

# The Local Offer in Worcestershire Schools

The Entitlement of Pupils in Mainstream Schools

Special Educational Needs Provision  
**'Ordinarily Available'**

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### What is the Local Offer?

Local Authorities must publish a local offer, setting out in one place information about provision that is available for children and young people in their area who have special educational needs (SEN) or disability.

The local offer should cover:

- Support available to all children and young people with SEN or disability from universal services such as early years settings, schools and colleges;
- Targeted services for children and young people with SEN or disability who require additional short term support over and above that provided routinely as part of universal services;
- Specialist services for children and young people with SEN or disability who require specialised, longer term support.

### What does the Local Offer include?

The *Special Educational Needs (Local Offer) (England) Regulations* describe the information that needs to be included in the Local Offer:

- Education, health and social care provision for children and young people with SEN or disability;
- Details of how parents and young people can request an assessment for an Education, Health and Care (EHC) plan;
- Arrangements for identifying and assessing children and young people's SEN, including arrangements for EHC needs assessments;
- Other educational provision such as sports or arts provision;
- Post-16 education and training provision;
- Apprenticeships, Traineeships, and Supported Internships;
- Information about provision to assist in preparing children and young people for adulthood;

- Arrangements for travel to and from schools, post-16 institutions and early years providers;
- Support to help children and young people move between phases of education (for example from early years to school, from primary to secondary);
- Sources of information, advice and support in the local authority's area relating to SEN and disability including information provided under clause 32 of the Children and Families Bill, forums for parents and carers, and support groups;
- Childcare, including suitable provision for disabled children and those with SEN;
- Leisure activities;
- Support available to young people in higher education, particularly the Disabled Students Allowance (DSA) and the process and timescales for making an application for DSA;
- Arrangements for resolving disagreements and for mediation, and details about making complaints
- Parents' and young people's rights to appeal a decision of the local authority to the First-tier Tribunal (SEN and disability) in respect of SEN and provision
- The local authority's accessibility strategy (under paragraph 1 Schedule 10 to the Equality Act 2010)
- Institutions approved under Section 41 of the Children and Families Act 2014

### What does the Local Offer mean for schools?

In addition to the information in the local offer about the special educational provision the local authority expects to be available, schools are required to publish, under the *Special Educational Needs (Information) Regulations*, more detailed information about their arrangements for identifying, assessing and making provision for pupils/students with SEN or disability. The school-specific information should reflect the local offer and provide more detail.

The SEN and Disability: 0 – 25 years Code of Practice (2014) is clear. For children and young people with special educational needs and disabilities, their needs must be picked up at the earliest point with appropriate support put in place quickly, and their parents and carers must know what services they can reasonably expect to be provided. Children and young people and their parents or carers must be fully involved in decisions about their support and what they want to achieve. Importantly, the aspirations for children and young people will be raised through an increased focus on life outcomes, including employment and greater independence.

Mainstream schools, including academies and free schools, **must** provide evidence of everything they have done to secure the special educational provision called for by a child's or young person's needs. These settings receive core funding to make general educational provision for all pupils/students and additional funding to help make provision for those who need additional support, including those with SEN or disability.

These funds are included in their budgets and they should make sure funding is allocated to provide high quality provision for those with SEN or disability. They have a duty to identify, assess and make special educational provision for all children and young people with SEN or disability, whether or not they have an Education, Health and Care (EHC) Plan. If they can show that a child or young person with SEN or disability requires special educational provision that costs more than a certain threshold they can ask the local authority to provide top-up funding to meet that extra cost, whether or not the child has an EHC plan.

The local authority **must** set out in their local offer a description in broad terms of the special educational provision early years providers, schools, and the full range of post-16 providers and other institutions are expected to provide from their own budgets to support children and young people with SEN or disability, including information about the arrangements in place for:

- ✓ Identifying children and young people with SEN or disability and assessing their needs;
- ✓ Adaptations to curriculum, teaching and the learning environment and access to ancillary aids and assistive technology;
- ✓ Assessing and reviewing pupils' and students' progress towards outcomes, including how they work with parents and young people in doing so;
- ✓ Supporting pupils and students in moving between phases of education;

- ✓ Enabling pupils and students to prepare for adult life so they can go on to achieve good outcomes such as higher education, employment and independent living;
- ✓ Securing expertise among teachers, lecturers or other professionals to support children and young people with SEN or disability – this should include expertise at three levels: awareness, enhanced and specialist;
- ✓ Assessing and evaluating the effectiveness of the provision they make for children and young people with SEN or disability;
- ✓ Enabling children and young people with SEN or disability to have access to facilities and extra-curricular activities that are available to those who use the setting; and
- ✓ Supporting emotional and social development (this should include extra pastoral support arrangements for listening to the views of pupils and students with SEN or disability and measures to prevent bullying).

The above will include arrangements for supporting children who are looked after by the local authority and have SEN or disability.

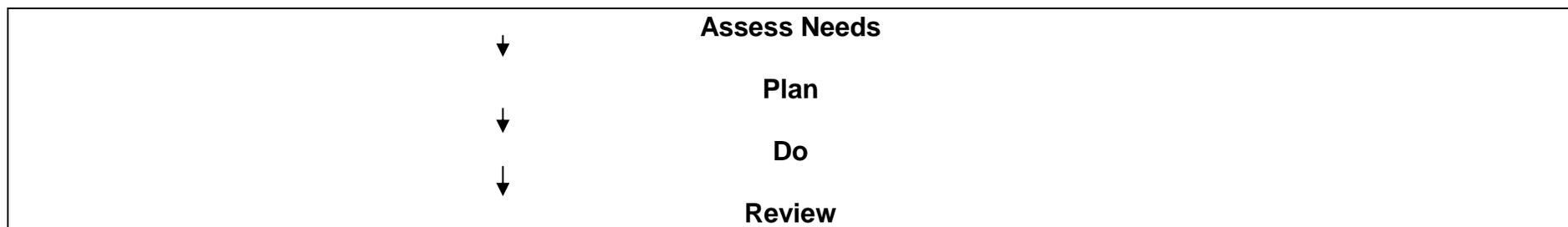
### What is 'Ordinarily Available'?

'Ordinarily Available' is a framework which describes the entitlement of pupils in Worcestershire mainstream schools – the Local Offer. It will assist schools in developing their provision for pupils with SEN or disability to be more consistent with that in the majority of schools. It will enable a greater focus on teaching and learning approaches, and should reduce the focus on levels of teaching assistant support.

All pupils with additional or special educational needs and attending Worcestershire maintained mainstream schools and academies, will have a minimum entitlement to ordinarily available provision, regardless of which school they attend. Some schools will need to make adaptations to their present practice if they are to meet the minimum provision expectations of Ordinarily Available.

## A Graduated Approach

Schools should develop a graduated approach – a cycle of assessment, planning and reviewing their actions in increasing detail and with increasing frequency to identify the best way of securing adequate progress for pupils.



1. **Assess Needs:** All pre-school settings, schools and colleges should monitor and review the progress and development of all children and young people. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. The majority of pupils can make progress through such teaching.
2. **Plan:** Where progress gives cause for concern practitioners should work in partnership with parents/carers to develop a plan to ensure that children/young people with SEN or disability receive the right levels of support for their future learning and development. Class and subject teachers, supported by the Senior Leadership Team should make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point they should be given extra support.
3. **Do:** This graduated response should be led and coordinated by the SENCO (or named person within a college with oversight of SEN) working with and supporting colleagues. Parents/carers should be engaged at each stage of this cycle, contributing their insights into assessment and planning. Intended outcomes should be shared with parents/carers and reviewed with them.
4. **Review:** The effectiveness of the support and the impact on the pupil's progress should be reviewed in line with an agreed date.

