

London Borough of Barnet Local Offer Series

Introduction

This description of ordinarily or normally available educational provision for SEN provides us all with a benchmark / baseline / common set of expectations about what provision should be made for the majority of children and young people with SEN, within the structure for funding schools, early education and post 16 education settings. It will help us to make consistent and fair decisions about when an EHC assessment is made and when an EHC Plan is issued.

Educational provision for children with Special Educational Needs (SEN) that is ordinarily or normally available in Barnet maintained schools and academies

2014

The SEN Code of Practice says that

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.”

In developing Barnet’s response to the new SEN Code of Practice and Part 3 of the Children and Families Act, Head Teachers and SENCOs have frequently said that each maintained school and academy should deliver equivalent provision for SEN. Schools want parents to feel confident that the same level and quality of provision for SEN is available wherever they live in Barnet. The SEN Code also says that

“For the majority of children with SEN, their needs are likely to be best met through the services set out in the Local Offer.”

Normally available provision for children and young people with SENs is available in state funded education settings through core or delegated budgets. Normally available provision is also what should be made available to disabled children through schools' reasonable adjustments. It is what is expected to be provided in all mainstream schools and academies in Barnet. Schools, academies, early education and post-16 providers will be able to refer, on their websites, to this description of normally available provision.

In developing the Local Offer and the description of normally available provision, head teachers and SENCOs told us that it was important that there was an “*equivalence of provision*” across all state funded Barnet education settings. Head teachers and SENCOs said that parents should not experience confusing explanations across Barnet schools and academies, and that what one school provides as a minimum should match what another provides. Local Authority officers agree with this because all schools and academies are funded through the same funding formula. There is a connection between normally available provision and the statutory assessment process.

The SEN Code says:

“A local authority should conduct EHC needs assessments for children when it considers that the special educational provision required to meet the child’s needs cannot reasonably be provided from within the resources normally available to their early education provider or school.”

So, in order to ensure equity and fairness across Barnet, our schools, academies and post 16 settings should have a common view on what is normally available educational provision for children and young people with SENs. Most learners are provided for at the new level of “*SEN Support*” (currently school action and school action plus).

Normally available provision is:

- high quality teaching – noting that every teacher is responsible for responding to the strengths and needs of all pupils (*Teachers’ Standards 2012*)
- structured and graduated responses to meeting individual needs
- delivered through the Assessment, Plan, Do, Review cycle that is set out in the 2014 SEN Code of Practice

We need to know what is normally available so that we can:

- explain this in our Local Offer
- ensure a consistency of SEN provision across mainstream schools and academies in Barnet
- enable parents of children and young people with SEN to know what they can reasonably expect from their local schools
- work with any maintained school or academy that provides any less than the Local offer for its learners, to plan and secure the necessary improvements
- make consistent decisions about when a child may need an EHC Plan because s/he may need provision that is over and above what should be normally available
- make robust and fair funding decisions that are evidence-based and consistent across all maintained schools and academies in Barnet.

The description of normally available provision will:

- provide clarity about what delegated funding for SEN should provide
- enable schools, early education and post 16 settings to plan their internal organization
- contribute to the change in culture and practice across all schools that is expected through the new SEN Code
- help SENCOs in their schools to prepare colleague teachers to reach the level of planning and teaching that is expected of all teachers for all learners
- refocus teaching to teachers and away from a dependency.

Normally Available School Offer (SEN generic)

