

Introduction

Every parent wants the best for their child and, in Medway, we share the ambition of parents who want their child's time at school to be both happy and successful.

We are determined to do whatever we can to support schools and parents in meeting the needs of all children and young people, regardless of their physical or intellectual ability. Most children find their way through their years of education (whether at school or at college) without any additional support but a minority experience some form of special education need. This document is about the 20% or so of children who, at some time in their educational career, need additional support.

This booklet has been written with the help and advice of many parents, teachers and other practitioners. We are grateful for their support. The booklet will be reviewed in March 2016.

What is a Special Education Need or Disability (SEND)?

The government define a child or young person with SEND as "a child who has learning difficulties or disabilities that make it harder for them to learn than most children of the same age". This is a very broad definition: the majority of children who have SEND have them for only a short period of time, and their needs can easily be met in a local mainstream school. Other children or young people have needs that will be with them throughout their life, and need specialist care or health support. The local authority has a statutory duty for children and young people with SEND from age 0 -25. This document shows how we will tailor support to ensure all children and young people receive the help they need.

We believe that all children and young people, regardless of their ability or learning need, have an entitlement to be educated as close to their home as possible. Children usually do best living and going to school in their local community, where they can be with their family and friends. We are constantly working with schools to help them increase their skills in meeting the needs of all their local children. We do this by concentrating on what a child can do, rather than on what they can't. Children with SEND often do better in mainstream classes because their friends encourage them to develop and to aspire.

We acknowledge, though, that for a small minority of children a local mainstream school is not the best option. In these circumstances, and following a full assessment of the child's capacity to learn, a special unit (attached to a mainstream school) or special school can sometimes offer a more appropriate education. We involve parents and a range of practitioners in any decision regarding a school placement.

Who is this booklet for?

We believe this booklet will be of use to

- Parents and Young People
- Schools
- Decision makers within the Council

Parents and young people

This booklet sets out what level of additional support you or your child is entitled to, and who is responsible for providing it. It shows how schools and the local authority will identify whether a child or young person has any additional needs and, if so, how they will devise a programme of support and monitor progress. Parents (and young people aged over 16 who are capable of making their own decisions) are key partners in this process, and we will involve you in decision making every step of the way.

Most children with SEND have their needs met in local mainstream schools, possibly with additional support. Some children may require a more formal assessment of their needs and be issued with an Education, Care & Health Plan (usually referred to as an EHC Plan, or just Plan). Only about 2% of children need this, and some of those only need it for part of their education. EHC Plans are reviewed annually and can be changed or withdrawn. Most children and young people with EHC Plans continue to attend their local mainstream school, but some children need the more intensive and specialist support that can only be provided in a special school (see below). Nationally, about one child in every hundred attends a special school

Schools

Schools are responsible for meeting the needs of their children, including those with SEND. Over the past few years many Medway schools have made great strides to become more inclusive, and a number now have additional provision for children with a wide range of SEND.

Schools are responsible for the early identification of possible difficulties, and for putting in place strategies designed to address them. At the lowest level of need this will be by differentiation within, or adaptation of, the school curriculum. For children with higher levels of need, the importance of good record keeping and of early involvement of parents cannot be over stressed. Full and detailed plans will be needed if there is a request either for additional resources or for an EHC assessment. Schools will also find the descriptors useful in helping to assess the level of need a child or young person may have.

The Local Authority

The Local Authority (LA) will use this booklet to assess whether or not a child or young person's needs are greater than those of their peers, and whether or not schools have fulfilled their obligations before initiating a full EHC assessment. This booklet will help to ensure the process is transparent to, and consistent across, all Medway parents schools (including academies).

The legislative framework

The information in this document is consistent with the legal requirements set out in

- The Education Act 1996
- The Equalities Act 2010
- The Children and Families Act 2014
- The SEN Code of Practice 2014

Schools and colleges are required to follow these Acts and Codes, and failure so to do can make school liable to legal challenge. The Equalities Act, in particular, is anticipatory- it requires schools and colleges to consider in advance what a particular child or young person may need in respect of reasonable adaptations (to buildings, to the curriculum, to teaching styles and support). (Code of Practice, 6.9)

The Local Offer

The Children & Families Act requires all local authorities to publish a “local offer”, that is, a directory of policies and services (including those in schools and colleges) available to families, children and young people with SEND with their home council area. Our local offer can be found at

<http://www.medway.gov.uk/childrenandyoungpeople/medwayslocaloffer.aspx>

In 2013 the Department for Education published advice for individual schools and colleges about the information they should publish about their SEND policies and approaches.

To find the local offer of individual schools, please visit the school’s website.

The local offer covers a wide range of matters, including schools, colleges and other settings, the support on offer to families in the local community, options for after schools and holiday activities and the contact details of charities, support groups and other local organisations.

Working with parents and views of children and young people

There is a strong emphasis in the current SEND legislation on working in partnership with parents and young people. Parents and young people should be fully involved in creating and monitoring all plans. Most schools already have very effective systems in place to ensure parents and children are fully involved in all aspects of a young person’s education. It is expected that schools will build on what are, in the majority of cases, very good systems for working with parents to ensure that all parents know what is happening for their child and how well they are doing.

- Where a school has identified a child or young person with special educational needs, it is expected that there would have been a discussion with parents so that they understand the implications.
- All programmes should be reviewed termly with parents and pupils being informed of the outcomes of the reviews where there is group support being offered. Where individual programmes are in place there should be a system in place to involve parents and pupils in the reviews so that there can be a sharing of views regarding the child or young person progress at school and in the home context.
- Any School Based Support Plan considered to be necessary should be written with parents.

