

**Hertfordshire County Council
Targeted Services Offer to
Special Educational Needs
and Disabilities (SEND)**



Executive Summary

Hertfordshire County Council Targeted Services Offer to Special Educational Needs and Disabilities (SEND)

The Hertfordshire County Council Targeted Services Offer to SEND is an essential reference tool for new and experienced professionals, including SENCOs, school leaders and class teachers.

Developed in partnership with specialist services, professionals in education and parents, the Hertfordshire Targeted Services Offer starts at whole-school level, represented by '**universal**' and '**universal plus**'. Where the assess, plan, do, review cycle identifies more individualised assessment to enable a child or young person to access learning, this support is reflected by '**targeted**', '**targeted plus**' and '**specialist**'.

The SEN Code of Practice 2014 defines a 'Graduated Approach' as:

"a model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing."

Each SEND specialism firstly, describes pupil profiles from the specialism's continuum of need and secondly, offers practical advice and guidance to schools/settings and parents about the 'reasonable adjustments' mainstream schools are required to make to meet the needs of children and young people with special educational needs and disabilities. The support available from ISL's specialist advisory teachers is outlined for professionals; this includes helpline telephone numbers, training and signposting to additional support from other services, including online advice and resources.



**Hertfordshire County Council
Targeted Services Offer to SEND
Communication and Autism (C&A)**



Hertfordshire Targeted Services Offer to SEND – Summary – Communication and Autism

UNIVERSAL C&A- LEARNER PROFILE	UNIVERSAL – SCHOOL	UNIVERSAL – SEND SAS
<ul style="list-style-type: none"> • CYP may not have a diagnosis of autism however he/she may exhibit some of the following characteristics: • Finds social situations confusing- may prefer solitary activities • Can be unclear about expected responses and how to develop and maintain relationships with others • Likes to follow own interests rather than accept direction • Displays a strong interest in particular subjects • Seeks repetitive actions or routines • Low level sensory likes and dislikes. 	<ul style="list-style-type: none"> • The setting can demonstrate an inclusive ethos that supports the learning and wellbeing of all CYP. • CYP can learn in a mainstream class/pre-school with appropriate differentiation of task and teaching style • The wider curriculum/EYFS promotes positive examples of diversity • Anti-bullying is routinely addressed and CYP are confident in reporting incidents • Opportunities for social interaction between peers and the wider community may need to be engineered to bolster self-esteem and confidence • Provision of planned opportunities to learn and practice social skills during structured activities • Other pastoral interventions could include: meet & greet, circle time, peer mentoring, buddy systems, lunch clubs. 	<p>SEND SAS C&A Support</p> <ul style="list-style-type: none"> • Specialist Advisory Teacher – C&A can offer whole school CPD upon request • The Communication and Autism service can offer Practitioner Autism Training and guidance on use of AET competency framework • The Communication and Autism service can offer leadership training and guidance on use of AET standards framework • HfL Autism Tracker • HCC Autism Quality Offer • AQO link AET Standards
UNIVERSAL PLUS C&A - LEARNER PROFILE	UNIVERSAL PLUS– SCHOOL	UNIVERSAL PLUS – SEND SAS
<ul style="list-style-type: none"> • CYP has identified needs and may be going through an assessment for autism • CYP may have difficulties with understanding expectations, following classroom routines and adult direction, forming relationships with peers, sharing or taking turns, unstructured/social times, changes in routines and settings, recognising their own emotions, regulating their emotions/behaviour, developing communication and language skills • The CYP may be socially and/or emotionally immature; they may exhibit low level anxiety in social situations • CYP can learn through whole class teaching, but needs support when they find the school environment difficult or stressful. 	<ul style="list-style-type: none"> • Access to small group support, which is planned and tailored to meet identified need and includes good role models, e.g. Circle of Friends, self-esteem group • Learning tasks differentiated by task and outcome to meet individual needs • Preparation for changes to activities/routines/ staffing aspects of structured teaching (TEACCH) may be helpful e.g. use of an individual visual timetable/schedule, workstation, structured supports for organisation of resources (individual pencil pot, folders for work/books etc.) • Peer mentoring support • Supporting specific areas of difficulty e.g. assembly, RE, PE, outdoor play, forest schools etc. • Supporting pupil to recognise and communicate their feelings about the school day (emotion rating scale) • Oversight when moving between classrooms. • AQO link AET Standards 	<p>SEND SAS C&A Support</p> <ul style="list-style-type: none"> • Telephone advice line 01442 453920, Tuesday and Wednesday 1:30-4pm Term-time only • Specialist Advisory Teacher – C&A can offer phone call consultation.

Hertfordshire Targeted Services Offer to SEND – Summary – Communication and Autism

TARGETED C&A - LEARNER PROFILE	TARGETED – SCHOOL	TARGETED - SEND SAS
<ul style="list-style-type: none"> • Pupil has a diagnosis of autism or identified social communication difficulties, requiring some support to access the curriculum. For example, a CYP who finds it difficult learning in core curriculum areas, taking part in small groups independently, understanding and using language, understanding the social use of language (greetings, turn taking, starting or ending a conversation), understanding social interactions and friendships (difficulties interpreting other people's behaviour, language and intentions). • CYP may be socially isolated and vulnerable to bullying or low self-esteem • They may have difficulties recognising and regulating their own emotions/behaviour. They may exhibit increased levels of anxiety in social situations. 	<ul style="list-style-type: none"> • Short term small group and/or individual intervention, to develop specific areas of curriculum access as identified by the subject teacher or EP/Specialist Teacher • Personalised timetable introduced in negotiation with pupil, parents and staff. This may include temporary withdrawal from some activities e.g. assemblies, specific non-core lessons • Individual work around recognition and understanding of emotions, including personalised visual supports and resources/interventions e.g. 5 Point Scale • Teaching assistance is targeted towards the supply of teaching and learning resources • Use of key-working approaches/mentor to ensure the pupil has a trusted adult to offer support during vulnerable times. 	<p>SEND SAS C&A Support</p> <ul style="list-style-type: none"> • Single Service Request for focussed discussion/assessment and Specialist Advisory Teacher involvement as appropriate.
TARGETED PLUS C&A - LEARNER PROFILE	TARGETED PLUS – SCHOOL	TARGETED PLUS - SEND SAS
<ul style="list-style-type: none"> • Pupil has a diagnosis of Autism resulting in communication, social, emotional/behavioural and/or sensory needs that make learning in a mainstream school environment challenging • The CYP will have difficulties with understanding classroom routines and following instructions- they may need adult support to start tasks and sustain attention • They may experience a high level of anxiety in most school situations, which may be masked in school but displayed at home. They may have a high level of sensory needs (sensory seeking or sensory avoiding). 	<ul style="list-style-type: none"> • Individual support during breaks and lunch • Individual support around recognition and understanding of own emotions and those of others • Access to personalised visual resources to support with self-regulation • Programmes to develop social interaction and emotional wellbeing, as identified by professionals • Emotional Regulation Transactional Support (SCERTS) framework may be used in collaboration with external professionals e.g. SALT, EP, and Specialist Teacher • Alternative curriculum opportunities at KS4 e.g. vocational/college /supervised work placements. Independent travel training to develop independence skills for the future. 	<p>SEND SAS C&A Support</p> <ul style="list-style-type: none"> • Specialist Advisory Teacher C&A intervention • Targeted advice and training to support the development of classroom strategies and targeted intervention.
SPECIALIST C&A - LEARNER PROFILE	SPECIALIST – SCHOOL	SPECIALIST- SEND SAS
<p>The CYP will experience significant, complex persistent and enduring difficulties</p> <p>The CYP presents with a range of issues and an accumulation of layered needs, which could include mental health, relationships, behavioural, physical, medical, sensory, communication & cognitive</p> <p>Pupils in mainstream will need a high level of support.</p>	<ul style="list-style-type: none"> • Outcomes informed by Annual Review/EHCP. • Curriculum to include life skills and highly differentiated PHSE aspects • Facilitate production of differentiated materials in accordance with the advice from the specialist teacher. • Adult support to access an individualised curriculum. • Opportunities to explore their identity • Disapplication from certain subjects if appropriate. • Specialist teaching focusing on both learning curriculum and social skills throughout the school day. 	<p>SEND SAS C&A Support</p> <ul style="list-style-type: none"> • Specialist Advisory Teacher C&A intervention <p><u>Special school settings</u> Systemic advice and support from Specialist Advisory Teacher C&A to empower staff in special school settings.</p>

Hertfordshire Targeted Services Offer to SEND – Universal - Communication and Autism

Learner Profile - Universal

CYP may not have a diagnosis of autism however he/she may exhibit some of the following characteristics:

- Finds social situations confusing- may prefer solitary activities
- Can be unclear about expected responses and how to develop and maintain relationships with others
- Likes to follow own interests rather than accept direction
- Displays a strong interest in particular subjects
- Seeks repetitive actions or routines
- Low level sensory likes and dislikes.

Assessment, planning and review - Universal

- Early support plan/Provision Map
- Monitoring of CYP response to positive feedback
- Assessment for learning
- Observations by teacher/ class TA/KS Leader
- Advice and support from the parents [AQO link 'Working Together with Your Child's School'](#)
- Information from the CYP regarding their opinions and preferred strategies using person centred approaches. [AQO link 'AET Resources, Person-Centred Planning'](#)
- The setting is proactive in identifying individual needs and monitors that action is taken

Classroom support - Universal

The teacher is responsible for the learning and progress of the CYP in the mainstream class. Quality First Teaching/Early years experiences meet the needs of all CYP and includes:

- A broad and balanced curriculum for all CYP
- Flexible grouping arrangements
- Some differentiation of activities and materials and differentiated questioning
- Consideration to CYP's learning style/characteristics of learning e.g. use of visual, auditory and kinaesthetic approaches
- Help in acquiring, comprehending and using language.
- Support to acquire literacy skills, including help to organise oral and written language
- Awareness that a CYP may need more time to complete tasks and that equality of access may mean they need to do some things differently
- Resources and displays that support independence
- Use of low-level alternative means of communication/different means of communication for a range of purposes
- Routine feedback to CYP
- Environmental considerations are made to meet the needs of all CYP e.g. seating positions, personal space, classroom layout, displays, signage and access to a quiet space.
- Recognition of CYP's vulnerability to bullying and/or low self-esteem
- [AQO link 'Do You Have a Child with Autism in Your Class?'](#)

School support - Universal

The setting can demonstrate an inclusive ethos that supports the learning and wellbeing of all CYP.

[AQO link 'AET Leading Good Autism Practice'](#)
[AQO link AET Standards](#)

CYP can learn in a mainstream class/pre-school with appropriate differentiation of task and teaching style

The wider curriculum/EYFS promotes positive examples of diversity

Materials and interventions to support social and emotional development as part of the PSHE curriculum e.g. SEAL, Protective Behaviours, Jigsaw PSHE etc.

Anti-bullying is routinely addressed and CYP are confident in reporting incidents

Opportunities for social interaction between peers and the wider community may need to be engineered to bolster self-esteem and confidence

Provision of planned opportunities to learn and practice social skills during structured activities

Provision of an inclusive PE curriculum, including arrangements for Sports Day where appropriate

Off-site activities/trips which are planned well in advance and take into consideration the needs of the CYP

Other pastoral interventions could include meet & greet, circle time, peer mentoring, buddy systems, lunch clubs.

[AQO link 'AET Tier 1 Making Sense of Autism'](#)

Additional support - Universal

A regularly updated SEN/Inclusion policy and SEND Information Report /Local Offer details the effectiveness of the arrangements for SEN in the setting. The SEN/Inclusion policy is regularly monitored, reviewed and updated and underpins practice. The setting employs additional adults to support the needs of all CYP e.g. mid-day supervisors (MSA's), Family Support Worker. All staff including TAs and MSAs have up to date job descriptions and are included in appraisal systems. Designated time is allocated to Teaching Assistants for planning and liaison with teachers. All staff have received training on SEN and understand how to support with learning difficulties/additional needs. [AQO link 'AET Tier 1 Making Sense of Autism'](#)

Staff access LA training to keep informed on meeting the needs of CYPs [AQO link 'AET Tier 2 Good Autism Practice'](#) Telephone advice line 01442 453920, Tuesday and Wednesday 1:30-4pm Term-time only.

Hertfordshire Targeted Services Offer to SEND – Universal Plus - Communication and Autism

Learner Profile – Universal Plus

CYP has identified needs and may be going through an assessment for autism. CYP may have difficulties with understanding expectations, following classroom routines and adult direction, forming relationships with peers, sharing or taking turns, unstructured/social times, changes in routines and settings, recognising their own emotions, regulating their emotions/ behaviour, developing communication and language skills. The CYP may be socially and/or emotionally immature; they may exhibit low level anxiety in social situations. CYP can learn through whole class teaching, but needs support when they find the school environment difficult or stressful.

Assessment, planning and review – Universal Plus

- Observations by SENCO
- SMART targets reviewed and updated regularly
- Pupil involved in setting and monitoring their own targets
- Parents involved regularly and know how to support targets at home
- Advice from SENCO/School Autism Lead on successful strategies e.g. pupil profile, seating arrangements, position in classroom, preferred learning style
- Key stage transition, school trips and other significant changes to routine are planned well in advance and take into consideration the needs of the CYP.

Classroom support – Universal Plus

- Information about the CYP's difficulties is shared with relevant staff, in partnership with parents.
- Individual targets agreed and monitored, following discussion with CYP and parents. [AQO link 'Working Together with Your Child's School'](#)
- Sharing of advice from SENCO/School Autism Lead on successful strategies and set targets e.g. use of visual supports, developing organisational skills. [AQO link 'Do You Have a Child with Autism in Your Class?'](#)
- Classroom Teaching Assistance (TA) is targeted towards support for access for specific tasks/settings
- Checking pupils understanding of task and recording of work
- Supporting pupil with daily planning.
- Individual work on recognition and understanding of emotions, including visual supports.

School support – Universal Plus

- Access to small group support, which is planned and tailored to meet identified need and includes good role models, e.g. Circle of Friends, self-esteem group, Socially Speaking
- Learning tasks differentiated by task and outcome to meet individual needs
- Preparation for changes to activities/routines/ staffing aspects of structured teaching (TEACCH) may be helpful e.g. use of an individual visual timetable/schedule, workstation, structured supports for organisation of resources (individual pencil pot, folders for work/books etc.)
- Peer mentoring support
- Supporting specific areas of difficulty e.g. assembly, RE, PE, outdoor play, forest schools etc.
- Supporting pupil to recognise and communicate their feelings about the school day (emotion rating scale)
- Oversight when moving between classrooms.
- [AQO link 'AET Standards'](#)

Additional support – Universal Plus

- Support/advice from SENCO/School Autism Lead. ['AET Tier 2 Good Autism Practice'](#)
- Additional adults routinely used to support flexible groupings
- Access to intervention group work with TA/Learning Mentor
- Time for scheduled meetings with parents on a regular basis
- Additional adult (e.g. TA) for focused support during unstructured times e.g. lunchtime supervision/ targeted extra-curricular activities, supervision in the playground
- School staff access LA training regarding the needs of pupils with autism [AQO link AET Training](#) [AQO link 'AET Competency Framework'](#)
- School may consult the Specialist Advice & Support Service regarding issues relating to Autism. Telephone Advice line.

Hertfordshire Targeted Services Offer to SEND – Targeted - Communication and Autism

Learner Profile Targeted

Pupil has a diagnosis of autism or identified social communication difficulties, requiring some support to access the curriculum. For example, a CYP who finds it difficult learning in core curriculum areas, taking part in small groups independently, understanding and using language, understanding the social use of language (greetings, turn taking, starting or ending a conversation), understanding social interactions and friendships (difficulties interpreting other people's behaviour, language and intentions). CYP may be socially isolated and vulnerable to bullying or low self-esteem. They may have difficulties recognising and regulating their own emotions/behaviour. They may exhibit increased levels of anxiety in social situations.

Assessment, planning and review – Targeted

- School support plan in place e.g. PSP, Herts Steps Risk Reduction Plan etc.
- Pupil Profile drawn up and reviewed regularly in collaboration with CYP, parents and key staff.
- Environmental audit using Autism Education Trust (AET) materials or similar.
- Risk assessments of tricky situations to inform adaptations including educational visits.
- Specialist assessments e.g. Specialist Advisory Teacher, Educational Psychologist, SALT, OT, CAMHS/PALMS.
- Individual targets/outcomes are agreed and monitored following discussion with child and parents/carers. [AQO link 'Working Together with Your Child's School'](#) ['AET Resources, Person-Centred Planning'](#)
- Careful reviewing of needs and sharing of information before transition at key stages e.g. starting pre-school, primary, secondary, post 16, adult life. [AQO link 'Transition Toolkit'](#)
- TAs are routinely included in planning and or/are provided with lesson plans and learning objectives in advance of the lesson to ensure their input is effective
- Behaviour records updated daily and analysed to consider frequency and duration as well as triggers/patterns to help understand underlying causes and plan effective proactive support e.g. ABCCD, STAR etc.

Classroom support – Targeted

- Access to structured teaching approaches as required e.g. use of an individual visual timetable/schedule, workstation, structured supports for organisation of resources (individual pencil pot, folders for work/books etc.).
- Awareness of social and emotional aspects of additional need and focused work to support development of these skills.
- Regular/daily small group teaching of social skills.
- Established communication strategies to facilitate communication and to assess learning e.g. PECs, visual communication supports, other transactional supports
- Teaching style adapted to suit pupil's learning style e.g. level/pace/amount of teacher talk reduced, access to practical activities.
- Personalised curriculum and approaches using strengths and interests to motivate and engage- approaches shared with all staff in school who have contact with the pupil, reviewed and updated regularly and implemented consistently across the curriculum.
- Access to keyboard for writing if needed.
- [AQO link AET Training](#)

School support - Targeted

- Peer awareness training.
- A detailed time limited intervention programme e.g. socially speaking, Lego based therapy.
- Short term small group and/or individual intervention, to develop specific areas of curriculum access as identified by the subject teacher or EP/Specialist Teacher.
- Personalised timetable introduced in negotiation with pupil, parents and staff. This may include temporary withdrawal from some activities e.g. assemblies, specific non-core lessons.
- Individual work around recognition and understanding of emotions, including personalised visual supports and resources/interventions e.g. 5 Point Scale
- Teaching assistance is targeted towards the supply of teaching and learning resources.
- prepare and make relevant visual supports and provide structure, write Social Stories where needed, adapt materials for lessons e.g. chunking work into manageable amounts for the individual pupil, facilitating alternative recording strategies.
- Use of key-working approaches/mentor to ensure the pupil has a trusted adult to offer support during vulnerable times.
- Manage access arrangements for internal and external examinations and assessments.

Additional support – Targeted

- Access training for staff working with individual pupils e.g. AET training/Bespoke training from external professionals ['AET Tier 2 Good Autism Practice'](#)
- Access to low stimulus area for focused tasks e.g. individual workstation, or 'chill-out times of stress/increased emotional arousal.
- Flexible approaches to the timetable, break times and lunchtimes.
- Advice from external professionals for the individual CYP on sensory resources/activities/use of ICT etc.
- Multiagency support for the family may be required.

Hertfordshire Targeted Services Offer to SEND – Targeted - Communication and Autism

- Close supervision/clearly identified arrangements for support during breaks and lunch.
- May need 'down' time at periods throughout the day to support regulation of emotions.
- Access to 'down' time at end of day to support transition to home.
- Time for formal meetings with parents on a regular basis.
- Time for meetings with external professionals

[AQO link 'AET Leading Good Autism Practice'](#)

SEND SASS C&A Support

- Advice line
- Training
- Focussed discussion/assessment and SAT involvement as appropriate

Hertfordshire Targeted Services Offer to SEND – Targeted Plus - Communication and Autism

Learner Profile – Targeted Plus

Pupil has a diagnosis of Autism resulting in communication, social, emotional/behavioural and/or sensory needs that make learning in a mainstream school environment challenging. They will have significant speech and language needs, pre verbal or limited use of words **or** they may have good expressive skills which mask underlying difficulties with comprehension. The CYP will have difficulties with understanding classroom routines and following instructions- they may need adult support to start tasks and sustain attention. The CYP has made little or no progress within the curriculum, except in specific areas of strength or interest **or** with high levels of intensive support. The CYP may find it difficult to make and maintain friendships and may have significant difficulties with social understanding and social use of language. They may be single focused and find it difficult to accept change in routines, finding transitions difficult to manage throughout the day in addition to more significant transition points. They may experience a high level of anxiety in most school situations, which may be masked in school but displayed at home. They may have a high level of sensory needs (sensory seeking or sensory avoiding). The CYP has significant difficulties with emotional regulation which may present as difficult or dangerous behaviour. They may have emerging mental health difficulties, exhibit self-harming behaviours, increased levels of fear/irrational phobias, risk taking behaviours or they may have extremely high expectations of themselves/perfectionist ideals leading to an inability to attempt tasks.

Assessment, planning and review – Targeted Plus

- Specialist assessments e.g. by Specialist Teacher for Autism, Educational Psychologist, SALT, OT, CAMHS etc. which may lead to request for EHC plan.
- Risk assessment/Individual Risk Reduction Plan to identify dangers/difficulties and need for additional support.
- Regular multi agency assessment and/or review of strategies and progress and joint planning in partnership with pupils and their parents/carers.
- Individual risk assessments for practical subjects, as required.

Classroom support – Targeted Plus

- Teaching focusing on both learning curriculum and social skills throughout the school day. Targets informed by assessment and review.
- Personalised literacy and numeracy programmes may be required to address gaps in learning associated with autism diagnosis.
- Regular /daily small group teaching of social skills.
- Individual workstation to develop independent learning skills, as required. [AQO link 'AET Leading Good Autism Practice'](#)
- Planned movement breaks to support sensory needs.
- Opportunities for individual 'checking in' and 'checking out' at beginning and end of session/day to encourage self -monitoring.
- Personalised timetable introduced in negotiation with pupil, parents/carers and staff. This may include temporary withdrawal from some activities.
- Pupil may require Augmented and Alternative Communication e.g. PECS (Picture Exchange Communication System) to support functional communication.
- Teaching style and tasks are adapted to suit pupil's learning style e.g. level/pace/amount of teacher talk reduced, access to practical activities.