Assessment, Planning, Monitoring and Review	Teaching Environment and Grouping	People and Resources
<p>The member of staff responsible for special educational needs will organise the assessment and interventions of CYP in the school. This includes advising the leadership team of what is necessary with regard to staff and resources.</p> <p>The school has policies in place which address issues to do with equality of access, SEN and behaviour.</p> <p>The school uses a variety of assessment tools and observations to determine the needs of the CYP.</p> <p>When necessary, the school will liaise with external agencies for assessments of a CYP's needs.</p> <p>A key member of staff will act as a reference point for CYP, staff and families.</p> <p>The school will plan, monitor and evaluate the targets set for the CYP in liaison with outside professionals as appropriate.</p> <p>A planning document describes targets reflecting priority needs and how progress is to be measured or reviewed.</p> <p>CYP and parents are involved in action-planning, target-setting and progress reviews. This will ensure that appropriate</p>	<p>Teachers and other adults working with CYP will be appropriately qualified and experienced. Teachers will be supported to gain skills and knowledge in areas that will improve their teaching and support of CYP with SEN.</p> <p>Typically CYP will have focussed teaching session in the identified areas of learning need either individually, in pairs or small groups on a daily basis.</p> <p>In-class support will be delivered in targeted subject areas or areas of particular need; this might include the playground or lunch hall. The nature of the teaching will depend on the needs of the CYP.</p> <p>Mainstream classrooms have access to individual and small group tuition either within the classroom and/or on a withdrawn basis. Any withdrawn groups will be planned to ensure minimum disruption to the child's inclusion in the classroom.</p> <p>Additional adults may be used to:-</p> <ul style="list-style-type: none"> • refocus the attention of a CYP in a classroom; • facilitate understanding of a task or written text; • reinforce taught concepts in learning activities; • support completion of a written task; • encourage a CYP to ask or answer questions. <p>CYP may have some access to another supportive area during unstructured times of the day, that will be suitably staffed and an appropriate environment.</p> <p>CYP may have access to peer support which is planned, reviewed and developmentally appropriate.</p>	<p>Staff are aware of the needs of CYP through planning documents.</p> <p>Additional adults work under the direction of a teacher and are clear about what is expected of them.</p> <p>Class/ Subject teachers/Departments will plan to implement a CYP's targets into their teaching.</p> <p>There will be differentiation to ensure inclusion and access to the curriculum and a suitable mix of challenge and success across the curriculum to develop the CYP's confidence. Differentiation may include:-</p> <ul style="list-style-type: none"> • Adjustment of pace • Consideration of the order and/or number of activities to maintain attention • Focussed work to ensure subject-specific vocabulary is identified and taught • Strategies to develop organisational skills • Managing equipment and independence skills. <p>Class/subject teachers will support over learning and revision. Support for homework, completing extended coursework and revision (recording task requirements, and completing etc.)</p> <p>There is access to specialist teaching programmes.</p>

<p>decisions are made about what needs to happen next and that progress and successes can be celebrated.</p> <p>Key staff will ensure that CYP understand the targets they are working to achieve.</p> <p>Specialist guidance is available to inform Key Stage Four planning/grouping.</p> <p>Families will have access to impartial advice for Key Stage Five planning.</p> <p>Risk assessments are used as appropriate and in discussion with parents/carers.</p> <p>All staff have high aspirations for CYP.</p> <p>Understanding of the potential issues arising from homework are taken into account and students provided with guidance/support as necessary.</p> <p>Time is allocated for staff to reflect on, discuss and evaluate their practice in relation to students with special educational needs and the rationale that underpins practice, to create a consensus and consistency across the staff team.</p> <p>Staff engage proactively with parents and carers of students and are open and approachable to discuss issues with the CYP's family.</p> <p>Staff are able to monitor and assess for</p>	<p>At KS4 Flexible teaching arrangements may include:</p> <ul style="list-style-type: none"> - Alternative/vocational courses - Timetabling for reduced options to facilitate supported study options - Links with FE colleges - Cross school arrangements may be planned for alternative accreditation in order to deliver full curriculum entitlement. - Support arrangements (on/off site) for Awards and Vocational Courses. - Where work experience takes place, there is increased supervisory/planning support. - Work related learning and college opportunities. <p>Strategies to improve motivation and social communication are embedded in to day to day learning experience</p> <p>Arrangements are planned to extend CYP's participation within the curriculum, develop independent learning and extend self-monitoring.</p> <p>Parents/carers are offered advice on how best to support the young person at home.</p> <p>Any peer support is planned, reviewed and developmentally appropriate.</p> <p>They will have access to targeted programmes to teach social interaction focusing on social understanding, emotional regulation, empathy and self-awareness combined with embedded opportunities to build social relationships naturally as part of the school day e.g. shared interest clubs or activities.</p> <p>Strong, positive relationships are established between staff and students, seeing this as the starting point for mutual</p>	<p>CYP have access to ICT equipment and appropriately structured software.</p> <p>Access to homework club and revision guides.</p> <p>There is equality of access to activities for all students including the extended curriculum and exam concessions, where appropriate.</p> <p>Students are consulted on what to do in their free time (e.g. at break and lunchtimes) both inside and outdoors, and are supported, as appropriate, by the provision of activities, structured play, and opportunities for games and interactions with others.</p> <p>Sensitive marking policies.</p> <p>Support for study skills.</p> <p>Support for homework and arrangements (and to ensure that tasks are clearly recorded).</p> <p>A range of appropriate software/technology can be used to support access to the curriculum.</p> <p>Students are consulted on what to do in their free time (e.g. at break and lunchtimes) both inside and outdoors, and are supported, as appropriate, by the provision of activities and opportunities for games and interactions with others.</p> <p>Learning activities are well organised, structured and planned to promote full access to practical activities.</p>
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<p>access arrangements.</p> <p>Carefully planned targets and programmes recommended by outside professionals and therapists, where staff are trained to deliver these.</p> <p>Special interests, strengths and favourite activities are identified and utilised to motivate and engage students in learning.</p> <p>Analysis of factors likely to exacerbate anxiety/stress for individual students informs systems to address and manage this.</p> <p>An individual provision map/school-based plan/IEP shows all provision.</p>	<p>understanding and support for the CYP's learning and wellbeing.</p> <p>The school will ensure that CYP have access to pastoral support for self-esteem, confidence and anxiety management.</p> <p>Opportunities to develop and foster positive self-esteem e.g. buddying, additional responsibilities.</p> <p>Multi-agency support coordinated through a Common Assessment Framework (CAF) as required</p> <p>Class or subject teachers remain responsible for working with the student on a daily basis.</p> <p>The school will ensure that the physical environment is adapted for the individual learning needs of the population of children attending the school.</p> <p>Reasonable adjustments will be put in place for CYP with a disability and those whose learning needs require environmental adaptations e.g. areas for small group teaching for CYP with auditory processing, or hearing difficulties; zoned areas in classrooms to help manage CYP who have difficulty managing their arousal levels; physical space and seating for pupils with mobility needs.</p>	
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Normally Available School Offer - Cognition and Learning

