

Graduated Response to Special Educational Needs in Mainstream Schools

2025



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The Education Authority (EA) is committed to supporting schools and educational settings to help enable the learning that children and young people with special educational needs may experience. The services we provide directly contribute in many ways to educational performance in our schools, impact on the life opportunities of our children and young people and are underpinned by our EA values - openness, respect, reflection, responsibility, excellence and equality.

Our dedicated teams of professionals have a clear vision: **to help and support every child to be the best that they can be**. The goal is to provide excellent education support services to all. The **focus** must always be on the children and young people on whose lives we impact every day. We are **accountable** to them as well as their parents and carers, schools, and the wider community.

*the term schools refers to all mainstream schools and educational settings.

*the term parents refers to all parents/carers and guardians



All children are entitled to an education that is appropriate to their needs, promotes high standards and allows them to fulfil their potential. A high-quality education enables a child to achieve their best, be confident, lead a fulfilling life and make a successful transition to the next stage of their school life or onwards towards adulthood. All schools operate in a well-developed inclusive educational policy environment. This includes policies and strategies to give effect to raised standards, school improvement, tackling underachievement and low achievement, providing for additional needs and special educational needs.

(Draft CoP Schools' Section)

This guidance sets out and reflects a **graduated response**, which nursery, primary and post-primary schools should follow, to address the needs of some of our most vulnerable learners. The vast majority of children and young people with additional needs will have those needs met through the **graduated response** available in their mainstream schools.

It sets out the learning continuum for a range of educational needs and identifies examples of the types of **intervention and support** available through whole school educational provision, with **high quality teaching and learning**, to specialist external provision from EA services. In addition, it outlines the **statutory** duty placed on the Education Authority to monitor and evaluate the effectiveness of special educational provision across the stages of the Code of Practice in line with the **graduated response**.

The EA vision is committed to **providing the right support in the right place at the right time** for all children and young people.

In developing this guidance, consideration has been given to the principles and processes outlined in the “**Special Educational Needs Code of Practice**” (2020, draft version.) This document should be used as a key reference in supporting and developing provision for children and young people identified as having a special educational need.

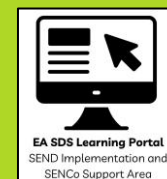


*The arrangements set out in the schools’ section reflect a “**graduated response**” which nursery, primary and post primary schools should follow in order to address a child’s difficulties in learning.*

(Draft CoP Schools’ Section)

Throughout the document there are many links that will take you directly to helpful resources and materials.

*When you have registered and click on this **icon**, you will find the resource in the new **SEND Implementation and SENCo Support area** on the EA SDS Learning Portal.*



The Draft SEN Code of Practice states that...

The continuum of whole school educational provision and special educational provision is delivered through a continuous and systematic cycle of **identification, planning, taking action, monitoring, evaluation and review** by the school to enable all children, including those with SEN, to learn and progress.

(Draft CoP – Schools' Section)

The continuous and systematic processes within each stage reflect a **graduated response** aimed at identifying the special education provision to which a child responds positively resulting in the child making progress and providing for improved outcomes.

(Draft CoP – Schools' Section)

Special educational provision is characterised as the implementation of reasonable adjustments (including normal differentiation), **additional teaching and learning strategies** and approaches and learning support drawing from the school's special educational provision map.

(Draft CoP – Schools' Section)

Note: In addition to the Code of Practice, schools should draw from any EA (or other) guidance provided to assist in the auditing, planning, implementation, and review of special education provision mapping.


What is the Graduated Response?

Most pupils with special educational needs and disabilities will be educated in mainstream settings. The **Graduated Response** is the process schools should employ when **assessing the needs of children and young** people and providing appropriate provision. This provision should reflect increasing intensity as the child/young person moves through the stages of the Code of Practice.

It provides a **continuous cycle** to **identify, plan, action, monitor, evaluate and review** in response to the progress the child/young person makes with their learning.