Adequate progress can include progress which:

- a. Is similar to that of peers starting from the same baseline
- b. Matches or betters pupil's previous rate of progress

- c. Closes the attainment gap between the pupil and their peers
- d. Prevents the attainment gap growing wider.

Where a pupil continues to make little or no progress, or if a pupil is not developing as expected or is not responding to action being taken settings, schools and colleges should call upon external professionals to advise and assist further. They may also help in identifying those pupils whose need for long term support is such that an EHC Plan might be required. Schools will need to be able to use provision mapping effectively to track impact and provide evidence of the outcomes of interventions offered to the pupil. These will include the interventions described in this Ordinarily Available framework.

### The National Funding Model

The National Funding Model was implemented in April 2013 and introduced changes to funding. Mainstream schools and academies receive in the region of £4,000 ('core education funding') to provide a standard offer of teaching and learning for all pupils, including those with special educational needs. Schools now also receive an additional amount to help make special educational provision to meet pupils' SEN and this is called the notional SEN budget. The amount is based on a formula agreed between schools and the Local Authority and schools must use this delegated funding to pay for up to £6k of the additional support costs to meet a pupil's SEN.

Academies are funded through the Education Funding Agency rather than the Local Authority but they receive the same level of funding as Local Authority schools in the same area so Notional SEN is worked out in the same way.

The Council for Disabled Children expects that most pupils with SEN will need special educational provision that comes to less than £6,000. Ordinarily Available sets out the provision mainstream schools, including Academies are expected to make from their delegated budget.

Funding requirements above £10,000 will normally be accessed through the statutory assessment process, where evidence of intervention and progress demonstrates a higher level of pupil need, and additional resources can be provided by the Local Authority in the form of a top-up from the High Needs Block. Where appropriate this may include a Personal Budget. The school will continue to provide the first £6,000 of provision for any pupil with a statement of SEN or EHC Plan.

High needs pupils and students are defined by the Department for Education as those requiring provision costing more than around £10,000 per year and the funding model is summarised in the following table:

	Pre-16 SEN and AP		Post-16 SEN and LDD
	Mainstream settings	Specialist settings	All settings
Element 1: Core education funding	Mainstream per-pupil funding (AWPU)	Base funding of £10,000 for SEN and £8,000 for AP placements, which is roughly equivalent to the level up to which a mainstream provider would have contributed to the additional support provision of a high needs pupil. Base funding is provided on the basis of planned places.	Mainstream per-student funding (as calculated by the national 16-19 funding system)
Element 2: Additional support funding	Contribution of £6,000 to additional support required by a pupil with high needs, from the notional SEN budget		Contribution of £6,000 to additional support required by a student with high needs
Element 3: Top-up funding	"Top-up" funding from the commissioner to meet the needs of each pupil or student placed in the institution		

### Education, Health and Care Needs Assessment

The majority of children and young people with SEN or disability will have their needs met within local mainstream early years providers, schools or colleges from within the resources normally available to them. A request for an EHC needs assessment should only be made where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from with the resources normally available to their setting. Schools will need to demonstrate that the pupils for whom they are requesting assessment have needs that require provision significantly outside and beyond the descriptors for ordinarily available provision and which cannot be met from resources allocated as part of the mainstream schools' delegated budget share.

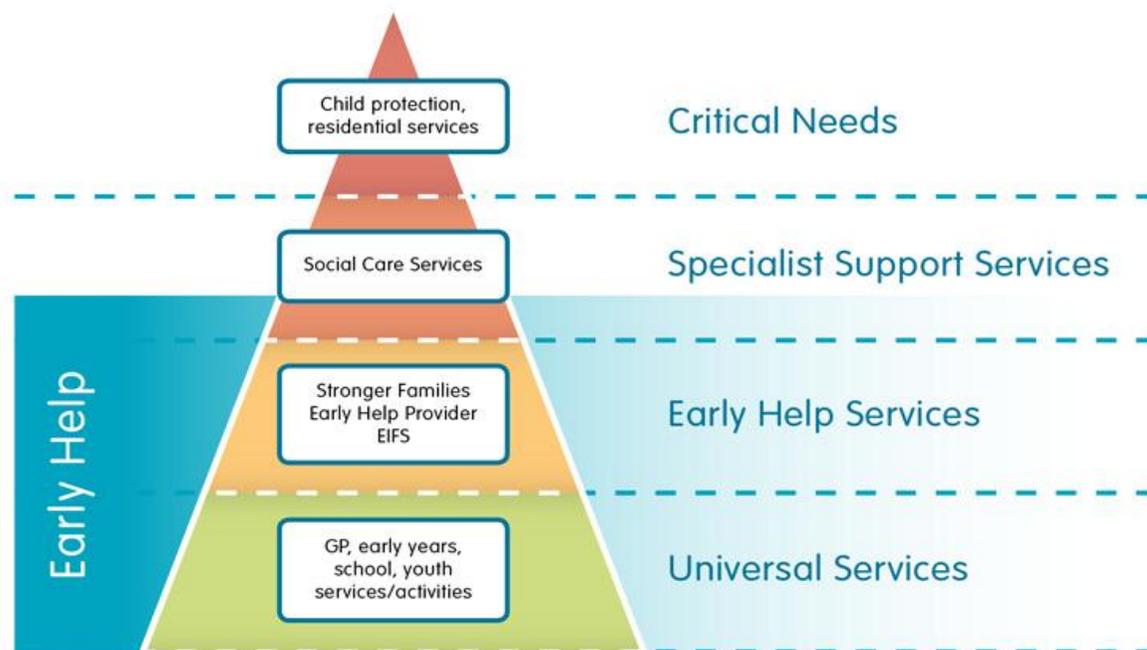
For more information visit <http://www.worcestershire.gov.uk/cms/special-educational-needs.aspx>

## What is Early Help?

Worcestershire County Council has commissioned six providers to deliver early help services within each of the district areas. The providers are a mix of local and national organisations and a consortium made up of several different organisations and groups joined together. Early Help supports families with children aged 0 to 19, and up to 25 for those with a disability. Services are there to help families with a range of issues and aim to nip problems in the bud before they get worse. They are also there to offer support for families who have just finished working with social care services. The Early Help Hub can be used as a single point of contact for professionals and families to request the support of an early help service.

For more information visit <http://www.worcestershire.gov.uk/cms/early-help-strategy.aspx>

The picture below illustrates where Early Help sits within the other support available for families.



### Levels of Intervention

For pupils in school, their needs are met using 3 levels of intervention, described as 'waves of support', which support access to the curriculum.

**Wave 1** describes quality inclusive teaching which takes into account the learning needs of all the pupils in the classroom. It includes providing differentiated work and creating an inclusive learning environment.

**Wave 2** describes specific, additional and time-limited interventions provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at a group of pupils with similar needs.

**Wave 3** describes targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential.

What is offered at Wave 2 and Wave 3 will vary from school to school as the pupil profile will be different but Ordinarily Available sets out the type of intervention that can be expected and should be available to support pupil need.

Some children and young people have special educational needs; these are learning difficulties and/or disabilities that make it harder for them to learn than the majority of their peers. They may need extra or different help from that which is available for other pupils, some of which is provided by the school, and some of which is provided by the Local Authority.