Assessment, Planning, Monitoring and Review	Teaching Environment and Grouping	People and Resources
<p>Please refer to the Generic section</p>	<p>Teachers develop a range of concrete/visual materials to establish concepts and skills with additional adult support as necessary.</p> <p>CYP will have access to in-class support in targeted subject areas. CYP have access to:-</p> <ul style="list-style-type: none"> • Simplified language reinforced by visual materials and modelling. • Developmentally meaningful visual supports during activities to help students structure and identify stages in a task. • Appropriate methods and materials included in lessons • Differentiated approaches for content, pace, use of language by teacher, approaches to communicate taught concepts, how learning is recorded and generalised. • Catch up programmes where they are underachieving. • Opportunities to follow oral based MFL (Modern Foreign Language) courses. <p>ICT equipment and appropriately structured software to support visual access to the curriculum, develop and support basic skills and promote alternative approaches to recording.</p>	<p>Work is targeted at the needs of the CYP ensuring that it is differentiated to cater for those needs.</p> <p>School staff are trained in the needs of the students they work with.</p> <p>Additional adults supporting learning should be familiar with how the CYP learns and the CYP's individualised targets.</p> <p>Key Stage 4 alternative curriculum arrangements are planned and often supported by work related learning and college based courses.</p>

	<p>CYP have access to strategies to develop and extend listening and attention.</p> <p>They have access to simple everyday assistive devices to aid access to the curriculum (e.g. pencil grips, sloping writing surfaces)</p> <p>CYP will have access to support with homework and extra time for activities.</p> <p>Opportunities to work in a distraction-free environment to assist concentration and learning.</p> <p>CYP have access to curriculum and support groups working with peers of different abilities and access to peers to provide role models for language, communication skills and for co-operative and independent application to task.</p> <p>There is planning to support student participation within the curriculum.</p> <p>There is specialist guidance to inform key Stage Four planning and curriculum.</p>	
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Normally Available School Offer - Autism Spectrum Condition