The graduated response **outlines the steps a school should apply** before taking a decision on the level of provision needed to support a child/young person with special educational needs. This learning continuum **includes whole school and special educational provision**. It describes steps school should take before any decision is made to seek outside agency advice.

With careful planning (**'Special Educational Provision Mapping'**), practitioners can develop effective interventions without specialist expertise.



The views of the child/young person and parents will be considered at each stage in the process.

What is the Graduated Response?

The Graduated approach encompasses an array of strategies which are underpinned by a number of central principles:

- ☒ All children/young people are entitled to high-quality teaching and learning
- ☒ All children/young people can learn and make progress
- ☒ SEN is a whole school responsibility, and all teachers are teachers of SEN
- ☒ A differentiated curriculum is not SEN provision - differentiated learning opportunities should be given to all learners
- ☒ Provision for a child/young person with SEN should match the nature of their needs
- ☒ There should be regular recording of a child's/young person's SEN using the 'Personal Learning Plan' (PLP). The PLP process includes setting expected outcomes, mapping provision and identifying strategies or actions to help the child/young person make progress. School will monitor, evaluate and review the effectiveness/impact of provision and the outcomes achieved for future planning.

The IPAMER Model



At each level of provision, the following 'Identify, Plan, Action, Monitor, Evaluate & Review' (IPAMER) format should be used.

The Cycle of Provision includes:



Identify

When a pupil is experiencing difficulties with learning, the teacher will assess their needs, drawing on observations, professional judgement, formal and informal testing and their experience of the pupil. This will help the teacher **identify** the pupil's priority need(s).

School should always capture the views of both parents and pupils within this process.



Plan

All teachers and support staff who work with a pupil should be made aware of their needs. **Planning** should outline or include the provision that needs to be put in place to help the pupil make progress.



Action

Action which includes high quality teaching and/or planned provision should be implemented to support the pupil in making progress.



Monitor

Within an agreed timeframe, action/provision needs to be **monitored** closely, to establish if effective pupil progress is being made. School should use evidence, observations, data (e.g. ongoing assessments, standardised test results or profiles) to assist with **monitoring**.



Evaluate

School will analyse the impact of the action/provision put in place for the pupil. They will **evaluate** the progress a pupil has made, examine improvement and consider further areas to be addressed.



Review

School should **review**, refine, and revise their decision about the provision required as they gain a richer understanding of the pupil's needs. It is necessary to consider what is most effective in helping the pupil secure good outcomes.

Review decisions should be made in consultation with the pupil and parent.

Whole School Educational Provision (WEP)

A **whole school** approach and ethos to promote inclusive practice is central to the graduated response. Whole school educational provision is at the start of the continuum of educational provision. **All teachers**, using their **professional judgement**, based on **observations, assessments**, and **insight** to the child, should **recognise and respond** to the different abilities, aptitudes, interests, and diverse needs of their pupils through teaching and learning which offers a continuum of support. These general arrangements in a school **recognise that children are individual, learn in different ways** and **at their own individual pace**.



Planning the classroom organisation to accommodate all learners

Using a wide range of strategies, effective differentiation and a variety of learning opportunities

Using alternative teaching approaches and learning strategies

Whole school educational provision will include:

Having effective classroom practice to support the ability range of the children in the class

Providing help within the curriculum framework

High Quality Teaching

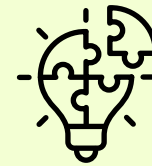
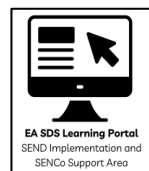
The provision of high-quality teaching is the first step in responding to pupils who have or may have SEN at whole school level.

Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.

Some elements of high-quality teaching include, **setting high expectations**, promoting good **progress** and outcomes, demonstrating **sound subject and curriculum knowledge**, **planning** and **teaching well-structured lessons**, **adapting teaching** to different pupils, making accurate use of **assessment** to check for understanding and **managing behaviour** effectively for a safe learning environment. [Understanding Adaptive Teaching](#)

“Normal differentiation within the curriculum and learning support through educational provision linked to high quality teaching in order to **cater for the different aptitudes and abilities** within the classroom (including reasonable adjustments and learning support) is **not** special educational provision.” (*Draft CoP, Schools’ Section*).