Use of data and record keeping

Schools are responsible for determining their own approach to record keeping. In response to school requests, Medway Council has provided a number of record keeping and review formats. It is recommended that these are used in all Medway schools, so that there is consistency for students and parents across the Medway Authority. Schools who do not use the common approach may be asked to provide further information. Costed provision maps and details of school based support plans are required when applying for top up funding.

Evidence of costed provision maps and school based support plans will also be required if school or college is considering applying for EHC assessment.

There are three types of pro forma on offer to reflect the graduated approach. It is expected that some pupils receiving Band B support will have group provision maps. However, as the complexity of individual need increases, a more personalised programme will be required to meet those needs. Inevitably, these will be more detailed as the level and range of interventions increases. All plans will evidence a link between assessment, planning, intervention and reviewing in line with the graduated response.

The three types of pro forma are:

- SEND Support agreement
- Costed individual provision map
- School Based Support Plan

The levels of support guidance below uses the term 'support plan' to mean any plan of support. However, it is expected that, in most cases, one of the above types of plan will be in place.

If a pupil is permanently excluded from school this documentation will also be needed to demonstrate the level of intervention and support that has been in place.

A word about in-class support

There is evidence to suggest that too much 1:1 support in a classroom can be counter-productive. Few of us like to have someone constantly "looking over our shoulder" all day, and children feel much the same. Too much support can develop a dependency on the part of the child or young person. Good practice is for teaching assistants to deliver programmes in which they have been trained, under the direction of a teacher. This can often be delivered better in small groups. It is also important for teaching assistants to be given time to liaise with the class-teacher in order to prepare their work and discuss outcomes.

Pupils should be taught alongside their peers unless there are very good reasons for doing otherwise. There are occasions where withdrawal from lessons has its advantages, but these should be the exception rather than the rule.

Levels of training

Schools should arrange appropriate levels of training to ensure staff are equipped to meet the needs of children and young people with SEND in their school or about to join their school. Medway Council expects that, at a minimum, schools will access training in line with the levels described in the Code of Practice (4,32).

Medway Council is a provider of training (but schools are free to purchase elsewhere). We can provide four levels of training, depending on the needs of the schools and of the children or young people:

Awareness: to give a basic awareness of a particular type of SEND, appropriate for all staff who will come into contact with a child or young person with that type of SEND. Most classroom teachers and teaching assistants will need this level of training.

Enhanced: for early years practitioners, class and subject teachers/lecturers and teaching assistants working directly with the child or young person on a regular basis. Training at this level involves some knowledge of various types of need, and how they may be addressed, for example through classroom arrangements or adapting curriculum materials

Specialist: in-depth training about a particular type of SEND, for staff who will be advising and supporting those with enhanced-level skills and knowledge.

Programme: designed for those delivering specific programmes for children and young people with higher levels of need. This type of training is likely to be required for those working with one or more children over a longer period of time.

Schools can choose to access training from a range of appropriate providers. There is a range of training available within Medway and some of that is included in Appendix 1. A programme of further training will be developed in partnership with schools where a need for locally commissioned training is identified.

Expected levels of support

The next few pages in this document provide general descriptions of different levels of support available in school and colleges. Every child or young person is unique, and so our aim is to provide broad descriptions that enable parents/careers, schools and young people themselves to gauge the sort of support they can expect to meet their needs.

There are 7 different bands, graded from A (the mildest) to G (for those with the most severe and complex needs). The level of support and the resources allocated increase accordingly. "Support" may be in the form of

- A more individualised programme of work
- Being taught in a smaller group for part of the week
- Advice and guidance from an experienced practitioner, including advice and guidance to teaching staff and parents
- A piece of equipment or IT programme
- Therapy
- Additional support in the classroom

- Spending part of the school week at another establishment
- Training (for example, independent travel training)
- A detailed plan with measurable outcomes.
- A combination of the above

The Bands are progressive, but a child or young person's needs usually stay within one Band. The needs of children and young people in Bands A-D can be met within mainstream schools. Children and young people in Bands E-F may be in either a mainstream school with support, or in a specialist provision. Those in Band G are unlikely to have their needs met in mainstream provision, but we are always happy to support this and where appropriate.

Identifying a child or young person as having a special need is a serious step as it can label them for life. It is crucial, therefore, that every decision is based on evidence, that support and interventions are monitored and that detailed records are kept. The Decision Making Group (DMG- a group comprising of senior local authority SEN staff and practicing senior staff from schools) will require evidence that schools and colleges

- have made appropriate arrangements to support individuals with SEN,
- have put in place and monitored individual support arrangements,
- are able to show the cost of these,
- have sought advice from specialist practitioners,
- have involved parents/carers, and
- have detailed records of all actions taken over a minimum of 4 terms

Type of SEN	School/College	Type of Support	Record Keeping	EHC Assessment
<p>Band A These would formerly have been children on “school action”. They may be slightly behind their peers in language, numeracy or social development. They may have minor physical needs (e.g. toileting). Also includes Gifted & Talented.</p>	Mainstream school or college	Differentiation within the curriculum. Quality First Teaching.	Normal monitoring and record keeping by class teacher.	No
<p>Band B These would formerly have been “school action plus.” Able to access the curriculum but performing below age level in one or more curriculum areas. Could have isolated or challenging behaviour.</p>	Mainstream school or college	Needs can be met in a mainstream class but may require access to specialist IT or other learning aids. May need low level support for physical needs- mobility, toileting etc.	Monitoring by class teacher and SENCO. May require specialist advice or consultation.	No
<p>Band C Modified curriculum and/or learning environment. May be following individual programme of leaning.. May need help with personal hygiene, mobility, feeding etc.</p>	Mainstream school or college	Targeted support up to 25hours or other costs up to £6,000. May be taught in small groups for part of the week. May need access to specialist programmes/ equipment.	Regular, detailed monitoring by SENCO. Support and advice may be sought for other agencies. Schools are advised to keep records of any additional costs. Monthly parental contact is recommended.	No