Assessment, Planning, Monitoring and Review	Teaching Environment and Grouping	People and Resources
<p>Please refer to the Generic Section</p>	<p>Regular sensory audits , which involve students with autism, consider potential sensory challenges and identify how these will be managed in the classroom and larger school environment</p> <p>Low arousal areas are available within the school to support focused learning as required by the student on the autism spectrum.</p> <p>Access to a retreat in school which can be used when the CYP’s emotions have begun to escalate out of control and they require a quiet, calm environment.</p> <p>Guidelines are in place to encourage staff to adopt a calm, empathic approach and to give students with autism time to process and respond to instructions.</p> <p>The effect of external environmental factors is taken into account when analysing students’ behaviour that staff find challenging.</p> <p>CYP will have access to support to develop an understanding of their emotional responses and the regulation of their own feelings.</p> <p>Flexibility of approach is demonstrated by making adjustments to activities, lessons, timetables and their delivery, as necessary, for students with autism.</p> <p>Teachers will encourage CYP to work in a social environment they can access, while providing them with targets to help improve their social interactions.</p>	<p>The curriculum addresses the learning needs of students with autism (including styles of learning and uneven ability profiles) as well as their social, emotional well-being, their communication needs and life skills</p> <p>Personalised visual supports are provided when appropriate to ensure that the sequence of activities during the day is understandable and predictable.</p> <p>Learning activities are well organised, structured and planned and, where possible, advance warning is given of any changes to familiar routines in a way that is meaningful to the student with autism.</p> <p>The process and quality of the learning experience (not just outcomes) is assessed from the perspective of the student with autism and considers the particular demands of whole c/ass/group working.</p> <p>A range of communication strategies is used to facilitate two-way communication.</p>

	<p>Access to social story work as appropriate to facilitate understanding of social situations and reduce potential anxiety.</p> <p>Access to opportunities to develop positive relationships and work cooperatively with peers using a peer support system or Circle of Friends.</p> <p>CYP have some opportunities for support in understanding and developing social relationships with peers and understanding of social situations.</p> <p>Clearly defined spaces/areas for personal equipment and places of safety/withdrawal are identified and available for students with autism as required.</p> <p>There is a named and experienced/ trained member of staff (lead practitioner/SENCO) with general knowledge about autism and specific information about individual CYPs. Good contact is maintained between that person (and other members of staff as necessary) and the Advisory Teacher for the autism spectrum for the school.</p> <p>Training about autism at different levels is provided in-house or accessed through external agencies for all teaching and support staff (including office staff, drivers, escorts, and lunch-time supervisors).</p> <p>Supply staff and new staff are informed about the needs of students with autism through an induction programme ensuring that these staff know where to access immediate support.</p> <p>Access to enhanced supervision and choices of activity at breaks and lunch-times with direct intervention being made in order to avoid negative social experiences.</p>	
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	Access to individual sessions with an adult who can provide reflections about the CYP's behaviour, and consider progress on targets and trouble-shoot any concerns the students has.	
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Normally Available School Offer - Specific Learning Difficulties including Dyslexia (literacy), Dyscalculia (numeracy) and Dyspraxia (motor)

Assessment, Planning, Monitoring and Review	Teaching Environment and Grouping	People and Resources
<p>Please see Generic section</p> <p>In addition, recognised individual reading, spelling, numeracy test</p> <p>A recognised assessment of the underlying cognitive skills (e.g. speed of processing, working memory, phonological awareness)</p> <p>Alternative methods of assessment such as miscue analysis.</p>	<p>Staff are skilled and able to develop the awareness of all specific learning difficulties (SpLD) and support CYP in their understanding of their needs.</p> <p>Teaching Assistants (TAs) skilled in meeting the needs of CYP with SpLD and the use of multi-sensory teaching approaches.</p> <p>We have access to a teacher who has followed a course of training (with appropriate accreditation) with regard to effective practice in the teaching and assessment of CYP with dyslexia. This will enable “hands on” application of knowledge regarding the selection, implementation, monitoring and evaluation of intervention.</p> <p>CYP will have access to individual and small group tuition either within the classroom and/or on a withdrawn basis working to targets. This might include some bespoke timetabled sessions with regular access to a Learning Support Unit (or similar) where appropriate.</p> <p>The school has arrangements to support the use of appropriate approaches/materials to include the use of multi-sensory teaching strategies, such as a focus on phonological awareness, a motor skills programme.</p> <p>The school has a range of developmentally appropriate materials e.g. audio books.</p> <p>CYP will have access to an additional adult who can provide regular support to:</p>	<p>All teachers will be aware of the implications and impact of specific learning difficulties on the way a CYP learns. Teachers adapt curriculum planning and delivery to accommodate to the CYP’s preferred way of learning.</p> <p>CYP will have access to specialist teaching and learning programmes for dyslexia, which are multi-sensory, well-structured with opportunities for repetition and consolidation of skills.</p> <p>Small group and/or individual teaching using structured cumulative materials to develop basic skills.</p> <p>Strategies and support materials to help compensate for weak working memory.</p> <p>Support/strategies/interventions (as required) to ensure:</p> <ul style="list-style-type: none"> • a structured approach to teaching reading & phonics; • a structured approach to teaching spelling ; • acknowledgement of a variety of learning styles within a lesson; • the use of multi-sensory teaching strategies including visual structure; • the employment of various methods of recording encouraged e.g. mind mapping, ICT; • that the CYP’s strengths as well as difficulties are known to all those working with him/her; • access to study skills support (age-appropriate);