School support – Targeted Plus

- Individual support during breaks and lunch.
- Individual support around recognition and understanding of own emotions and those of others.
- Access to personalised visual resources to support with self-regulation.
- Identified individual support across the curriculum in an inclusive mainstream setting to provide a personalised learning experience, taking into account advice provided by professionals.
- The use of specialist or adapted equipment / software where appropriate to access the curriculum and for communication.
- Programmes to develop social interaction and emotional wellbeing, as identified by professionals.
- Facilitate production of differentiated materials in accordance with the advice from the Specialist Teacher or EP
- Emotional Regulation Transactional Support (SCERTS) framework may be used in collaboration with external professionals e.g. SALT, EP, Specialist Teacher.
- Alternative curriculum opportunities at KS4 e.g. vocational/ college /supervised work placements.
- Access arrangements for internal and external examinations and assessments.
- Independent travel training to develop independence skills for the future.

Additional support – Targeted Plus

- Work together with the child, parents and staff to identify priorities for the child's individual programme of work and to develop and review personalised systems [AQO link 'Working Together with Your Child's School'](#)
- Sign post families and schools to a range of voluntary and statutory services regarding benefits, access to additional funding for non-educational activities, Short Breaks.
- EHCP may be in place
- Opportunities for the pupil to meet a peer group with autism and adult role models where appropriate.
- Encourage participation in activities organised by voluntary organisations.

Hertfordshire Targeted Services Offer to SEND – Targeted Plus - Communication and Autism

- Provision of specialist equipment– eg. Sensory equipment, laptop, personalised visuals.

SEND SASS C&A Support

- SAT C&A intervention.
- Advice, guidance, modelling
- Training

Hertfordshire Targeted Services Offer to SEND – Specialist - Communication and Autism

Learner Profile – Specialist

The CYP will experience significant, complex persistent and enduring difficulties
The CYP presents with a range of issues and an accumulation of layered needs, which could include mental health, relationships, behavioural, physical, medical, sensory, communication & cognitive.
Pupils in mainstream will need a high level of support.

Assessment, planning and review - Specialist

Professionals assessments indicate that needs can only be met in specialist placement, or with a high level of support in mainstream. Risk assessment to consider risks to self and others.

Classroom support - Specialist

Main provision by class/subject teacher with support from SENCO and advice from education and non-educational professionals as appropriate

- Disapplication from certain subjects if appropriate
- The use of specialist or adapted equipment / software in all lessons to access the curriculum.
- Specialised modification of all teaching and learning styles and resources.

School support - Specialist

Specialist teaching focusing on both learning curriculum and social skills throughout the school day.

- Outcomes informed by Annual Review/EHC P.
- Curriculum to include life skills and highly differentiated PHSE aspects
- Facilitate production of differentiated materials in accordance with the advice from the specialist teacher
- Adult support to access an individualised curriculum.
- Opportunities to explore their identity.

Additional support - Specialist

High levels of specialist support in mainstream:

- Skilled TA who has understanding of the implications of autism and this presents in the individual
- Additional individual support in line with risk assessments
- Personalised timetable providing access to TA support as specified in EHCP
- Time for outside agencies to meet termly to assess progress and plan future targets
- Specialist support, alongside a multi-agency approach is essential
- Advice from other professionals as needed
- access to a quiet room for small group and 1:1 session
- Specialist staff training
- High level of multiagency support for the family may be required, with key worker
- Differentiation of tasks and preparation of visual resources to motivate and support learning.

SEND SAS Support

- Specialist Advisory Teacher C&A intervention
- Special School placement if requested by parents.

**Hertfordshire County Council
Targeted Services Offer to SEND**

**Speech Language and
Communication Needs (SLCN)**



Hertfordshire Targeted Services Offer to SEND – Summary – Speech, Language and Communication Needs (SLCN)

UNIVERSAL SLCN - LEARNER PROFILE	UNIVERSAL - SCHOOL	UNIVERSAL - SLCN
<ul style="list-style-type: none"> • CYP has SLCN which can be managed well in a mainstream class with appropriate differentiation of tasks and modified teaching style, in line with Quality First Teaching. • CYP would not have direct involvement from a speech and language therapist. • Teaching staff would monitor language and literacy skills and be alert to: aspects of speech development, expressive language skills and understanding of language. • Impact on access to the curriculum and barriers to peer interaction should be identified early. • CYP may demonstrate <i>some</i> social communication difficulties, for example, conversational skills and joining teams or groups 	<p>The teacher is responsible for the learning and progress of the CYP in the mainstream class</p> <ul style="list-style-type: none"> • Quality First Teaching meets the needs of all pupils and includes: pace of delivery, flexible grouping arrangements; some differentiation of activities, materials and questioning. Awareness of impact of SLCN on basic skills, i.e. oracy, literacy and numeracy. • Environmental adaptations are made to meet the sensory needs of all pupils, including distractions and background noise • Consideration is given to CYP's learning style. Setting understands that SLCN may have a wider impact on a CYP's social and emotional wellbeing, including vulnerability to social isolation and low self-esteem. 	<p>Support Services will not generally be required at this level. However, settings should ensure that staff are appropriately trained in SLCN in order to identify and address emerging need in CYP. The use of SLCN resources as outlined in the SLCN Quality Offer document will support this. Settings should consider the free online SLCN training offered by The Communication Trust</p>
UNIVERSAL PLUS SLCN - LEARNER PROFILE	UNIVERSAL PLUS- SCHOOL	UNIVERSAL PLUS - SLCN
<ul style="list-style-type: none"> • CYP has some identified SLCN and the setting will discuss the needs of the CYP with the link SALT and parents. • Identified SLCN could include: (i) a still developing speech sound system; (ii) difficulties understanding spoken or written language and following instructions; (iii) poor vocabulary development; (iv) listening and attention difficulties. • CYP may have difficulties with reading comprehension, understanding mathematical language and concepts, getting ideas for writing and using appropriate sentence structures. • The CYP with SLCN may be working below ARE, and may be developing coping strategies such as copying work/following peers for prompts. There may be concerns regarding the development of social skills and peer relationships. 	<ul style="list-style-type: none"> • Baseline assessments completed, and strengths and weaknesses identified. Information about the CYP's difficulties is shared with relevant staff, in partnership with parents; pupil profile is co-produced. • Individual targets agreed and monitored, following discussion with CYP and parents, to share advice on successful strategies and set targets • Careful consideration of class dynamics and environments • The pre-teaching /overlearning of subject/topic specific vocabulary will be part of usual class routines • Deployment of TAs to support curriculum access 	<p>Discussion of identified SLCN with link SALT. Visit nearest SLCN Base to observe strategies to support the CYP in their mainstream setting, as difficulties emerge. Discuss with setting's link SALT if appropriate: Children speech and language therapy</p>
TARGETED SLCN - LEARNER PROFILE	TARGETED - SCHOOL	TARGETED SUPPORT - SLCN
<p>The CYP has identified SLCN which require additional specific provision.</p> <ul style="list-style-type: none"> • The CYP is known /has been referred to the Speech and Language Therapy Service and may have targets set. • With the appropriate support in place, the CYP can access a differentiated mainstream curriculum and is 	<ul style="list-style-type: none"> • Manage access arrangements for internal and external examinations and assessments. • Awareness of social and emotional aspects of disability • If relevant, Speech and Language Therapist's advice reflected in lesson/curriculum planning and delivery overseen by SENCO, monitored and impact assessed • Individual or small group vocabulary sessions, 	<p>Discussion of identified SLCN with link SALT. Visit nearest SLCN Base to observe strategies to support the CYP in their mainstream setting, as difficulties emerge. Discuss with setting's link SALT if appropriate: https://www.hct.nhs.uk/our-services/childrens-speech-and-language-therapy/</p>

Hertfordshire Targeted Services Offer to SEND – Summary – Speech, Language and Communication Needs (SLCN)

<p>making progress</p> <ul style="list-style-type: none"> Continuing difficulties could include: dysfluency and poor intelligibility, weak phonological development, vocabulary difficulties, poor understanding. Text-based comprehension and inferential skills may still be developing. In expressive language, CYP may have word finding difficulties following a disordered pattern and difficulties constructing a sentence. CYP may have difficulties using language to problem solve and may find it hard to ask for help and support. There may be on-going or emerging concerns with social interaction, peer relationships. 	<p>targeting key curriculum words and developing independent strategies</p> <ul style="list-style-type: none"> School pastoral support to make peers aware of SLCN for improved social understanding. Well targeted social skills groups to be offered Contact SLCN Bases for additional support/advice on resources, specifically for tiered approach to vocabulary and questioning Structured, well-managed approach to transition, including post-16 	
TARGETED PLUS SLCN - LEARNER PROFILE	TARGETED PLUS -SCHOOL	TARGETED PLUS - SLCN
<p>The CYP has significant SLCN as a primary presenting need which impacts on access to, and progress in, the curriculum, requiring long term involvement of educational and non-educational professionals.</p> <p>CYP has persistent and significant difficulties in comprehension and expression of language and possibly some complexity of need in relation to social communication. Speech sound development may be following a typical pattern or delayed. There is likely to be an impact on developing literacy skills, which will impede access to many curriculum areas without high levels of visual support, differentiation and reasonable adjustments.</p>	<ul style="list-style-type: none"> Identified TA support in an inclusive mainstream setting to provide access to the curriculum, considering advice from agencies and provision indicated in EHCP. Elklan training for TA is desirable. Settings must ensure ongoing CPD in SLCN. Advice on curriculum differentiation, and production of materials; further equipment to access the curriculum, positioning in the classroom, risk assessment and management plans. The use of specialist or adapted equipment or software for appropriate to access the curriculum. Specialised modification of all teaching and learning styles and resources, facilitating metacognitive approaches Support for CYP's self-advocacy and self-awareness Reference to SALT or specialist speech and language teacher advice on appropriate classroom strategies to support progress Specialist communication strategies as needed by individual e.g. PECS, Makaton 	<p>If the needs of the CYP are more complex you may require additional support to be offered by a Specialist Advisory Teacher, email contact details are by area, as indicated below:</p> <p>North Herts and Stevenage St Albans and Dacorum East Herts, Broxbourne, Welwyn and Hatfield Watford, Three Rivers and Hertsmere</p> <p>The SLCN Base in your area may also be able to offer more detailed advice and support, depending on capacity. In addition, your setting may benefit from specific targeted training, offered by HCT SALT team: Training offer</p>
SPECIALIST SLCN - LEARNER PROFILE	SPECIALIST SUPPORT	SPECIALIST - SLCN
<p>The CYP will experience significant, complex, persistent and enduring difficulties with SLCN</p> <ul style="list-style-type: none"> The CYP presents with a range of difficulties and an accumulation of complex and layered needs, which could include mental health, relationships, behavioural, physical, medical, sensory, social communication and cognitive needs. It is likely that the CYP will have additional learning needs and possible other co-existing needs. The complexity of need is likely to be high. The CYP may make small steps of progress or 'plateau' for extended 	<ul style="list-style-type: none"> Highly visual teaching strategies commonplace to support spoken word, and access to text Use of Makaton signs, PECs, TEACCH, Communicate in Print, SymWriter symbols, as appropriate Curriculum to include Life Skills Some assessment of CYP with complex SLCN and co-occurring needs may use SCERTS framework An eating and drinking plan, as appropriate Additional staff support with communication aids: to programme, maintain daily charging, back up programmes and promote day-to-day use. 	<p>If the needs of the CYP are more complex you may require additional support to be offered by a Specialist Advisory Teacher.</p> <p>The SLCN Base in your area may also be able to offer more detailed advice and support, depending on capacity. In addition, your setting may benefit from specific targeted training, offered by HCT SALT team: Training offer</p>

Hertfordshire Targeted Services Offer to SEND – Summary – Speech, Language and Communication Needs (SLCN)

periods of time. • Specialist support, with high levels of adaptation, will be required to facilitate access to the curriculum and ensure social inclusion	Delivery of communication groups by teachers /TAs under guidance of SALT	
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Speech and Language Bases in Hertfordshire (March 2019)

DSPL 1	Hillshott Infants School	Letchworth	DSPL 6	Cowley Hill School – KS1 and KS2	Borehamwood
DSPL 2	Round Diamond Primary School Giles Nursery and	Stevenage	DSPL 7	Sauncey Wood JMI	Harpenden
DSPL 3	-	-	DSPL 8	-	-
DSPL 4	Flamstead End Primary Downfield JMI	Cheshunt	DSPL 9	Chaulden Infant & Nursery Chaulden Juniors	Hemel Hempstead
DSPL 5	Onslow St Audrey's School-	Hatfield		Central Primary –KS1 and KS2	Watford

Hertfordshire Targeted Services Offer to SEND – Universal – Speech, Language and Communication Needs (SLCN)

Learner Profile - Universal

The child/young person (CYP) experiences SLCN which can be managed well in a mainstream class with appropriate differentiation of tasks and modified teaching style, in line with Quality First Teaching. Children at this level would not have direct involvement from a speech and language therapist. Teaching staff would monitor language and literacy skills and be alert to:

Speech: CYP may have: immature speech sound development; inconsistent and slow progress in phonic development. Language: immature understanding and/or use of verbal language e.g. grammatical skills, weak vocabulary skills, some listening and attention difficulties, difficulty following adult instructions; difficulty answering questions; may have difficulties with reading comprehension; understanding of mathematical language and concepts; writing & sentence structure, including the ability to develop ideas.

Social communication: CYP may demonstrate some difficulties with conversational skills and joining teams or groups.

Assessment, planning and review - Universal

- Evidence of: identification, intervention and impact by:
- Assessment for learning
- Observations by teacher / class TA /KS Coordinator
- Advice and support from the parents
- Information from the child re their opinions and preferred strategies.

Classroom support - Universal

- The teacher is responsible for the learning and progress of the CYP in the mainstream class
- Quality First Teaching meets the needs of all pupils and includes: pace of delivery, flexible grouping arrangements, some differentiation of activities, materials and questioning; reference to and advice implemented from SALT Advice. Awareness that equality of access may mean that some CYP need to do some things differently
- Environmental considerations are made to meet the needs of all pupils, including distractions and background noise
- Consideration of pupil's learning style, such as the need for visual/kinaesthetic preferences
- An understanding that SLCN may have a wider impact on a CYP's social and emotional wellbeing despite the apparent lack of obvious impairment. The child may also be vulnerable to social isolation or has low self-esteem
- Awareness of impact of SLCN on basic skills, i.e. numeracy, reading, writing
- SENCO could contact local SLCN base, for advice on strategies and resources.

School support - Universal

- The school can demonstrate an inclusive ethos that supports the learning and wellbeing of all pupils
- The wider curriculum promotes positive examples of diversity
- A broad and balanced curriculum is planned for all pupils
- PSHE materials and interventions are adapted, if necessary
- Anti-bullying is routinely addressed, and pupils are confident in reporting incidents
- Opportunities for social interaction between peers and the wider community of the school may need to be monitored to support self-esteem and confidence
- Provision of planned opportunities to learn and practice communication skills during structured activities e.g. Break and lunch time, role play and group work, including discussions
- Other school pastoral interventions could include: identified key worker, meeting and greeting, circle/discussion time, social skills groups, peer mentoring, buddy systems, restorative practice.

Additional support - Universal

- The school employs additional adults to support the needs of all pupils e.g. TAs, Family Support Worker
- All staff will have received training on SEND, and SLCN and understand how to support speech and language difficulties, or who to ask for support. Teaching Assistants may have attended specific SLCN training.
- Whole school CPD has included use of the materials in the SLCN Toolkit and links to organisations such as The Communication Trust and Talking Point, as shown on the LA's Quality Offer for SLCN.
- School staff access LA training to keep informed on meeting the needs of CYPs: e.g. ELKLAN training, CPD from SLCN Bases, and The Communication Trust's free online training
- Staff make use of a wide range of resources, to inform their inclusive practice, as indicated on the Quality Offer for SLCN. In addition, advice on assessments and resources can be obtained from SLCN Bases.
- General advice to school from the link speech and language therapist for the setting
- Time to liaise with parents/carers, hear feedback from parents and discuss progress.

Hertfordshire Targeted Services Offer to SEND – Universal – Speech, Language and Communication Needs (SLCN)

Learner Profile – Universal Plus

The child/young person (CYP) has identified speech language and/or communications needs that can be managed using 'Universal' and some 'Targeted' strategies which are monitored by the SENCO, who will discuss the needs of the CYP with the link SALT, parents and the child or young person.

Description of need: A CYP may have some or all of the following areas of need: Speech: concerns about speech sound development, slow progress in phonic development despite support/intervention. Language: concerns about understanding and/or use of verbal language e.g. grammatical skills; vocabulary development, listening and attention difficulties. Difficulty following age appropriate adult instructions. Slow progress with reading comprehension, understanding of mathematical language and concepts, writing and sentence structure. The CYP with SLCN may be working below ARE and may be developing coping strategies such as copying work/following peers for prompts. Social communication: There may be concerns regarding the development of social skills e.g. conversational skills, awkwardness at break/lunch/home corner. In addition, difficulty forming relationships with peers may be evident. This learner may be quiet and mask difficulties

Assessment, planning and review – Universal Plus

There will be discussion with teachers, support staff, child and parents following observations by SENCO. The SENCO will use a structured observation profile for SLCN to target differentiation, including setting SMART targets that are reviewed and updated regularly. The SENCO will co-produce a Pupil Profile, which will set out CYP's SLCN needs and appropriate teaching and learning strategies to address those needs. Advice from consultation with the setting's link SALT will be included. This will be shared with all staff in the setting, monitored and updated termly. The CYP will be involved in setting and monitoring their own targets. Parents will be involved regularly and know how to support targets at home.

Classroom support – Universal Plus

- The teacher is responsible for the learning and progress of the CYP in the mainstream class
- Information about the CYP's difficulties is shared with relevant staff, in partnership with parents.
- Individual targets agreed and monitored, following discussion with CYP and parents, to share advice on successful strategies and set targets
- Access to some individual support based on set targets
- Reference to and advice implemented from SALT Advice, as appropriate
- Careful consideration of group dynamics in the class
- Establish strategies to facilitate communication and to assess learning
- The pre-teaching /overlearning of subject/topic specific vocabulary will be part of usual class routines
- Sharing of advice on successful strategies and set targets e.g. use of visual supports
- Classroom Teaching Assistance (TA) is targeted towards support for access for specific tasks/settings and is not necessarily needed for learning.
- Staff to visit nearest SLCN Base to observe strategies to support the CYP in their mainstream setting

School support – Universal Plus

- Learning tasks differentiated by task and outcome to meet individual needs.
- Group work to be planned and tailored to meet identified need. Groups should include good language role models, where possible
- Teaching problem-solving and reasoning skills
- Listening skills groups, if needed
- Small-stepped and cumulative approaches to teaching phonics will be used, which work at the pace of the CYP
- Vocabulary intervention, Narrative Skills and Reading Comprehension groups.
- Access to small group support using specific programmes: e.g. Talk Boost, Time to Talk, Talking Partners,
- Social communication groups: accessing published materials such as: Socially Speaking, Talkabout,
- School trips are planned well in advance and take into consideration the support needs of the CYP.

Additional support – Universal Plus

Support/advice from SENCO, who will manage:

- Additional adults routinely used to support flexible groupings. CYP will know who their identified key worker is
- Access to targeted small group work with class TA.
- Access to intervention group work with TA, ELKLAN trained TA, Learning Mentor
- Access to ELKLAN Language Builder manual and school staff access LA training for SLCN
- Additional adult (e.g. TA) for focused support during unstructured times e.g. lunchtime supervision/ extra-curriculum activities
- Access to a quiet, distraction-free environment in which to deliver intervention groups, or for the CYP to access at break or lunch as a designated 'safe space'
- Access to Special Interest Groups for SLCN, specific termly training and support groups for professionals
Allocated time for professional meetings with parents on a regular basis. TA and class teacher to liaise with SALT. School may consult the teachers from the SLCN Base for advice on best practice

Hertfordshire Targeted Services Offer to SEND – Targeted – Speech, Language and Communication Needs (SLCN)

Learner Profile – Targeted

The CYP has identified needs which require additional specific provision. The CYP is known /has been referred to the Speech and Language Therapy Service. The CYP may have 'Specialist Level' targets from the speech and language therapist.

With the appropriate support in place, the CYP can access a differentiated mainstream curriculum and is making progress.

Description of need: CYP **may** have communication needs which significantly impact on their ability to access the curriculum including continuing difficulties with: Speech, such as dysfluency and poor intelligibility which may impact on progress in phonological development and reading. Language Comprehension: word learning difficulties, difficulties understanding questions, following adult language e.g. remembering instructions, understanding verbal language, following stories, organising ideas or concepts. The CYP may rely heavily on visual prompts to support curriculum access. Text-based comprehension and inferential skills may still be developing. Expressive language: CYP may have word finding difficulties following a disordered pattern and difficulties constructing a sentence. They may have difficulties using language to problem solve and may find it hard to ask for help and support. Social Communication: There may be on-going or emerging concerns with social interaction and/or communication skills. For some children, advice may be needed for eating, drinking difficulties

Assessment, planning and review – Targeted

Settings may need to carry out:

An environmental audit using materials as outlined in the LA's Quality Offer for SLCN, or School Access/Equality Strategy. Risk assessments of tricky situations may be required to inform adaptations, e.g. educational visits.