**The Appendices include a guidance tool for schools to evaluate the quality of provision and its impact on pupil outcomes, key questions and considerations to support a school's judgements, and an audit tool to support self-evaluation and future planning.**

## Levels of Intervention and Expected Outcomes

### Teaching Environment and Groupings

<p><b>Wave One</b></p> <ul style="list-style-type: none"> <li>• Mainstream class or set</li> <li>• Regular reviews take place of how pupils are grouped for learning</li> <li>• Consideration given to grouping by ability and deployment of Teaching Assistance</li> <li>• Flexible groupings are used with a targeted focus on learning, monitored through measurable targets.</li> <li>• Challenge and modelling within classrooms to develop learning</li> <li>• Physical organisation of classroom adapted</li> <li>• Classroom methodically organised and conducive to good learning</li> </ul>	<p><b>Outcomes: Evidence of Monitoring , Evaluation and Review</b></p> <p>Evidence of challenge and modelling within classrooms to develop learning</p> <p>Evidence of recent audits and appropriate whole school approaches to support learning</p>
<p><b>Wave Two</b></p> <ul style="list-style-type: none"> <li>• Use of circle time to reinforce expectations and to develop learning, and social and emotional skills</li> <li>• Daily access to small group teaching in place for literacy and numeracy</li> <li>• Individualised teaching programmes delivered in short sessions daily</li> <li>• Some 1:1 outside the classroom</li> <li>• Low stimulus work area in place</li> <li>• Quiet area available with known staff</li> <li>• Teacher mentoring</li> </ul>	<p>Up to date Access Plan with evidence of accessibility to school environment</p> <p>Impact of therapeutic intervention is monitored on a regular basis</p> <p>Evidence of partnership working with parents, carers and young people, and their views recorded</p>

**Wave Three**

- KS1-5 timetabled access to learning support base with flexible teaching arrangements. At KS4/5 this could include off site learning programme.
- Timetable allows for reduced options to support study in other areas
- Access to Nurture group 'safe haven' is available to reduce anxieties associated with learning, and support social and emotional development
- Nurture group type activities are in place
- Appropriate environment is available for regular therapy input
- Specialist Teacher Advice on positioning of pupil according to need eg Sensory, Physical

## Assessment, Planning and Review

### Wave One

- Classroom observations undertaken which identify learning behaviours
- Screening for learning difficulties is embedded.
- Effective and ineffective approaches to teaching and learning are identified
- Environmental intolerances identified and acted upon
- Effective tracking of pupil progress in place, including baseline assessment, the setting and review of individual SMART targets which enhance or are in addition to whole class targets.
- Individual provision map is in place
- Enhanced resources and differentiated learning are included on provision maps and include targets to demonstrate impact on learning
- Information about pupil targets is shared with all staff.
- Work is set at an appropriate level to develop potential
- The criteria for recording and measuring the progress of pupils with SEN/Disability are clearly understood by all staff.
- Transition arrangements are in place and effectively administered.
- Coherent pastoral support policy in place for whole school, with teaching roles and procedures well defined
- A proactive system to record pupil absence is in place
- Disability Discrimination Act (DDA) compliant access to education is secured for all pupils

### Outcomes: Evidence of Monitoring , Evaluation and Review

Accurate pupil progress data against baseline assessment is up to date and available

Pupil progress is demonstrated against SMART targets  
Impact of intervention over time is evidenced through regular review and adjustment of targets, using Assessment, Plan, Do Review approach

Evidence of access to Early Help Services

Self and Peer assessment is routinely used to inform learning targets

Systematic monitoring of pupil progress against baseline evidences the need for accelerated support

Impact/outcomes of targeted intervention are recorded

**Wave Two**

- Concerns about pupil progress increase with detailed evidence over time.
- Teacher, Subject Teacher and TA plan together.
- TAs are well deployed to scaffold access to learning in mainstream lessons.
- Regular reviews take place against targets
- Feedback is focused on how much pupils have learned rather than description of support or qualitative comments
- Access to extra formal assessment or access arrangements through support arrangements

**Wave Three**

- External Specialist Advice contributes to ongoing assessment and review
- Multi-agency approach through Early Help
- High level of ongoing home-school liaison planning and review
- Pupil progress is rigorously monitored and reviewed
- Personalised programmes/ targeted assessment includes advice and support from appropriate external agencies

Evidence of increasingly personalised provision and adaptation has been robustly and rigorously monitored and applied

Attendance data reflects absence of all individuals and defined groups of pupils, with analysis of levels of engagement and participation when in school.

Evidence of partnership working with parents, carers and young people, and their views recorded

## Curriculum, and Teaching and Learning Methods

### Wave One

- Whole school Quality First Teaching (QFT) practice embedded across school
- Effective pupil progress planning and preparation anticipates and provides for the needs of all pupils
- Appropriate methods and resources are selected and used in lesson planning
- Pace of lesson is adjusted for some learners
- Differentiated approach to content, language and delivery to communicate lesson content
- Visual presentation increased to meet needs of some children
- Modification of tasks with high literacy content across curriculum areas
- Differentiated curriculum and tasks
- Paired learning
- Teacher repetition and reinforcement, with on-going assessment of understanding of concepts
- Teachers take account of how different pupils learn
- Effective transition planning and preparation anticipates and provides for the needs of all pupils
- Effective reporting and communications systems are in place to report to parents
- Self and Peer evaluation and review is embedded in QFT school practice

### Wave Two

- Effective and targeted Catch-up Intervention programmes which focus on under achieving pupils
- Precision teaching is used across the school where

### Outcomes: Evidence of Monitoring, Evaluation and Review

Systematic monitoring/tracking of pupil progress against baseline data evidences need for further support

Evidence of graduated response to

- Engagement/participation
- Lower than expected pupil progress/achievement

Impact measures of targeted intervention

Evidence of increasingly evidenced provision/ adaptation to need

Evidence of the setting of SMART targets and progress made towards these at a series of reviews

Evidence of flexible approach to timetable/curriculum is available

Evidence that specialist advice has been incorporated in pupil support plans.

Evidence that a range of increasingly personalised provision/adaptation has been robustly applied and monitored

<p>appropriate</p> <ul style="list-style-type: none"> <li>• Manipulative tasks are supported by adult and /or peer support, or alternative approach is adopted.</li> <li>• Pre-lesson introduction to key points, content and concepts</li> <li>• Targeted use of Specialist Teaching/Teaching Assistant support for learning is well deployed to scaffold access to learning in mainstream lessons and support in unstructured times of day</li> <li>• Pastoral Support Plans are introduced for pupils in danger of escalated concern, tightly managed and reviewed</li> </ul>	<p>Opportunities exist for fast track/emergency referral to Specialist Agencies</p> <p>Evidence of partnership working with parents, carers and young people, and their views recorded</p>
<p><b>Wave Three</b></p> <ul style="list-style-type: none"> <li>• Close analysis of pupil presentation and levels of engagement informs intervention</li> <li>• Pre and post lesson coaching</li> <li>• Individual teaching where close analysis of pupil presentation requires intervention</li> <li>• The provision of 1:1 intervention programmes supported by highly skilled staff</li> <li>• Group teaching outside main classroom environment</li> <li>• Alternative Specialist methods of recording e.g. Braille, signing to a scribe, talking to scribe</li> <li>• Increasing adult:child ratio in class</li> <li>• Planned and unplanned strategic withdrawal for skill based sessions</li> <li>• Use of specialist equipment to reinforce and sustain learning</li> <li>• Supervision in play/lunchtimes to assist and support social interaction, independence, play, mobility, emotional well-being</li> <li>• Flexible personalised pupil timetables may include a reduced timetable</li> </ul>	