<p>Band D Substantial and/or significant difficulty in accessing curriculum because of learning ability or behaviour. Modified provision in mainstream setting/specialist equipment. Significant physical need (hygiene, tracheotomy).</p>	<p>Mainstream school</p> <p>Mainstream college</p>	<p>Targeted support up to 25hours. Spending of up to £6,000 per pupil</p>	<p>Costed provision map, regularly monitored. Regular input from therapist or other agency</p>	<p>Not in all cases, but likely if needs are long term</p>
<p>Band E Children or young people in this band will have substantial and/or significant levels of needs, possibly across more than one aspect of their life. They may be in one of several settings. They are likely to be following an individual learning plan and/or require high level of individual support for their physical needs.</p>	<p>Mainstream school</p> <p>Specialist unit</p> <p>Special school</p> <p>Mainstream college</p> <p>Specialist college</p>	<p>Spending of £6,000 per pupil. If student is in mainstream school or college, additional top up of up to £3,700. (This equates to the typical cost of a place in a special school)</p>	<p>Costed provision map and/or Care Plan. Monitoring and review will be needed at least half termly</p>	<p>Yes</p>
<p>Band F The majority of children and young people in this band are likely to need a specialist setting, including a unit in a mainstream school. They are unlikely to be able to access a normal curriculum, and will need finely graded, highly structured, tasks. They may have severe communication or social interaction difficulties.</p>	<p>Special school</p> <p>Or mainstream school/college with specialist provision</p>	<p>The details of support will be set out in the EHC Plan.</p> <p>There is likely to be support from either social care and/or the health services</p>	<p>Progress will be monitored at every stage. In addition, you child or young person's wellbeing will be constantly monitored, particularly if they have communication difficulties.</p> <p>May have a care plan in</p>	<p>Yes</p>

They may need a high level of nursing support for their physical needs.			addition to an EHC Plan.	
Band G Most children and young people in this category will be in a specialist provision. Their needs are usually described as profound and multiple learning difficulties. May have multi-sensory impairment or severe behavioural issues	Special school/Specialist setting Mainstream school or college only with a high level of support	Specialist	There is likely to be regular health and social care monitoring as well as education.	Yes

BAND A

Pupils make slower than expected progress or who give some other cause for concern. Needs can be met by greater differentiation and highly focussed lesson design, looking at patterns of achievement and modifying programmes of work. This includes adapting the work of a child or young person working above chronological age (Gifted and Talented).

Pupils at this level are not usually judged as having SEND.

Curriculum and support requirements

- Developmental levels and early years skills are below (or, if potentially gifted and talented, well above) age appropriate levels. Although this does not represent a significant level of difficulty, there will be a need for some differentiation of the curriculum, changes to schemes of work, materials, tasks and recording.
- Foundation and National Curriculum attainments in core subjects are below age levels.
- Changes to schemes of work, materials and recording.
- Focused teaching through the curriculum and some additional help from the teacher and/or another adult.

Social, emotional, communication and interaction

- Emotional or behavioural difficulties at this level are likely to be having an impact on the child's access to the curriculum, but could also be related to underlying learning difficulties. They can be managed through the curriculum, home-school liaison and other discipline/socialisation methods employed by the class teacher and other staff.

Physical, Sensory and medical

- Minor health issues may limit access to the curriculum or communication skills (eg need for glasses or problems with teeth).
- Advice may be required about medication or other health care needs e.g. toileting. An agreed Care Plan may need to be drawn up in conjunction with parents and/or the school nurse.
- Occasional help will be required e.g. to assist the child in managing health and hygiene needs.

Type and level of adult support*

- Teacher identifies, assesses and makes provision for the child's needs in the classroom. A teaching assistant may offer in class support and deliver some programmes under the teacher's guidance.

Therapy

- None required.

Situation and transport

- Usual school/classroom arrangements.

Specialist resources

- Use of aids commonly available in a classroom, including access to ICT.

Assessment and review

- Regular monitoring of progress by teacher and parents.
Monitoring of an agreed Care Plan in conjunction with parents and school nurse as required.

BAND B

Strategies put in place under Band A have not had expected impact. Typically, a child or young person requiring this level of support will experience difficulties for which mainstream school on its own can provide appropriate support using ordinarily available resources.

Curriculum and support requirements

Cognition and learning (approaches to teaching, adaptations to the curriculum and learning environment)

- Foundation and National Curriculum attainments are below age levels, and while they do not represent a significant level of learning difficulty, there will be a need for some differentiation of the curriculum; changes to schemes of work, materials and recording.
- Focused teaching through the curriculum with access to some small group and/or individualised work with class teacher and support staff.
- For child or young person with behavioural difficulties, curriculum experiences that give opportunity for success and development of self esteem.

Social, emotional, communication and interaction

- Most emotional or behavioural difficulties at this level are likely to be associated with learning difficulties. The reasons for any concerns, including withdrawn and isolated as well as challenging behaviour, should be investigated by the school. Needs should be managed through modifying the curriculum, home-school liaison, consistent application of the school's behaviour policy and other well-being and behaviour management strategies employed by the class teacher and other staff.
- For some children or young people there will be a need for a planned programme of personal/social development and/or behaviour management based on closer assessment, which may involve enhanced adult contact/supervision, teaching, small group counselling or a small group targeted programme (probably on a short term basis).