Specialist assessments: e.g. Speech and Language Therapist, Educational Psychologist. There is a commitment to developing independence with steps planned and agreed. Individual targets are agreed between Therapist, SENCO and class teacher and monitored on at least a termly basis following discussion with child and parents. Careful reviewing of needs before transition at key stages e.g. starting pre-school, primary, secondary, post 16, adult life. TAs and key workers are routinely included in planning and or/are provided with lesson plans and learning objectives in advance of the lesson to ensure their input is effective. The CYP is fully involved.

Classroom support – Targeted

- The teacher is responsible for the learning and progress of the CYP in the mainstream class
- Manage access arrangements for internal and external examinations and assessments. e.g. reader or scribe, extra time for assessments as needed
- Awareness of social and emotional aspects of disability
- If relevant, Speech and Language Therapist's advice reflected in lesson/curriculum planning and delivery overseen by SENCO
- Reference to and advice implemented from SALT or Specialist Teacher for SLCN
- Individual or small group vocabulary sessions, targeting key curriculum words
- Staff to visit nearest SLCN Base to observe strategies to support the CYP in their mainstream setting
- Contact SLCN Bases for additional support/advice
- Class /subject teacher to share plans with TA
- School pastoral support to make peers aware of SLCN for improved social understanding

School support – Targeted

- Interventions may use some of the Targeted Level interventions; however, they will be more bespoke to SLCN targets.
- Teaching assistance time will include the supply of teaching and learning resources and delivery of intervention, under the guidance of a teacher.
- Opportunity to work directly with and to observe SALT, or other professional, working with CYP
- Speech: Speech activities delivered by SALT with follow up activities supplied and monitored. Materials may include: Black Sheep Press, Nuffield Dyspraxia Programme, Sound & Speak books. Consideration of speech sound development when delivering phonics.
- Language: Interventions delivered in schools as advised in CYP's programme, which may include specific interventions for vocabulary, phonics, narrative, listening and comprehension.
- Social communication: Knowledge and understanding of others' thoughts and feelings, including emotions in themselves and others. Use of language to communicate. Specific conversational skills. Non-verbal skills- body language/ regular/daily small group or 1:1 with agreed targets

Hertfordshire Targeted Services Offer to SEND – Targeted – Speech, Language and Communication Needs (SLCN)

Additional support – Targeted

- Time for meetings with CYP, parents and professionals on a regular basis, including SALT
- Access to appropriate quiet room for visiting professionals to work with individual pupils, taking into account safeguarding
- Access to quiet room for TA to deliver SLC programme
- Access to resources recommended by SALT
- Formal SLC monitoring systems to log practice and progress, as indicated in the Quality Offer for SLCN
- Adult intervention targeted at specific curriculum areas or specific social times and agreed with CYP
- School will ensure that key information is passed on at times of transition, well in advance to facilitate planning
- Consult with the SENCO and Speech and Language Therapist when recruiting staff to work with a named pupil, possibly having Eiklan NVQ, Makaton qualification, certificate from attendance at local Speech and Language courses as desirable

Hertfordshire Targeted Services Offer to SEND – Targeted Plus – Speech, Language and Communication Needs (SLCN)

Learner Profile – Targeted Plus

The CYP has significant primary SLCN which impact on progress requiring long term involvement of educational and non-educational professionals.

Description of need: CYP has persistent and significant difficulties in comprehension and expression of language and possibly some complexity of need in relation to social communication. Speech sound development may be following a typical pattern or delayed.

Assessment, planning and review – Targeted Plus

Specialist assessments e.g. by Lead Practitioners for SLCN, Specialist Teacher for Autism, Educational Psychologist, SALT, OT, CAMHS etc. Risk assessment will be in place, as appropriate. Regular multi agency assessment and review of strategies and progress will be planned. Review EHCP annually when all agencies are involved in reflection and joint planning in partnership with pupils and their parents/carers. If the CYP is placed in an additionally resourced provision for SLCN, within a mainstream school, then it is expected that baseline assessments will be administered annually for both language and literacy. The Specialist Speech and Language Teacher will liaise with the SALT on assessment outcomes and plan targets accordingly

Classroom support – Targeted Plus

- The teacher is responsible for the learning and progress of the CYP in the mainstream class
- Identified TA support in an inclusive mainstream setting to provide access to the curriculum, taking into account advice from agencies and provision indicated in EHCP. TA knowledge and expertise should be enhanced.
- Advice on curriculum differentiation, and production of materials; further equipment to access the curriculum, positioning in the classroom, risk assessment and management plans.
- The use of specialist or adapted equipment / software where appropriate to access the curriculum.
- Specialised modification of all teaching and learning styles and resources, facilitating metacognitive approaches
- Reference to and advice implemented from Link SALT or specialist speech and language teacher on appropriate classroom strategies to support progress
- Specialist communication strategies as needed by individual e.g. PECS, Makaton
- If in a mainstream setting, staff to liaise with nearest SLCN Base to observe strategies to support the CYP

School support – Targeted Plus

- Teaching style and tasks are adapted to suit pupil's learning style, visual support, task plans, visual timetables, use of symbols, if indicated
- Individualised support to implement recommendations from SALT service
- Structured individual programmes, by need
- Programmes to develop social interaction, if needed, and support for resilience and emotional well being
- Advice and assessment of the use of specialist or adapted ICT to access the curriculum, AAC e.g. communication aid, Makaton.
- Independent travel training to develop skills for the future, especially in relation to Preparing for Adulthood
- Regular opportunities to work/socialise with disability peer group as appropriate
- Access to mentor and pastoral support
- Participation in activities organised by voluntary organisations, encouraged and facilitated
- Support development of age appropriate 'life skills'
- Adult support to facilitate social interaction may be needed
- Contact nearest SLCN Base for additional support/advice

Additional support – Targeted Plus

- SENCOs provide support to class/subject teacher and TAs and take responsibility for arranging appropriate specialist CPD and quality assuring the learning experience of the CYP
- High level of multi-agency involvement: 'team around CYP'
- Co-ordinate the involvement of a range of agencies, one of whom may fulfil the key worker role.
- Work together with the child, parents and staff to identify priorities for the child's individual programme of work.
- Preparation and maintenance of resource, including training to use them
- Opportunities for support staff to access specialist training regarding specific disability and its impact on learning and social and emotional wellbeing.
- Trained Staff to work with small group and/or individual intervention following a programme designed or recommended by an external agency and monitored by a teacher
- Sign post families to a range of voluntary and statutory services regarding benefits, access to additional funding for non-educational activities.
- Involvement of educational and non-educational professionals as part of Annual Review/EHC plan, with reference to transition periods. This will include Youth Connexions from Year 9 onwards.

Hertfordshire Targeted Services Offer to SEND – Specialist – Speech, Language and Communication Needs (SLCN)

Learner Profile – Specialist

The CYP will experience significant, complex, persistent and enduring difficulties. The CYP presents with a range of difficulties and an accumulation of complex and layered needs, which could include mental health, relationships, behavioural, physical, medical, sensory, communication and cognitive needs. The CYP will have additional learning needs and possible other co-existing needs. The complexity of need is likely to be high. The CYP may make small steps of progress or 'plateau' for extended periods of time.

Assessment, planning and review – Specialist

- Long term involvement of educational and non-educational professionals as part of Annual review/EHC plan
- Regular risk assessments to consider risks to self and others, including eating and drinking difficulties
- All professionals agree that the CYP needs can only be met with additional specialist resources
- Communication targets to be incorporated into a visually supported Provision Map

Classroom support – Specialist

- The teacher is responsible for the learning and progress of the CYP in the class, but will require support from SENCo, who will take advice from education and non-educational professionals as appropriate
- Disapplication from certain subjects and assessments may be appropriate. Alternatives should be put in place
- The use of specialist or adapted equipment / software in all lessons to access the curriculum
- Specialised modification of all teaching and learning styles and resources

Some CYP with this level of need may require:

- Highly visual teaching strategies commonplace to support spoken word.
- Use of Makaton signs, PECs and Communication in Print symbols, as appropriate
- Specialist communication methods including PECS and TEACCH
- Some assessment of CYP with complex SLCN and co-occurring needs may use SCERTS framework

School support – Specialist

- Specialist teaching focusing on both learning curriculum and social skills throughout the school day. Targets informed by Annual Review/ EHC plan
- Curriculum to include life skills, most likely highly differentiated
- Facilitate production of differentiated materials
- Adult support to access an individualised curriculum

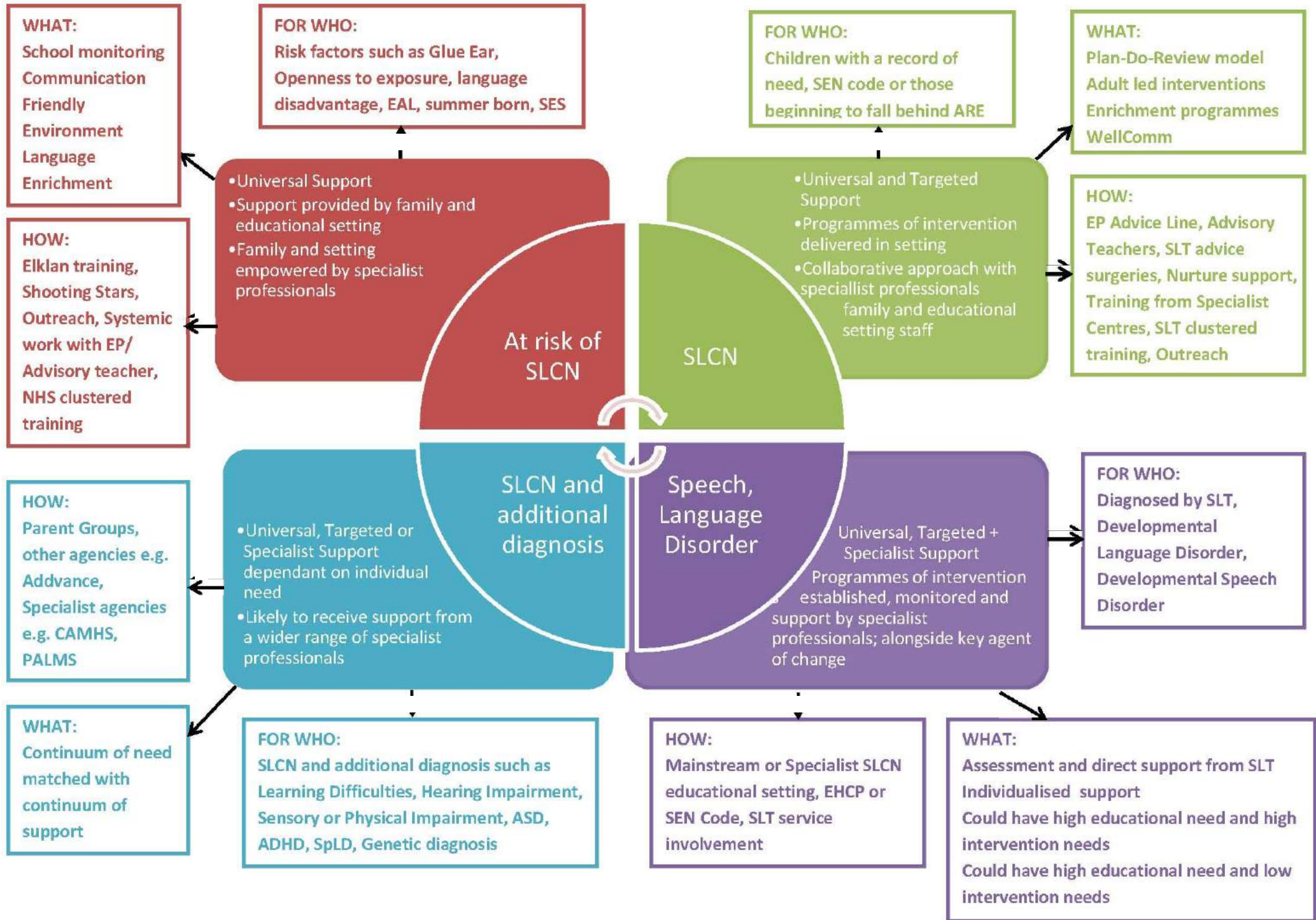
Some CYP with this level of need may require:

- Additional staff support to access learning in a specialist setting due to high level of social vulnerability presented
- Use of Makaton as routine in every classroom, around school, in taxi, etc
- An eating and drinking plan, as appropriate
- Additional staff support with communication aids: to programme, maintain daily charging, back up programmes and promote day-to-day use.
- Delivery of communication groups by teachers /TAs under guidance of SLT
- Specialist teaching matched to comprehension levels of individual child as indicated in the Quality Offer for SLCN

Additional support – Specialist

- Access to support from highly skilled and experienced Specialist Advisory Teacher - SLCN
- School and SENCo co-ordinate the involvement of a range of agencies, one of which may fulfil the key worker role.
- Skilled TA, most likely Elklan trained, who understands the long term, persevering nature of a Language Disorder as a disability, and has in depth knowledge of specialist access equipment
- Additional individual support in line with risk assessments.
- Personalised, possibly visual, timetable providing access to TA support as specified in statement/ EHC Plan.
- Time to discuss, develop and review individualised reward systems and sanctions in close liaison with parents/carers.
- Termly liaison time with services to assess progress and plan future targets.
- Staff training for SLCN will take place on a regular basis, no less than half-termy
- Advice from other professionals as needed
- Access to a dedicated quiet room for small group and 1:1 session, as well as an identified space to be at break and lunch
- Specialist support staff with appropriate SLCN qualifications and experience

Matrix of SLCN: Layers of Need



**Hertfordshire County Council
Targeted Services Offer to SEND
Specific Learning Difficulties (SpLD)**



Hertfordshire Targeted Services Offer – Summary - Specific Learning Difficulties

The Rose Report (2009) recommends three levels of assessment. This 3-level model includes guidance on the identification and assessment of literacy and dyslexic difficulties, who should undertake such assessments and the recommended waves of provision. Level 1 – Monitoring of progress – teachers. Level 2 – Skills assessment. Level 3 – Comprehensive assessment. **“Dyslexia is not ‘categorical’ – it is not a question of dyslexia, yes or no – but that individuals have differing degrees of dyslexic difficulties. A good indication of the severity of these difficulties can be gained by examining responses to intervention.” (Rose Report 2009)**

UNIVERSAL SPLD - LEARNER PROFILE			IDENTIFYING DYSLEXIA IN LINE WITH THE ROSE REVIEW
<p>The Learner is working generally within or just below age related expectations. Some difficulties with learning may include some misconceptions and/or taking longer to understand new concepts. Difficulties may be specific to one aspect of learning.</p>	<ul style="list-style-type: none"> • A broad and balanced curriculum is planned for all pupils and the school is flexible in adapting the core offer to meet needs of all pupils • Opportunities are provided for small group work based on identified need • High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SpLD in addition to environmental considerations. 	<ul style="list-style-type: none"> • Access to resources to support specific learning difficulties via resource centres. • Telephone consultation for quick queries re: SpLD e.g. advice re: resources or general strategies for SpLD • Background information on specific learning difficulties for school staff available via professionals' web pages on Herts Local Offer • Access to County wide training delivered by ISL to raise awareness of issues relating to SpLD and strategies to support difficulties. 	<p>Level 1 At this stage, it is class teachers who identify literacy difficulties. They will notice individual differences and adjust their teaching. They will also be aware of the possibility that some children and young people may have dyslexia. Class teachers will discuss concerns with parents / carers and explain that the possibility of dyslexia will be explored with more specialist school colleagues e.g. SENCo in the light of the child and young person's response to literacy interventions</p>
UNIVERSAL PLUS SPLD - LEARNER PROFILE	UNIVERSAL PLUS – SCHOOL	UNIVERSAL PLUS – SEND SAS	
<p>The learner is working just below age related expectations in specific curriculum areas and progress is limited in specific areas of learning and development. At the lower end of the average range for attainment with some difficulties relating to SpLD using Herts SpLD Outreach assessments or similar. Low level difficulties in the acquisition/use of reading, spelling, writing, handwriting and numeracy skills. Learner may experience some difficulties with pace of curriculum delivery.</p>			<p>and taking account of Herts SpLD information and support. Class teachers will also explain to parents / carers the interventions that are being put in place using the assess – plan – do review cycle and will work with families to ensure there are no underlying vision / hearing difficulties.</p>

Hertfordshire Targeted Services Offer – Summary - Specific Learning Difficulties

TARGETED SUPPORT SPLD LEARNER PROFILE			
<p>Persistent difficulties in the acquisition/ use of literacy/numeracy skills and there is evidence of an increasing gap between their performance and age related expectations.</p> <p>Progress is slow and ongoing tailored additional support is required to ensure progress and/or access to the curriculum.</p> <p>Below average range for attainment and evidence of ongoing difficulties relating to SpLD using Herts SpLD Outreach assessments or similar. There may be co-occurring difficulties e.g. independence and organisation.</p>	<ul style="list-style-type: none"> • Assessment using SpLD resources (or similar) to identify strengths and difficulties and to plan for learning. • On-going opportunities for 1:1 support focused on targets in relation to SpLD assessments and following SpLD Outreach advice (appropriate records kept). • Routine opportunities for overlearning and practice of basic skills on a regular basis. • Regular monitoring and evaluation of programmes to measure outcomes against starting points. 	<p>Service request for named, issues focused consultation /advice (up to one term) – SpLD SAS support may include:</p> <ul style="list-style-type: none"> • Support for schools to select and interpret SpLD assessments and results and use these to set and review precise short-term targets relating to identified learning difficulties. • Advice in relation to Service Request regarding classroom strategies/ resources. • Support to implement targeted interventions through advice, exemplar teaching and observation • Core training with up to date evidence or research based programmes. 	<p>Level 2</p> <p>At level 2 the class teacher and SENCo assess the child and young person’s difficulties and response to intervention. The main purpose of assessments undertaken at this level is to plan further teaching in the expectation that it will significantly advance the child and young person’s progress. However, in many cases the teachers will consider whether or not the child and young person ‘appears to have dyslexic difficulties’ and discuss their emerging view with the child and young person’s parents. The main decision being made is about what more should be done to counter particular difficulties the child and young person is experiencing.</p>
TARGETED PLUS SPLD – LEARNER PROFILE	TARGETED PLUS – SCHOOL	TARGETED PLUS - SEND SAS	
<p>Progress is very limited, despite evidence of appropriate and sustained support in school following SpLD Specialist Teacher advice. The learner is operating at a level well below age related expectations and there is evidence of an increasing gap between them and their peers and s/he may be showing signs of frustration or loss of self-esteem.</p> <p>Well below average range (SS 70 – 79) for skills such as working memory, phonological skills, processing speed or indicated by other relevant assessments.</p> <p>Significant and persistent difficulties in the acquisition of literacy/numeracy skills. Possibly some complexity of other needs. Significant difficulties with organisational skills and independent learning may be present.</p>		<p>may include:</p>	<p>Level 3</p> <p>Appropriately qualified specialist teachers and other professionals, in consultation with parents and the child and young person’s class teacher, would make a decision on whether or not the child and young person is dyslexic in accordance with the Hertfordshire definition of dyslexia and with what severity.</p>

Hertfordshire Targeted Services Offer – Summary - Specific Learning Difficulties

SPECIALIST SPLD - LEARNER PROFILE	SPECIALIST – SCHOOL	SPECIALIST- SEND SAS	
<p>Learner may have an EHCP which indicates specific learning difficulties. The learner will experience significant, complex, persistent and enduring specific learning difficulties. Significantly below average range for attainment and skills related to SpLD e.g. working memory, phonological skills, processing speed or indicated by other relevant assessments with SS below 70.</p>	<ul style="list-style-type: none"> • Curriculum planning reflects levels of achievement • Substantial adaptations may be required in at least the core subjects to allow the learner to work and be assessed on programmes of study appropriate to the learner rather than the key stage • An individualised learning programme is developed with support from the SENCo and advice from education and non-education professionals as appropriate • Qualified and experienced teachers oversee and direct TAs to deliver aspects of the programme acting on advice from external specialists • Frequent opportunities for small group work based on identified need. 	<p>Service request for named, personalised assessment and advice (longer term) – SpLD SAS support <u>may</u> include:</p> <ul style="list-style-type: none"> • The specialist teacher undertakes further assessments as required to identify strengths and difficulties, seeks views of learner and family and takes account of relevant external reports • Tailored advice enables school to understand difficulties and take effective action through personalised intervention programme • Advice for parents enables support at home • Exemplar teaching and modelling of interventions, resources and strategies and assistive technologies • CPD from specialist staff ensures that mainstream staff have understanding of SpLD related to learner • Specialist teacher supports school in ongoing reviews of progress against targets set and personalised support. 	<p><u>Level 3 continued</u> The professionals regarded as ‘appropriately qualified’ should be those who are identified as such i.e. be appropriately qualified and experienced members of school staff, psychologists or specialist ISL SpLD teachers.</p>

See Hertfordshire [Local Offer](#) for further information

Hertfordshire Targeted Services Offer – Universal – Specific Learning Difficulties (SpLD)

Learner Profile – Universal

The CYP is working generally within or just below age related expectations. Some difficulties with learning may include some misconceptions and/or taking longer to understand new concepts. Difficulties may be specific to one aspect of learning.

Assessment, planning and review - Universal

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils e.g. data analysis, pupil progress meetings, lesson observations and work scrutiny to identify difficulties and inform provision planning. Routine school and class formative and summative assessments are used to tailor lesson objectives and teaching styles to needs and constructive feedback is given to the CYP as part of AFL. Robust whole school moderation systems assure accuracy of all teacher assessments. The views of pupils and parents are valued and considered. Analysis of assessment information by SLT/subject managers leads to strategic provision planning. A regularly evaluated whole school Provision Map sets out interventions, provision and outcomes.