## Staffing Levels and Development

### Wave One

- Staff meet the 2012 Teachers Standards, where all staff can adapt their teaching to respond to the strengths and needs of all their pupils including those with SEN or disability and within vulnerable groups of learners.
- Staff know how to differentiate properly using approaches which enable pupils to learn effectively
- Staff can demonstrate an awareness of the physical, social and intellectual development of pupils and how this determines a need to adapt teaching to different phases in a pupil's education.
- Staff have a holistic view of a pupil's learning patterns
- Staff should be suitably qualified and experienced, and supported to gain skills and knowledge in areas that will improve teaching and support of pupils with SEN or disability
- All staff should have access to the SENCO
- Analytical assessment of a pupil's barriers to learning should result in an individual provision map.
- Visible positive role models in staff groups

### Wave Two

- Individual Provision map determines whether pupil should access enhanced adult support where impact is assessed and constant re-focusing takes place with regards to groupings, programmes, teaching approaches.
- Additional Adult support must be used effectively and be directed by teachers, be appropriately trained and have access to training to enhance professional development.
- All supporting staff must be familiar and confident with pupil's individualised targets and in assessing pupil progress.
- Updated staff training in all areas of SEN and disability

### Outcomes – Evidence of Monitoring , Evaluation and Review

Clear records and timeframes for all interventions are available

Evidence that support resources have been deployed in a targeted, pupil focused way

Evidence of partnership working with parents, carers and young people, and their views recorded

**Wave Three**

- Provision of additional adult support up to 20 hours per week

Possible specialist in house support could include access to the following;

- Personal care and ancillary support
- Lunch time play supervision
- Specialist teachers - access to advice and guidance and diagnostic assessments
- Therapeutic support from Occupational Therapists or Speech and Language therapists advising on programmes which can be applied throughout the school

## Partners and Resources

<p><b>Wave One</b></p> <ul style="list-style-type: none"> <li>• Facilities in school to address personal care, dietary, toileting, medication needs and mobility support.</li> <li>• Health care plans in place, including arrangements for the administration of medicine</li> <li>• LA advice, guidance and support within the framework of provision of services to schools</li> <li>• Equipment- the duty to provide aids for disabled pupils (Equality Act 2010)</li> <li>• Engagement of parents throughout the educational process</li> </ul>	<p><b>Outcomes – Evidence of Monitoring , Evaluation and Review</b></p> <p>Parents and carers views are recorded and provide evidence of their confidence that their child is being included successfully, responding to planned strategies, and academic potential is achieved</p>
<p><b>Wave Two</b></p> <ul style="list-style-type: none"> <li>• Links with special schools and Enhance learning provisions for advice and support in developing training , skills and learning environment</li> </ul>	
<p><b>Wave Three</b></p> <ul style="list-style-type: none"> <li>• Engagement of health care professionals</li> </ul>	

## Areas of special educational need

The following information has been taken from the [SEN Code of Practice \(July 2014\)](#)

Special educational needs and provision can be considered as falling under four broad areas.

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset. It is therefore important to carry out a detailed individual assessment of each child or young person and their situation at the earliest opportunity to make an accurate assessment of their needs. Making provision and reviewing how effective it is in securing progress can itself be part of the effective assessment of need, informing the next steps in the graduated approach. It may be necessary to test out interventions as part of this process, both to judge their effectiveness for the individual and provide further information about the precise nature of the needs. Practitioners may need training in the use of evidence-based programmes and advice and support on the effective use of specific interventions may need to be sought from external specialists.

Any necessary additional or different provision identified by review should be provided in a timely way. Children, young people and their parents/carers are an essential part of this process.

In all circumstances, schools, colleges, early years and other providers should ensure that they are providing good teaching. The quality and appropriateness of the overall provision should be kept under regular review and its impact on the number of children or young people identified with SEN or disability should be monitored.

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN.

### 1) Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

#### The Autism Spectrum

Autism is a term used to describe a neurological difference in brain development that has a marked effect on how a person develops. There are four areas of difference that are particularly important for staff in schools and educational settings to understand and pay attention to because most students with autism will have individual educational needs to be met in these areas.

Students on the autism spectrum will have different levels of support needs in relation to the following:

- Understanding the social interactive style and emotional expression of staff and peers
- Understanding and using communication and language - both verbal and non-verbal (eg gesture; facial expression; tone of voice)
- Differences in how information is processed can lead to a strict adherence to routines and rules and/or difficulties in planning and personal memory. Students on the autism spectrum have difficulties in predicting what will happen when a familiar timetable or activity is changed. Conversely, such styles of processing can lead to strengths and abilities in a number of areas (often related to factual memory or areas of interest and motivation).
- Differences in the way sensory information is processed, often leading to over sensitivities (often to external stimuli such as lighting, smells, or sounds), and under-sensitivities (often not noticing internal feelings such as pain, body awareness and hunger, until they become overwhelming). It should be noted that sensory sensitivities can lead to extreme levels of stress and anxiety in unfamiliar or over-stimulating environments' (taken from the AET National Autism Standards, 2012).

Some of the characteristic difficulties students may experience include:

- Difficulties in understanding social situations, social expectations and responding to normal environmental and social cues
- Difficulty in intuitively sensing both their own and other people's feeling and intentions

- Inappropriate or limited social initiative and problems with establishing and effectively maintaining reciprocal relationships which can lead to teasing and bullying
- Rigidity of thinking and a tendency to follow personal agendas which are not easily amenable to adult direction with an absence of awareness of the thoughts, needs or emotions of others.
- Difficulty with open-ended or unstructured situations and with understanding and coping with change.
- Extremely high susceptibility to anxiety and stress.
- Limitations in expressive or creative activities extending to obsessive interests or repetitive activities.
- Impaired use of language, either functional expressive or receptive and social language, which may include odd intonation, literal interpretations and idiosyncratic phrases and may extend to more bizarre expressive forms and limited expression, reducing the potential for effective two-way communication and effective conversational skills. Good vocabulary may lead others to overestimate the true level of understanding.

For all on the autism spectrum, the expectations associated with change that may require contact with more people in a wider range of social settings, may compound their existing difficulties and make their special needs more complex.

### **2) Cognition and Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **3) Social, Emotional and Mental Health Difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. Many schools and colleges offer pastoral support, which may include access to counselling sessions, to help their pupils and students with emotional, social or mental health difficulties. This should be described in their published Local Offer and schools should ensure a solid evidence base for any interventions offered. Staff may need training and support to understand the nature and extent of problems that require more specialist intervention. Where more specialist provision is required, schools, colleges and early years providers should have clear arrangements in place with local health partners and other organisations for making appropriate referrals to Child and Adolescent Mental Health Services (CAMHS). This might include schools and colleges commissioning specialist CAMHS directly. It is best practice for CAMHS to offer a 'triage' service to identify and provide for children and young people who need specialist provision very quickly. Where needs are less urgent, this service can signpost them to appropriate sources of support whether provided by CAMHS or other services.

#### **4) Sensory and/or Physical Needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.

Many children and young people require minor adaptations to the curriculum, their study programme or the physical environment. Many such adaptations may be required as reasonable adjustments under the Equality Act 2010.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. Some children and young people require special educational provision. It is this group that should be identified as having a SEN.