[EA SDS](#) (Graduated Response/WEP/SpEP Folder, Primary/PP)



Manageable

Ensuring all pupils are given tasks that match their level of ability and attainment.



Achievable

Presenting teaching and learning opportunities so that pupils can demonstrate what they know, understand and are able to do.



Motivating

Allowing pupils to achieve success and feel the learning experience has been worthwhile.

Contributory factors which could be affecting a child's learning within whole school educational provision

If a child/young person is not making progress with their learning, a school should consider these contributory factors as not all difficulties that a child/young person may experience are due to them having special educational needs. The **child/young person is likely to be more responsive the earlier that a school identifies and takes steps to address** the contributory factors which may be having an adverse impact on their education and learning. It is often the case that there may be overlapping factors.



Hearing/Vision/
Medication needs/
Disability



Children under specific
circumstances



Under-achievement



Attendance



Peer
Relationships



Family
Circumstances

Reasonable Adjustments

- The reasonable adjustments duty is owed to all disabled pupils, affects all policies, procedures, and practices. It involves **timely discussions** with parents and pupils, **gathering information** where appropriate from the EA and/or HSCT.
- Reasonable adjustments are the actions that a school takes in order to **avoid** putting a pupil (or prospective pupil) with a disability at a **substantial disadvantage** compared to other pupils.
- It should be noted that there is no uniform definition of what reasonable means, this will depend on the context of the individual school setting as well as the needs of the child with a disability.

(Draft CoP Schools' Section)

Where do reasonable adjustments apply?

- | | |
|-------------------------|------------------------------------|
| • Teaching and learning | • School clubs and activities |
| • The curriculum | • Homework |
| • Class organisation | • Assessment and exam arrangements |
| • Break and lunchtime | • Timetabling |
| • School policies | • School trips |
| • School uniform | |

...the whole life of the school



The requirement to make reasonable adjustments applies whether or not a child also has an associated SEN.

The requirement is both anticipatory and reactive. Many children with SEN will have a disability but not all children with a disability have SEN.

(Draft CoP, Schools' Section)



Making Reasonable Adjustments in School

Sometimes support is about making '*reasonable adjustments*' and **doing things a bit differently**. It can include having a safe place/quiet room where the child can go, carefully choosing where a child sits in the classroom, extra help or specialist equipment.



Schools and the EA should take account of the guidance provided in the Equality Commission's Disability Discrimination Code (3:12).

[Disability Discrimination Code of Practice for Schools](#)

Accessibility Planning

Under SENDO, 2005 Supplement (education-ni.gov.uk) [Supplement to the Code of Practice](#), an accessibility plan is required by a school to show how the Board of Governors promote and plan to improve the extent to which disabled pupils can access education across the following three areas:

[Accessibility Planning Guidance Booklet](#)

[Accessibility Planning Leaflet](#)

[Accessibility Planning Easy Read](#)



The physical environment

Anticipatory duty to increase accessibility of the school premises, lighting and paint schemes to help visually impaired children, lifts and ramps to help physically impaired children, carpeting and acoustic tiling for classrooms to help hearing impaired pupils.



Access to information

Information normally provided in writing (such as handouts, timetables and textbooks) can be made more accessible by providing this: in Braille, in large print, on audio format, as a signs and symbol system.



The curriculum

Adjustments that would help children with disabilities have better access to the curriculum might include changes to teaching and learning arrangements, classroom organisation, timetabling, support from other pupils, and the school curriculum.

Sometimes when a child or young person is identified as needing support, the first step a school may take is to draw up a **Record of Concern**. This document outlines the areas of difficulty the child/young person is experiencing and addresses how the school intends to implement support for the child/young person. This process includes discussion with the child/young person and their parents. After an agreed timescale, progress will be reviewed, and a decision made whether to place the child/young person on the school's SEN register.