Classroom support - Universal

- The class/subject teacher has high aspirations for all CYP including those who have SEN and is held to account for the learning and progress of all CYP within a mainstream class
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN e.g. flexible grouping arrangements, some differentiation of activities and materials, differentiated questioning, use of multisensory approaches to learning, awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently, resources and displays that support independence, routine feedback to pupils, guided groups are led by a teacher
- Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage

School Support – Universal

- The school can demonstrate an inclusive ethos that supports the learning and well-being of all pupils and promotes positive examples of diversity
- A broad and balanced curriculum is planned for all pupils and the school is flexible in adapting the core offer to meet needs of all pupils
- Opportunities are provided for small group work based on identified need
- Well-planned and stimulating SEMH curriculum, differentiated to needs of cohort/class
- Anti-bullying is routinely addressed, and pupils are confident in reporting incidents
- Pastoral arrangements are embedded in whole school practice e.g. meeting and greeting, circle time, peer mentoring, buddy systems, restorative practice, lunch clubs, peer reading.

Additional support – Universal

- An experienced teacher is employed as the accredited SENCO as defined in the SENCO Regulations 2008 and governors ensure that the SENCO is allocated enough time to fulfil all statutory & other duties.
- A regularly updated SEN policy details the effectiveness of the arrangements for SEN in the school.
- A regularly monitored, reviewed and updated inclusion policy underpins practice.
- The school employs additional adults to support the needs of all pupils e.g., Family Support Worker
- All staff including TAs have up to date job descriptions and are included in whole school appraisal systems
- Designated time is allocated to Teaching Assistants for planning and liaison with teachers
- Access to County wide training delivered by ISL to raise awareness of issues relating to SpLD and strategies to support difficulties
- Background information on specific learning difficulties for school staff available via professionals' web pages on Herts Local Offer
- Telephone consultation for quick queries re: SpLD e.g. advice re: resources or general strategies for SpLD.

Hertfordshire Targeted Services Offer to SEND – Universal Plus – Specific Learning Difficulties (SpLD)

CYP Profile – Universal Plus

The CYP is working just below age related expectations in specific curriculum areas and progress is limited in specific areas of learning and development:

- At the lower end of the average range for attainment with some difficulties relating to SpLD using Herts SpLD assessments or similar
- Low level difficulties in the acquisition/use of reading, spelling, writing, handwriting and numeracy skills.
- CYP may experience some difficulties with pace of curriculum delivery.

Assessment, planning and review - Universal Plus

- When deciding whether to make special educational provision, the teacher and SENCO consider all information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.
- Underachievement is identified from data and discussed in detail at pupil progress meetings
- Baseline of skills (e.g. phonic knowledge, word reading and spelling) is undertaken to identify strengths and weaknesses
- Consultation between teacher and SENCO considers in more detail the nature of any difficulties and explores ways to overcome the barriers to learning identified
- There is an Assess/ Plan/Do/ Review cycle in place for each pupil and progress is routinely evaluated
- Parents are involved regularly and know how to support targets at home
- Pupils are involved in setting and monitoring their targets.

Classroom support - Universal Plus

- CYP has identified needs which are highlighted to all relevant staff with advice on support strategies provided and monitored by the SENCO
- Inclusive teaching with emphasis on small step approach
- Increased differentiation by presentation, outcome, timing, scaffolding, and additional resources.
- Simplified level/pace/amount of teacher talk
- Pre-tutoring used effectively
- Activities and time built into lesson planning to give opportunities for pupils to work on own targets
- Alternative forms of recording routinely offered and used e.g. ppts, oral presentation, posters, sound buttons, mind maps, matching labels to pictures, assistive technologies etc.

School Support - Universal Plus

- Some additional and/or different provision enhances the core offer
- TAs are used flexibly so that the teacher can focus on individuals and groups
- Activities and time built into lesson planning to give opportunities for pupils to work on their own targets
- Alternative forms of recording routinely offered and used: ppts, oral presentation, mind maps, vocabulary pictures/ lists etc
- Progress in interventions is recorded and shared with teachers so that learning is transferred, and focussed teaching can be planned to address any difficulties
- Opportunities are provided for skill reinforcement / over learning / revision / transfer and generalisation.

Additional support – Universal Plus

- Main provision is by class/subject teacher with advice from SENCO
- All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required
- Additional adults including trained TAs are routinely used to support flexible groupings, differentiation, interventions and some 1:1
- Time is allocated for planning and feedback between teacher and TAs.
- Routine curriculum resources are made available including: writing frames; word banks; writing mats; practical equipment; visual cues; cue cards; alphabet cards/strips appropriate to both literacy and numeracy.

SEND SAS SpLD Specialist Advisory Teacher (SAT)

- Provision of SpLD baseline assessments to support the assess – plan – do – review cycle in schools
- Accredited training relating to pupils with specific learning difficulties for school staff in partnership with external agencies
- Access to resources via resource centres to support professional up – skilling / targeted teaching following SpLD diagnostic assessments.

Hertfordshire Targeted Services Offer to SEND – Targeted – Specific Learning Difficulties (SpLD)

CYP Profile – Targeted

Persistent difficulties in the acquisition / use of literacy / numeracy skills and there is evidence of an increasing gap between their performance and age-related expectations. Progress is slow and ongoing, tailored, additional support is required to ensure progress and/or access to the curriculum. Below average range for attainment and evidence of ongoing difficulties relating to SpLD using Herts SpLD assessments or similar. There may be co-occurring difficulties e.g. independence and organisation.

Assessment, planning and review - Targeted

- Detailed assessment using SpLD assessments and checklists relevant to presenting difficulties e.g. reading assessments; spelling; mathematical concepts
- Parent and pupil views are actively sought and acted upon
- Assessment results are discussed with parents and those involved with the CYP and used to inform personalised planning and target setting
- There is a commitment to developing independence in learning with steps planned and agreed
- Individual and/or Group termly plans are created, with progress against targets routinely reviewed with the CYP and with parents/carers
- Recommendations from SpLD Specialist Advisory Teachers are included in planning for the CYP
- TAs understand the purpose of the plans and support the CYP to achieve targets.

Classroom support - Targeted

- Emphasis on increasing differentiation of activities and materials within an inclusive curriculum
- Some adaptation to programmes of study may be necessary to reflect attainment outside the expected range for the year group or key stage
- Flexibility of groupings allows for buddy support / good role models / focused teaching
- Further modification of level, pace, amount of teacher talk to address pupil's identified need
- Advice from SpLD SAT is implemented in the classroom
- There may be a need for very structured and multi-sensory approaches to learning
- Enhanced opportunities to use assistive technology as appropriate
- Use of visual reminders, timers, resources and rewards to develop independence.

School Support - Targeted

- Assessment using SpLD resources (or similar) to identify strengths and weaknesses and to plan for learning
- On-going opportunities for 1:1 support focused on specific personalised targets in relation to SpLD assessments and following SpLD SAT advice with reinforcement in whole class activities to aid transfer of skills (appropriate records kept)
- Routine opportunities for over learning and practice of basic skills on a regular basis
- Pre-tutoring is used (where required) to enable the pupil to engage with learning in the classroom
- Regular monitoring and evaluation of programmes to measure outcomes against starting points.

Additional support – Targeted

- Main provision by class/subject teacher with support from SENCO and advice from SpLD Outreach
- Increasingly individualised / personalised resources to meet need are made easily available as needed
- Additional adult under the direction of teacher, provides sustained targeted support on an individual/group basis
Time is allocated for planning and feedback that includes written records and notes
- Teachers and TAs recognise specific learning difficulties and can access appropriate strategies and advice to meet short term targets
- Parents are kept informed by school of liaison with external agencies and dates for review meetings with parents/carers are planned well in advance to include written input from other professionals. Progress and issues are discussed, actions agreed and shared by the school.

SEND SAS SpLD Specialist Advisory Teacher (SAT)

Service request for named, issues focused consultation / advice (up to one term) - SpLD SAT support may include:

- Support for schools to select and interpret SpLD assessments and results and use these to set and review precise short-term targets relating to identified learning difficulties
- Advice in relation to Service Request regarding classroom strategies/ resources
- Support to implement targeted interventions through advice, exemplar teaching and observation
- Core training with up to date evidence or research-based programmes.

Hertfordshire Targeted Services Offer to SEND – Targeted Plus – Specific Learning Difficulties (SpLD)

CYP Profile – Targeted Plus

Progress is very limited, despite evidence of appropriate and sustained support in school following SpLD Specialist Teacher advice. The CYP is operating at a level well below age related expectations and there is evidence of an increasing gap between them and their peers and s/he may be showing signs of frustration or loss of self-esteem. Well below average range (SS 70 – 79) for skills such as working memory, phonological skills, processing speed or indicated by other relevant assessments. Significant and persistent difficulties in the acquisition of literacy / numeracy skills. Possibly some complexity of other needs. Significant difficulties with organisational skills and independent learning may be present.

Assessment, planning and review – Targeted Plus

- There is close liaison and sharing of expertise and teaching strategies between the SpLD Service and the school.
- Progress in skill acquisition is tracked and monitored closely by the school
- Pupils are supported to take ownership of their own learning
- Individualised interventions are planned, and outcomes reviewed in line with SpLD SAT advice
- Ongoing planning by teacher and TA ensures that CYP gets a balance of individual/group and whole class learning experiences
- Robust monitoring systems ensure that progress is made and sustained.

Classroom support – Targeted Plus

- Pupils are taught strategies and provided with resources to assist with the development of independent learning and enabled to use alternative ways of recording if appropriate
- The class/subject teacher is accountable for the progress of the CYP within the mainstream class, predominantly working on modified curriculum tasks
- Flexible seating arrangements enable the CYP to interact and learn with a range of peers
- Additional adult/s, under the direction of the teacher, support pupil working on modified curriculum tasks, provide regular opportunities for small group work and daily 1:1, promote independence and create opportunities for peer to peer interaction
- Teaching approaches place a high emphasis on very finely graded and practical tasks which enable the learner to succeed.

School Support – Targeted Plus

- An individualised learning programme is developed with support from the SpLD service and SENCO. This is implemented by qualified and experienced teachers and directed TA
- Daily opportunities for 1:1 support focused on specific targets plus opportunities for 1:1 / small group work based on identified needs
- Intensive and varied opportunities are provided to develop automaticity in reading and writing or number skills
- Assistive technology is used to support learning where appropriate
- Manage access arrangements for internal and external examinations and assessments.

Additional support – Targeted Plus

- SENCOs provide support to teacher and TAs and take responsibility for ensuring appropriate specialist CPD
- TAs have received additional training to develop skills directly related to understanding and supporting the CYP
- Teachers and TAs understand the learner's specific difficulties and are provided with appropriate strategies and advice
- SENCO regularly quality assures the learning experience of the CYP
- Close regular liaison between school and home (formal and informal).

SEND SAS SpLD Specialist Advisory Teacher

Request for named, personalised assessment and advice (time limited, up to one-year max.) SpLD support may include:

- The specialist teacher undertakes further assessments to identify strengths and difficulties, seeks views of learner and family and takes account of other relevant external reports
- Tailored advice / report enables school to understand difficulties, regularly set longer term targets and take effective action through personalised time-limited intervention programme and/or inclusive teaching strategies
- Advice for parents enables support at home
- Exemplar teaching and modelling of interventions, resources, strategies and assistive technologies
- CPD from specialist staff ensures that mainstream staff have understanding of SpLD related to CYP
- Loan for teaching or evaluation of appropriate books from resource centre
- Specialist teacher supports school in regularly reviewing progress against targets set and tailoring support
- Final report with clear next steps for school.

Hertfordshire Targeted Services Offer to SEND – Specialist – Specific Learning Difficulties (SpLD)

CYP Profile – Specialist

CYP may have an EHCP which indicates specific learning difficulties. The CYP will experience significant, complex persistent and enduring specific learning difficulties. Significantly below average range for attainment and skills related to SpLD e.g. working memory, phonological skills, processing speed or indicated by other relevant assessments with SS below 70

Assessment, planning and review – Specialist

- Long term involvement of educational and non-educational professionals as part of statutory assessment / EHC plan or Annual Review processes
- Assessments, including statutory assessment, lead to a detailed pupil profile being developed
- Provision map (or similar) sets out individualised interventions and outcomes
- Ongoing planning by teacher and TA ensures that CYP gets a balance of individual/group and whole class learning.
- Robust monitoring systems ensure that progress is made towards targets set.

Classroom support – Specialist

- The class/subject teacher is accountable for the progress of the CYP within the mainstream class, predominantly working on modified curriculum tasks
- Flexible seating arrangements enable the CYP to interact and learn with a range of peers
- Additional adults, under the direction of the teacher, support pupil working on modified curriculum tasks; provide regular opportunities for small group work and daily 1:1.
- Promote independence
- Create opportunities for peer to peer interaction.

School Support – Specialist

- Curriculum planning reflects levels of achievement
- Substantial adaptations may be required in at least the core subjects to allow the CYP to work and be assessed on programmes of study appropriate to the CYP rather than the key stage
- An individualised learning programme is developed with support from SENCO and advice from education and non-education professionals as appropriate
- Qualified and experienced teachers and directed TA deliver aspects of the programme acting on advice from external specialists
- Frequent opportunities for small group work based on identified need.

Additional support – Specialist

- SENCOs provide support to teacher and TAs and takes responsibility for ensuring appropriate specialist CPD
- Staff understand specific learning difficulties and are provided with appropriate strategies and advice in relation to the CYP
- SENCO regularly quality assures the learning experience of the CYP
- Close regular liaison between school and home (formal and informal).

SEND SAS SpLD Specialist Advisory Teacher (SAT)

Service Request for named, personalised assessment and advice (longer term). SpLD Specialist Advisory Teacher (SAT) support may include:

- The specialist teacher undertakes further assessments as required to identify strengths and difficulties, seeks views of CYP and family and takes account of other relevant external reports
- Tailored advice enables school to understand difficulties and take effective action through personalised intervention programme
- Advice for parents enables support at home
- Exemplar teaching and modelling of interventions, resources, strategies and assistive technologies
- CPD from specialist staff ensures that mainstream staff have understanding of SpLD related to CYP
- Specialist teacher supports school in ongoing reviews of progress against targets set and personalised support.

**Hertfordshire County Council
Targeted Services Offer to SEND
Educational Support for Pupils with
Medical Absence (ESMA)**



Hertfordshire Targeted Services Offer to SEND – Summary - ESMA

UNIVERSAL ESMA - LEARNER PROFILE	UNIVERSAL - SCHOOL	UNIVERSAL - ESMA
<ul style="list-style-type: none"> • Minimal impact on attendance but CYP may be missing school due to medical treatment or appointments. • Struggling with school timetable expectations due to health needs. 	<ul style="list-style-type: none"> • Individual Healthcare Plan • Quality First Teaching • Awareness of impact of medical condition. • Reasonable adjustments in line with health advice • Awareness of impact of environment • Some differentiation of activities/resources • Inclusive ethos to support learning and wellbeing • Pastoral interventions • PSHE programmes • Opportunities for social interaction 	<ul style="list-style-type: none"> • Signposting to support agencies such as School Health; health support organisations e.g. Diabetes Support; medical conditions at school • Statutory Guidance see Herts Local Offer for County and National Documents
UNIVERSAL PLUS ESMA - LEARNER PROFILE	UNIVERSAL PLUS- SCHOOL	UNIVERSAL PLUS - ESMA
<ul style="list-style-type: none"> • The CYP has identified health needs and may be receiving medical support which is impacting on attendance. • They may be receiving support from health services e.g. GP • May exhibit low level anxiety in social situations 	<ul style="list-style-type: none"> • As above plus: <ul style="list-style-type: none"> ○ Information about CYP shared with relevant staff. ○ Individual targets agreed and monitored by school. ○ Flexible use of additional support from school resources and tailored to meet identified needs e.g. TA ○ Support for specific areas of difficulty e.g. Assembly; Drama; PE etc. ○ Oversight when moving between classrooms. ○ In-school support e.g. Counsellor; Mentor. ○ Home school communication. 	<ul style="list-style-type: none"> • As above plus: <ul style="list-style-type: none"> ○ Signposting to support agencies such as Well-being Team; School Health; Families First; specialist nurses eg Diabetic team ○ Signposting to Early Intervention eg Wellbeing Team; YC 'Support You' Programme ○ Signposting to information/resources on Healthy Young Minds in Herts ○ Advice from County Lead Practitioner regarding Individual Healthcare Plans
TARGETED ESMA - LEARNER PROFILE	TARGETED - SCHOOL	TARGETED - ESMA
<ul style="list-style-type: none"> • The CYP has a specific medical need impacting on ability to access the curriculum. • Frequent medical appointments/physical conditions which vary from day to day. • May struggle with self-regulation; social isolation; anxiety, low self-esteem. • May be receiving therapeutic support for emotional/mental health difficulties. • The emotional/physical needs may co-exist with other secondary needs. 	<ul style="list-style-type: none"> • As above plus: <ul style="list-style-type: none"> ○ Awareness of physical and emotional aspects of additional need and focused work to support management of these needs. ○ Individual Healthcare Plan in place ○ Risk assessments of 'tricky' situations to inform adaptations. ○ Provide support from TA/Key Worker/Mentor for support and delivery of interventions. ○ Development of peer awareness. ○ Access to a quiet area for 'chill-out' at times of fatigue/stress/increased emotional arousal. 	<ul style="list-style-type: none"> • As above plus: <ul style="list-style-type: none"> ○ School may consult the Specialist Advice & Support Service (ESMA) regarding issues relating to Health & impact on attendance.

Hertfordshire Targeted Services Offer to SEND – Summary - ESMA

TARGETED PLUS ESMA - LEARNER PROFILE	TARGETED PLUS -SCHOOL	TARGETED PLUS - ESMA
<ul style="list-style-type: none"> • The CYP has a specific medical condition impacting on ability to access the school plan due to on-going health appointments & treatment. • They may experience significant & persistent difficulties due to a high level of anxiety & may have emerging mental health difficulties • May exhibit self-harming behaviours; increased levels of fear/irrational phobias; risk taking behaviours or have extremely high expectations of themselves leading to an inability to attempt tasks. 	<ul style="list-style-type: none"> • As above plus: <ul style="list-style-type: none"> ○ Regular multi-agency assessment meetings and/or reviews of strategies & progress. ○ Identified lead provides support to staff & access to CPD. ○ Liaison with health professionals eg Oncology team; Paediatrician; Diabetic Nurse. ○ Regular classwork provided to CYP to complete at home and marked by school. ○ May need to consider access to alternative teaching venues/programmes at KS4 e.g. supervised work placements. ○ Increased therapeutic intervention & non-educational input e.g. YC, TYS. ○ Signpost families to voluntary & statutory services e.g. Mind Ed has free online training tool & targeted resources (www.minded.org.uk); Anxiety UK (https://www.anxietyuk.org.uk) 	<ul style="list-style-type: none"> • As above plus: <ul style="list-style-type: none"> ○ Direct involvement from support services e.g. ESMA teachers allocated to deliver advice; reintegration programmes and teaching for complex health needs. ○ Specialist Advisory Teacher (ESMA) works together with the child, parents and staff to identify priorities for the child's individual programme of work. ○ Sign post families and schools to a range of voluntary and statutory services e.g. www.familiesinfofocus.co.uk/big-news; www.kids.org.uk/hub ○ ESMA tailored advice to enable school to take effective action through identified time limited interventions.
SPECIALIST ESMA - LEARNER PROFILE	SPECIALIST - SCHOOL	SPECIALIST - ESMA
<ul style="list-style-type: none"> • The CYP has a medical condition which has prevented school attendance due to on-going health appointments & treatment impact • Medical condition may be life limiting • They experience significant & persistent difficulties due to an extremely high level of health needs & may have mental health diagnosis. 	<ul style="list-style-type: none"> • As above plus: <ul style="list-style-type: none"> ○ Detailed pupil profile with identified interventions and outcome targets. ○ Regular multi-agency meetings e.g. CETR ○ Access to alternative learning mechanisms e.g. online learning platforms, classroom work sent home. ○ Management of specialist equipment as identified by Health. ○ School accessing support/advice from SEND SAS Specialist Advisory Teacher in reviewing the CYP's plan against targets to tailor support. 	<ul style="list-style-type: none"> • As above plus: <ul style="list-style-type: none"> ○ Direct involvement from support services e.g. ESMA, In-patient teachers; Home Treatment Team; Hospital teachers allocated to deliver teaching/support for complex mental and physical health needs. ○ ESMA, school and health working together with the child and parents to identify priorities for the child's individual programme of work.

Hertfordshire Targeted Services Offer to SEND – Universal - ESMA

Learner Profile - Universal

- This CYP's attendance will not have been impacted significantly however he/she may exhibit some of the following:
 - Missing some school due to medical treatment/impact of treatment or appointments
 - Struggling with school timetable expectations due to health needs.

Assessment, planning and review - Universal

- School early support plan
- Assessment for learning Individual Healthcare Plan [supporting-pupils-at-school-with-medical-conditions](#)
- Information from the parents and health professionals
- Information from the child regarding their difficulties
- A proactive response in identifying individual needs and monitor that action is taken.

Classroom support - Universal

- The class/subject teacher is responsible for the learning and progress of the CYP. Quality First Teaching meets the needs of all pupils and includes:
 - Awareness of impact of medical condition on CYP's ability to learn and access timetable arrangements
 - Awareness that CYP may need reasonable adjustments in line with health advice
 - Awareness of impact of environment due to health issues
 - Some differentiation of activities/ resources in relation to health needs. An inclusive ethos that supports the learning and wellbeing of all CYP.

School support - Universal

- Pastoral interventions could include:
 - Meet & greet, circle time, peer mentoring, buddy systems, lunch clubs
 - Peer to peer support is encouraged
 - Pupils are aware of school processes and feel confident to use them
 - PSHE programmes support medical and emotional needs e.g. Protective Behaviours, Life skills etc. e.g. www.gov.uk/phe
 - Anti-bullying is routinely addressed, and pupils are confident in reporting incidents
 - Opportunities for social interaction between peers and the wider community of the school may need to be engineered to bolster self-esteem and confidence
 - School trips are planned well in advance and take into consideration the needs of the CYP.