The descriptors on the following pages indicate the type of provision schools and academies should make to meet specific types of need:

### Communication and Interaction

- Whole school awareness and understanding of communication and interaction needs
- Pupils will access strategies and resources typically available in the ordinary classroom, with an emphasis on visual teaching aids to support learning and social activities
- Tasks may need to be differentiated by level/outcome/pitch/pace and grouping. Aspects of structured teaching might be helpful.
- Staff are skilled in adjusting the pace and order of activities to maintain interest and attention
- Pupils may benefit from some small focused group teaching
- Grouping arrangements or additional support in the classroom are used flexibly to promote social interaction, language use/understanding, and use of imaginative and creative thinking
- Peer support systems may be established and developed
- Pupils may need access to ICT software to access learning
- An approach that incorporates routines, structured tasks and rewards
- Life and Independent skills will need to be taught
- Emphasis on addressing stress producing factors which might result in sensory overload
- Mentoring opportunities should be available
- Staff trained and able to implement strategies and support students with speech, language and communication needs (SLCN) (e.g. Worcestershire SLCN Pathway, IDP materials)
- Staff trained and able to implement strategies and support students on the autism spectrum e.g. AET Level 1 and 2
- A lead practitioner in school is trained to Autism Education Trust (AET) Level 3 and experienced in supporting pupils on the Autism spectrum, offering advice, overseeing additional support and is involved in assessment, monitoring and support for parents.
- Practice in schools is based on the Professional Competency framework and AET National Standards.
- Access to other professionals as appropriate e.g. Educational Psychologist/Autism team/ Speech and Language Therapist (SLT) and/or Specialist teacher from Learning Support Team (LST)
- Communication Friendly Environment Audit undertaken and adaptations made, as required
- Specific SLCN targets have been set (e.g. vocabulary comprehension and inference, use of language, sentence structures, the speech sound system, sequencing and active listening skills) and are monitored in line with advice from SLT and/or LST
- Strategies in place to target and monitor social communication skills
- Strategies in place to target and monitor motor co-ordination and organisational difficulties

### **Cognition and Learning**

- Differentiation to ensure the development of literacy, numeracy, expressive language, communication skills, minimise behaviour and emotional difficulties and promotion of appropriate interpersonal skills with other students.
- Access to specialist teaching and learning programmes for dyslexia which are multi- sensory, and well-structured with opportunities for repetition and consolidation
- Arrangements to support the use and delivery of approaches/materials for students with Specific Learning Difficulties (SpLD) which may include multi- sensory teaching strategies, a focus on phonological awareness, motor skills programme
- Access to TAs skilled and experienced in supporting students with general and specific learning difficulties.
- Materials which reduce or support note taking, copying of diagrams and charts and/or alternative approaches to recording
- Staff trained and able to support students with a range of learning difficulties, including SpLD. This would include training in Worcestershire Dyslexia Pathway/IDP materials. This might include support from external specialist professionals.
- Assessments focus on how the pupil is learning, more in-depth analysis of strengths and weaknesses, progress in relation to time
- Effective use of IT equipment to support learning

### **Social, Emotional and Mental Health Difficulties**

- Whole school practice promotes a programme of social and emotional skills for all pupils
- TAs are well deployed to support access to learning and provide support during unstructured times
- Small group intervention programmes support pupils in developing self-regulation/self-management skills
- Pastoral Support Plans are in place to meet individual pupil need
- Identification and use of an accessible space for pupils to reduce tension and anxiety and promote self-regulation
- Appropriate use of withdrawal groups for re-focus, reinforcement of skills and pastoral support
- Pastoral support across the school may include attendance officers, learning mentors, key workers, dedicated support assistance for health, personal care and mobility, school counsellors and school nurse
- Whole school CPD programmes include training to support successful social, mental and emotional pupil development
- Effective use of a school mentor or buddy system
- Involvement as appropriate of school counsellor and/or Educational Psychologist
- Close liaison with external health professionals / CAMHS
- Referral made to Early Help
- Risk assessment procedures are routinely applied
- Bespoke Medical Education Team intervention for pupils diagnosed as too ill to attend school
- Alternative Provision intervention in place for pupils at risk of permanent exclusion

### Sensory and/or Physical Needs

- Accessible school environment including out of hours activities and school trips
- Minor adjustments are made to classroom practices, and materials/equipment may be required
- Staff are skilled at selecting appropriate methods and materials in lesson plans to ensure access across the curriculum
- Favourable seating arrangements are identified
- All staff are aware of individual students' sensory/physical disability and implications in all teaching and learning environments
- Staff are aware that for some pupils, a sensory or physical disability could impact on their language and social interaction
- Staff should encourage students to wear appropriate sensory equipment
- Staff should ensure that all students have understood all instructions
- Pupils should be made particularly aware of safety measures in Science labs/Technology rooms
- Access arrangements for examinations to be implemented
- Pre teaching opportunities to be available
- School reviews its accessibility and disability plans on a regular basis and identifies areas for improvement
- General whole school training, advice and support from external professionals is accessed, as appropriate
- Clinical diagnosis of impairment is understood by staff
- Assessment by appropriately qualified professional may be necessary, which may result in involvement of other agencies on a regular basis, for example therapy sessions
- Staff and pupils have appropriate access to Communications skills advisor, Qualified Teacher Sensory Impairment and/or Mobility Specialist
- School can access advice on the purchase and upkeep of particular equipment
- Consideration of the need for adult support /key worker with specific skill set
- Advice on particular software technology to support access to the curriculum
- Training required on Manual Handling

## Worcestershire Health and Care NHS Trust

Children, young people and their families can access paediatric and mental health services across Worcestershire.

For more information visit: <http://www.hacw.nhs.uk/service-directory/children-young-people-and-families/>

### Services include:

**Audiology** A county wide service providing the coordination of the Newborn Hearing Screening Programme, a hearing assessment in reception year and targeted assessment of pre school and school aged children in the community.

**Child and Adolescent Mental Health Services** CAMHS is a multi-agency team of psychiatrists, psychologists, psychotherapists, community psychiatric nurses, primary mental health workers and therapeutic social workers to provide services county-wide. The service specialises in delivering assessment, support, therapeutic intervention and treatment for children and young people with complex and enduring emotional, behavioural difficulties and emerging mental health disorders. The service includes access to 24 hour CAMHS expertise, advice and support within acute hospitals settings, expertise within the integrated service for looked after children, Youth Offending and Early intervention for psychosis. CAMHS also works with children in the community requiring very specialist in-patient treatment, often preventing admission.

**Child Development** Child Development Centres provide a holistic assessment of pre school aged children with physical disability on an individual basis and whilst part of a group.

**Community Paediatrics** A county wide secondary care service providing specialist health assessment and therapeutic input for children with learning and physical disability - Assessment and management of children with neurodisability including autism and ADHD; Assessment and support for children within the looked after system as well as providing advice to the adoption and fostering panels; Statutory advice to the education department when assessing pupils' needs within school; Medical assessment of children with urinary and bowel incontinence; Medical assessment for children with hearing loss.

**Health Visiting** This is a county wide service providing universal services as part of the Healthy Child Programme to all children from birth to starting school. This includes new birth visits, breast feeding support, newborn hearing screening, development checks and targeted support for vulnerable families.

**Ludlow Road** Six-bedded short break unit in Kidderminster providing short breaks for children and young people with learning disability, physical disability and complex health needs

**Orchard Service** Community based nursing service to prevent admission, aid discharge and for end of life. The service includes the Home Support Team who care for children in their own homes overnight, a play therapist for children and their families with life limiting conditions and a part time psychologist.