Sensory, physical and medical

- Needs can be met through reasonable adaptation of existing school routines and environment.
- Specialist or alternative equipment may be required e.g.: IT, adapted scissors
- An agreed Care Plan may need to be drawn up in conjunction with parents and/or the school nurse.
- Extra adult assistance may be required e.g. to help the child or young person in managing health and hygiene needs.
- Regular support may be needed for the manipulation of tools/equipment, to ensure safety and access in P.E. swimming, for catheterisation, etc.

Therapy

- School based assessment should be used to inform intervention before referral to therapists e.g. Language for Learning, Speech/Language Link, BEAM, Fizzy.
- A therapist is unlikely to be seeing a child or young person with this level of difficulty. A programme may be devised and be implemented by school staff.

Situation and transport

- Usual school/classroom arrangements.

- Minor modifications to the learning environment may be needed.

Specialist resources

- Shared access to ICT equipment may be appropriate.
- Alternative methods of recording including word recognition software e.g. Dragon Speak software.

Assessment and review

- Detailed regular assessment of needs and progress by SENCO and or class teacher.
- Review of progress by teacher, SENCO and parents as appropriate.
- Monitoring of an agreed Care Plan in conjunction with parents and school nurse as required.

Band C

Children and young people at this level can have their needs met in mainstream schools or colleges, but need support and advice from outside agencies. This may include drawing on the general advice of LA Services, or direct support by LA services and other agencies, as appropriate.

Curriculum and support requirements

- There will be a need for some differentiation and adaptation of the curriculum together with individually prepared programmes.
- For child or young person with behavioural difficulties, a curriculum that gives an opportunity for success and the development of self-esteem.
- Individual learning plan with clearly identified steps.

Social, emotional, communication and interaction

- For some child or young person there will be a need for a planned programme of personal and social development and/or a behaviour management plan. This should be developed in consultation with support services and involve enhanced adult contact/supervision, teaching or counselling.
- Opportunities to access an area of the school, staffed by appropriate staff, at unstructured times. This should offer opportunities for peer interaction or for individual reflection and quiet time.

Sensory, physical and medical

- Extra adult assistance may be required e.g. to help the child/young person in managing health and hygiene needs or in adapting materials and approaches.
- Specific impairments, such as language, sensory or motor impairment may require programmes recommended by therapists.
- Regular support may be needed for the manipulation of tools/equipment, to ensure safety and access in P.E., or for catheterisation, etc.
- An agreed Care Plan may need to be drawn up in conjunction with parents and/or the school nurse.

Type and level of adult support

- SENCO involved in developing support plan in consultation with class teacher.
- Targeted adult support (up to 25 hours individual or small group TA support or teacher equivalent) to assist in implementation of support plan.
- General advice on appropriate use of additional adult support may be required from LA Support Services and other agencies.
- Frequent consultation with parents.
- At this level of need it is expected that specialists would have been consulted and to have devised programmes which they would also monitor.
- Some direct intervention from specialists is expected if necessary.

Therapy

- On-going involvement by a therapist if a programme is provided for implementation at school and home.

Situation and transport

- Typical school/classroom arrangements.
- Some modification to the learning environment may be needed.

Specialist resources

- Access to typically available aids/materials. ICT equipment may be appropriate.
- Alternative methods of recording including word recognition software.

Assessment and review

- At least six monthly review of support plan by school and parents.
- External support services may be advising on assessment, programme planning, monitoring and reviews of progress.
- Monitoring of an agreed Care Plan in conjunction with parents and school nurse as required.

Band D level of support

Children or young people requiring this level of support will experience substantial difficulties or a combination of significant difficulties. Schools will make provision using ordinarily available resources, supported by specific advice from LA services and other agencies. Some pupils who currently have Statement/EHC Plans will need support at this level. Pupils in some specialist provisions may need this level of support.

Curriculum and support requirements

- Pupils will require intensive teaching approaches such as direct instruction with very finely graded tasks for language and communication skills, or independence training.
- The child or young person may sometimes need access to a quiet area of the school during lesson time e.g. when experiencing high anxiety or distress.
- The majority of children or young people will follow programmes of study within the National Curriculum, but not necessarily at the normal age levels. Pupils may need modification of Attainment Targets or special arrangements for Standardised Assessment Tasks.
- Likely to require an individual learning programme with an emphasis on direct teaching, practical tasks, behaviour for learning and frequent opportunities for repetition. This may require individual help, small group work and modifications to materials/resources, etc.
- A predictable and structured routine with regular access to additional adult support.
- For child or young person with behavioural difficulties, curriculum experiences that give opportunity for success and development of self-esteem, reinforced by clear expectations and defined boundaries.

Social, emotional, communication and interaction

- The child or young person will need a planned programme of personal/social development and/or behaviour management developed in consultation with LA services
- Supported interaction with peers and adults for significant periods of the school day.
- Explicit teaching and support from staff to develop social and inter-action skills with peers and adults.
- Opportunities to access an area of the school, supervised by appropriate staff, at unstructured times. This should offer opportunities for peer interaction or for individual reflection and quiet time.

Sensory, physical and medical

- 'On call' and regular assistance will be required during the day e.g. to help the child in managing health and hygiene needs or in adapting materials.
- Support will be needed to ensure safety and/or curriculum access for significant periods of the school day.
- An agreed Care Plan may need to be drawn up in conjunction with parents and/or the school nurse.

Type and level of adult support

- SENCO, LA services, qualified specialists and external agencies involved in developing support plan.
- Additional adult support (up to 25 hours individual and small group TA support or teacher equivalent) to assist in implementation of support plan or managing personal needs.
- Regular consultation with parents.

