriate.

1. **Educational attainments:** literacy and numeracy skills, other curriculum areas.

Literacy: To include reported assessment of child's literacy skills on the basis of standardised testing and/or National Curriculum levels (with descriptor of skills and barriers to learning). Include description of rate of progress in response to intervention, if appropriate. Or alternatively, if the child is of pre-school age reference attainment of Foundation Stage Early Learning Goals

Numeracy: As above

2. **Approaches and attitudes to learning** – self image, confidence and independence, motivational factors, child’s own view of progress, learning style (visual, auditory etc.)

3. **Cognitive development** including reasoning, organisational and problem solving skills

4. **Speech and communication skills** – articulation skills, fluency of speech, willingness to communicate, vocabulary, comprehension, language structure.
(Please read the attached advice before completing the part of the SA).

5. **Social communication**-(Please read the attached advice before completing the part of the SA).

6. **Social, Emotional/ behaviour skills** behaviour – classroom behaviour, playground behaviour, outside school (reported or observed). - (Please read the attached advice before completing the part of the SA).

7. **Motor and sensory skills**, - mobility, gross and fine motor skills, vision (Please read the attached advice before completing the part of the SA).

8. **Aims of provision**

Please suggest main teaching objectives for the child, referring to each need as listed above.

9. **Educational facilities and resources**

For each need and objective, please consider what features of provision might meet the special educational needs as identified:

(You are not being asked to recommend a particular alternative school or type of provision)

10. Pupil's views

Please include if appropriate the ascertainable views of the child about their needs and the ways in which they like/would like to be helped.

11. Supporting evidence

You need only provide information that is relevant to the statutory assessment criteria. Much of this evidence should be available in the child's Individual Plan at School Action Plus. Evidence should be based on current and recent need and include information gathered during the most recent 6-12 months (reports more than 12-18 months old unlikely to be helpful).

12. Additional guidance

Please read guidance notes on Communication and Interaction Scales for pupils with Speech, Language and Communication difficulties, including Autistic Spectrum Disorders before completing Statutory Assessment form.

Please read guidance notes on Emotional and Behavioural difficulties scale before completing the Statutory Assessment form

13. Professional details

Please ensure that the form Statutory Assessment form is signed by an appropriate professional in your school eg. the Headteacher or SENCO, dated and returned to above address

On completion please email this document to: sen.assessment@camden.gov.uk

Please return a signed hard copy to:

Special Educational Needs Section
London Borough of Camden
Crowndale Centre
218 Eversholt Street
London NW1 1BD

Special Educational Needs Section
Camden Local Authority
The Crowndale Centre
218 Eversholt Street
London NW1 1BD
Tel 020 7974 4530
Fax 020 7974 6501

STRICTLY CONFIDENTIAL

APPENDIX C

MEDICAL ADVICE

Advice On A Child/Young Person Who May Have Special Educational Needs

Please note that all of the information on this form will be copied to parents and all agencies directly involved with the child/young person.

1. CHILD'S PERSONAL DETAILS

UPN Reference:

Surname:

Forename:

Address:

Postcode:

Date of Birth:

Gender:

School:

Year Group:

Religion:

**Home
Language:**

Ethnicity:

2. PERSON(S) WITH PARENTAL RESPONSIBILITY

Name(s):

Relation:

Address:

3. BACKGROUND

Family/social history

Basis of Assessment

4. CURRENT SITUATION

Learning ability/difficulties

Communication/speech/socialization

Hearing

Vision

Fine motor control

Gross motor function

Activities of daily living

Behaviour

General health/medical problems

Examination

5. SUMMARY OF SITUATION FROM A MEDICAL POINT OF VIEW

6. RECOMMENDATIONS

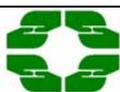
Number of Pages in this document:	
Signature:	
Name:	
Position:	
Date of Report:	

CC

On completion please email this document to: sen.assessment@camden.gov.uk

Please return a signed hard copy to:

Special Educational Needs Section
London Borough of Camden
Crowndale Centre
218 Eversholt Street
London NW1 1BD



Camden

D

Special Educational Needs Section
Camden Local Authority
The Crowndale Centre
218 Eversholt Street
London NW1 1BD
Tel 020 7974 4530
Fax 020 7974 6501

STRICTLY CONFIDENTIAL

APPENDIX D

PSYCHOLOGICAL ADVICE

Advice On A Child/Young Person Who May Have Special Educational Needs

Please note that all of the information on this form will be copied to parents and all agencies directly involved with the child/young person.