**Special School Nursing and Child Development Centres** Child Development Centres provide a holistic assessment of pre school aged children with physical disability on an individual basis and whilst part of a group. Special school nurses are usually based in special schools and provide a nursing service to children in those schools together with the provision of training for school staff.

**Paediatric Occupational Therapy** A countywide service for the assessment and treatment of children and young people who require occupational therapy to achieve their goals. The service includes play therapists in the Wyre Forest area.

**Paediatric Physiotherapy** A countywide service for the assessment and treatment of children and young people who require physiotherapy to achieve their goals

**Paediatric Speech and Language Therapy** A service for children and young people with speech language and communication needs. Provided for pre school children from Children's Centres and in school for school aged children and young people. Training provided for schools and external agencies.

**Safeguarding Adults and Children** If you are worried about a child and think that he or she may be the victim of, or at risk from neglect, abuse or cruelty - talk to a teacher, health professional or youth worker, who will give you advice about what to do next. Alternatively, you can contact the Police on 101 or Worcestershire County Council Access Centre on 0845 607 2000.

**School Health Nursing** This is a county wide School Health Nursing service which focusses on health prevention. Specific services are drop ins to all schools in the county, immunisations, health reviews on school aged looked after children and participation in the provision of services for children subject to child protection plans and child in need plans.

**SPACE** A substance misuse service.

## Related information sites:

**Children and Families Act 2014** – <http://tinyurl.com/CandFAct2014>

**Equality Act 2010: Advice for Schools** – <http://tinyurl.com/EA2010AdviceForSchools>

**Reasonable adjustments for disabled pupils 2012** – <http://tinyurl.com/EAreasonable-adjustments>

**Supporting pupils at school with medical conditions** – <http://tinyurl.com/ManagingMedicines-2014>

**Working Together to Safeguard Children 2013** – <http://tinyurl.com/WTTSC2013>

**National Sensory Impairment Partnership** – [www.natsip.org.uk](http://www.natsip.org.uk)

**Social Care for Deafblind Children and Adults guidance 2009** – <http://tinyurl.com/DeafblindGuidance>

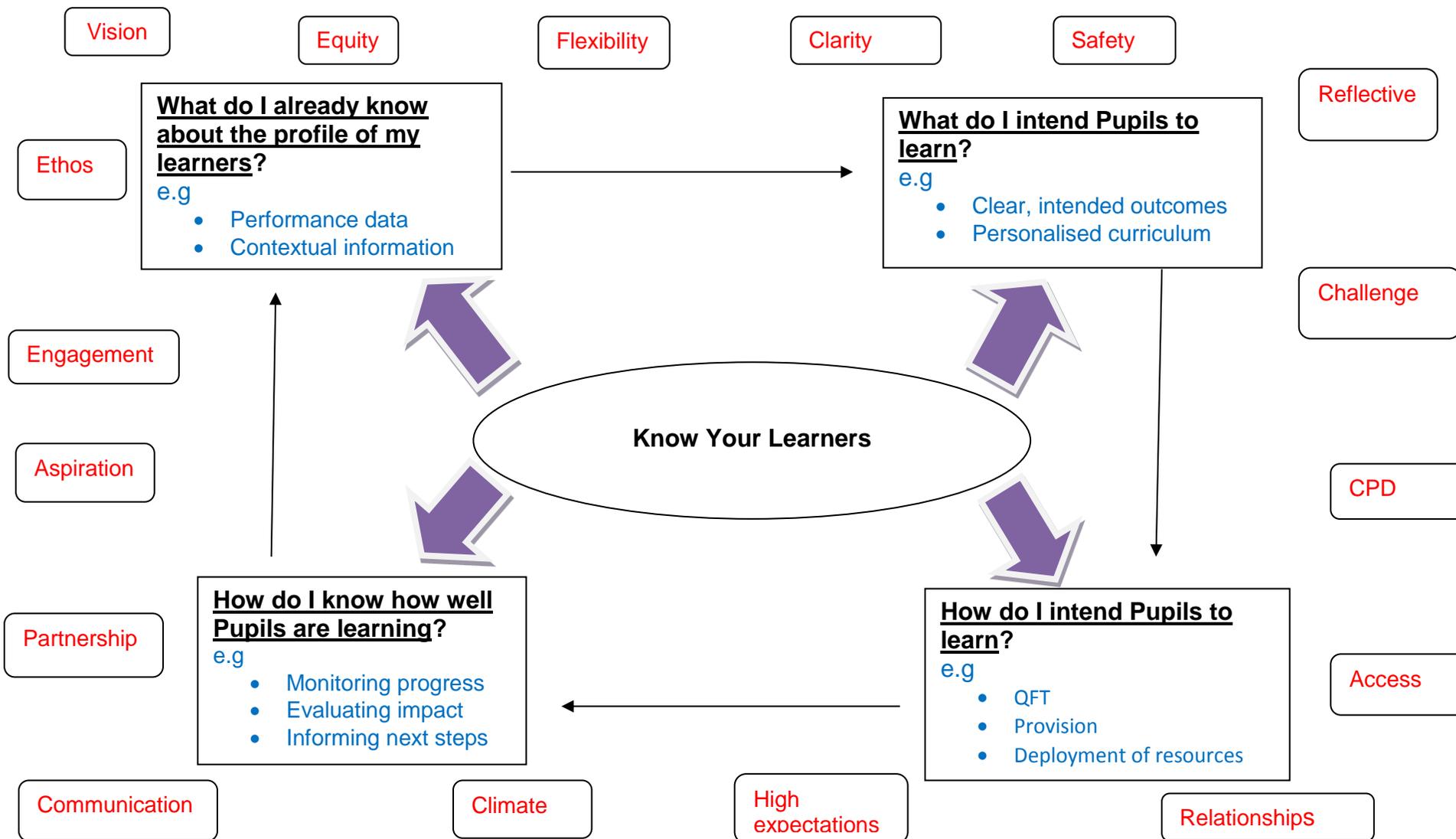
**Looked After Children** – <http://www.worcestershire.gov.uk/cms/childrens-social-care/looked-after-children.aspx>

**Parent Partnership Service** – <http://www.worcestershire.gov.uk/cms/parent-partnership-service.aspx>

Appendix 1

## The Worcestershire Model for Inclusive Practice

"Ordinarily available is a framework which describes the entitlement of pupils in Worcestershire mainstream schools...All pupils with additional or special educational needs... will have a minimum entitlement to ordinarily available provision, regardless of which school they attend."  
 ('The Entitlement of Pupils in Mainstream Schools 2014')



## Appendix 2

# Guidance and Framework for Evaluation

### Purpose of this Guidance

In line with the SEN Code of Practice 2014, the local authority has a duty to publish its Local Offer which includes the 'The Entitlement for all Pupils in Mainstream Schools' document. This outlines expectations of what provision should be 'ordinarily available' in all Worcestershire mainstream schools.

This guidance document sits alongside –

- the revised Ofsted framework (April 2014)
- the Teacher Standards 2012
- revised SEN Code of Practice 2014

which continue to place significant emphasis on the achievement of vulnerable groups.

These documents not only recognise but place a clear expectation that the needs of the majority of pupils will be met through teachers' routine planning and practice; this is equally true for the majority of pupils with additional needs. Only a few pupils will require provision / intervention which are additional to and different from the differentiated curriculum provided for all pupils. There are groups for whom statutory funding is allocated and must be accounted for e.g. pupil premium

This guidance tool is therefore intended to support schools in developing their own practice in meeting these aims and provide a model of good practice for all schools and settings in Worcestershire.