- [Record of Concern Template](#)
- ["Where there is a concern" Flowchart and Checklist](#)



Definition of SEN

The Education Order (Northern Ireland) 1996 defines the meaning of **special educational needs** and **special educational provision**.

*A child has a **learning difficulty** if they:*

*(a) have a **significantly greater difficulty in learning** than the majority of children their age, and/or*

*(b) Have a **disability which either prevents or hinders** them from making use of everyday educational facilities of a kind generally provided for children of their age in ordinary schools.*

A child has special educational needs if he has a learning difficulty which calls for special educational provision to be made for him.

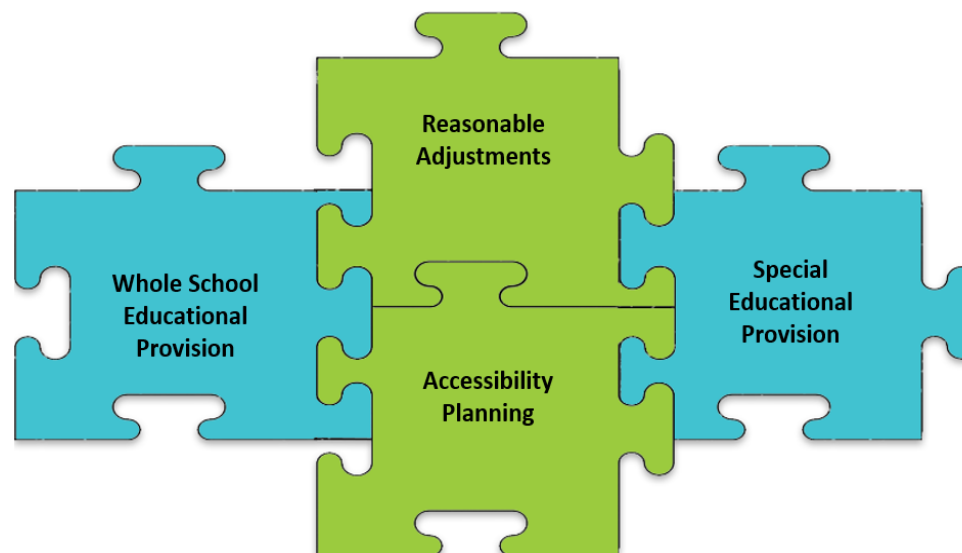


Special Educational Provision

Within the SEN Framework, whilst recognising the existence of a medical condition, disability, or development delay, it is the child/young person's **learning difficulty which calls for special educational provision to be made** and the child/young person's response to that provision which is key.

Special educational provision means educational provision, which is **additional to, or otherwise different** from, the educational provision made generally for other children of the same age in mainstream schools.

Special educational provision is characterised as the **implementation of reasonable adjustments** (including normal differentiation), **additional teaching**, learning **strategies**/approaches and learning support drawing from the school's special educational provision map.