Additional support - Universal

- Liaison with health professionals and arranges for Individual Healthcare Plan as required
- Named person responsible for oversight of pupils with medical needs – A Health & Wellbeing Policy in place.
- CPD training in mental health first aid/physical health conditions for all staff
- The school may employ additional adult to support the needs of CYP e.g. Family Support Worker.
- Liaison time for school staff regarding pupil's support
- Named School contact '[Supporting pupils at school with medical conditions; statutory guidance for governing bodies of maintained schools and proprietors of academies in England. December 2015. Reference: DFE-00393-2014](#)
- [School Health website](#) -
- [PSHE Association has guidance and lesson plans to support the delivery of effective teaching on mental & health issues](#)

Hertfordshire Targeted Services Offer to SEND – Universal Plus - ESMA

Learner Profile - Universal Plus

- CYP has identified on-going health needs and may be receiving medical support which is impacting on attendance. They may be receiving support from health services e.g. GP; Epilepsy Nurse.
- The CYP may exhibit low level anxiety in social/school situations.

Assessment, planning and review - Universal Plus

- Observations by SENCO/Pastoral Lead/Named Member of Staff.
- Successful strategies shared with staff to reflect the changes in health needs.
- SMART targets reviewed and updated regularly.
- Pupil involved in setting and monitoring their own targets.
- Parents involved regularly and know how to support targets at home.
- Focussed support during identified times

Classroom Support - Universal Plus

- Information about the CYP's difficulties/health needs is shared with relevant staff, in partnership with parents and with advice on support strategies.
- Additional time to complete tasks as required, accommodating fatigue; pain & increased effort for routine daily tasks.
- Individual targets agreed and monitored by the identified member of staff, following discussion with CYP and parents.
- Sharing of advice from SENCO/Identified Lead on successful strategies and set targets
- Classroom Teaching Assistance (TA) is targeted towards support for access for specific tasks/settings

School Support - Universal Plus

- Consider referral to Wellbeing Team email: childrenswellbeingteam@hertfordshire.gov.uk
- Consider referral to School Health [School-nursing](#)
- Flexible use of additional support from school resources and tailored to meet identified needs.
- Safe space to go to, to access medication etc
- CYP has access to support when they find the school environment difficult/ stressful.
- Teaching problem solving skills
- Solution focussed conversations.
- Home-school communication book/means of CYP recording issues
- Preparation for changes to activities/routines/ staffing
- Supporting specific areas of difficulty e.g. assembly, Drama, PE, etc.
- Oversight when moving between classrooms.

Additional support – Universal Plus

- CYP needs are highlighted to all staff with advice on support strategies provided and monitored by the SENCO/Identified Lead e.g. IHCP, Pupil profile, pen portrait, pupil passport etc.
- Access to in-school support eg Counsellor; Mentor.
- Use of pupil premium for 1-1 intervention and support.
- Time for scheduled meetings with parents on a regular basis.
- School may consult the Specialist Advice & Support Service e.g. regarding issues relating to Autism/ADHD or other identified learning needs
- May need to refer to external support providers eg Well-being Team; School Health; Families First
- May access information/resources on [Healthy Young Minds in Herts](#)

Hertfordshire Targeted Services Offer to SEND – Targeted - ESMA

Learner Profile - Targeted

- CYP has a specific medical need impacting on ability to access the curriculum. They may have frequent hospital/medical appointments; physical conditions which vary from day to day
- They may struggle with self-regulation; social isolation; anxiety; low self-esteem. They may be receiving therapeutic support for emotional/mental health difficulties e.g. Step 2
- Physical medical needs may co-exist with other secondary needs.

Assessment, planning and review - Targeted

- School support plan in place e.g. Individual Healthcare Plan, PSP etc.
- Pupil Profile drawn up and reviewed regularly in collaboration with CYP, parents and key staff
- 'Round Robins' to staff for overview of needs to inform planning
- Risk assessments of tricky situations to inform adaptations including educational visits
- Consultation and assessment with external support e.g. Specialist Advisory Teacher, Educational Psychologist, School Health, Step 2/ PALMS
- There is a commitment to developing independence with steps planned and agreed
- Careful reviewing of needs before transition at key stages
- In-school support is considered when planning to ensure any input is effective.

Classroom support - Targeted

- Manage access arrangements for internal and external examinations and assessments
- Awareness of physical and emotional aspects of additional need and focused work to support management of these needs
- Use of key-working approaches/mentor to ensure the pupil has a trusted adult to offer support during vulnerable times
- Provide support from TA/Key Worker/Mentor for support and delivery of interventions e.g. meet & greet
- Access to support equipment if needed.

School support - Targeted

- Increased levels of individual additional support from school resources
- A detailed time limited intervention programme e.g. reduced timetable to manage effect of medical needs
- Development of peer awareness
- Support identified for managing a medical condition and training available
- School will ensure that key information is passed on at times of transition and key times e.g. break/lunch
- Access to a quiet area for 'chill-out' at times of fatigue/stress/increased emotional arousal
- Access to structured teaching approaches as required.

Additional support - Targeted

- School will have involvement of Health providers e.g. Step 2; Paediatrician
- School may consult the Specialist Advice & Support Service (ISL ESMA) regarding issues relating to Health & impact on attendance
- Signposting parents/carers to other external support e.g. Charitable organisations supporting medical issues eg Teenage Cancer Trust; Chronic Health Conditions; Parenting Courses; Advance; Drop in Surgeries; [Young Minds](#)
- High level of multiagency support for the family may be required
- Time for formal meetings with parents on a regular basis
- Process to enable CYP to access missed curriculum e.g. Wallet folder from class/subject teacher; use of VLE; 1-1 time with a Key Worker.

Hertfordshire Targeted Services Offer to SEND – Targeted Plus - ESMA

Learner Profile - Targeted plus

- CYP has a medical condition which makes attending identified school plan challenging due to on-going health appointments; impact of health care regime and treatment
- Experience significant and persistent difficulties due to high level of anxiety; may have emerging mental health difficulties, exhibit self-harming behaviours, increased levels of fear/ irrational phobias, risk taking behaviours or have extremely high expectations of themselves/perfectionist ideals leading to an inability to attempt tasks.

Assessment, planning and review -Targeted Plus

- Specialist assessments e.g. by Specialist Teacher for Autism, Educational Psychologist, CAMHS etc.
- Risk assessment to identify triggers and need for additional support
- Evidence of the impact of interventions
- Regular multi-agency assessment meetings and/or reviews of strategies and progress
- IHCP and time limited interventions are regularly reviewed
- Robust monitoring systems to identify progress and next steps by school and support services.

Classroom support – Targeted Plus

- Identified member of staff for monitoring of reasonable adjustments and impact of in-school support measures
- Facilitate production of differentiated materials/specialist equipment in accordance with the advice from Health
- Use of key working approaches to ensure the CYP has a trusted adult to offer support/withdrawal during vulnerable times
- Time limited intervention programmes with familiar staff which have knowledge to address CYP's specific needs
- Support to manage their medical condition.
- Programmes to develop social interaction & emotional well-being as identified by IEP/Support Plan/Health Plan
- Regular classwork provided to CYP to complete at identified venue and marked by school.

School support – Targeted Plus

- Identified Lead/SENCO provides support to staff; access to CPD and quality assures the learning experience of CYP
- Regular multi-agency assessment meetings and/or reviews of strategies & progress
- Consider access to alternative teaching venues/programmes at KS4 e.g. vocational/ college /supervised work placements
- Skilled TA support with understanding of the implications of the health needs
- Provision reviewed regularly to encourage reintegration and curriculum access
- Formal monitoring systems to log & analyse needs to review & modify strategies and resources
- Increased therapeutic intervention & non-educational input e.g. YC, TYS
- Individual support around coping skills in relation to managing the impact of health condition on school and attendance.

Additional support – Targeted Plus

- Direct involvement from support services e.g. ESMA teachers allocated to deliver advice; reintegration programmes; teaching for health needs impacting on attendance significantly
- Multi-agency works together with child, parents and staff to identify priorities for the child's individual programme of work
- Range of voluntary and statutory services e.g. [Families In Focus](#); [Kids Hub](#)
- Specialist equipment as identified by Health
- ESMA advice to enable school to take effective action through identified time limited interventions.

Hertfordshire Targeted Services Offer to SEND – Specialist - ESMA

Learner Profile - Specialist

- CYP has a medical condition which has prevented school attendance due to on-going health appointments and impact of treatment
- Experiencing significant and persistent difficulties due to complex physical and/or mental health difficulties.

Assessment, planning and review - Specialist

- Involvement of Tier 4 support for Mental Health needs
- Involvement of Specialist Consultants/Health teams
- Pupil will have a detailed pupil profile; provision map/IEP/IHP identifying individualised interventions and outcomes
- Regular multi-agency assessment meetings e.g. Care, Education and Treatment Review (CETR).

Classroom support - Specialist

- Facilitate access to learning opportunities in relation to the detailed and diagnostic health assessment information
- Trusted adult available during reintegration period
- High levels of staff understanding of the support required to enable the CYP to manage their medical condition
- Programmes to develop confidence and coping skills when returning to the school environment.

School support - Specialist

- Identified member of staff liaises with external agencies involved in supporting CYP
- School; ESMA and health working together with the child and parents to identify priorities for the child's individual programme of work
- School and multi-agency support reviewed regularly to enable reintegration and curriculum access
- Liaison with Health providers to ensure accessibility on health grounds of provision on offer.

Additional support - Specialist

- Direct involvement from support services e.g. ESMA teachers allocated to deliver advice; reintegration programmes and teaching for complex health needs
- Direct involvement from support services e.g. In-patient teachers; Home Treatment Team; Palliative care; Hospital teachers allocated to deliver teaching/support for complex mental and physical health needs
- Access to alternative learning mechanisms e.g. online learning platforms
- School accessing support/advice from SAT in reviewing the CYP's plan against targets to tailor support
- Increased therapeutic intervention & non-educational input e.g. High-Risk Pathway Nurse; Oncology Team.

**Hertfordshire County Council
Targeted Services Offer to SEND
Hearing Impairment (HI)**



Hertfordshire Targeted Services Offer to SEND – Summary - Hearing Impairment

UNIVERSAL HI - LEARNER PROFILE	UNIVERSAL – SCHOOL	UNIVERSAL – SEND SAS
<p>A CYP, who has a re-occurring conductive, unilateral or mild hearing loss with no hearing aids. This hearing loss may be associated with middle ear infections, glue ear, temporary perforated eardrums. The CYP may seem to lack concentration, find it difficult to listen and attend to speech, seem dependent on cues from others in the class before engaging in an activity, find it difficult to listen in background noise, not hear clearly in a group situations, have unclear speech, give the impression of being able to listen when s/he wants to, have a vocabulary deficit or delayed language, be experiencing difficulties acquiring phonics.</p>	<ul style="list-style-type: none"> • All general deaf friendly strategies to be used for good listening (See resources below) • Differentiation of activities, materials and questioning. • Use of teaching strategies and resources that develop the independent learning of the CYP • Consideration to CYP learning style visual, auditory and kinaesthetic approaches • Environmental considerations are made to meet the needs of all CYPs e.g. the listening environment taking into account seating, lighting and acoustics • Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently. 	<p>SEND SASS HI Support</p> <p>Specialist Advisory Teacher - HI can offer whole school CPD. See HI leaflets and links for further strategies:</p> <ul style="list-style-type: none"> • HI NATSIP • Sensory Pathway • NDCS website
UNIVERSAL PLUS HI - LEARNER PROFILE	UNIVERSAL PLUS – SCHOOL	UNIVERSAL PLUS – SEND SAS
<p>A CYP who has an audiological diagnosis of long term/permanent conductive, mild sensory neural deafness or unilateral deafness with hearing aids and is generally making expected progress.</p>	<ul style="list-style-type: none"> • Improve the listening environment of the classroom - see Listening environment checklist • Classroom Teaching Assistance (TA) is targeted towards support for access for specific tasks/settings and is not necessarily needed for learning • Activities and time built into lesson planning to give opportunities for pupils to work on their own targets • Alternative forms of recording routinely offered and used: ppts, oral presentation, mind maps, vocabulary pictures/ lists. 	<p>SEND SASS HI Support</p> <ul style="list-style-type: none"> • Specialist Advisory Teacher can offer phone call consultation or visit.
TARGETED HI - LEARNER PROFILE	TARGETED – SCHOOL	TARGETED - SEND SAS
<p>The CYP has a diagnosis of a permanent conductive, mixed (conductive and sensorineural) or sensorineural hearing loss and is wearing hearing aids, cochlear implants or bone anchored hearing aids. They are not making expected progress in some areas, as a result of their deafness. The CYP has some delay in listening, language and communication which affects their ability to gain full access to the curriculum. They may have low self-esteem and difficulties interacting socially. They may be affected by issues of 'being different' which is having an impact on their social and emotional wellbeing. The CYPs deafness could co-exist with other secondary needs.</p>	<ul style="list-style-type: none"> • Established communication strategies to facilitate communication and to assess learning • Opportunities to develop vocabulary, particularly specialist subject specific and technical vocabulary • Access to a differentiated curriculum, including modified and adapted PE practical lessons as required. • Use of assistive listening devices to access the curriculum • TAs are routinely included in planning and or/are provided with lesson plans and learning objectives in advance of the lesson to ensure their input is effective. 	<p>SEND SASS HI Support</p> <ul style="list-style-type: none"> • Single Service Request for focussed discussion/assessment and SAT involvement as appropriate • Targeted advice to signpost resources and training to support the development of classroom strategies and targeted intervention • Support for the use of assistive technology.

Hertfordshire Targeted Services Offer to SEND – Summary - Hearing Impairment

TARGETED PLUS HI - LEARNER PROFILE	TARGETED PLUS – SCHOOL	TARGETED PLUS - SEND SAS
<p>The CYP has significant primary needs which impact on progress requiring long term involvement of educational and non-educational professionals. The CYP's deafness causes significant language delay and impacts on his/her ability to access the curriculum independently, their communication with others and requires intensive support for their language development. He/she may use some sign to support their learning. This CYP may be affected by the complexity of other needs and issues of 'being different' which may have an impact on his/her social and emotional wellbeing.</p>	<ul style="list-style-type: none"> • Identified individual support across the curriculum to provide a personalised learning experience, taking into account the advice from professionals • Facilitate production of differentiated materials in accordance with the advice from the specialist teacher. • The use of specialist or adapted equipment / software where appropriate to access the curriculum • Staff to work with small group and/or individual intervention to develop specific areas of the curriculum following a programme designed or recommended by an external agency • Use of a signing approach for pre-school children e.g. pre-cochlear implant, where BSL is a first language. 	<p>SEND SASS HI Support</p> <ul style="list-style-type: none"> • Specialist Advisory Teacher HI intervention • Support for the use of assistive technology.
SPECIALIST HI - LEARNER PROFILE	SPECIALIST – SCHOOL	SPECIALIST- SEND SAS
<p>The CYP will experience significant, complex persistent and enduring difficulties in accessing the curriculum. CYP may have profound hearing loss; profound functional loss due to auditory neuropathy; a cochlear implant user functioning as having a profound hearing loss. The CYP's spoken language will be significantly delayed. The CYP may be a BSL first language user or have a home language other than English. Hearing loss may co-exist with other secondary needs e.g. visual impairment, autism, medical, etc. At this level the CYP may also be in a special school provision.</p>	<ul style="list-style-type: none"> • The use of specialist or adapted equipment / software in all lessons to access the curriculum • Specialised modification of all teaching and learning styles and resources • Disapplication from certain subjects if appropriate. • Manage access arrangements for internal and external examinations and assessments • Provide an appropriate listening environment • Use of a radio aid to access the curriculum • Use of direct input leads to improve quality of sound input from audio equipment e.g. PC, smart board, DVD, MFL listening labs • Access to subtitles on DVDs and TV • Access to transcripts of audio tapes or tapes where there are no subtitles. 	<p>SEND SASS HI Support</p> <p>Access to support from highly skilled and experienced staff with appropriate qualifications (Teacher of the Deaf) within small classes with a high adult ratio or 1:1 specialist support in mainstream. Skilled TA who has understanding of the implications of deafness and has in depth knowledge of specialist access equipment. Personalised timetable providing access to TA support as specified in EHC Plan. Access to a quiet room for small group and 1:1 session. Staffs access a rolling programme of relevant training regarding specific hearing impairment conditions and their impact on learning and social and emotional well-being. Training provided by local authority.</p>

Hertfordshire Targeted Services Offer to SEND – Universal – Hearing Impairment

Learner Profile - Universal

A CYP, who has a re-occurring conductive, unilateral or mild hearing loss with no hearing aids. This hearing loss may be associated with middle ear infections, glue ear, temporary perforated eardrums. The CYP may seem to lack concentration, find it difficult to listen and attend to speech, seem dependent on cues from others in the class before engaging in an activity, find it difficult to listen in background noise, not hear clearly in a group situations, have unclear speech, give the impression of being able to listen when s/he wants to, have a vocabulary deficit or delayed language, be experiencing difficulties acquiring phonics.

Assessment, planning and review - Universal

- Early support plan, or other EYFS monitoring
- Observations by school/settings professionals
- Advice and support from the parents, including any audiological information
- Parents advised how to support targets at home
- Views of the child
- The school is proactive in identifying individual needs and monitors that action is taken.
- Risk assessment where appropriate
- If not making expected progress, ask parents to go to GP and refer to ENT or Audiology.

Classroom support - Universal

The teacher is responsible for the learning and progress of the CYP in the mainstream class. Quality First Teaching meets the needs of all pupils and includes:

- All general deaf friendly strategies to be used for good listening (See resources below).
- Differentiation of activities, materials and questioning
- Use of teaching strategies and resources that develop the independent learning of the CYP
- Consideration to CYP learning style visual, auditory and kinaesthetic approaches
- Environmental considerations are made to meet the needs of all CYPs e.g. the listening environment taking into account seating, lighting and acoustics
- Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently.

School support - Universal

- The school can demonstrate an inclusive ethos that supports the learning and wellbeing of all pupils.
- The wider curriculum promotes positive examples of diversity
- A broad and balanced curriculum is planned for all pupils
- An understanding that the hearing impairment may have a wider impact on a CYP's social and emotional well-being despite the apparent lack of obvious impairment. The CYP may also be vulnerable to bullying or have low self-esteem
- Opportunities for social interaction between peers and the wider community of the school may need to be engineered to bolster self-esteem and confidence
- Anti-bullying is routinely addressed, and pupils are confident in reporting incidents.

Other school pastoral interventions could include:

- Meeting and Greeting
- Circle Time
- Peer mentoring
- Buddy systems
- Restorative Practice
- TA support
- Lunch clubs

Additional support – Universal

HI specialist teacher can offer whole school CPD. See HI leaflets and links for further strategies :

- [NDCS](#)
- [NATSIP](#)
- [HCC Sensory Pathway](#)

Hertfordshire Targeted Services Offer to SEND – Universal Plus – Hearing Impairment

Learner Profile – Universal Plus

A CYP who has an audiological diagnosis of long term/permanent conductive, mild sensorineural deafness or unilateral deafness with hearing aids and is generally making expected progress.

Assessment, planning and review – Universal Plus

- CYP should be on the SEND register as part of the Graduated Response due to an identified medical need/disability
- Individual targets agreed and monitored, following discussion with CYP and parents
- An Individual Management Plan may be written (in consultation with parents) to share advice on successful deaf awareness strategies e.g. seating position in the classroom, use of hearing technology, preferred learning style
- If CYP is not making expected progress, SENCo completes an SSR requesting support from SEND SAS identifying Hearing Impairment as a need and attaching any audiology reports.

Classroom support – Universal Plus

- Improve the listening environment of the classroom - see [Listening environment checklist](#)
-
- Classroom Teaching Assistance (TA) is targeted towards support for access for specific tasks/settings and is not necessarily needed for learning
- Increased differentiation by presentation, outcome, timing, scaffolding and additional resources
- Activities and time built into lesson planning to give opportunities for pupils to work on their own targets
- Alternative forms of recording routinely offered and used: ppts, oral presentation, mind maps, vocabulary pictures/ lists
- Assistive technologies e.g. sound-fields, laptops.

School support – Universal Plus

- Adult support to ensure use and maintenance of any personal hearing technology, such as hearing aids, cochlear implants or bone anchored hearing aids
- A commitment to developing independence with steps planned and agreed
- Access to small group support. Group work to be planned and tailored to meet identified need and includes good role models
- Teaching problem solving skills
- TAs used flexibly so that teachers can focus on individuals and groups
- Time limited use of small groups or 1:1 programme planned by the teacher and delivered by the TA to address any specific difficulties e.g. phonics, PUD, Healthy Minds
- Needs are highlighted to all staff with advice on support strategies provided by SAT (HI)
- TA support may be targeted for social situations.

Additional support

- School may consult the SENDSAS (HI) for advice on best practice (advisory phone call or advisory visit).
- Refer to advice on leaflets provided by SENDSAS (HI)

Resources and staffing you may need:

- Designated adult in school to support management of hearing aid.
- TA support for small group work and flexible grouping.
- Local authority training for HI e.g. acoustics and management of listening equipment.
- Additional adult (e.g. TA) for focused support during unstructured times e.g. lunchtime supervision/ targeted extra-curriculum activities, supervision in the playground.
- Scheduled liaison with parents.