	<ul style="list-style-type: none">- Develop attention and listening skills- Support group work linked to learning areas- Support practical work with concrete/visual materials to establish concepts and skills- Support over-learning and revision to support CYP who have difficulty with recording to develop personal organisation in response to timetabling/managing equipment/independence skills. <p>Opportunities for alternative forms of recording which enable CYP to demonstrate knowledge without the requirement for an extended written response.</p> <p>Access to programmes to develop sequencing and organisational skills.</p> <p>Activities to develop fluent handwriting using a structured programme and addressing underlying fine motor skills and/or opportunities to develop word-processing skills.</p> <p>At KS4, a focus on Functional Literacy and Numeracy Skills.</p>	
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Social, Mental and Emotional Health - Normally Available School Offer (in addition to generic offer)

Assessment, Planning, Monitoring and Review	Teaching Environment and Grouping	People and Resources
<p>Please see Generic Section</p> <p>Assessments of strengths and weaknesses of social and emotional development using behavioural checklists to establish a baseline.</p> <p>Recording and tracking of the frequency, intensity and duration of behavioural incidents using e.g. antecedent, behaviour, consequence (ABC); functional analysis.</p> <p>Advice/assessment/analysis of strengths and needs from specialists and outside professionals e.g. Advisory Teacher; CAMHS; Educational Psychologist; Primary/Secondary Project.</p> <p>Clear arrangements in place with local health partners and other organisations for making referrals to CAMHS e.g. the Common Assessment Framework (CAF).</p>	<p>Behaviour Policy reflecting the ethos of the whole school community and part of the induction programme for all members of the community</p> <p>Teaching and learning environment audited frequently and changes made to support positive behaviour and learning e.g. a low stimulus work area; out of class work area/support unit; access to additional support.</p> <p>Access to grouping that enables CYP to work with peers who provide good role models for social interaction and appropriate behaviour.</p> <p>Staff adapt teaching approaches (e.g. cuing CYP with name and individual instruction).</p> <p>CYP are provided with the opportunity to reflect on own behaviour (e.g. use of a self-monitoring diary).</p> <p>Additional opportunities for physical activity.</p> <p>Pastoral support to supplement usual pastoral care arrangements</p> <p>Key worker, teacher or TA to act as a stable reference point.</p> <p>Social, emotional aspects of learning embedded across the curriculum and directly taught through PSHE and in small groups.</p>	<p>Additional targets may be set through a Behaviour Management Plan (BMP) or Pastoral Support Plan (PSP) in consultation with parents/carers, relevant professionals and other agencies.</p> <p>Flexible approach to curriculum delivery to take into account their needs, strengths and preferred ways of learning.</p> <p>Alternative placements for example, college courses, considered for KS4.</p>

Individual counselling and/or therapeutic support from external agencies as appropriate, linking with professionals e.g. CAMHS, Educational Psychologist and external bodies to ensure quality assurance and safe practice.

Bespoke timetabled sessions may include access LSU/behaviour unit; Nurture Group; mentoring; buddying.

Relevant training and CPD is made available at the whole school, individual and specialist level e.g. Attachment Theory; Nurture Principles; response to School Anxiety; awareness of Mental Health and Emotional Wellbeing.

Staff trained in restorative approaches to conflict resolution; solution focused approaches

Staff trained in a BILD accredited approach to positive handling e.g. Team Teach.