The tool consists of three sections:

1. A strategic overview illustrating a whole school approach to evaluating the quality of provision and its impact upon pupil outcomes
2. A framework of key questions and considerations to support schools in evaluating the quality of provision and the range of evidence that can support school's judgements
3. An audit tool which reflects these key questions and enables schools to self-evaluate and plan for future development of provision and practice in order to secure improved outcomes for pupils

It relies on effective communication and positive partnerships which embrace all stakeholders. Its success is underpinned by the school or setting having a clear, shared vision and established pedagogy which is rooted in high expectations for all learners within a safe and nurturing environment.

It is recommended that this model is integral to the cycle of school improvement and continuing professional development; how this model is applied in individual schools and settings will need to be flexible in order to reflect their context and meet the needs of their learners.

### **Identifying Vulnerable Learners and Managing Improved Outcomes**

Particular groups of children and young people are at greater risk of poor educational outcomes by virtue of:

- Being looked after or on the edge of Care
- Special Educational Needs / Learning Difficulties and Disabilities
- Being excluded or at risk of exclusion from school
- Attending a school that is in an 'Inadequate' Ofsted category of concern
- Their ethnic background, including those from Gypsy, Roma, Traveller background
- Arriving in the UK and having English as an additional language
- Missing education
- Being Electively Home Educated
- Ill health, including hospitalisation, affecting attendance at school
- Being Not in Education, Employment or Training (NEET)
- Drug or alcohol abuse
- Being teenage parents
- Being young carers
- Offending or at risk of offending
- Their own or their parents' mental health
- Living in inappropriate or inadequate accommodation
- Being a Persistent absentee
- Being eligible for Pupil premium
- Being eligible for Free school meal / over 6
- Being More able
- Being Gifted and talented

**1. What do I already know about the profile of learners?**

Schools must consider how well gaps are narrowing between the performance of different groups of pupils in the school and compared to all pupils nationally.

Key questions to consider:	Processes	Suggested Resources
<ul style="list-style-type: none"> <li>• Which learners/groups of learners are vulnerable in your school and <b>why?</b> (This may vary according to your context)</li> <li>• What does the data tell you about the key issues and patterns of underachievement?</li> <li>• What evidence is there that on-going analysis of patterns of vulnerability i.e. trends over time (at least three years) has influenced provision? E.g. curriculum design/teaching and learning approaches/targeted interventions?</li> <li>• How do staff identify and communicate pupils existing/potential vulnerabilities (i.e. to parents; pupils)</li> </ul>	<p><b><u>Performance Data</u></b></p> <ul style="list-style-type: none"> <li>• Analyse and evaluate data e.g. School Data, RAISE Online, FFT, ACORN, Data dashboards (Ofsted, WCC),EPAS</li> </ul> <p><b><u>Contextual Information</u></b></p> <ul style="list-style-type: none"> <li>• Complete and analyse contextual grid</li> </ul> <p><b><u>Audit of Need</u></b></p> <ul style="list-style-type: none"> <li>• Implement Provision Management Processes</li> <li>• Complete Audit Tools</li> </ul>	<p>Contextual grid <a href="http://www.edulink.networcs.net">www.edulink.networcs.net</a></p> <p>SIMS</p> <p>School tracking systems</p> <p>National and local data</p> <p>Ofsted Framework</p> <p>ALN Audit Tool</p> <p>Provision Management Toolkit</p>

## 2. What do I intend pupils to learn?

Schools and settings must provide a broad and balanced curriculum that meets the needs of all pupils and enables all pupils to achieve their full educational potential.

Key questions to consider:	Processes	Suggested Resources
<p>Is your provision appropriately matched to the needs of your learners and how do you know? E.g. access, challenge, curriculum organisation.</p> <p>What provision is in place to support wider outcomes e.g. SMSC, behaviour, attendance, participation etc</p> <p>What are your expected outcomes for all pupils?</p> <p>Are all pupils making the expected levels of progress within all subject and skill areas?</p> <p>Are there any common factors across/within vulnerable learner groups that may inform provision?</p>	<p><b><u>Clear intended outcomes</u></b></p> <ul style="list-style-type: none"> <li>• Analyse data to match potential achievement to actual and inform appropriate provision / intervention</li> <li>• Plan provision to ensure that this potential is realised</li> <li>• Implement appropriate target setting and tracking and monitoring procedures</li> </ul> <p><b><u>Personalised curriculum</u></b></p> <ul style="list-style-type: none"> <li>• Audit existing provision through quality assurance around learning and teaching e.g. lesson observation, learning walks, work scrutiny, monitoring of planning etc</li> <li>• Plan a curriculum which addresses the needs of all learners and thus enables them to make progress</li> </ul> <p><b><u>Wider outcomes</u></b></p> <ul style="list-style-type: none"> <li>• Review curriculum for wider outcomes e.g. PLTS, PSHE, AFA etc</li> </ul>	<ul style="list-style-type: none"> <li>• Worcestershire Learning + Teaching Model</li> <li>• National Strategies archive</li> <li>• Excellence for All archive</li> <li>• Edulink: Learning and Teaching</li>   <li>• Revised N.C. Framework</li> <li>• Effective Provision for More Able</li> <li>• EAL support materials</li> <li>• ECAT, ECAR, ECAW, ECC</li> <li>• Evidence based interventions e.g. Better reading etc</li>   <li>• <a href="http://www.afa3as.org.uk">www.afa3as.org.uk</a> – "Achievement for All" impact reports</li> </ul>

### 3. How do I intend pupils to learn?

Intervention in schools should be viewed in a broader sense rather than being seen as packages of support 'delivered' to groups of pupils. Developing successful inclusive practice starts with a clear understanding of the pupils' needs in the context of your school and the curriculum constructed in response.

Key questions to consider:	Processes	Suggested Resources
<p>How are the needs of the learners in your school communicated to all staff to promote strategic planning and ensure that</p> <ul style="list-style-type: none"> <li>a) Classroom learning experiences match and respond to the needs of every learner</li> <li>b) There is an appropriate range of high quality provision / interventions?</li> </ul> <p>How do teachers demonstrate effective differentiation in their routine lesson planning and practice?</p> <p>Who plans, delivers and records targeted interventions for vulnerable learners? Are they inclusive? Appropriate / proportionate? Holistic? Time limited?</p> <p>Which staff have specialist expertise and skills in working with particular vulnerable groups?</p> <p>How are pupils and their parents/ carers involved in discussions about curriculum adaptations/ targeted provision?</p>	<p><b><u>Quality First Teaching</u></b></p> <ul style="list-style-type: none"> <li>• Consider implementing consistent planning format</li> <li>• Ensure that as part of school development processes there is a common agreement as to what elements constitute effective planning e.g. differentiation, groupings, outcomes etc</li> <li>• Ensure that a wide range of teaching and learning strategies and resources are employed in order to enable access to learning</li> </ul> <p><b><u>Provision</u></b></p> <ul style="list-style-type: none"> <li>• Create whole school provision map in response to pupil need.</li> <li>• Ensure effective systems are in place to communicate with parents and pupils</li> </ul> <p><b><u>Deploying Resources</u></b></p> <ul style="list-style-type: none"> <li>• Complete staff skills audit in order to inform deployment</li> <li>• Plan CPD to support the needs of pupils</li> <li>• Link budgets and allocations to provision mapping for monitoring of spend and impact (e.g SEN notional, top up, Pupil premium funding etc)</li> </ul>	<p>Provision management toolkit</p> <p>DFE Provision Management Materials</p> <p>National strategies archive e.g. SEAL resources</p> <p>Inclusion Development Programme (accessible via Edulink)</p> <p>Narrowing the gap materials</p> <p>National Challenge Materials (archive)</p> <p>Achievement for All resources</p> <p>NASEN - <a href="http://www.sendgateway.org.uk">www.sendgateway.org.uk</a></p>

#### 4. How do I know that provision is leading to improved outcomes?

When there is a clear link between full and rigorous scrutiny of data and provision, strengthened by professional discussion and strategic planning around the needs of individual / groups of learners, practice within schools is effective in responding to the needs of all pupils.