1. CHILD'S PERSONAL DETAILS

UPN Reference:

Surname:

Forename:

Address:

Postcode:

Date of Birth:

Gender:

School:

Year Group:

Religion:

**Home
Language:**

Ethnicity:

2. PERSON(S) WITH PARENTAL RESPONSIBILITY

Name(s):

Relation:

Address:

3. BACKGROUND

Referral Background

Other practitioners known to be involved

Basis of Assessment

4. VIEWS OF CHILD/YOUNG PERSON AND PARENT

5. CURRENT SITUATION

Educational

Literacy

To include reported assessment of child's literacy skills on the basis of standardised testing and/or National Curriculum levels (with descriptor of skills and barriers to learning). Include description of rate of progress in response to interventions, if appropriate. Or alternatively, if the child is of pre-school age reference attainment of Foundation Stage Early Learning Goals

Numeracy

As above.

Approaches and Attitudes to Learning

Cognitive Functioning

To include a brief introductory explanation of the parameters of the description of cognitive functioning and the basis on which advice has been given, for example:

Cognitive functioning is associated with the development of a range of skills that enable an individual to process information; these include attention, perception, memory, language, concept formation and problem solving. Assessment of cognitive functioning has been made on the basis of..... functional analysis of (child's name) skills as observed..... (name situation) or, for example, through testing using the British Ability Scales II

Acquisition of Concepts (optional, may have been included in the section above)

Communication

Receptive and expressive language (listening and speaking skills)

To include augmentative communication skills e.g. use of Picture Exchange System (PECS), Makaton etc) if appropriate.

Social Communication

To including social use of language and non-verbal communication skills as appropriate

Social, Emotional Behavioural Skills

Headings below are suggested aspects of social, emotional behavioural development to be reported on.

Relationships with peers

Relationships with adults

Play skills

Social skills

Behavioural self-regulation

For example, include reference to capacity to self-regulate attention and detail impact of behaviour on others, as appropriate.

Self-esteem, resilience, confidence

Level of independence

Motor and Sensory Skills

Mobility

Gross and Fine Motor Skills

Vision

Hearing

Other

Other areas relevant to a description of the child/young person's special educational needs - for example issues relating to medical diagnosis.

6. SPECIAL EDUCATIONAL NEEDS

Summary of young person's special educational needs, with reference to barriers to learning, areas of strength and difficulty with distinction made between primary and secondary areas of need, as appropriate. Use SEN Code of Practice descriptors, if appropriate (e.g. Cognition & Learning; Communication & Interaction; Social, Emotional Behavioural and Physical, Sensory – Moderate, Severe etc). If appropriate brief reference should be made to contextual factors associated with young person's special educational needs.

7. SPECIAL EDUCATIONAL PROVISION

The London Borough of Camden's Children, Schools and Families' Directorate expects provision to meet the needs of children and/or young people in such a way as to support them in staying safe, being healthy, enjoying and achieving, making a positive contribution and experiencing economic well-being (Every Child Matters, 2004).

On the basis of available evidence specific objectives of provision and educational facilities and resources to meet..... (child/young person's name) special educational needs have been advised below.

8. OBJECTIVES

Provision to meet (young person's name) needs to enable him/her to:

- Access a broad and balanced curriculum (or similar reference that acknowledges entitlement to access the National Curriculum)

Further aims of provision to meet young person's needs to be listed in order of priority.

9. PROVISION

This section needs to include reference to any appropriate facilities and equipment, staffing arrangements and appropriate modifications to the National Curriculum. This might, for example, include reference to specialist support and advice for teaching staff, advice or support from specialist practitioners, adult to child ratio for delivery of interventions (e.g. small group).