Students with Physical Disability (PD) and Complex Medical Needs - Normally Available School Offer (in addition to generic offer)

Assessment, Planning, Monitoring and Review	Teaching Environment and Grouping	People and Resources
<p>Please see Generic Section</p> <p>To initiate and review a health care plan to address the student's needs.</p> <p>Training about PD and medical needs at different levels is provided in-house or accessed through external agencies for all teaching and support staff (including office staff, drivers, escorts, and lunch-time supervisors).</p> <p>All staff including supply staff and new staff are informed about the needs of students with PD and medical needs through an induction programme ensuring that these staff know how to support the needs of PD CYP.</p> <p>Reasonable adjustments and adaptations are made to the curriculum and the school environment.</p> <p>Accessibility plan in place.</p> <p>Training in manual handling, where appropriate.</p>	<p>Teachers will be supported by SENCo to develop strategies for inclusive practice in the classroom. Opportunities and comprehensive resources for motor skill development offered within the school curriculum.</p> <p>Flexibility of approach is demonstrated by making adjustments to activities, lessons (including PE), timetables and their delivery, as necessary.</p> <p>Teaching takes account of physical and medical needs and outcomes are differentiated to allow for a focus on developing their targets.</p> <p>Specific activities to overcome physical difficulties e.g., reducing written work.</p> <p>Clearly defined spaces/areas for personal equipment and places of withdrawal are identified and available for therapies, developmental programmes and / or special arrangements for personal hygiene.</p> <p>Careful consideration given to the position of CYP with PD in the classroom to allow for maximum independence of movement/access to resources and equipment.</p> <p>Pace of teaching takes account of possible fatigues and frustrations experienced by the CYP with PD.</p> <p>Clear procedures are in place to ensure the management of medications.</p>	<p>The curriculum actively promotes positive attitudes to disability.</p> <p>The curriculum addresses learning needs (including styles of learning and uneven ability profiles) as well as their emotional well-being, their communication needs and life skills.</p> <p>There is equality of access to activities, including the extended curriculum, PE, school trips and visits.</p> <p>Strategies to facilitate the CYP's ability to understand and make needs known e.g. visual supports, signing as appropriate.</p> <p>Flexible support in school to include dressing/undressing, toileting needs and medical needs.</p> <p>Alternative ways of recording used across the curriculum including homework.</p> <p>Differentiation techniques widely used to promote full access to practical activities.</p>

Speech, Language & Communication (SLCN) –Normally Available School Offer (in addition to generic offer)

Assessment, Planning, Monitoring and Review	Teaching Environment and Grouping	People and Resources
<p>Please see Generic section</p>	<p>Access to a learning context that facilitates a CYP's' exposure to language and gives consideration to the organisation of space and provision of materials. This includes:</p> <ul style="list-style-type: none"> - learning areas and resources that are clearly defined and labelled with pictures and words. - Space for privacy/quiet areas that can be used for 'down time', smaller group activities and provides a less visually distracting area. - CYP's work displayed and labelled appropriately, including some that invite comments from CYP. - An appropriate range of fiction and non-fiction books. <p>CYP have access to structured opportunities in the classroom to support language development that get the balance right between how much the adults talk and how much pupils talk and which may include:</p> <ul style="list-style-type: none"> - Small group work facilitated by an adult, within the classroom or on a withdrawal basis. - Interactive book reading facilitated by an adult (e.g. asking predictive questions, joining in with repetitions etc.). - Structured opportunities for students to engage in high-quality conversations with peers and adults. - Attempts to actively include all students in small group activities. <p>All staff are aware of the importance of high quality interactions with CYP and use a range of techniques which may include:-</p> <ul style="list-style-type: none"> - Acknowledging the CYP's needs such as getting down to the child's level, pacing language used, 	<p>Advice will be sought from professionals including SALT and Advisory Teacher on interventions or other adjustments that need to be made in the classroom. This may include direct involvement in the school or in the clinic.</p> <p>Access to additional ICT/audio-visual to support learning.</p> <p>A range of strategies can be used:</p> <ul style="list-style-type: none"> - resource production; - social language skills; - support in decoding language; - specific language teaching; - organisational strategies.

	<p>and confirming contributions.</p> <ul style="list-style-type: none"> - Supporting them in developing their language skills such as labelling and using appropriate open-ended questions. - Asking questions which help CYP to think through a response. - Using visual supports to reinforce language including symbols support, visual timetables, talking frames, pictures and props. - Direct language learning such as commenting and extending e.g. telling CYP the next steps in a piece of communication. - Modelling language responses such as scripting. - Encourage and praise non-verbal communication such as good listening skills; - Ensuring that the classroom is an “asking friendly” setting to encourage questions. <p>Targeted support for CYP may address:</p> <ul style="list-style-type: none"> - Specific SLCN such as vocabulary development, narrative skills, comprehension and inference, use of language, sentence structure, the speech sound system, sequencing and active listening skills. - Social use of language skills - Organisational and sequencing skills - Curriculum skills - Social, emotional and behavioural skills related to SLCN 	
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Students with Sensory Impairment - Ordinarily Available School Offer including Pre-school & Early Years Settings