Key questions to consider:	Processes	Suggested Resources
<p>What does your data tell you about the key issues and patterns of underachievement of learners (groups, cohorts, individuals)? Are there any common factors?</p> <p>How do / can specialist staff impact on whole school provision i.e. build the capacity of all staff in school?</p> <p>Do all teachers consistently demonstrate differentiation in planning and practice? Is this having a positive impact upon pupil outcomes?</p> <p>What is the impact of provision / intervention on pupil outcomes and how is this information used to inform future provision? Are these providing value for money?</p>	<p><b><u>Monitoring progress</u></b></p> <ul style="list-style-type: none"> <li>• Routine and rigorous analysis of tracking data, responding to findings</li> <li>• Monitor the quality of provision – observing lessons, learning walks, work scrutiny, monitoring of planning, pupil and parent voice, etc</li> <li>• Ensure monitoring links to the whole school monitoring schedule and priorities</li> </ul> <p><b><u>Evaluating Impact</u></b></p> <ul style="list-style-type: none"> <li>• Track progress and attainment through interventions and identify which interventions are most effective – entry and exit outcomes (e.g. measurable / noticeable)</li> </ul> <p><b><u>Informing next steps</u></b></p> <ul style="list-style-type: none"> <li>• Plan interventions as part of provision planning according to the outcomes of the above evaluation and monitoring processes</li> <li>• Provide CPD to further build capacity of all staff within the school</li> <li>• Produce an evaluation summary to highlight provision that has had the greatest impact</li> <li>• Devise SDP based on the monitoring and evaluation outcomes which build on current strengths and address identified weaknesses</li> </ul>	<p>Provision management toolkit</p> <p>DFE provision management materials</p> <p>Data – national, local, school based tracking</p> <p>Other contextual information – school census, Acorn, Idaci,</p>

Appendix 3

Review of Provision for Vulnerable Learners  
**Self-evaluation Tool for School Leaders**

**Themes:**

- 1. School Context**
- 2. Inclusive Provision**
- 3. Monitoring the quality of Inclusive Provision**
- 4. Evaluating the impact of Inclusive Provision**

**Please see the attached list of identified vulnerable groups of learners**

## Review of provision for vulnerable learners – where are you now?

SCHOOL CONTEXT	Comments
<p><b>1. Which learners/groups of learners are vulnerable in your school and why?</b></p> <p>(This may vary according to your context)</p> <p><i>(use of Contextual Grid)</i></p>	
<p><b>2. How do staff identify and communicate pupils' existing/potential vulnerabilities?</b></p> <p>Consider –</p> <ul style="list-style-type: none"> <li>• Senior leadership</li> <li>• Middle leadership</li> <li>• Teachers</li> <li>• Teaching Assistants:</li> </ul> <p><i>(Provision Management: The Process)</i></p>	

SCHOOL CONTEXT	Comments
<p><b>3. What evidence is there that on-going analysis of patterns of vulnerability (trends over time) has influenced provision? e.g. curriculum design / teaching and learning approaches/ targeted interventions?</b></p>	
<p><b>4. What does your data tell you about the key issues and patterns of underachievement?</b></p> <p><b>Consider –</b></p> <ul style="list-style-type: none"> <li>• <b>Key Stages</b></li> <li>• <b>Year Groups</b></li> <li>• <b>Class/Subject Groups</b></li> <li>• <b>Individuals</b></li> <li>• <b>Vulnerable groups</b></li> </ul>	
<p><b>5. Are there any common factors across / within vulnerable learner groups that may inform provision?</b></p>	

SCHOOL CONTEXT	Comments
<p><b>6. How are the needs of the learners in your school communicated to all staff to promote strategic planning and ensure that:</b></p>	<p>Classroom learning experiences match and respond to the needs of every learner</p> <hr/> <p>there is an appropriate range of high quality intervention / provision?</p>
INCLUSIVE PROVISION	Comments
<p><b>7. Is your provision appropriately matched to the needs of your learners and how do you know? E.g. access, challenge, curriculum organisation.</b></p>	
<p><b>8. What provision is in place to support wider outcomes e.g. SMSC, behaviour, attendance, participation etc</b></p>	
<p><b>9. a) What are your expected outcomes for all pupils?</b></p> <p><b>9. b) Are all pupils making the expected levels of progress within all subject and skill areas?</b></p>	

INCLUSIVE PROVISION	Comments
<p><b>10. a) Which staff have specialist expertise in working with particular vulnerable groups? (Audit staff expertise)</b></p>	
<p><b>10. b) How do/can the specialist staff impact on whole school provision i.e. build the capacity of all staff in school?</b></p>	
<p><b>11. a) How do teachers demonstrate effective differentiation in their routine lesson planning and practice?</b></p>	
<p><b>11. b) Is this robustly monitored to ensure that it makes a difference?</b></p>	
<p><b>12. Who plans, delivers and records targeted interventions for vulnerable learners? (Step 4: Provision Map – Provision Management Toolkit)</b></p>	

INCLUSIVE PROVISION	Comments
<p><b>13. Are you secure that the planned interventions are:</b></p> <p><b>Inclusive i.e. are not 'bolt-on' and are an enhancement to class/subject teaching</b></p> <p><b>Appropriate / proportionate i.e. match the full range of vulnerable learners you have identified</b></p> <p><b>Holistic i.e. meet the needs of the 'whole child'</b></p>	
<p><b>14. How are pupils and their parents/ carers involved in discussions about curriculum adaptations/ targeted provision?</b></p>	

MONITORING THE QUALITY OF INCLUSIVE PROVISION	Comments
<p>15. In your school, how effective are systems to monitor the quality of inclusive provision e.g.</p> <p>Pupil Voice</p> <p>Data analysis</p> <p>Planning / Work scrutiny</p> <p>Observations / learning walks</p> <p>Staff feedback</p> <p>Parent/carer feedback</p>	
EVALUATING THE IMPACT OF INCLUSIVE PROVISION	Comments
<p>16. How do you ensure that all staff have high expectations of all learners?</p>	
<p>17. How do you ensure that pupils, staff, parents/ carers, governors are aware of the expected outcomes and current rates of progress for all pupils?</p>	

EVALUATING THE IMPACT OF INCLUSIVE PROVISION	Comments
<p>18a. Which performance and engagement measures do you use to track the impact of interventions?</p> <p>18b. How effective are these systems?</p>	
<p>19. What is the impact of provision on pupil outcomes and how is this information used to inform future provision? Is this providing value for money?</p>	
<p>18. How do SLT, middle leaders, teachers and support staff and governors act on the findings from the analysis of impact measures?</p>	
<p>19. How do these findings inform development planning and associated CPD programmes?</p>	