<p>Therapy</p> <ul style="list-style-type: none">• Provision of a programme• Intervention programmes should be developed, overseen and monitored by a teacher.• Programmes will need to be updated by qualified professionals as advised.• Possible direct input from a therapist and/or therapy assistant in a mainstream setting.• Reviews of progress and adjustments to programme.
<p>Situation and transport</p> <ul style="list-style-type: none">• Typical school/classroom arrangements (and as arranged under the school's Accessibility Plan).• Access enhanced school building adaptations may be required according to the pupil's physical needs.
<p>Specialist resources</p> <ul style="list-style-type: none">• Access to special aids/ICT equipment/materials/adapted furniture may be required.
<p>Assessment and review</p> <ul style="list-style-type: none">• A SEND Support Agreement, or school equivalent, will be required at this stage. Some pupils at this stage may require a School Based Plan.• Review of support plan by school and parents at least 3 times per year.• External agencies involved in monitoring progress.• Statutory Annual Review for child or young person with a statement or EHC Plan – review the continuing need for a Statement/EHC Plan .• Monitoring of an agreed Care Plan in conjunction with parents and school nurse as required.

Band D

Mainstream (up to a maximum of only band with £3,700 “top up” funding)

Children or young people requiring this level of support will experience a combination of substantial or severe difficulty in the areas of communication, cognitive development, behaviour, physical difficulty and/or sensory impairment. The needs of children within this Band can be met by a mainstream school.

It is likely that the majority of children or young people will have a Statement of special educational needs or EHC Plan, potentially with top up funding from the local authority. In very exceptional cases top up funding may be available for children without a Statement or EHC Plan. Details about how this will be allocated are detailed on the back page of this document

Pupils receiving this level of support in a mainstream school will need regular multi-agency input.

Curriculum and support requirements

- The pupils will require intensive teaching approaches and programmes using very finely graded tasks for language and communication skills, independence training, thinking skills, problem-solving and personal and social relations.
- Opportunities to access an area of the school, staffed by appropriate staff, at unstructured times. This should offer opportunities for peer interaction or for individual reflection and quiet time.
- A personalised curriculum relevant for their needs.
- Whilst the majority of children or young people will follow age related programmes of study within the National Curriculum, modification of Attainment Targets and disapplication from Standardised Assessment Tasks (SATs) may be required.
- A predictable and structured routine with regular access to targeted adult support in the mainstream classroom or teaching within a reduced group size.
- Specific advice with regard to supported access to work related learning/work experience placement.

Social, emotional, communication and interaction

- The child or young person will need a planned programme of personal/social development and/or behaviour management developed in consultation with LA services.
- Supported interaction with peers and adults in groups of reduced size e.g. adult/pupils ratio 1:6 for the majority of the school week.
- Teaching and support from specialist staff to develop social interaction skills with peers and adults.
- Opportunities to access an area of the school, supervised by appropriate staff, at unstructured times. This should offer opportunities for peer interaction or for individual reflection and quiet time.

Sensory, physical and medical

- Frequent checking and assistance during the day to help with the managing of health and hygiene needs or in adapting materials and approaches with regard to language or sensory or motor impairment or in undertaking daily intensive programmes following training from the appropriate professional.
- Support will be needed to ensure safety and/or curriculum access for large parts of the school day.
- An agreed Care Plan may need to be drawn up in conjunction with parents and/or the school nurse.

<p>Type and level of adult support</p> <ul style="list-style-type: none"> • Support from specialist staff who will advise on IEP targets e.g. to advise on programmes, intervention and to offer direct support. • Additional adult support in a mainstream school (up to 25 hours individual and small group TA support or teacher equivalent) to assist with implementation of support plan and the delivery of their individual programme. • Teaching/support levels in special schools in line with locally agreed arrangements. • Close consultation with parents. • Trained staff available to prevent the young child from harming him/herself, others or property. • Structured help to develop a sense of socially acceptable behaviour and ability to self-regulate, establish emotional stability, raise self-esteem, and increase concentration and independent work skills.
<p>Therapy</p> <ul style="list-style-type: none"> • Intervention programmes should be developed, overseen and monitored by a teacher. • Programmes will be updated by qualified professionals as advised. • Possible direct input from the therapist and/or therapy assistant.
<p>Situation and transport</p> <ul style="list-style-type: none"> • Transport may be required in line with the SEND transport policy; • Access to adapted buildings.
<p>Specialist resources</p> <ul style="list-style-type: none"> • Individual access is likely to be required e.g. aids/ICT materials/adapted furniture.
<p>Assessment and review</p> <ul style="list-style-type: none"> • It is likely that a pupils without an Education, Health and Care Plan will require a School Based Plan. If a request for EHC assessment is considered to be necessary, a School Based Plan must have been in place for 4 terms with review of support/strategies put in place. • Termly review of support plan by school and parents. • External specialists involved in monitoring where necessary. • Statutory Annual Review of Statement/EHC Plan. • Monitoring of an agreed Care Plan in conjunction with parents and school nurse as required.

Band E
Special school or specialist provision within a mainstream school

It is expected that children or young people requiring this level of support will experience a combination of substantial or severe difficulty in the areas of communication, cognitive development, behaviour, emotional well-being, physical difficulty and/or sensory impairment. All children requiring support at this level will require specialist provision. As parental preference is taken into account when deciding on provision some of these children may be in mainstream schools. A child or young person who is in a mainstream school because of parental preference, will work with specialist staff for most of the day with multi-agency support if necessary .

The needs of children requiring this level of support may be met by attendance at a mainstream school with specialist provision or a special school. All pupils will have a statement of special educational needs or an EHC Plan.