Curriculum

For example ... (young person's name) needs access to a broad, balanced and differentiated curriculum where learning is presented in small steps with an emphasis on repetition and over learning in all areas and opportunities for practical experience of concepts being taught OR (young person's name) needs access to an adapted curriculum delivered in a flexible way to take account of his/her special educational needs as described in Section 6 etc.

Staffing

For example, skills and experience of practitioners and/or broad parameters of staff/pupil ratio

External Specialists

Strategies relating to the following aims:

List strategies relating to each of the aims identified in Section 7 in priority order.

So, for example:

To develop functional literacy and numeracy skills

.....needs to follow a structured Wave 3 literacy programme delivered on a daily basis to support incremental development of skills and knowledge with opportunities for consolidation of learning.'s personalised literacy programme needs to focus on the development of phonemic skills (in particular segmenting and blending) as a key element of the programme. Examples of programmes that are structured in this way include Phonographic, Sounds Write, THRASS and Camden's Soundwaves programme amongst others (ref: What works for children with literacy difficulties? DCSF, 2007).

10. MONITORING and REVIEW

For example: (child/young person's name) targets and support programme need to be recorded on her Individual Education Plan, Personalised Learning Plan and/or another document that enables the close tracking of progress over time in relation to planned intervention and support.

..... (child/young person's name) progress needs to be reviewed regularly. Reviews need to include (child/young person's and his/her parents) views and those of all practitioners who work with (Child/young person).

Number of Pages in this document:	
Signature:	
Name:	
Position:	
Date of Report:	

CC

On completion please email this document to: sen.assessment@camden.gov.uk

Please return a signed hard copy to:

Special Educational Needs Section
London Borough of Camden
Crowndale Centre
218 Eversholt Street
London NW1 1BD



E

Special Educational Needs Section
Camden Local Authority
The Crowndale Centre
218 Eversholt Street
London NW1 1BD
Tel 020 7974 4530
Fax 020 7974 6501

STRICTLY CONFIDENTIAL

APPENDIX E

SOCIAL SERVICES ADVICE

Advice On A Child/Young Person Who May Have Special Educational Needs

Please note that all of the information on this form will be copied to parents and all agencies directly involved with the child/young person.

1. CHILD'S PERSONAL DETAILS

UPN Reference:

Surname:

Forename:

Address:

Postcode:

Date of Birth:

Gender:

School:

Year Group:

Religion:

**Home
Language:**

Ethnicity:

2. PERSON(S) WITH PARENTAL RESPONSIBILITY

Name(s):

Relation:

Address:

3. BACKGROUND

Background

To include information about the background to the Local Authority's request for your contribution to statutory assessment of a child/young person's special educational needs under Section 323 of the 1996 Education Act.

A brief review of background information about your work with the child/young person, including your understanding of the child/young person's special educational needs.

Referral Background

Other practitioners known to be involved

Basis of Assessment

4. VIEWS OF CHILD/YOUNG PERSON AND PARENT

5. CURRENT SITUATION

Educational

If known

Approaches and Attitudes to Learning

Communication

Receptive and expressive language (listening and speaking skills)

Social Communication

To including social use of language and non-verbal communication skills as appropriate

Social, Emotional Behavioural Skills

Headings below are suggested aspects of social, emotional behavioural development to be reported on.

Relationships with peers

Relationships with adults

Play skills

Social skills

Behavioural self-regulation

For example, include reference to capacity to self-regulate attention and detail impact of behaviour on others, as appropriate.

Self-esteem, resilience, confidence

Level of independence

Motor and Sensory Skills

If known

Other

Other areas relevant to a description of the child/young person's special educational needs - for example issues relating to medical diagnosis.

6. SPECIAL EDUCATIONAL NEEDS

Summary of young person's special educational needs, with reference to barriers to learning, areas of strength and difficulty with distinction made between primary and secondary areas of need, as appropriate.

7. SPECIAL EDUCATIONAL PROVISION

From a social care perspective.