Hertfordshire Targeted Services Offer to SEND – Targeted – Hearing Impairment

Learner Profile – Targeted

The CYP has a diagnosis of a permanent conductive, mixed (conductive and sensorineural) or sensorineural hearing loss and is wearing hearing aids, cochlear implants or bone anchored hearing aids. They are not making expected progress in some areas, as a result of their deafness. The CYP has some delay in listening, language and communication which affects their ability to gain full access to the curriculum. They may have low self-esteem and difficulties interacting socially. They may be affected by issues of 'being different' which is having an impact on their social and emotional wellbeing. The CYPs deafness could co-exist with other secondary needs.

Assessment, planning and review – Targeted

Environmental audit using School Access/Equality Strategy. Consideration to CAF/Family Plan if appropriate. Risk assessments to inform adaptations e.g. educational visits. Specialist assessments e.g. Specialist Teacher, Educational Psychologist, SALT. Individual targets are agreed and monitored following discussion with CYP and parents. Review of needs at transition points. Assessment of expressive and receptive language (English/or another language including BSL) in conjunction with SALT to inform target setting. Individual management plan.

Classroom support - Targeted

- Established communication strategies to facilitate communication and to assess learning
- Manage access arrangements for internal and external examinations and assessments. Awareness of social and emotional aspects of disability
- Opportunities to develop vocabulary, particularly specialist subject specific and technical vocabulary
- Access to a differentiated curriculum, including modified and adapted PE practical lessons as required
- Use of radio aids to access the curriculum.
- Including the use of audio input leads to the computers and IWB
- TAs are routinely included in planning and or/are provided with lesson plans and learning objectives in advance of the lesson to ensure their input is effective
- Close liaison between Specialist Advisory Teachers for Hearing Impairment (SATs (HI), school and parents.

School support - Targeted

- Adult support to ensure use and maintenance of any personal hearing technology, such as hearing aids, cochlea implants, bone anchored hearing aids and radio aids
- Short term small group and/or individual intervention, to develop specific areas of curriculum access as identified by the class teacher, following a programme designed or recommended by that professional
- Short-term small group intervention to develop listening skills and language recommended by the Specialist Advisory Teacher (HI) and/ or Speech and Language Therapist
- Pre and post teaching of topic vocabulary.
- If recommended, teaching of social skills within a small group
- If recommended, a detailed time limited programme, intervention and/or resource is used with the CYP.
- Liaison with other professionals e.g. the Speech and Language Therapist
- An Individual Management Plan which may include: risk assessment, Individual Health Care Plan, school visit risk assessment, swimming risk assessment, personal emergency evacuation plan
- Opportunities to raise awareness amongst all staff about the educational implications of deafness and strategies to facilitate access in the classroom
- Opportunities to raise awareness amongst peers and strategies to support their friends with hearing loss.

Additional support – Targeted

TA who has training and knowledge to check and maintain technological aids and troubleshoot where necessary. Daily access to quiet space for 1 to 1 and/or small group work. Adult intervention targeted at specific curriculum areas or specific social times. School will ensure that key information is passed on at times of transition and, where appropriate, will consult with the SENDSAS (Hearing Impairment). Provision of assistive listening devices where appropriate. Use of LA resources e.g. speech tracking, personal understanding of deafness programme, training by Specialist Teacher HI.

Hertfordshire Targeted Services Offer to SEND – Targeted – Hearing Impairment

SEND SAS HI Support

- Single Service Request for focussed discussion/assessment and SAT involvement as appropriate
- Ongoing support from SAT (HI) to monitor CYPs curriculum access, progress in the school curriculum and language development
- Provide opportunities for staff to attend centralised training on hearing impairment and school-based training
- Provide opportunities for peers to receive lessons on deaf awareness and strategies to support their friends with hearing loss
to signpost resources and training to support the development of classroom strategies and targeted intervention
- Support to ensure optimum use of hearing technology and radio aids and close liaison with audiology
- Annually, an opportunity for the CYP to meet with children from other schools with HI and signposting to local activities for CYP with HI e.g.: Phoenix, NDCS, CICs.

Hertfordshire Targeted Services Offer to SEND – Targeted Plus – Hearing Impairment

Learner Profile – Targeted Plus

The CYP has significant primary needs which impact on progress requiring long term involvement of educational and non-educational professionals. The CYP may have: severe sensorineural hearing loss (including significant high frequency loss); CI functioning as severe hearing loss; moderate hearing loss with conductive overlay; functional severe loss due to auditory neuropathy. Ongoing assessment of hearing required due to deteriorating/progressive loss. The CYP's deafness causes significant language delay and impacts on his/her ability to access the curriculum independently, their communication with others and requires intensive support for their language development. He/she may use some sign to support their learning. This CYP may be affected by the complexity of other needs and issues of 'being different' which may have an impact on his/her social and emotional wellbeing.

Assessment, planning and review – Targeted Plus

Regular multi-agency assessment and/or review of strategies implemented and progress. Risk assessment to identify dangers and need for additional support in practical subjects. Application for an EHC needs assessment may be considered.

Classroom support – Targeted Plus

- Identified individual support across the curriculum to provide a personalised learning experience, taking into account the advice from professionals
- Facilitate production of differentiated materials in accordance with the advice from the specialist teacher
- Follow advice on curriculum differentiation, equipment to access the curriculum, positioning in the classroom, risk assessment and management plans
- The use of specialist or adapted equipment / software where appropriate to access the curriculum
- Follow advice on specialised modification of all teaching and learning styles and resources.
- Access arrangements for internal and external exams and assessments as appropriate e.g. Live speakers
- Use of subtitles
- Staff to work with small group and/or individual intervention to develop specific areas of the curriculum following a programme designed or recommended by an external agency
- Use of a signing approaches for pre-school children e.g. where BSL is their first language, when CYP has no access to spoken language (pre-cochlear implant), CYP has additional learning difficulties.

School support – Targeted Plus

- Teaching style and tasks are adapted to suit CYP's learning style
- Access to curriculum may need to be facilitated by live speakers for oral tasks, note-takers, laptops/touch typing, and voice recognition software
- Individualised support to implement recommendations from support services e.g. SAT (HI) and/ or Speech and Language Therapist
- Carry out a listening programme if the CYP has recently undergone cochlear implant surgery
- Programmes to develop social interaction and emotional well-being
- Opportunities to explore CYPs deaf identity.
- Structured individual programmes focusing on listening, speech and language development, auditory memory, phonic awareness, social interaction and emotional well-being, as identified by the management plan
- Disapplication from some subjects where necessary
- Opportunities for peers to receive lessons on deaf awareness and strategies to support their friends with hearing loss.

Additional support – Targeted Plus

The CYP may need high level of multi-agency involvement: 'team around CYP' Joint planning with the CYP, their family and professionals to determine the priorities for the student.

SEND SASS HI Support

- Signposting to providers of training in BSL, Cued Speech, Auditory Verbal Therapy
- Provision of weekly CHICs groups for preschool CYP
- In preschool homes and settings, delivery of interventions by SATs HI.

Hertfordshire Targeted Services Offer to SEND – Specialist – Hearing Impairment

Learner Profile - Specialist

The CYP will experience significant, complex persistent and enduring difficulties in accessing the curriculum.

CYP may have profound hearing loss; profound functional loss due to auditory neuropathy; a cochlear implant user functioning as having a profound hearing loss. The CYP's spoken language will be significantly delayed. The CYP may be a BSL first language user or have a home language other than English. Hearing loss may co-exist with other secondary needs eg visual impairment, autism, medical, etc At this level the CYP may also be in a special school provision.

Assessment, planning and review - Specialist

Specialist assessments e.g. by Specialist Teacher for Autism , Educational Psychologist, SLT, OT, CAMHS etc as part of statutory assessment. Risk assessment to identify dangers and need for additional support. Regular multi agency assessment and/or review of strategies and progress.

Classroom support - Specialist

- Main provision by class/subject teacher with support from SENCO and advice from education and non-educational professionals as appropriate
- The use of specialist or adapted equipment / software, if needed, to access the curriculum
- Specialised modification of all teaching and learning styles and resources
- Disapplication from certain subjects if appropriate
- Provide a personalised learning experience taking into account the advice from agencies.

School support - Specialist

- Specialist teaching where there is significant delayed language and literacy development skills, focusing on both learning curriculum and social skills throughout the school day
- Curriculum to include life skills
- Facilitate production of differentiated materials in accordance with the advice from the specialist teacher
- Individual intervention to develop communication skills, spoken language, BSL or cued speech.
- Adult support to access an individualised curriculum and social interaction (Adult trained to BSL level 2-3 if signing)
- Adult support to develop/maintain attentions skill.
- Sign language communicators/interpreters
- Interveners to provide access to a multi-sensory curriculum
- Notetaking support where appropriate.
- Intensive rehabilitation programme after cochlear implantation.

Additional support – Specialist

Access to support from highly skilled and experienced staff with appropriate qualifications (Teacher of the Deaf) within small classes with a high adult ratio or 1:1 specialist support in mainstream. Skilled TA who has understanding of the implications of deafness and has in depth knowledge of specialist access equipment. Personalised timetable providing access to TA support as specified in EHC Plan. Time for outside agencies to meet termly to jointly assess progress and plan future targets in partnership with parents. Make staff available for training in the use of specialist equipment. Access to a quiet room for small group and 1:1 sessions. Access to qualified TOD on a regular basis. Staffs access a rolling programme of relevant training regarding specific hearing impairment conditions and their impact on learning and social and emotional well-being. Training provided by local authority.

**Hertfordshire County Council
Targeted Services Offer to SEND
Visual Impairment (VI)**



Hertfordshire Targeted Services Offer to SEND – Summary - Visual Impairment

UNIVERSAL VI- LEARNER PROFILE	UNIVERSAL– SCHOOL	UNIVERSAL– SEND SAS
<p>The CYP whose needs are managed well in a mainstream class with appropriate differentiation of task and teaching style. A CYP who should wear glasses for a refractive error (i.e. short/long sightedness, astigmatism) whose vision is fully corrected by their spectacles. A CYP whose learner profile fits in Tier 0 is NOT classed as having a vision impairment.</p>	<p>Quality First Teaching meets the needs of all pupils and may include:</p> <ul style="list-style-type: none"> • Flexible grouping arrangements • Some differentiation of activities and materials • Environmental considerations are made to meet the needs of all CYPs. 	<p>SEND SASS VI Support</p> <ul style="list-style-type: none"> • Specialist Advisory Teacher – VI can offer whole school CPD upon school request.
UNIVERSAL PLUS - VI LEARNER PROFILE	UNIVERSAL PLUS – SCHOOL	UNIVERSAL PLUS – SEND SAS
<ul style="list-style-type: none"> • CYP has a mild vision impairment when vision is corrected with glasses • A CYP with uniocular vision (this includes children who are patched for a period of time) • A CYP whose vision acuity, including reduced visual fields means that they require changes to their environment • CYP has identified needs which are highlighted to all staff with advice on support strategies provided and monitored by the SENCO/SLT <p>CYP with a diagnosis of a vision impairment can:</p> <ul style="list-style-type: none"> • find the school environment difficult or stressful at times. • CYP may experience barriers to accessing some parts of the curriculum areas or specific social times. • CYP will experience visual fatigue at times. • CYP may have a head posture or tilt. 	<ul style="list-style-type: none"> • Information about the CYP’s needs are shared with relevant staff, in partnership with parents • Individual outcomes agreed and monitored, following discussion with CYP and parents, to share advice on successful strategies and set targets • Classroom Teaching Assistance (TA) is targeted towards support for access for specific tasks/settings and is not necessarily needed for learning • The quality of printed material should be appropriate for all CYP with regard to clarity, layout, font size, line spacing, colour and contrast. 	<p>SEND SASS VI Support</p> <ul style="list-style-type: none"> • Specialist Advisory Teacher can offer phone call/email consultation and advice on whether a referral to VI service is required • Possible Single Service Request (SSR) for focused discussion/assessment and Specialist Advisory Teacher involvement as appropriate to advise on required font size, seating position in the classroom, environmental factors to consider • Countywide training for staff working with VI pupils • Intervention/ information signposting.
TARGETED SUPPORT - VI LEARNER PROFILE	TARGETED – SCHOOL	TARGETED - SEND SAS
<p>CYP has a moderate vision impairment that impacts on their ability to access the curriculum, including practical subjects independently. The CYP has identified needs which require additional specific provision, or specialist advice. The CYP will be unable to read standard size, age appropriate print from an acceptable distance. They are likely to require modified resources including enlarged print, removal of visual clutter, clarity and contrast</p> <p>They are likely to have reduced visual field and depth perception.</p> <p>CYP may experience visual processing difficulties due to CVI.</p>	<ul style="list-style-type: none"> • Manage access arrangements for internal and external examinations and assessments. • Awareness of social and emotional aspects of disability • Modified and adapted PE lessons are required. • Additional IT equipment provided where appropriate (eg. Laptop, iPad etc) • Use of large print equipment to access the curriculum • Additional skills training such as touch typing. 	<p>SEND SASS VI Support</p> <ul style="list-style-type: none"> • Service Request for Specialist Advisory Teacher involvement. • Functional Vision Assessment carried out and recommendations given. • Provision of highly specialist software where appropriate e.g. magnification software, desktop magnifiers. • Curriculum Access Specialist (CAS) Training school support staff in adapting of large print resources. • Habilitation/EY Specialist involvement.

Hertfordshire Targeted Services Offer to SEND – Summary - Visual Impairment

TARGETED PLUS - VI LEARNER PROFILE	TARGETED PLUS – SCHOOL	TARGETED PLUS - SEND SAS
<p>The CYP has significant vision impairment which greatly impacts on his/her ability to access the curriculum. The vision impairment might be severe or degenerative in nature. The CYP requires extensive adaptation of resources, environment and curriculum and requires specialist adult support to enable access. The vision impairment will have a severe impact on the CYP's ability to access their learning independently. The CYP has significant needs which present barriers to progress, requiring long term involvement of educational and non-educational professionals. The CYP will need training in specialist skills to enable access to the curriculum and beyond (expanded core curriculum, including independent living skills).</p>	<ul style="list-style-type: none"> • Individualised support across the curriculum to provide a personalised learning experience, taking into account advice from agencies. Teachers and TAs plan together on an ongoing basis. • Facilitate production of modified enlarged materials in accordance with the advice and training from specialist staff. • The use of specialist or adapted equipment / software in lessons to access the curriculum. • Specialised modification of all teaching and learning styles and resources. • Opportunities to continue to develop specialist skills. • Releasing student to attend specialist skills training and VI peer events where appropriate. 	<p>SEND SASS VI Support</p> <ul style="list-style-type: none"> • VI SAT or EY VI Specialist advice • Specialist Teaching of Additional Core Skills (e.g; Braille, voice over software where appropriate) • Advice and assessment on the use of specialist, or adapted ICT software to access the curriculum. • Assessment for and provision of highly specialist equipment and training to staff and pupils on the use of this where appropriate. • Mobility training and independent living skills input.
SPECIALIST - VI LEARNER PROFILE	SPECIALIST – SCHOOL	SPECIALIST- SEND SAS
<p>The CYP has a profound vision impairment and requires extensive adaption and support in all areas to enable access to the curriculum. The CYP experiences complex and frequent barriers associated with vision impairment, which can significantly impact upon their learning and development.</p> <p>A CYP whose primary mode of access is through tactile (Braille) and/or other non-sighted means (audio). Their vision impairment will have a greater impact on social interaction and may require the support of adults to scaffold/ enable this.</p>	<ul style="list-style-type: none"> • The use of specialist or adapted equipment / software in all lessons to access the curriculum • Facilitate production of differentiated materials in accordance with the advice from the specialist teacher • Support in and out of class to access school life and independent living skills • Access to curriculum support for pre and post learning and to consolidate concepts and vocabulary understanding • School provides 1:1 support for pupil where appropriate • School makes 1:1 support staff available to attend training. 	<p><u>Mainstream settings</u></p> <ul style="list-style-type: none"> • VI SAT intervention and teaching of specialist skills. Ongoing individualised assessments, monitoring and advice • Other VI specialist advice provided as necessary from Habilitation Specialists, Early Years VI Specialists and Curriculum Access Specialists. Specialist IT Technician • 1:1 specialist support in mainstream where appropriate • Mobility training and independent living skills input. <p><u>Special school settings</u> Systemic advice and support from VI/MSI SAT to empower staff in special school settings.</p>

Hertfordshire Targeted Services Offer to SEND - Universal - Visual Impairment

Learner Profile - Universal

The CYP experiences needs which are managed well in a mainstream class with appropriate differentiation of task and teaching style. A CYP who should wear glasses for a refractive error (i.e. short/long sightedness, astigmatism) whose vision is fully corrected by their spectacles. A CYP whose learner profile fits in Tier 0 is NOT classed as having a vision impairment. This may also include a CYP with visual dyslexia, Irlens syndrome or other visual processing condition.

Assessment, planning and review - Universal

- Early support plan, or other EYFS monitoring/schools' key stage
- Monitoring of CYP's response to positive feedback. Information from the child re their opinions and preferred strategies using person centred approaches
- Assessment for Learning
- Observations by Teacher / class TA /KS Coordinator
- Advice and support from the parents
- The school is proactive in identifying individual needs and monitors that action is taken.

Classroom support - Universal

Quality First Teaching meets the needs of all pupils and includes:

- Flexible grouping arrangements
- Differentiated questioning
- Use of visual, auditory and kinaesthetic approaches.
- CYP is encouraged to wear and take care of their spectacles where appropriate
- Resources and displays that support independence.
- Routine feedback to pupils
- Environmental considerations are made to meet the needs of all CYP
- Alternative resources and equipment for reading and recording may be useful
- Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently
- An understanding that wearing glasses and needing visual adjustments may have a wider impact on a CYP's social and emotional well-being.

School support - Universal

- The curriculum includes examples of diversity
- The school can demonstrate an inclusive ethos that supports the learning and wellbeing of all pupils
- The wider curriculum promotes positive examples of diversity
- A broad and balanced curriculum is planned for all pupils
- Anti-bullying is routinely addressed, and pupils are confident in reporting incidents
- Provision of an inclusive PE curriculum, including arrangements for Sports Day where appropriate.
- Opportunities for social interaction between peers and the wider community of the school may need to be engineered to bolster self-esteem and confidence
- School trips which are planned well in advance and take into consideration the needs of the CYP.

Additional support - Universal

The school regularly updates SEN policy detailing the effectiveness of the arrangements for SEN in the school. A regularly monitored, reviewed and updated inclusion policy underpins practice. All staff including TAs have up to date job descriptions and are included in whole school appraisal systems. All staff has received training on SEN and understands how to support with learning difficulties. School staff access LA training to keep informed on meeting the needs of CYPs. Staff makes use of a wide range of resources, including those produced within the LA, to inform their inclusive practice. e.g. writing a case study about whole school inclusion policies and practice implemented consistently.

If a school is concerned about a pupil's vision, they can refer to the School Nurse Assistant who can carry out a vision test in school and refer to an optometrist where needed.

SENDSAS support

- VI Specialist Advisory Teacher (SAT) – can offer whole school CPD upon school request.
- Links for strategies:

[Eye conditions](#)

[Taking care of your glasses](#)

Hertfordshire Targeted Services Offer to SEND – Universal Plus - Visual Impairment

Learner Profile – Universal Plus

CYP has a mild vision impairment when vision is corrected with glasses. A CYP with unocular vision (this includes children who are patched for a period of time). A CYP whose vision acuity, including reduced visual fields means that they require changes to their environment. A CYP with a diagnosis of a vision impairment can find the school environment difficult or stressful at times. They may experience barriers to accessing some parts of the curriculum areas or specific social times. The CYP will experience visual fatigue at times. They may have a head posture or tilt. As with all impairments, vision impairment may co-exist with other needs such as physical, hearing, language and or/communication needs, SEMH, behaviour difficulties including self-esteem and attention issues.

Assessment, planning and review – Universal Plus

Observations by SENCO:

- Use of a structured observation profile to target differentiation with SMART targets that are reviewed and updated regularly
- Pupil involved in setting and monitoring their own targets. Parents involved regularly and know how to support targets at home. Individual targets are agreed and monitored following discussion with CYP and parents. An Individual Management Plan may be written (in consultation with parents) to share advice on successful strategies e.g. seating arrangements, position in classroom, preferred learning style.

Classroom support – Universal Plus

- Information about the CYP's needs are shared with relevant staff, in partnership with parents
- Classroom Teaching Assistance (TA) is targeted towards support for access for specific tasks/settings and is not necessarily needed for learning
- Recommendations such as font size, seating position, lighting are followed
- The quality of printed material should be appropriate for all CYP with regard to clarity, layout, font size, line spacing, colour and contrast
- Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently
- CYP is encouraged to wear their glasses for all activities, including PE.

School support – Universal Plus

- Access to small group support, group work to be planned and tailored to meet identified need and includes good role models
- Learning tasks differentiated by task and outcome to meet individual needs
- Teaching assistance is targeted towards visual access and is not necessarily needed for learning.
- Oversight for PE, to monitor safety, interpretation of instructions and use of equipment
- Requires adult intervention to access parts of the curriculum
- Requires classroom seating arrangements, slightly enlarged text and/or white/interactive board access.

Additional support – Universal Plus

Support/advice from SENCO. Additional adults routinely used to support flexible groupings. Access to targeted small group work with class TA. Access to intervention group work with TA, Learning Mentor. School staff access LA training regarding meeting the needs of CYPs. Access to VI specific training and support groups for professionals.

Time for scheduled meetings with parents on a regular basis. Awareness raising for staff about the educational implications of specific visual conditions.

SEND SAS support

- VI Specialist Advisory Teacher (SAT) can offer phone call/email consultation. Advice offered around whether a formal referral to the service via a Single Service Request (SSR) is required
- SSR for focused discussion/assessment and SAT involvement as appropriate to advise on required font size, seating position in the classroom, environmental factors to consider
- Countywide training for staff working with VI pupils
- Intervention signposting
- Links for further strategies.