Curriculum and support requirements

Academic requirements

- The child or young person will require intensive teaching approaches using programmes such as direct instruction. Tasks and activities will need to be very finely graded for language and communication skills, independence training, thinking skills, behaviour for learning, problem-solving and personal and social relations in an emotionally supportive setting;
- There will need to be a personalised curriculum to ensure that it is relevant to the child or young person's interests and needs.
- Whilst the majority of children and young people will follow age related programmes of study within the National Curriculum, modification of Attainment Targets and disapplication from Standardised Assessment Tasks (SATs) may be required.
- Specific advice will be required for supported access to work related learning/work experience placement.
- Teaching within a reduced group size for a substantial part of the week. Where specialist provision offers inclusion in mainstream classes, support from the specialist provision will be required.
- While the child or young person is in a mainstream class, high levels of adult support are likely to be needed.

Social, emotional, communication and interaction

- The child or young person will need a planned programme of personal/social development and/or behaviour management. This will be developed where necessary in consultation with LA or other specialist services, and involve supported interaction with peers and adults in groups of reduced size throughout the school day.
- School organisation will take account of the child or young person's behavioural needs including deploying staff resources and using systems to help pupils manage their behaviour.
- Teaching and support to develop social interaction with peers and adults.
- **Opportunities to access an area of the school designated for social skills, staffed by appropriate staff, at unstructured times. This should offer opportunities for peer interaction or for individual reflection and quiet time.**
- **Explicit teaching using programmes to develop social skills, self-regulation and emotional resilience.**
- ***For young people or children with Social Emotional Mental Health the school environment, curriculum and processes will be organised to support social and emotional well-being and interaction throughout the school day and through extra curricular activities.***

Sensory, physical and medical

- Frequent checking and assistance to help with health and hygiene needs.
- Materials and approaches adapted for language or sensory or motor impairment.
- An agreed Care Plan may need to be drawn up, in conjunction with parents and/or the school nurse.
- **Support will be needed to ensure safety and/or curriculum access for large parts of the school day.**
- **A room available for distressed students where they can calm down.**

Staff training

- **All staff working within the specialist provision will have specialist training and/or experience in the area of need.**
- **All teaching staff within the specialist provision or special school will have expertise in assessing and identifying appropriate need and devising programmes as appropriate for**

the designation of the school or provision.

- *In special schools all staff will have enhanced or specialist level of training.*

Type and level of adult support

- Working with parents to enable them to implement strategies at home and support their child in meeting targets.
- Support for pupils with behavioural difficulties is structured help to develop a sense of socially acceptable behaviour, establish emotional stability, raise self-esteem, and increase concentration and independent work skills.
- Trained staff available to prevent the child or young person from harming him/herself, others or property.
- SENCO/specialist staff and appropriate external specialist agencies involved in developing the personalised programme.
- Pupils who are able to benefit from inclusion in a mainstream class have appropriate levels of support.
- Teaching/support levels in special schools or specialist provisions in line with locally agreed arrangements.
- At this level it is expected that the pupil will have a School Based Plan and that regular reviews will have taken place. Where a request for an EHC assessment is made a school based plan must have been in place for at least 4 terms, with evaluation/review. This will also include a costed provision map. Evidence of both the plan and the reviews will be required.
- Evidence that outside agency support has been sought and their advice implemented.

Therapy

- Provision of a programme including training of school staff in the use of programmes. Programmes will need to be updated by qualified professionals as advised.
- Possible direct input from the therapist and/or therapy assistant.
- Access to a range of therapeutic interventions such as play therapy, art therapy, counselling.

Situation and transport

- Transport may be required in line with the SEND transport policy.
- Possible access to adapted buildings.

Specialist resources

- Personalised resources are likely to be required e.g. communication aids/ICT materials or equipment/adapted furniture.

Assessment and review

- Regular review of support plan by school and parents.
- External specialists involved in monitoring as required.
- Statutory Annual Review of Statement/EHC Plan.
- Monitoring of an agreed Care Plan in conjunction with parents and school nurse as required.

Band F

Special school or specialist provision within a mainstream school

Children or young people requiring support at this level will have a combination of substantial and severe difficulties in areas of communication, cognitive development, behaviour, emotional well-being, physical difficulty or sensory impairment which significantly impacts on all areas of functioning both within and outside school. All children and young people requiring support at this level will meet the requirements for specialist provision. As parental preference is taken into account when deciding on provision some of these pupils may be in mainstream school. Children or young people within a mainstream school, in line with expressed parental preference, will work with specialist support staff for most of the day and there will need to be regular multi-agency input. Pupils at Band F in mainstream schools are likely to require top up funding. All pupils supported at Band F require an EHC Assessment of their Special Educational Needs and EHC Plan or statement.

Curriculum and support requirements

Academic requirements

- A personalised learning programme with very finely graded tasks for language and communication skills, independence training, cognitive development, thinking skills, problem-solving, behaviour for learning, and personal and social relations in an emotional supportive setting.
- For children and young people with social, emotional and mental health difficulties the curriculum must prioritise behaviour for learning and promoting emotional well-being. .
- A predictable and structured routine within a reduced group size with additional adult support.
- Specific advice with regard to supported access to work related learning/work experience placement.
- Access to a suitably challenging curriculum.