In general, London Borough of Camden's Children, Schools and Families' Directorate expects provision to meet the needs of children and/or young people in such a way as to support them in staying safe, being healthy, enjoying and achieving, making a positive contribution and experiencing economic well-being (Every Child Matters, 2004).

On the basis of available evidence specific objectives of provision and educational facilities and resources to meet (child/young person's name) special educational needs have been advised below.

8. OBJECTIVES

Provision to meet (young person's name) needs to enable him/her to:

- Access a broad and balanced curriculum (or similar reference that acknowledges entitlement to access the National Curriculum)

Further aims of provision to meet young person's needs to be listed in order of priority.

9. PROVISION

This section might include reference to any appropriate facilities and equipment, staffing arrangements.

Strategies relating to the following aims:

List strategies relating to each of the aims identified in Section 7 in priority order.

Number of Pages in this document:	
Signature:	
Name:	
Position:	
Date of Report:	

CC

On completion please email this document to: sen.assessment@camden.gov.uk

Please return a signed hard copy to:

Special Educational Needs Section
London Borough of Camden
Crowndale Centre
218 Eversholt Street
London NW1 1BD



Camden

F

Special Educational Needs Section
Camden Local Authority
The Crowndale Centre
218 Eversholt Street
London NW1 1BD
Tel 020 7974 4530
Fax 020 7974 6501

STRICTLY CONFIDENTIAL

APPENDIX F

OTHER

Advice On A Child/Young Person Who May Have Special Educational Needs

Please note that all of the information on this form will be copied to parents and all agencies directly involved with the child/young person.

1. CHILD'S PERSONAL DETAILS

UPN Reference:

Surname:

Forename:

Address:

Postcode:

Date of Birth:

Gender:

School:

Year Group:

Religion:

**Home
Language:**

Ethnicity:

2. PERSON(S) WITH PARENTAL RESPONSIBILITY

Name(s):

Relation:

Address:

3. BACKGROUND

Background

To include information about the background to the Local Authority's request for your contribution to statutory assessment of a child/young person's special educational needs under Section 323 of the 1996 Education Act.

A brief review of background information about your work with the child/young person, including your understanding of the child/young person's special educational needs.

Other practitioners known to be involved

Basis of Assessment

4. VIEWS OF CHILD/YOUNG PERSON AND PARENT

5. CURRENT SITUATION

Educational

Literacy

To include reported assessment of child's literacy skills on the basis of National Curriculum strands (with descriptor of skills and barriers to learning) and standardised assessment, if appropriate. Include description of rate of progress in response to interventions. Or alternatively, if the child is of pre-school age reference attainment of Foundation Stage Early Learning Goals

Numeracy

As above.

Approaches and Attitudes to Learning

Cognitive Functioning

To include a brief introductory explanation of the parameters of the description of cognitive functioning and the basis on which advice has been given, for example:

Cognitive functioning is associated with the development of a range of skills that enable an individual to process information; these include attention, perception, memory, language, concept formation and problem solving.

Assessment of cognitive functioning has been made on the basis of..... functional analysis of (child's name) skills as observed..... (name situation)

Acquisition of Concepts (optional, may have been included in the section above)

Communication

Receptive and expressive language (listening and speaking skills)

To include augmentative communication skills e.g. use of Picture Exchange System (PECS), Makaton etc) if appropriate.

Social Communication

To including social use of language and non-verbal communication skills as appropriate

Social, Emotional Behavioural Skills

Headings below are suggested aspects of social, emotional behavioural development to be reported on.

Relationships with peers

Relationships with adults

Play skills

Social skills

Behavioural self-regulation

For example, include reference to capacity to self-regulate attention and detail impact of behaviour on others, as appropriate.

Self-esteem, resilience, confidence

Level of independence

Motor and Sensory Skills

Mobility

Gross and Fine Motor Skills

Vision

Hearing

Other

Other areas relevant to a description of the child/young person's special educational needs - for example issues relating to medical diagnosis.