[RNIB family](#)

[RNIB education](#)

[Vision conditions A-Z](#)

[Nystagmus information](#)

[Patching information](#)

Hertfordshire Targeted Services Offer – Targeted - Visual Impairment

Learner Profile - Targeted

CYP has a moderate vision impairment that impacts on their ability to access the curriculum, including practical subjects independently. The CYP has identified needs which require additional specific provision, or specialist advice. The CYP will be unable to read standard size, age appropriate print from an acceptable distance. They are likely to require modified resources including enlarged print, removal of visual clutter, clarity and contrast. Likely to have reduced visual field and depth perception. CYP may experience visual processing difficulties due to CVI.

Assessment, planning and review - Targeted

Environmental audit of school environment and risk assessment to inform adaptations. Commitment to develop independence. Careful reviewing of needs before transition at key stages. TAs are routinely included in planning and or/are provided with lesson plans and learning objectives in advance of the lesson to ensure their input is effective. Individual management plan to share advice on successful strategies, written in consultation with parents, including school visit and swimming risk assessment, moving and handling, health care, evacuation and mobility.

Classroom support – Targeted

- Main provision by class/subject teacher with support from SENCO and advice from education and non-educational professionals as appropriate
- Manage access arrangements for internal and external examinations and assessments.
- Awareness of social and emotional aspects of disability
- IT equipment and training provided where appropriate e.g. Laptop, iPad, touch-typing etc.
- Use of large print equipment to access the curriculum
- Modified and adapted PE lessons are required.
- School trips which are planned well in advance and take into consideration the needs of the CYP with reduced vision
- Access to a differentiated curriculum.
- Follow seating arrangement and teacher placement advice
- Assistance with the use of equipment in specific subjects. e.g. Science, Maths, ICT.

School support - Targeted

- Regular small group teaching of social skills
- Peer awareness teaching
- Short term small group and/or individual intervention, to develop specific areas of curriculum access as identified by the subject teacher or VI Specialist Advisory Teacher
- TA assistance is targeted towards the preparation/resourcing of suitable visual materials as directed by the VI Specialist Advisory Teacher.
- Assistance with access to specialised equipment e.g. laptops, cameras, speech/large print software or talking equipment or adaptation of the school PC screen
- Development of independence skills under guidance of the Vi Specialist Advisory Teacher.
- Manage access arrangements for internal and external examinations and assessments
- Modifications to environment such as highlighting edges/ steps, appropriate lighting and window/ door blinds.

Additional support - Targeted

Formal meetings with parents, VI SAT and other professionals involved. Adult supervision targeted at specific curriculum areas, or specific social times. School ensure key information is passed on at transition stages. Consult with the VI SAT when recruiting staff to work with named CYP. Implement specific advice provided by the QTVI on access to the curriculum including differentiation, equipment, ICT, positioning in the classroom, risk assessment, mobility, individual health care and management plans and exam access arrangements.

SEND SAS support

- Service Request for VI Specialist Advisory Teacher (SAT) advice. Functional Vision Assessment carried out and recommendations given. VI SAT visits to advise on inclusion strategies and adaptations necessary. This may include direct feedback to the class/subject teacher following observation.
- For 0-4-year olds, advice may be provided from a VI Early Years Specialist and invitation to EY playgroup.
- Provision of highly specialist software where appropriate e.g. magnification software, desktop magnifiers.
- Curriculum Access Specialist (CAS) training of school support staff in the sourcing and adapting of large print resources.
- Habilitation Specialist involvement as appropriate.

Hertfordshire Targeted Services Offer – Targeted Plus - Visual Impairment

Learner Profile - Targeted Plus

The CYP has significant vision impairment which greatly impacts on his/her ability to access the curriculum. The vision impairment might be severe or degenerative in nature. The CYP requires extensive adaptation of resources, environment and curriculum and requires specialist adult support to enable access. The vision impairment will have a severe impact on the CYP's ability to access their learning independently. The CYP has significant needs which present barriers to progress, requiring long term involvement of educational and non-educational professionals. The CYP will need training in specialist skills to enable access to the curriculum and/or prepare for future access needs provided through the expanded core curriculum including independent living skills, and/or early braille for those with a degenerative condition. The CYP needs ongoing training, support and/or supervision to navigate an appropriately adapted school. The CYP may have delayed concept development and general knowledge.

Assessment, planning and review – Targeted Plus

Risk assessment to identify dangers (practical subjects, evacuation plan) and need for additional support. Joint planning with CYP and parents/carers. Regular multi-agency assessment and/or review of strategies and progress. Specialist ICT assessment. Transition planning is prioritised (e.g. Rec/Y1, Y6/Y7, Y9, Y11/post-16.). Assessment by VI SAT, Educational psychologist, SALT, OT, CAMHS which may lead to a request for an EHC Needs assessment.

Classroom support – Targeted Plus

- Main provision by class/subject teacher with support from SENCO and advice from education and non-educational professionals as appropriate
- Individualised support across the curriculum to provide a personalised learning experience, taking into account advice from agencies. Teachers and TAs plan together on an ongoing basis
- Follow advice provided by VI SAT on curriculum differentiation, equipment to access the curriculum, positioning in the classroom, risk assessment and management plans
- The use of specialist or adapted equipment / software in lessons to access the curriculum
- Provide opportunities to continue to develop skills and follow programs as advised by VI Specialist staff.

School support - Targeted Plus

- Individualise support to implement recommendations from support services e.g. VI SAT, SALT, OT
- Programmes to develop social interaction and emotional wellbeing
- Facilitate production of modified enlarged materials in accordance with the advice and training from specialist staff
- Releasing student to attend specialist skills training and VI peer events where appropriate
- Specialised modification of all teaching and learning styles and resources
- Additional training such as touch typing.

Additional support – Targeted Plus

Regular formal meetings with parents, VI SAT and other professionals involved. SENCO provides support to teacher and TAs and takes responsibility for appropriate CPD (staff training in the use of specialist resources, etc.) Provide TAs with access to specialist training about VI and its impact on learning and social and emotional wellbeing. High level of coordinated multi-agency work. Joint planning with the CYP, parent/carers and other professional to determine priorities for the individual programme of work. Adult support to facilitate social interactions, supervision in the playground, support to develop/maintain attention skills and set up equipment. CYP needs-led targeted input from a VI SAT. Sign post families and schools to a range of voluntary and statutory services. Opportunities for the CYP to meet a disability peer-group and disabled adult role models where appropriate.

SEND SAS support

- VI Specialist Advisory Teacher or Early Years VI Specialist – advice and assessment.
- Specialist Teaching of Additional Core Skills (e.g. Braille, voice over software where appropriate)
- Advice and assessment on the use of specialist, or adapted ICT software to access the curriculum.
- Provision of highly specialist equipment and training to staff and pupils on the use of this where appropriate.
- Mobility training and independent living skills input to develop independent skills for the future.
- Support and training for the use of equipment and modification of written materials including exam access arrangements.

Hertfordshire Targeted Services Offer – Specialist - Visual Impairment

Learner Profile - Specialist

The CYP has a profound vision impairment and requires extensive adaptation and support in all areas to enable access to the curriculum. The CYP experiences complex and frequent barriers associated with vision impairment, which can significantly impact upon their learning and development. A CYP whose primary mode of access is through tactile (Braille) and/or other non-sighted means (audio).

Assessment, planning and review- Specialist

Long term involvement of educational and non-educational professionals as part of annual review/EHC plan. Regular risk assessments to consider risks to self and others. Following recommendations of specialist professionals.

Classroom support – Specialist

- Main provision by class/subject teacher with support from SENCO and advice from education and non-educational professionals as appropriate
- Reduced curriculum in discussion with CYP, parents and school. The use of specialist or adapted equipment / software in all lessons to access the curriculum
- Specialised modification of all teaching and learning styles and resources
- Teaching plans available on school system.
- Teachers and TAs plan together in advance on an ongoing basis
- Support in and out of class to access school life and independent living skills
- Access to curriculum support for pre and post learning and to consolidate concepts and vocabulary understanding
- Adult support to manage equipment and establish working routines in most lessons
- School provides 1:1 support for pupil where appropriate.

School support – Specialist

- Specialist teaching focusing on both learning curriculum and specialist skills throughout the school day, partially delivered by VI Specialist Advisory Teacher. Targets informed by Annual Review/EHC plan
- Adult support to access an additional specialist curriculum to develop skills such as; listening skills, mobility, Braille, magnification and voice over software and a quiet space to do this
- Facilitate production and transcription of differentiated materials in accordance with the advice from the specialist teacher including the preparation of Braille/tactile diagrams
- Supervision and support to access subject specific equipment e.g. science, technology, maths and ICT.
- Support and training for mobility in the school and local environment
- Promotion of social interaction with peer group
- School makes support staff available to attend training.

Additional support - Specialist

Mainstream settings

Access to support from highly skilled staff and 1:1 specialist support staff who understand the implications of vision impairment and have knowledge of specialist equipment. Personalised timetable providing access to Specialist Teaching support, as specified in EHC Plan. Meet with outside agencies termly to assess progress and plan future targets. Make staff available for ongoing training in the use of specialist equipment and accessibility. Access to VI peers and role models. Specialist support, alongside a multi-agency approach is essential. On site mobility to develop or enhance independence skills. Independent travel training, developing skills for the future.

Special school settings

Undertake regular vision assessments and ensure all staff are trained to meet the needs of VI students. Identify named VI Co-ordinator within the setting to liaise with Specialist Advisory staff from SEND SAS and to disseminate information, coordinate and implement recommendations/ strategies.

SEND SAS support

Mainstream settings

VI SAT teaching of specialist skills. Ongoing individualised assessments, monitoring and advice.

Other VI specialist advice provided as necessary from Habilitation Specialists, Early Years VI Specialists and Curriculum Access Specialists. Support and training with highly specialist equipment access solutions. Training, shadowing and skill sharing to empower school staff. Mobility training and independent living skills input.

Special school settings

Systemic advice and support from VI/MSI SAT to empower staff in special school settings.

**Hertfordshire County Council
Targeted Services Offer to SEND
Physical and Neurological Impairment
(PNI)**



Hertfordshire Targeted Services Offer to SEND – Summary – Physical and Neurological Impairment

UNIVERSAL PNI - LEARNER PROFILE	UNIVERSAL – SCHOOL	UNIVERSAL – SEND SAS
<ul style="list-style-type: none"> The learner will have a long-term disability or impairment that results in needs which are well managed in a mainstream class. Pupils should be able to access the learning environment independently with the implementation of reasonable adjustments such as the provision of auxiliary aids. 	<ul style="list-style-type: none"> Quality First Teaching Teacher has high aspirations for all CYP Some differentiation of activities and materials Additional time to complete tasks Use of multisensory approaches to learning Rest breaks where needed Appropriate environmental considerations are made Practical activities are planned to ensure inclusion An understanding that a CYP’s disability may have a wider impact on their social and emotional wellbeing. 	<p>SEND SAS PNI Support</p> <ul style="list-style-type: none"> Signposting Specialist Advisory Teacher (PNI) can offer whole school CPD.
UNIVERSAL PLUS PNI- LEARNER PROFILE	UNIVERSAL PLUS – SCHOOL	UNIVERSAL PLUS – SEND SAS
<ul style="list-style-type: none"> Learner is able to independently participate in most activities. Progress requires some adult support or minor adaptations to the environment. There may be some difficulties in certain areas of academic performance involving planning and gross/fine motor skills. Learner may find it difficult to make sense of what they see. Learner may have difficulties with attention, memory, and processing information. 	<ul style="list-style-type: none"> Minimise distractions Provide a quiet, non-stimulating environment for independent work Provide advanced warning of transitions (e.g. “Two minutes until...”) Provide seating near the instruction area during teacher-lead activities Simplify task instructions Consistently use well established task-specific routines Encourage thinking aloud and discussion to embed visually presented information (for example, texts) Break down new information into smaller chunks and check for understanding before moving on. Explicitly teach planning skills If learner experiences pain with sitting, encourage the use of strategies to self-manage pain Allow learner to fidget or take movement breaks. 	<p>SEND SAS PNI Support</p> <ul style="list-style-type: none"> Signposting Specialist Advisory Teacher (PNI) can offer whole school CPD Specialist Advisory Teacher (PNI) can offer one-off advice via phone or email.

Hertfordshire Targeted Services Offer to SEND – Summary – Physical and Neurological Impairment

TARGETED PNI - LEARNER PROFILE	TARGETED- SCHOOL	TARGETED - SEND SAS
<ul style="list-style-type: none"> • Learner may experience social, emotional and mental health issues and may present with 'behavioural' issues associated with disability, including: shyness, depression, anxiety, social isolation and aggression. • Learner may have missed early opportunities to develop social competence with peers through play. • Medical diagnosis may present as physical disabilities but include cognitive difficulties which are neurological. • Learner is likely to experience difficulties with memory and recall, attention and concentration, pain, and fatigue 	<ul style="list-style-type: none"> • There will be appropriately high expectations and if grouping by ability, care should be taken that cognitive ability is the criteria used rather than the impaired ability to access the resources • Some minimal level of withdrawal for targeted support may be required • Provision should be informed by flexible approaches to whole curriculum planning • Specific skill development may be required. Extra time is allocated for this within the school day • Additional access to IT, specialist aids and adaptations may be necessary to facilitate access to the curriculum • Staff monitor progress and demonstrate understanding of fine and gross motor skills development within personalised learning targets. • There is evidence of multi- agency involvement and support from external professionals • Social interaction with other CYPs may need to be encouraged through sensitive grouping arrangements. 	<p>SEND SAS PNI Support</p> <ul style="list-style-type: none"> • Signposting • Specialist Advisory Teacher (PNI) can offer whole school CPD • Specialist Advisory Teacher (PNI) can offer one-off advice via phone or email • Single Service Request for focussed discussion/assessment and Specialist Advisory Teacher (PNI) involvement as appropriate.
TARGETED PLUS PNI - LEARNER PROFILE	TARGETED PLUS – SCHOOL	TARGETED PLUS - SEND SAS
<ul style="list-style-type: none"> • Some aspects of the curriculum need to be personalised to provide access to learning for CYP in relation to a physical and/or neurological impairment. • CYP has care or mobility needs requiring support from one or two trained adults • A high level of adult support may be required to navigate an appropriately adapted school building/campus and facilitate access to the curriculum • In some cases, there may be extreme difficulties in making and maintaining relationships resulting in frequent social isolation and vulnerability with some disengagement requiring extensive adult support to ensure the safety of the Learner and peers. 	<ul style="list-style-type: none"> • Additional specialist facilities may be needed for personal care routines • Care or mobility needs requiring support from one or two trained adults may be required • A high level of support (specialist equipment and/or adult) is required to navigate an appropriately adapted school building/campus and facilitate access to the curriculum • Appropriate space is identified, which respects the dignity of the CYP, to carry out safe moving and handling procedures (for example, wheelchair to standing frame). 	<p>SEND SAS PNI Support</p> <ul style="list-style-type: none"> • Signposting • Specialist Advisory Teacher (PNI) can offer whole school CPD • Specialist Advisory Teacher (PNI) can offer one-off advice via phone or email • Single Service Request for focussed discussion/assessment, likely to result in regular involvement from Specialist Advisory Teacher (PNI).

Hertfordshire Targeted Services Offer to SEND – Summary – Physical and Neurological Impairment

SPECIALIST PNI - LEARNER PROFILE	SPECIALIST – SCHOOL	SPECIALIST - SEND SAS
<ul style="list-style-type: none"> • Learner is dependent on adult support to meet all physical, medical care and educational needs • Learner may require daily therapy to avoid pressure damage and maintain joint integrity and need ongoing medical intervention, such as cough assist, tracheotomy, oxygen, suction and tube feed • Will have severe physical difficulty with very restricted movement requiring hoisting/position changes during the school day and personal care to be met by others • Will have minimal fine motor skill. May need the use of physical aids such a standing frame or specialist seating. May have restricted purposeful hand movement. May be in later stages of losing mobility. • Some learners may be able to access the curriculum with alternative methods of recording (ICT) and support to set up equipment. Help will be needed to access resources, the environment and recording the curriculum • May have a deteriorating condition which necessitates increasing levels of adult support with most aspects of daily living • Pupils will require an individual and personalised curriculum for access to all learning • AAC may be required to support communication. The focus of learning may require access to different environments including specialist facilities/off-site learning • Little evidence, for some learners, of positive social relationships resulting in extreme social isolation, vulnerability and disengagement. 	<ul style="list-style-type: none"> • An individual and personalised curriculum will need to be written. This should focus on curriculum subjects as well as social skills, wellbeing, and independence skills • School to offer pastoral support for staff working with learners with deteriorating and/or life limiting conditions. School to access termly support meetings run by the physical and neurological impairment team specialist teachers • School to liaise with AAC providers and/or speech and language therapy team for specialist training for the use of communication devices. 	<p>SEND SAS PNI Support</p> <ul style="list-style-type: none"> • Signposting • Specialist Advisory Teacher (PNI) can offer whole school CPD • Specialist Advisory Teacher (PNI) can offer advice via phone or email • Regular school visits, support and advice from Specialist Advisory Teacher (PNI).

Hertfordshire Targeted Services Offer to SEND – Universal - Physical & Neurological Impairment

Learner Profile - Universal

The CYP will have a long-term disability or impairment that results in needs which are well managed in a mainstream class. Pupils should be able to access the learning environment independently with the implementation of reasonable adjustments such as the provision of auxiliary aids.

Assessment, planning and review - Universal

- Accessibility planning, including improvement of physical environment
- Assessment for learning – including feedback from the CYP
- Baseline assessments to measure progress
- Observations by teacher/class TA
- Advice and support from the parents
- Information from the child re their opinions and preferred strategies
- Risk assessments carried out where appropriate

Classroom support – Universal

- Quality First Teaching
- Teacher has high aspirations for all CYP
- Some differentiation of activities and materials
- Additional time to complete tasks
- Use of multisensory approaches to learning
- Rest breaks where needed
- Appropriate environmental considerations are made
- Practical activities are planned to ensure inclusion
- An understanding that a CYP's disability may have a wider impact on their social and emotional wellbeing.

School support – Universal

- Auxiliary aids/services are provided
- SEN policy is effective and regularly reviewed and updated
- School can demonstrate an inclusive ethos which supports the learning and wellbeing of all pupils
- Time is allocated for teaching assistants to liaise with teachers
- Physical support/interventions are undertaken with respect and pupil views are considered
- Moving and handling is undertaken by appropriately trained staff
- Risk assessments are in place, and reviewed and updated regularly
- Provision of an inclusive PE curriculum, including arrangements for Sports Day where appropriate
- School trips are planned well in advance and take into consideration the needs of the CYP.

Additional support – Universal

- The school employs additional adults to support the needs of all pupils e.g. TAs, family support worker
- All staff have up to date job descriptions and are included in whole school appraisal systems
- All staff have received training on SSEN
- Whole school CPD has included training on how to support children with PNIA broad and balanced curriculum is planned for all pupils and the school is flexible in adapting the core offer to meet needs of all pupils.
- Well-planned and stimulating SEMH curriculum, differentiated to needs of cohort/class.
- Anti-bullying is routinely addressed, and pupils are confident in reporting incidents.
- Pastoral arrangements are embedded in whole school practice e.g. meeting and greeting, circle time, peer mentoring, buddy systems, restorative practice, lunch clubs, peer reading.

Hertfordshire Targeted Services Offer to SEND – Universal Plus- Physical & Neurological Impairment

Learner Profile – Universal Plus

Learner is able to independently participate in most activities. Progress requires some adult support or minor adaptations to the environment. There may be some difficulties in certain areas of academic performance involving planning and gross/fine motor skills. Learner may find it difficult to make sense of what they see. Learner may have difficulties with attention, memory, and processing information.

Assessment, planning and review – Universal Plus

- Regular observations by SENCo
- Use of a structured observation profile to target differentiation with SMART targets that are reviewed and updated regularly
- Learner involved in setting and monitoring their own targets
- Parents involved regularly and know how to support targets at home where appropriate.

Classroom support – Universal Plus

- Minimise distractions
- Provide a quiet, non-stimulating environment for independent work
- Provide advanced warning of transitions (e.g. “Two minutes until...”)
- Provide seating near the instruction area during teacher-lead activities
- Summarize information at the end of each lesson.
- Simplify task instructions
- Break tasks down and provide one at a time.
- Consistently use well established task-specific routines
- Encourage thinking aloud and discussion to embed visually presented information (for example, texts).
- Break down new information into smaller chunks and check for understanding before moving on
- Keep the classroom well organized, structured, and controlled
- Explicitly teach planning skills
- If learner experiences pain with sitting, encourage the use of strategies to self-manage pain
- Provide alternatives including option to sit on a chair during floor activities (allow friends on chairs to avoid feelings of difference relating to disability)
- Allow learner to fidget or take movement breaks.

School support – Universal Plus

- Enable access to small group support
- SENCo to ensure all learning tasks are differentiated to meet individual needs
- SENCo has oversight for PE to monitor safety and inclusion in all activities
- Staff are extra vigilant of pupil in playground and when moving around the school
- School liaise with pupil’s physiotherapist and occupational therapist for targeted advice about support and/or specialist equipment.

Additional support – Universal Plus

- Support and advice for school staff from SENCo
- Additional adults routinely used to support flexible groupings
- School staff access LA or charity-based training
- School may consult the specialist advisory team (Physical and Neurological Impairment) for advice on best practice or to ask for one-off training for staff.

Hertfordshire Targeted Services Offer – Targeted - Physical & Neurological Impairment

Learner Profile – Targeted

Learner may experience social, emotional and mental health issues and may present with 'behavioural' issues associated with disability, including: shyness, depression, anxiety, social isolation and aggression. Learner may have missed early opportunities to develop social competence with peers through play. Medical diagnosis may present as physical disabilities but include cognitive difficulties which are neurological. Learner is likely to experience difficulties with memory and recall, attention and concentration, pain, and fatigue.