Social, emotional, communication and interaction

- A personalised curriculum with an emphasis on personal and social development, possibly including behaviour management.
- Teaching in a reduced group size with specialist adult contact throughout the school day and after school activities.
- Opportunities access areas of the school, supervised by appropriate staff, at unstructured times and if needed quiet. This should provide opportunities for peer interaction or for individual reflection and quiet time.
- School organisation will take account of the child or young person's behavioural needs including deploying staff resources and using systems to help the child or young person to respond so as to reduce anxiety and modify their behaviour.
- A detailed risk assessment will be required.
- Explicit teaching to develop social skills, self-regulation and emotional resilience. These are likely to require specialist training or to be delivered by specialist and may need to be on an individual basis.
- Multi agency input, such as joint interventions by EPs and parenting practitioners, may be required to support school and family systems to help the individual in addition to individually targeted work.

Sensory, physical, medical

- An agreed Care Plan may need to be drawn up in conjunction with parents and/or the school nurse.
- Support will be needed to ensure safety and/or curriculum access for most or all of the school day.
- Care to help with medical/nursing needs, personal care, mobility, intervention in the sensory environment.
- For some children or young people two adults may be needed to support personal care, e.g. using a hoist.

Staff training

- Any adult supporting the child or young person will have an enhanced level of training in how to meet the particular need e.g. managing behaviour in the context of social, emotional and mental health needs.
- All teaching staff within the specialist provision or special school will have expertise in assessing and identifying appropriate need and devising programmes as appropriate for the designation of the school or provision.
- All teaching staff within the specialist provision or special school will have expertise in assessing and identifying appropriate need and devising programmes as appropriate for the designation of the school or provision.

Type and Level of adult support

- SENCO/specialist staff and external agencies involved in developing IEP or similar personalised learning programmes
- Specialist teaching and adult support to assist in implementation of personalised learning programme in consultation with external specialists.
- Close consultation with parents.
- Trained staff available throughout the school day to prevent the child or young person from harming him/herself, others or property.
- School organisation will take account of the child or young person's emotional and behavioural needs
- Support for pupils with behavioural difficulties is focused on structured help to develop a sense of socially acceptable behaviour, establish emotional stability, raise self-esteem, increase concentration and independent work skills.

Therapy

- Provision of a programme (including training of school staff) with direct input from the therapist and/or trained assistant in the joint planning, monitoring and review.
- Direct intervention by therapist as required.
- Integrating programmes into the school day.

Context

- Specially adapted school buildings for pupils with profound mobility, sensory or medical needs.

Specialist resources

- Individual access to aids/materials/adapted furniture.

Assessment and review

- Monitoring of an agreed Care Plan in conjunction with parents and school nurse as required
- Termly review of IEP by school and parents.
- LA services and external specialists involved in close monitoring.
- Statutory Person Centred Annual Review of Statement/EHC Plan.

Band G

Special school or specialist provision within a mainstream school

Band G level of support is for those children or young people with special educational needs likely to be met by a highly specialist setting able to deal with profound and permanent needs. These are likely to arise from a combination of medical, primary care, learning, communication, behavioural, physical and sensory needs (including multi-sensory impairment). All children and young people requiring support at this level will meet the requirements for specialist provision. As parental preference is taken into account when deciding on provision some of these may be in mainstream school. Children or young people within a mainstream school, in line with expressed parental preference, will work with specialist support staff for most of the day with regular multi-agency input. Pupils will also have exceptional needs in the areas of behaviour, physical, medical or communication needs. For children and young people requiring Band G level of support when behaviour is a concern this will be extremely challenging for experienced and suitably trained staff. Where medical or physical needs are a particular concern, constant or a high-level of monitoring and medical intervention will be required throughout the day. They are also likely to require full time adult support to access all learning. Behaviour management will require targeted and planned support from more than one adult for most of the day. Where communication is a concern the pupil will rely on a trained adult to access a communication tool to communicate basic needs. All pupils requiring Band G level of support in mainstream school will require top-up funding. All pupils supported at Band G require an EHC assessment of their Special Educational Needs and a Statement or EHC Plan.

Curriculum and support requirements

Academic requirements (e.g. making a choice)

- The pupil will require a personalised learning programme.
- Self-help, independence, basic communications, personal safety and personal care will be a significant focus of the curriculum.
- For pupils with PMLD the curriculum will emphasise stimulation, interpreting, exercising choice, sensory based and experiential learning.
- Children and young people of school age will require a total modification of the National Curriculum.

- Access to the curriculum will need a high level of adult support.
- Real life learning including access to work related experiences will require a high level of planning and adult support full time.

Social requirements

- The pupil will need a planned programme of personal/social development and/or behaviour management requiring reduced group size and specialist adult contact. All social interactions will require the support of an adult.
- Where behaviour is a particular concern all aspects of the pupils' time in school will require an integrated behavioural and learning programme employing specialist techniques.
- School organisation will take account of the child or young person's behavioural needs. The school should deploy staff resources and use systems to help the child or young person to modify their behaviour.
- A detailed risk assessment, updated on a regular basis will be required. Where there is extremely challenging behaviour, functional assessment should be used to inform approaches.
- Opportunities to access an area of the school, staffed by appropriate staff, at unstructured times. This should offer opportunities for peer interaction or for individual reflection and quiet time.

Physical requirements

- An agreed Care Plan may need to be drawn up in conjunction with parents and/or the school nurse.
- Support will be needed to ensure safety and/or curriculum access for most or all of the school day.
- Care to help with medical/nursing needs; personal care, mobility and intervention in the sensory environment.

Staff training

- All staff working with the pupil will need to be trained in any specific techniques being used with the pupil.
- All teaching staff within the specialist provision or special school will have expertise in assessing and identifying need and devising learning programmes.
- Please refer to page 6 for further staff training requirements.