6. SPECIAL EDUCATIONAL NEEDS

Summary of young person's special educational needs, with reference to barriers to learning, areas of strength and difficulty with distinction made between primary and secondary areas of need, as appropriate. Use SEN Code of Practice descriptors, if appropriate (e.g. Cognition & Learning; Communication & Interaction; Social, Emotional Behavioural and Physical, Sensory – Moderate, Severe etc). If appropriate brief reference should be made to contextual factors associated with young person's special educational needs.

7. SPECIAL EDUCATIONAL PROVISION

London Borough of Camden's Children, Schools and Families' Directorate expects provision to meet the needs of children and/or young people in such a way as to support them in staying safe, being healthy, enjoying and achieving, making a positive contribution and experiencing economic well-being (Every Child Matters, 2004).

On the basis of available evidence specific objectives of provision and educational facilities and resources to meet..... (child/young person's name) special educational needs have been advised below.

8. OBJECTIVES

Provision to meet..... (Young person's name) needs to enable him/her to:

- Access a broad and balanced curriculum (or similar reference that acknowledges entitlement to access the National Curriculum)

Further aims of provision to meet young person's needs to be listed in order of priority.

9. PROVISION

This section needs to include reference to any appropriate facilities and equipment, staffing arrangements and appropriate modifications to the National Curriculum. This might, for example, include reference to specialist support and advice for teaching staff, advice or support from specialist practitioners, adult to child ratio for delivery of interventions (e.g. small group).

Curriculum

For example,..... (young person's name) needs access to a broad, balanced and differentiated curriculum where learning is presented in small steps with an emphasis on repetition and over learning in all areas and opportunities for practical experience of concepts being taught OR (Young person's name) needs access to an adapted curriculum delivered in a flexible way to take account of his/her special educational needs as described in Section 6 etc.

Staffing

For example, skills and experience of practitioners and/or broad parameters of staff/pupil ratio

External Specialists

Strategies relating to the following aims:

List strategies relating to each of the aims identified in Section 7 in priority order.

So, for example:

To develop functional literacy and numeracy skills

.....needs to follow a structured Wave 3 literacy programme delivered on a daily basis to support incremental development of skills and knowledge with opportunities for consolidation of learning.'s personalised literacy programme needs to focus on the development of phonemic skills (in particular segmenting and blending) as a key element of the programme. Examples of programmes that are structured in this way include Phonographix, Sounds Write, THRASS and Camden's Soundwaves programme amongst others (ref: What works for children with literacy difficulties? DCSF, 2007).

10. MONITORING and REVIEW

For example: (child/young person's name) targets and support programme need to be recorded on her Individual Education Plan, Personalised Learning Plan and/or another document that enables the close tracking of progress over time in relation to planned intervention and support. (child/young person's name) progress needs to be reviewed regularly. Reviews need to include..... (child/young person's and his/her parents) views and those of all practitioners who work with..... (Child/young person).

Number of Pages in this document:	
Signature:	
Name:	
Position:	
Date of Report:	

CC

On completion please email this document to: sen.assessment@camden.gov.uk

Please return a signed hard copy to:

Special Educational Needs Section
London Borough of Camden
Crowndale Centre
218 Eversholt Street
London NW1 1BD

APPENDIX 2

SAMPLE LETTERS

Letter A: Letter to parents informing them that the Authority will initiate a statutory assessment of special educational needs.

Letter B1: Letter to child's school/ early years setting requesting information to determine whether or not the Authority should undertake the statutory assessment of special educational needs.

Letter B2: Letter to child's school/early years setting following agreement to assess, and requesting additional information (if school considers this necessary).

Letter C: SA2 letter to parents informing them that the Authority has agreed to initiate a statutory assessment of special educational needs.

Letter D: Letter to professionals requesting advice involved in the case seeking advice for the multi professional assessment process.