Assessment, planning and review – Targeted

- Environmental audit of school is undertaken to give information about necessary adaptations
- Commitment to develop independence – in class and moving around the school environment
- Careful review of needs before transition at key stages – especially when moving from primary to secondary provision
- Teaching assistants are included in planning and are provided with differentiated lesson plans (in advanced)
- Individual healthcare plan is in place – written in consultation with parents, and is regularly reviewed
- Risk assessments for all regular activities are in place
- Personal evacuation plan is in place, if child has significantly impaired mobility.

Classroom support – Targeted

- There will be appropriately high expectations and if grouping by ability, care should be taken that cognitive ability is the criteria used rather than the impaired ability to access the resources
- Some minimal level of withdrawal for targeted support may be required
- Provision should be informed by flexible approaches to whole curriculum planning
- Specific skill development may be required. Extra time is allocated for this within the school day
- Additional access to IT, specialist aids and adaptations may be necessary to facilitate access to the curriculum.
- Staff monitor progress and demonstrate understanding of fine and gross motor skills development within personalised learning targets
- There is evidence of multi- agency involvement and support from external professionals
- Social interaction with other CYPs may need to be encouraged through sensitive grouping arrangements.

School support – Targeted

- Learner has care or mobility needs requiring adult intervention – SENCo will ensure staff are appropriately trained
- Staff have opportunity to attend relevant training about the learner's disability or impairment
- Where appropriate, and in consultation with the learner and their parents, peers are made aware of needs. Learner may wish to tell their class/year group about their disability and how it affects them – this should be supported by SENCo and other specialists
- Staff have access to appropriate training in the use of specialist auxiliary aids or specialist ICT equipment or software
- Appropriate supervision is given at break and lunchtimes as required
- SENCo ensures that the learner has assistance using equipment in specific subjects e.g. science, maths, ICT.

Additional support – Targeted

- Regular formal meetings with parents and other key professionals involved
- School to regularly monitor wellbeing and mental health needs – and consult with relevant agencies for additional support if needed
- Adult supervision is targeted where required – e.g. specific subjects, or during break or lunchtime
- School work to ensure that key information is passed on at transition stages.
- School to access support from the specialist advisory team (Physical and Neurological Impairment) in the form of advice, training, and one-off visits to assess curriculum access needs, ICT requirements, or to carry out memory assessments.

Hertfordshire Targeted Services Offer – Targeted Plus - Physical and Neurological Impairment

Learner Profile – Targeted Plus

- Some aspects of the curriculum need to be personalised to provide access to learning for CYP in relation to a physical and/or neurological impairment
- CYP has care or mobility needs requiring support from one or two trained adults.
- A high level of adult support may be required to navigate an appropriately adapted school building/campus and facilitate access to the curriculum
- In some cases, there may be extreme difficulties in making and maintaining relationships resulting in frequent social isolation and vulnerability with some disengagement requiring extensive adult support to ensure the safety of the Learner and peers.

Assessment, planning and review – Targeted Plus

- Risk assessments carried out for all subjects and for all school environments to identify dangers
- Thorough assessment and advice taken from Occupational Therapist, Physiotherapist, medical specialists and specialist teachers to identify where additional support is needed and how this support should be implemented
- Specialist ICT assessment to be undertaken with support of physical and neurological impairment team specialist teachers
- CYP may require an EHC needs assessment
- Advice to be sought from Educational Psychologist, Speech and Language therapy team, CAMHS where appropriate
- Transition planning is prioritised (when moving key stage and/or educational provision).

Classroom support – Targeted Plus

- Personalised learning programmes are planned and implemented by the class teacher to support learning
- Additional support is planned to support the development of independent learning skills
- Adult support is needed to facilitate recording the curriculum due to significant fine motor difficulties.
- Targeted interventions are planned and delivered to increase social competence and decrease social isolation
- Regular use of specialist equipment, as recommended by relevant medical professionals may need facilitating throughout the week to maintain current levels of flexion (for example, use of standing frames/equipment to maintain flexibility).

School support – Targeted Plus

- Additional specialist facilities may be needed for personal care routines
- Care or mobility needs requiring support from one or two trained adults may be required
- A high level of support (specialist equipment and/or adult) is required to navigate an appropriately adapted school building/campus and facilitate access to the curriculum
- Appropriate space is identified, which respects the dignity of the CYP, to carry out safe moving and handling procedures (for example, wheelchair to standing frame).

Additional support – Targeted Plus

- SENCo provides support to the teacher, TAs and other auxiliary staff, and will arrange appropriate staff training
- SENCo will provide TAs will access to specialist training in the use of adapted equipment, moving and handling, and other appropriate medical training
- High level of co-ordinated multi-agency work
- Joint planning with the learner, the parents/carers and other professionals to determine priorities for the individual program of work
- School and families may need signposting to a range of voluntary and statutory services
- Opportunities for the learner to meet a disability peer-group and meet disabled adult role models where appropriate
- Regular advice and support from specialist teacher (physical and neurological impairment team).

Hertfordshire Targeted Services Offer to SEND – Specialist - Physical and Neurological Impairment

Learner Profile – Specialist

- Learner is dependent on adult support to meet all physical, medical care and educational needs
- Learner may require daily therapy to avoid pressure damage and maintain joint integrity and need ongoing medical intervention, such as cough assist, tracheotomy, oxygen, suction and tube feed
- Will have severe physical difficulty with very restricted movement requiring hoisting/position changes during the school day and personal care to be met by others
- Will have minimal fine motor skill. May need the use of physical aids such as a standing frame or specialist seating. May have restricted purposeful hand movement. May be in later stages of losing mobility. Some learners in mainstream schools are in this category but may be able to access the curriculum with alternative methods of recording (ICT) and support to set up equipment. Help will be needed to access resources, the environment and recording the curriculum
- May have a deteriorating condition which necessitates increasing levels of adult support with most aspects of daily living.
- Pupils will require an individual and personalised curriculum for access to all learning
- AAC may be required to support communication. The focus of learning may require access to different environments including specialist facilities/off-site learning
- Little evidence, for some learners, of positive social relationships resulting in extreme social isolation, vulnerability and disengagement.

Assessment, planning and review – Specialist

- Long term involvement of educational and non-educational professionals as part of Annual review/EHC plan
- Regularly updated risk assessments to consider risks to self and others
- Learner may have a deteriorating condition resulting in loss of cognitive function – planning will need to reflect this so that appropriate targets can be determined.

Classroom support – Specialist

- For some CYP with limited functional use of arms and hands, additional high levels of support may be required to record the curriculum, however if appropriate the CYP will have access to alternative recording methods using voice activation to support independence when possible.
- Learner may require a reduced curriculum
- Teachers and TAs plan together in advance on an ongoing basis.

School support - Specialist

- An individual and personalised curriculum will need to be written. This should focus on curriculum subjects as well as social skills, wellbeing, and independence skills
- School to offer pastoral support for staff working with learners with deteriorating and/or life limiting conditions. School to access termly support meetings run by the physical and neurological impairment team specialist teachers
- School to liaise with AAC providers and/or speech and language therapy team for specialist training for the use of communication devices.

Additional support – Specialist

- Access to support from highly skilled and experienced staff and 1:1 specialist support in mainstream classroom
- Skilled TAs who have understanding of the implications of physical and neurological impairment, who has in depth knowledge of specialist equipment
- Time for outside agencies to meet regularly to assess progress and plan future targets
- Specialist support, alongside a multi-agency approach is essential
- Access to charity/voluntary/statutory agencies who support learners (and their families where appropriate) emotional wellbeing.

Hertfordshire Targeted Services Offer to SEND

Glossary



Hearing Impairment Targeted Services Offer - Glossary of Terms

Acoustics - the properties or qualities of a room or building that determine how sound is transmitted in it. Classrooms with low ambient background noise and low reverberation are the best learning environment for all children but especially CYP with HI.

ANSD - Auditory Neuropathy Spectrum Disorder ANSD is a type of hearing impairment caused by sounds not travelling to the brain effectively via the auditory nerve.

ALDs – Assistive Listening Devices – These provide a digital link from the teacher directly to the CYP with HI. The teacher wears a microphone and the child wears receivers attached to their personal hearing aids or cochlear implants. It helps with the problems of distance and background noise.

Audiology - a department within a hospital or clinic, usually bespoke Paediatric audiology for 0-18 year olds. It is staffed by **audiologists** and, often, a **consultant doctors in Audio-vestibular Medicine**. Here hearing tests take place and hearing aids are prescribed.

Audiological Information: this is usually in the form of a report from Health and includes a description of the HI (see below).

BSL - British Sign Language The native language of the British Deaf community. An adaptation of BSL is Sign Supported English and Makaton is a very simplified sign language using BSL signs.

CAF - The Common Assessment Framework (CAF) is the process to identify children who have additional needs, **assess** needs and strengths and to provide them with a co-ordinated, multi agency support plan to meet those needs.

Cochlear Implants - A cochlear implant is a sophisticated hearing aid, part of which is surgically implanted in the child's ear. The implant tries to do the job of the damaged hair cells in the cochlea. It converts sound into electrical signals which can then be sent up the auditory nerve to the brain.

CYP with HI – Children and Young People with Hearing Impairment

DB - Deafblind also known as Multi-Sensory Impairment (MSI). These CYP have hearing and visual impairments and are supported by specialist DB advisory Teachers who also work for SENDSAS.

ENT – Ear Nose and Throat clinic is a department within a hospital. It is staffed by nurses, audiologists, consultant doctors and surgeons. This is often where children with glue ear or middle ear problems are referred. If hearing aids are required, the child is referred to Paediatric audiology. Surgical procedures may also be carried out through this clinic.

Glue Ear – The middle ear becomes filled with fluid which may develop into a viscous 'glue'. This leads to the CYP having a temporary HI. The hearing loss can fluctuate, changing from day to day. However, it can cause a habit of not listening very well. It is often linked to colds or ear infections or allergies but can occur without any other symptoms. It can usually take up to six weeks to resolve, after the cold etc.

HI - Hearing Impairment A temporary or permanent reduction in hearing thresholds which impacts on a CYP's ability to access sounds across the speech frequency range

Also known as: hearing loss and deafness

Hearing impairment is categorized into four levels:

Degree of hearing impairment	Sound level (measured in decibels) that child just hears when unaided	Impact on child's access to sound and speech
Mild	20 – 40 dB	Some difficulties understanding normal speech particularly in noisy environments. May be prescribed hearing aids particularly of a permanent loss.
Moderate	41 – 70B dB	Can only hear loud or amplified speech. Speech may sound distorted and some sounds may be missing. Need to lip-read. Will usually be prescribed hearing aids
Severe	71 – 95 dBC	Can only hear loud sounds (shouts, banging door, car engines etc). Difficulty understanding speech without amplification and lip-reading. Hearing aids will be essential.
Profound	More than 95	May be able to hear very loud sounds (aeroplanes, drills etc). More likely to feel vibrations rather than hear. Not able to hear any of normal speech. Highly amplified speech may be heard but sound will be of poor quality. Will usually be prescribed very high powered hearing aids. May be referred for cochlear implant assessment.

Hearing impairment is a described in the following ways:

Type of hearing impairment	Description
Sensori-neural	Permanent damage to the cochlea or auditory nerve

Conductive - permanent	Blockage in the ear canal or middle ear affecting the pathway of sound to the cochlea
Conductive - fluctuating	Blockage affecting the pathway of sound, most commonly due to 'glue ear'

HI – Hearing impairment can affect one or both ears:

Unilateral	Bilateral
HI only in one ear	HI in both ears

Identification of HI - For the he majority of CYP with permanent HI, diagnosis occurs during the Newborn Hearing Screening in maternity wards or community clinics at birth, during the school hearing screening in Reception or following a referral from concerned parents via their GP.

Learning Styles - children learn by preferred learning styles. Teachers differentiate the curriculum to allow CYP to have opportunities to learn with their preferred learning style:

- **Visual (spatial)**: They prefer using pictures, images, and spatial understanding.
- **Aural (auditory-musical)**: They prefer using sound and music.
- **Verbal (linguistic)**: They prefer using words, both in speech and writing.
- **Physical (kinesthetic)**: They prefer using theyr body, hands and sense of touch.
- **Logical (mathematical)**: They prefer using logic, reasoning and systems.
- **Social (interpersonal)**: They prefer to learn in groups or with other people.
- **Solitary (intrapersonal)**: They prefer to work alone and use self-study.

Hearing aids - Hearing aids amplify sounds to allow CYP with HI to better access sounds they cannot hear unaided. They are usually worn behind the ear. Sometimes they are bone conduction hearing aids attached to a headband or directly to the mastoid bone.

NATSIP - National Sensory Impairment Partnership NatSIP works to improve educational outcomes for children and young people with sensory impairment

NDCS - National Deaf Children's Society The NDCS is the leading charity dedicated to creating a world without barriers for deaf children and young people

Phoenix Group for Deaf Children (Hertfordshire Local NDCS Society) is a voluntary aided organization that aims to provide a network of social and emotional support for CYP with HI and their families by providing support groups, activities and workshops

SAT (HI) – Specialist Advisory Teacher (Hearing Impairment) is a qualified teacher, who has undertaken further study to teach deaf children (Qualified Teacher of the Deaf). They provide support to deaf children, their parents and family, and to other professionals who are involved with a child's education

SENCo - Special Educational Needs coordinator A designated teacher, within a school, responsible for ensuring that CYP with additional educational needs are identified and that their class teachers are provided with strategies to ensure their needs are considered and reasonable adjustments are made to ensure their full access to the curriculum. Class teachers are responsible differentiating lessons to ensure that these reasonable adjustments are made.

SLT/SALT - Speech and Language Therapy/Therapist A SLT/SALT offers assessment, treatment and advice to people of all ages, who have communication difficulties including CYP with HI.

Visual Impairment Targeted Services Offer – Glossary of Terms

Annual Review – A yearly meeting to review a plan of need and support

Astigmatism – irregular shaped front of the eye

Binocular vision – Vision using both eyes together

Braille – Tactile writing system or code using raised dots

Cane - A white stick used to help with getting around safely and signalling the presence of a vision impairment to others

CPD – Career Professional Development

CVI – Cerebral (Brain/ optic nerve) Vision Impairment

CYP – Children and Young People

Degenerative – A condition that gets worse over time

Differentiation - providing different students with different avenues to learning, making adjustments and changes where needed.

Habitation Specialist - Habilitation specialists teach CYP with a vision impairment to move around as safely, efficiently and independently as possible. They may also teach a number of other independence and life skills

ICT- Information Communication Technology

LA – Local Authority

Mild - not severe, light, slight

Mild Vision Impairment – large print user, stable condition

Mobility – training to help develop a range of skills that will make it easier to get around safely, this can include cane training

Moderate – Medium, less severe

Moderate Vision Impairment – Large print user, often with distance vision impairment

Modifications – Changes, adjustments

Monocular vision – Vision using both eyes separately

Moon – An alternative tactile code to Braille

Occluded – obstructed, closed up

Patched – Where one eye is occluded with eye drops or covered with a patch to encourage use and strengthening of the other, generally weaker eye

Peer – equal, of a similar age, need, condition etc.

Pre-Braille skills – tactile and fine motor skills required to learn Braille

Profound – Extreme, intense

Profound Vision Impairment – braille user, tactile learner.

QTVI – Qualified Teacher of children with Vision Impairment – National term for SAT VI

Refractive error - a problem with focusing light accurately onto the retina

SAT VI – Specialist Advisory Teacher for Vision Impairment

SEMH- Social, Emotional and Mental Health

SEN – Special Educational Needs

SENCO- Special Educational Needs Co-ordinator

Severe - Acute, serious

Severe Vision Impairment – Very Large Print user, probably learning Braille/ Pre-Braille skills

SLT – Senior Leadership Team

SMART targets – Specific, Measurable, Achievable, Realistic, Timely targets

Specialist Teaching Team – Specialist Advisory Teachers for Vision impairment

Tactile – Touch

Tactile Diagrams – Raised diagrams that can be read using touch

Unicocular – The use or presence of only one eye.

Voice over/ Voice output – Technology such as screen readers

**Hertfordshire Targeted Services
Offer to SEND
Appendices**





Children's Services

Listening environment checklist HEARING IMPAIRMENT

SCHOOL AGE

Creating a supportive environment for hearing impaired children

A) Listening

Background Noise: the enemy

One big difficulty for hearing aid users is unwanted noise. Most hearing aids amplify all sounds irrespective of whether they are wanted (eg speech) or unwanted background noise eg computers/printers/heater/general 'hubbub')

Schools are inevitably noisy places with lots of people moving around and talking in large echoey rooms. There are, however, a number of things you can do to improve the situation and this will make more comfortable and effective listening conditions for all children in your class, not just the child with a hearing loss.

Making a comfortable and effective environment for listening

There are four main aspects to limiting the noise levels in any room:

1. Reducing reverberation
2. Reducing internal noise
3. Reducing external noise
4. Ensuring speakers are clearly heard by all

1. Reducing reverberation

Reverberation is the reflection of sound off any surface. Hard surfaces tend to reflect rather than absorb sound leading to the persistence of sound rather than its dissipation with excessive reverberation reducing the clarity of speech, especially for hearing aid users.

The most effective single adaptation to reduce the reverberation rate is to fit sound absorbing tiles to completely cover the ceiling. Where carpets and curtains/soft blinds can be fitted, they assist sound absorption and have other benefits such as internal noise reduction (carpets) or reducing glare (curtains/blinds). Cladding walls is not always cost effective if walls are used for display purposes! Putting sheets of paper on soft wallboards or tiles counteracts the sound absorption properties of the material.

2. Reducing internal noise

Excessive noise (ie unwanted sounds) affects the ability of all listeners (especially those with hearing aids / cochlear implant) to pick out the signal of interest. The principal source of internal noise in classrooms is the children! Avoid the temptation to raise your voice level above the noise level. Noise management can be incorporated into a school Behaviour Policy.

Noise Source	Possible Solutions
Scraping chair and table legs	Carpets Rubber tips on chair and table legs Pupils lift rather than drag furniture
Clattering pens and pencils	Pupils manage the noise Request children to use soft pencil cases Table top pencil holders lined inside and on the bottom with felt
Computers and printers	Place behind acoustic screens if practical Can the equipment be switched off? Computers do not always need to be humming away in a corner Don't print during teaching/learning time Buy the quietest printer available
Interactive white board/ projector	Buy the quietest model available Service and maintain all equipment
Fluorescent lighting	Fit noise suppressing strip lights Replace bulbs if buzzing
Heaters	Sit hearing aid user as far away from heater as possible Does the heater need to be on the whole time? Sometimes you can get away with heating the class before school and topping it up at break/lunch Service and maintain heaters to keep noise to minimal levels Fit new, silent heaters
Dripping taps	Turn off! Fit new washers if necessary
Aquarium pumps, hamster wheels, etc	Buy a new, quieter pump Remove the wheel from the hamster cage
Noise from the children	Negotiate a noise control system with your children Agree on signals to indicate what you'd like in terms of noise level, eg: Red circle = complete silence Orange circle = quiet discussion, and Green circle = free discussion

3. Reducing external noise

Controlling or reducing noise sources external to the classroom is extremely difficult. Where possible sit the hearing impaired child away from the source of outside noise.

Sources of external noise include:

Noise Source	Possible Solutions
Noise from neighbouring classes/hall/toilets	Address the question of noise within the whole school through the school behaviour policy Look at timings of assemblies/PE lessons in the hall
Traffic - Road, Rail, Air	Short of rebuilding the school - not much. Double glazing helps.

4. Ensuring speakers are heard by all

Projecting your voice so that it carries throughout the classroom inevitably means raising the level if all pupils are going to hear clearly. The key is to raise your voice just enough and no more.

Using a Soundfield system will give all children the opportunity to hear the teacher's voice at a uniform level of loudness. The benefits of Soundfield systems are already well documented.

Summary

While alleviating the problems of background noise will improve the listening conditions for all children in your class it is particularly important for hearing aid users.

Make a start by using the 'noise audit checklist' to prioritise improvements:

- What can be improved immediately
- What can be improved over the next few weeks
- What can be improved within a year
- Discuss with your SMT at School

B Lip-reading

"Excuse me! I can't see what you're saying"

Most hearing impaired people need to supplement listening with lip reading in order to understand what is being said (many people with 'normal' hearing do this). This can pose a number of challenges in the classroom:

- Getting sight of the teacher's/speaker's face
- People talking in quick succession (eg in group discussions)
- Tasks involving listening (to teacher) and looking (eg at text) simultaneously

Making a comfortable and effective environment for lip reading

1. Seeing the teacher/speaker's face

Try to:

- Get the children's attention before you speak
- Face the hearing impaired child and position yourself at their level (lip reading from the side or below is difficult)
- Make sure your lips are visible (don't talk from behind a book or while writing on the board)
- Make sure your lip patterns are clear ie don't over exaggerate or mumble
- Remain in one position (tracking someone's speech while they walk up and down is difficult)
- Repeat contributions from other children (the hearing impaired child may have missed them)
- Sit with any source of light shining onto your face and not with it coming from behind you (lip reading a silhouette is impossible)
- Maintain a 'normal' rate of speech. Do not slow down or exaggerate lip patterns.

2. Group Discussion

Try to:

- Position group in a semi circle/circle so that all have sight of each other
- Encourage children to request turn in discussion by putting up a hand or finger
- Repeat contributions if hearing impaired child has missed them

3. Simultaneous listening and looking

- Where possible have the speaker and the object/text to be viewed really close together so the lip reader can shift their gaze from one to the other quickly
- Where this is not possible (eg children reading shared text aloud) encourage hearing impaired child to focus on one thing or the other
- Foster confidence in all children to ask for repetition if they think they have not heard something properly