Type and level of adult support*

- SENCO/specialist staff and external agencies involved in developing personalised learning programme.
- Specialist teaching and adult support* to assist in implementation of programme in consultation with external specialists, including advisory teacher and therapists.
- Close consultation with parents.
- Children and young people at this level are likely to present behaviour that will require intensive and specially trained support frequently throughout the school day.
- Trained staff available throughout the school day to prevent the child or young person from harming him/herself, others or property. Two adults will be required to work closely with individual young person for much of the school day.
- School organisation will take account of the child or young person's behavioural needs including and deploying staff resources and using systems and strategies to manage behaviour.

<p>Therapy</p> <ul style="list-style-type: none"> • Regular direct input from the therapist and/or trained assistant in the joint planning, monitoring and review of in-school programmes. • Training of staff in the use of programmes.
<p>Context</p> <ul style="list-style-type: none"> • Specially adapted school buildings for pupils with profound mobility, sensory or medial needs.
<p>Specialist resources</p> <ul style="list-style-type: none"> • Individual access to aids/materials/adapted furniture, etc.
<p>Assessment and review</p> <ul style="list-style-type: none"> • Monitoring of an agreed Care Plan in conjunction with parents and school nurse as required; • Review of IEP by school and parents 3 x per year; • LA services and external specialists involved in close monitoring as required. • Statutory Annual Review of Statement/EHC Plan.

Appendix A: SEN Funding

Funding for children and young people in mainstream schools or colleges comes from up to three different sources (known as Elements)

Element 1: This is the amount given per pupil to all Medway schools. By law, the same amount must be given to all pupils of the same age. This is sometimes called the age-weighted pupil unit (awpu).

Element 2: Schools are required to cover the first £6,000 for any child with SEN. This money comes from the awpu, but also from other money the school receives, such as the pupil premium. The LA asks schools to show precisely what they've spent on a child or young person before approving any additional money.

Element 3: Sometimes, a child or young person needs additional support or equipment. If a they have a Statement or Plan, this amount is usually specified within it. For other children or young people, schools can apply for an additional "top-up" amount, up to £3,700, so support a child or young person with high needs.

In Medway, in order to apply for Element 3 funding, the following is required:

- A costed provision map demonstrating targeted support over the previous four terms (using the unit costs detailed below)
- A succinct pen picture of the child/young person, detailing their needs and a rationale for funding.
- A copy of the Statement or EHC Plan (if the child has one) and the last Annual Review/Annual Person Centred Review

- It is likely that a pupil with this level of need will also have a school based support plan and this should also be included with evidence of review.

Schools and FE colleges are able to apply for Element 3 funding (“Top UP”), even if the child does not have a Statement or an EHC Plan. ***However, only Element 3 funding granted by the LA for a child/young person with a Statement or EHC Plan can be classed as a personal budget.*** If the child/young person does not have a Statement or EHC Plan the Element 3 funding granted is a support cost and not eligible as a personal budget.

The LA will consider all requests for Element 3 funding and advise schools about the decision. Parents will also be advised of the decision.

The LA will pass the agreed funding to the school from the date on which LA decides funding should be granted.

Funding granted will be reviewed on a regular basis, usually towards the end of the financial year in which it was granted. Schools will be advised regarding the review date.

Applications for Element 3 funding are considered on the first Wednesday of every month. The Panel can decide to backdate funding as deemed appropriate.

Below is the Guidance for the evidence required to support a request for EHC assessment/**BAND E** top up funding for mainstream schools. This should be read in conjunction with the banding descriptors section of the booklet.

<p>Academic curriculum</p>	<p>Gather evidence that the pupil’s performance has remained at a significantly low level compared with the majority of pupils despite appropriate intervention(s). [see threshold table and assessment descriptions and list of suggested interventions]</p> <p>Collect evidence of SMART targets that have been set for the pupil on IEPs that have been reviewed and evaluated at least termly.</p> <p>Gather documented consultations(s) with the relevant support services and external specialists through</p> <p>ISR/PSRs. Records should show that advice has been implemented.</p> <p>Look for evidence that demonstrates that the pupil’s progress has continued to be significantly less than that of the majority of the pupils supported at Early Years/School Action and Action Plus, despite intervention.</p>
<p>Social curriculum</p>	<p>Collect records that show that you have put in place pastoral care and guidance strategies, sought external advice to meet any social emotional or behavioural difficulties, including descriptions and evaluation.</p> <p>SMART targets should be informed by an analysis of assessment information e.g. ABC charts.</p> <p>Reviews of IEP targets should be evidence-based, i.e. use reassessment to identify progress and continuing needs.</p>
<p>Special resources</p>	<p>Consider and record what special personal equipment and specialised access to the curriculum has been made available, including ICT.</p>

Type and level of adult resources	<p>Records should indicate the type and level of additional resources provided, including adult resources, which must include the maximum targeted support of 25 hours.</p> <p>Specific information about how support has been deployed including hours spent on targeted programmes is required.</p> <p>Nature and level of training of staff working with the pupils should be included.</p>
Physical requirements	<p>Consider and record what special personal equipment and specialised access to the curriculum has been made available, including ICT and any adaptations.</p>
Assessment and review	<p>Collate evidence and records that show provision maps, SEND support agreements and school -based plans have been jointly constructed and reviewed between SENCO, appropriate school staff, parents/ carers and external agents.</p> <p>Reviews should be evidence-based.</p> <p>Provide evidence of clear, specific recording of agreed action and outcomes that have been reviewed termly for at least two terms. (6 term year)</p>
Other agency resources	<p>Collect evidence of the advice from other agencies and organisations.</p> <p>Find evidence that the parents/ carers have been actively engaged or involved.</p> <p>Has there been a CAF or Team Around the Child meeting?</p>