Children, Schools & Families Directorate
London Borough of Camden
Crowdale Centre
218 Eversholt Street
London NW1 1BD
Tel 020 7974 4530
Fax 020 7974 6501

LETTER A

«addressee»
«gu_unit_no»«gu_unit_name»
«gu_house_no»«gu_street»
«gu_main_road»
«gu_district»
«gu_town»
«gu_county»
«gu_postcode»

«named_officer»

«named_officer_tel»

Dear «salutation»

ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS

Name of Child: «pupil_firstname» «pupil_surname»
Date of Birth: «pupil_birthdate»
School: «school_name»

I am writing to confirm that Camden Local Authority has received a request to initiate a statutory assessment for special educational needs from your son/daughter's school/ early years setting. Under Section 329 of the 1996 Education Act and SEN Code of Practice (2001). In considering such a request, the LA should:

Once a request to start a statutory assessment has been received the Local Authority seeks the view of:

- Parents
- Early years setting/ School staff
- Other professionals

- Find out the nature of your child's needs
- Establish the extent of your involvement and agreement with the special educational provision made in school whether or not you agree with the statutory assessment request.

The Code of Practice sets out clear stages for school-based assessment of special educational needs, and explains that for the vast majority of pupils those needs will be met by the school at School Action and School Action Plus stages without the need for statutory assessment. In a small minority of cases – nationally around 2% of children – will a pupil

have special educational needs of such severity and complexity to require a statutory assessment.

If an assessment is deemed necessary, Camden LA will seek information from relevant professionals who have knowledge of your child's special educational needs, or professionals which are considered as appropriate to contribute to this assessment. Please let me know if you wish us to approach any additional professionals.

I attach, for your information, a parental pack, which includes a copy of Camden Local Authority booklet, "Special Educational Needs - Camden", accompanying guidelines, Information on support and advice agencies for parents and a list of maintained and grant maintained schools in Camden. If you would like information about other sources of independent advice or support, Camden LA has a Parent Partnership Service, contact details are Elfrida Rathbone (Camden), (Tel: 020 7424 1601).

If you would like further information about this service, or have any further queries, please do not hesitate to contact me, as your named officer on the above number.

In accordance with the SEN Code of Practice, Camden LA will make a decision on whether to initiate an assessment, within 6 weeks. I will then write to you with details of the decision made.

Yours sincerely

«named_officer»
«named_officer_post»

Cc. File
«school_name»
«EP»

LETTER B1

LETTER TO CHILD'S SCHOOL/ EARLY YEARS SETTING REQUESTING INFORMATION

«head_name»
«school_name»
«school_unit_no»«school_unit_name»
«school_house_no»«school_street» «named_officer»
«school_main_road»
«school_district» «named_officer_tel»
«school_town»
«school_county»«school_postcode»

Dear «head_salutation»

Name of Child: «pupil_firstname» «pupil_surname»
Date of Birth: «pupil_birthdate»
Address: «pupil_address»

As you may know, «pupil_firstname»'s parent(s) have asked Camden Local Authority (Camden LA) to initiate a statutory assessment of «pupil_firstname»'s

In order for Camden LA to determine whether a statutory assessment is necessary, I would be grateful if you would complete the attached form to provide information on «pupil_firstname»'s educational needs as identified by your school, and on the action already taken to address these needs.

As Camden LA must respond to a parental request within six weeks of its receipt, I would appreciate if this information is return within two weeks of the date of this letter.

Yours sincerely

«named_officer»
«named_officer_post»
cc «EP»
Enc Parental letter

LETTER B2

LETTER TO CHILD'S SCHOOL/ EARLY YEARS CONFIRMING AGREEMENT TO ASSESS

«head_name»
«school_name»
«school_unit_no»«school_unit_name»
«school_house_no»«school_street» «named_officer»
«school_main_road»
«school_district» «named_officer_tel»
«school_town»
«school_county»«school_postcode»

Dear «head_salutation»

Name of Child: «pupil_firstname» «pupil_surname»
Date of Birth: «pupil_birthdate»
Address: «pupil_address»

The Authority has decided to initiate a statutory statement of «pupil_firstname» special educational needs under the Education Act 1996.

The information provided by your school for this assessment of «pupil_firstname» «pupil_surname» will be used as the school's advice for the statutory assessment process. If you wish to provide additional information, I would be grateful if you could complete your report on the SA form within 6 weeks of this initial request date to ensure that the Authority complies with its statutory deadlines on this case.