Assessment, Planning, Monitoring and Review	Teaching Environment and Grouping	People and Resources
<p>The following table contains details of the support ordinarily available in schools for children and young people who have a:</p> <ul style="list-style-type: none"> hearing impairment (HI). This includes all conditions that result in a child or young person being unable to hear sounds within the range of frequencies present in normal speech at volumes less than 20dB louder than average. The hearing loss may be temporary or permanent, affect one ear or both and may only affect certain frequencies of sound. In addition the support described is also available to children and young people who have Auditory Neuropathy Spectrum disorder even when there is an absence of hearing loss. visual impairment (VI), which is not correctable by glasses. Visual impairment ranges from mild partial sight to blindness. Visual difficulties take many forms with widely differing implications for a student's education. Some students are born blind; others lose their sight partially or completely as a result of accident or illness. In some cases visual impairment is one aspect of a multiple disability. 		
<p>As detailed in the SEN ordinarily available school offer. Additionally:</p> <p>ensure that staff have opportunities to engage in specialist training in order for them to understand the effects of HI/VI on a child and young person's development, the impact on learning in a classroom, how to manage personal and specialist equipment.</p> <p>Most children with a HI/VI will have been diagnosed at the pre-school stage and will already have accessed some level of support.</p> <p>Any concerns over hearing and/or vision will be discussed between parents and school staff with a view to getting medical advice via school nurse, GP and if necessary referrals to appropriate consultants i.e. audiology and ophthalmologist.</p> <p>The HI/VI Specialist team will liaise fully with</p>	<p>Barnet HI/VI team works closely with the CYP, school staff, parents/carers and all professionals involved to ensure they have full access to the curriculum and school life.</p> <p>Provision of additional support in-class, small group work and individual withdrawn support.</p> <p>Access to a HI/VI 'friendly' class and school environment e.g., optimal seating position, acoustic environment, specialist equipment.</p> <p>Programmes of mobility and independence skills, as required.</p> <p>Access to support approaches to promote social interaction with peers.</p> <p>Support throughout transitions.</p> <p>Access to teaching resources and activities to assist the CYP's learning and acquisition of skills.</p>	<p>School staff should be aware of the CYP's HI/VI and its implications in the school setting. Therefore, the curriculum addresses the learning needs of students with HI/VI as well as their social, emotional, communication and physical skills.</p> <p>Use specific techniques which have been suggested by the Advisory Teachers.</p> <p>Implement a school based programme for supporting the pupil's speech and language development that has been designed by the school's S&LT.</p> <p>Reasonable adjustments to the normal arrangements. These may include:</p> <ul style="list-style-type: none"> Accessibility of printed materials (font size, contrast etc), use subtitles on audio-visual presentations such as educational television programmes. Use of visual/auditory/tactile stimuli Adjust seating plans or reorganise the layout of classrooms or swap the room in which the child's class is taught for one where the environment is

<p>the health services, to interpret medical advice and identify how this may affect a child's HI/VI. They will then advise school staff how best they can support the child.</p> <p>Detailed analysis of the student's strengths and weaknesses in relation to the CYP's HI/VI, curricular skills, social/emotional development and physical skills.</p>	<p>Access to the VI/HI teams to support with maintenance and advice on the use of specialist equipment.</p>	<p>more favourable.</p> <ul style="list-style-type: none"> • Consider purchasing specialist equipment. For VI this may include: large screen monitors, IT resources, dark pens/pencils, dark lined paper/books, magnifiers, large print materials (e.g. books), Braille & tactile resources, sloping boards for writing/reading. For HI this may include: equipment in assemblies and large group meetings such as public address systems or use of the pupil's personal FM radio aid system to ensure the pupil can hear. <p>Consider access arrangements for assessments and exams.</p> <p>Training and advice to school via HI/VI teams on promoting positive attitudes towards deaf/visually impaired people within the school environment and local communities.</p> <p>Support, advice and information to parents on a range of matters including relevant organisations, including parent groups and extra-curricular activities, the choice of approaches, choice of schools during transition between phases of education, information about HI/VI and what it means to them.</p>
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