All reports will be attached to the proposed draft statement of special educational needs, which will be sent to «pupil_firstname»'s parent(s). You may find it useful to know that we have also asked for advice on «pupil_firstname»'s special educational needs from the following: Camden Educational Psychology Service, the Health Authority and Camden Social Services Department.

Yours sincerely

«named_officer»
«named_officer_post»
cc «EP»
Enc Parental letter

LETTER C

«addressee»
«gu_unit_no»«gu_unit_name»
«gu_house_no»«gu_street»
«gu_main_road»
«gu_district»
«gu_town»
«gu_county»
«gu_postcode»

«named_officer»

«named_officer_tel»

Dear «salutation»

Name of Child: «pupil_firstname» «pupil_surname»
Date of Birth: «pupil_birthdate»
School: «school_name»

I am writing to inform you that Camden Local Authority (Camden LA) has agreed to initiate a statutory assessment of special educational needs under Section 324 of the 1996 Education Act. The purpose of this letter is to notify you of this and to provide you with information about the assessment procedure itself.

You will have an important part to play in this assessment and your involvement will help us to define more clearly the nature of «pupil_firstname»'s special educational needs. Your help in the assessment procedure will also enable us to consider how together we can make appropriate arrangements to meet these needs.

During the assessment, Camden LA must seek

- a. Parental advice
- b. Educational advice
- c. Medical advice
- d. Psychological advice
- e. Social services advice
- f. Any other advice which the Local Authority or any other body from whom advice is sought, consider desirable.

Please note that although your child may not have a specific medical need, a medical examination is legally required as part of the assessment. It is therefore important that you attend any appointments made for this medical – a failure to attend may result in the assessment being delayed.

You have a right to be present at any of the examinations, which the professionals consider necessary. These professionals will produce written reports and you will receive copies of these following the completion of the assessment. In accordance with the Education Act 1996, I am sending a copy of this letter to the Headteacher of <pupil's first name> school (if applicable), the Educational Psychologist, the District Health Authority and Camden Social Services Department.

If you like more information, as your Named LA Officer I will be glad to help you. Please contact me at the telephone number and address at Camden Crowndale offices.

I hope you will also let me have your views about «pupil_firstname»'s educational needs and I enclose a form for you to use. **I have asked the professionals to complete their reports within 6 weeks of the date of this letter, and would therefore be grateful if you could return your form by then as well.** Your views will be considered together with the advice from professionals in determining appropriate provision to meet «pupil_firstname»'s needs. If you would like to include in the assessment any other reports, please include this along with your views and these will be considered as parental evidence.

If you have any queries regarding the above, please do not hesitate to contact me on the above number.

Yours sincerely

«named_officer»
«named_officer_post»

cc. «head» «school_name»
Educational Psychologist
District Health Authority
Camden Social Services

LETTER D

LETTER TO PROFESSIONALS REQUESTING ADVICE FOR STATUTORY ASSESSMENT

«addressee»

«post»

«agency»

«unit_no»«unit_name»

«house_no»«street»

«main_road»

«district»

«town»

«county»«postcode»

«named_officer»

«named_officer_tel»

Dear «salutation»

Name of Child: «pupil_firstname» «pupil_surname»

Date of Birth: «pupil_birthdate»

Address: «pupil_address»

School: «school_name»

The Authority has decided to initiate a statutory assessment of the above-named child's special educational needs under the Education Act 1996.

I am therefore writing to ask if you would provide advice on «pupil_firstname»'s special educational needs as seen from your professional perspective. I enclose a copy of Form SA for your advice.

I would be grateful if you could complete your report within 6 weeks of this initial request date to ensure that the Authority complies with its statutory deadlines on this case. If this is not possible could you please let me know immediately, so that it can be noted on file and the case will be considered as an exception.

Once all reports have been received the Local Authority will consider whether to issue a draft statement of special educational needs, which will be sent to «pupil_firstname»'s parent(s). You may find it useful to know that we have also asked for advice on «pupil_firstname»'s special educational needs from the following: Camden Educational Psychology Service, the Health Authority, Camden Social Services Department and «pupil_firstname»'s school.

Yours sincerely

«named_officer»

«named_officer_post»