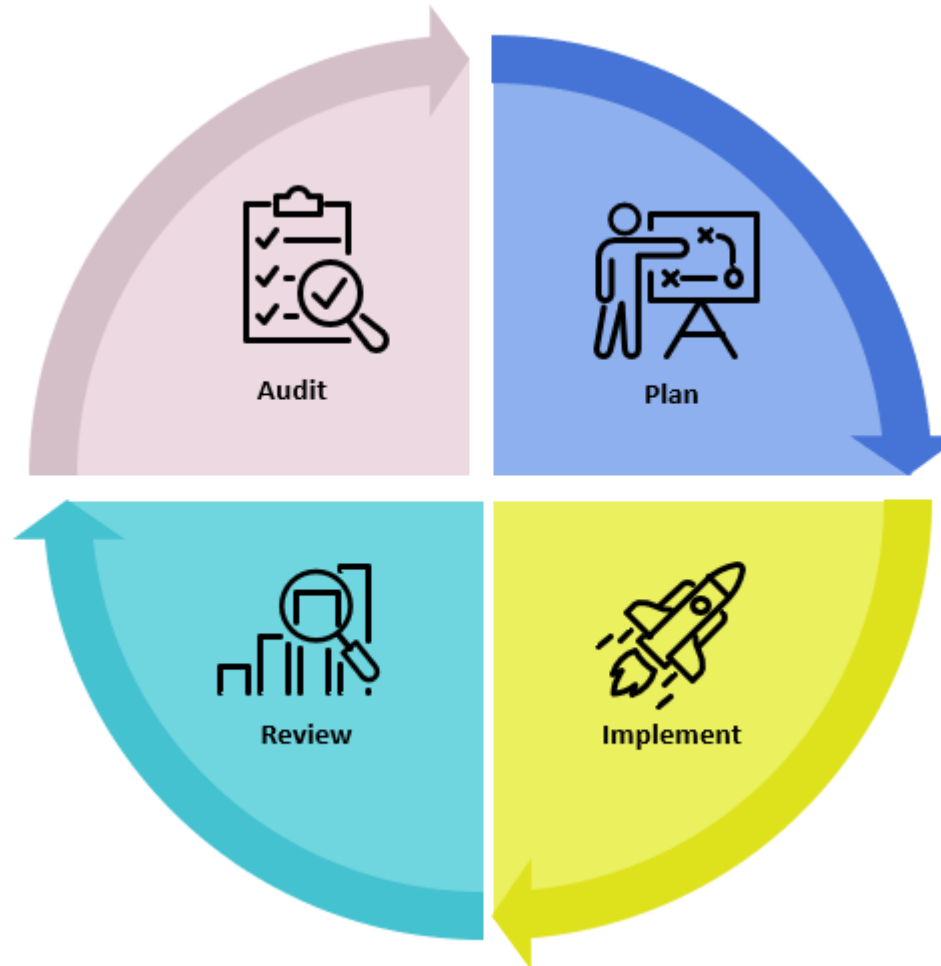
The school's map of its special educational provision under each of the five overarching SEN Categories is a key resource for a school to draw from in determining the appropriate special educational provision for a child.

(Draft CoP: Schools' Section)

Special Educational Provision (Provision Mapping)

Information within the special educational provision map should:

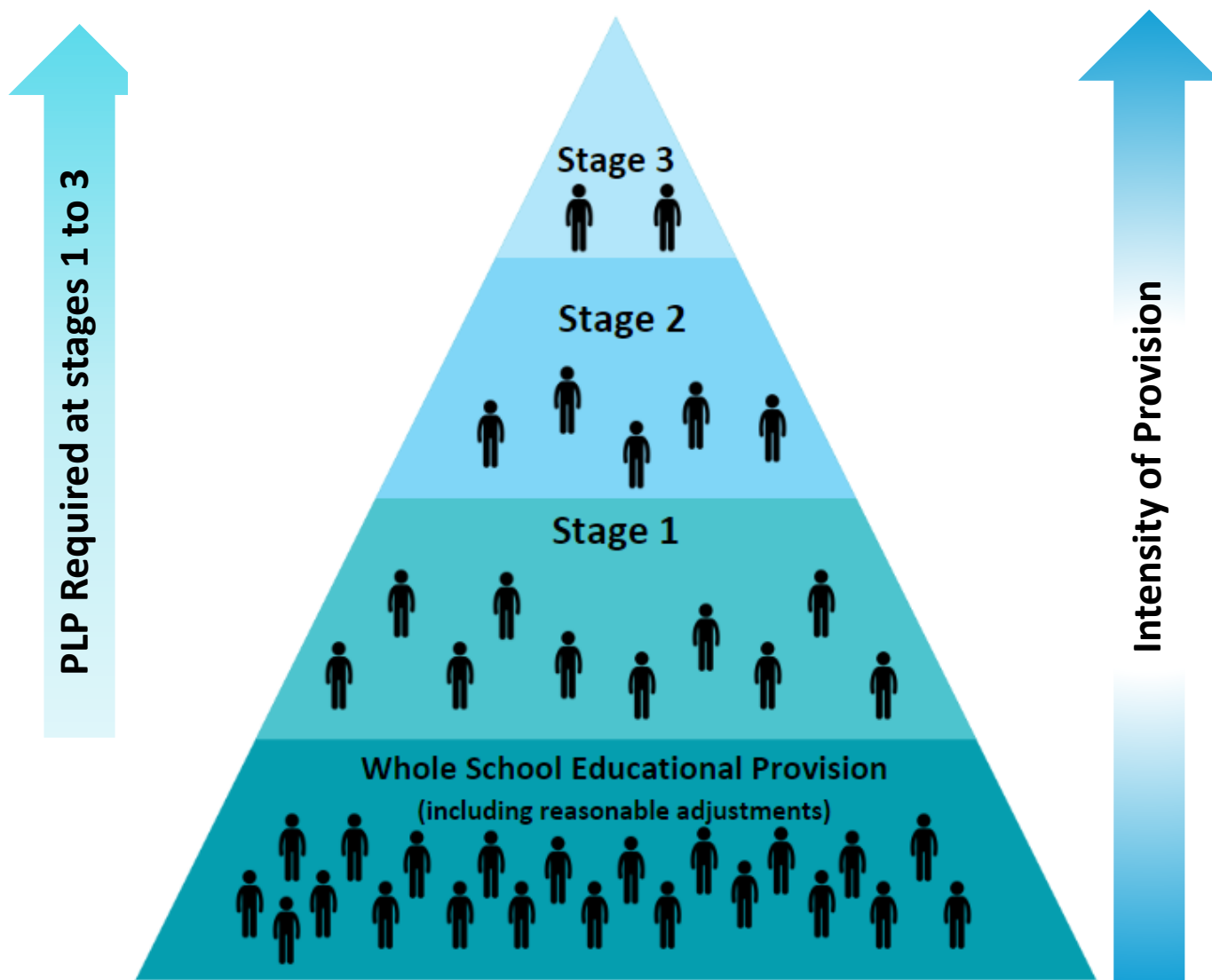
- Be accurately recorded to document the SEN support that has been provided by the school
- Evidence the impact the provision has made
- Be disseminated throughout the school to promote whole school ownership
- Be updated at least annually, to reflect good practice and the changing needs of children/young people
- **Map the types of special educational provision delivered to support each of the three stages of the Code of Practice**
- Be developed based on the five overarching SEN Categories as set out in DE guidance 2019 [SEN and Medical Categories](#)
 - Cognition and Learning
 - Social, Behavioural, Emotional and Wellbeing
 - Speech, Language and Communication Needs
 - Sensory
 - Physical Needs



For additional resources and information on Provision Mapping see link below:

[SEND Implementation and SENCo Support Provision Mapping folder](#)

Graduated Response Model of Provision



KEY:

SpEP - Special Educational Provision

WEP - Whole School Educational Provision

NB: It is recognised that for some children the complexity of their needs will be clear from the outset and swift action will be required, moving immediately to requesting external provision or a statutory assessment; this will in most cases be the professional judgement of the school who have the day-to-day contact. *(Schools' Section Draft CoP)*

Personal Learning Plan (PLP)

The PLP sets out a programme of special educational provision for every child identified as having SEN and for whom special educational provision is required. A PLP describes what difficulties a child/young person is having and what the school is doing to meet their needs.



The PLP includes:

- ☒ Expected outcomes set for, or in collaboration with the child/young person
- ☒ Relevant school assessment information about the child (if appropriate)
- ☒ Teaching strategies and resources to be used
- ☒ Monitoring and review arrangements
- ☒ The special educational provision to be put in place
- ☒ Progress made by the child/young person because of the special educational provision
- ☒ Views of the child/young person and parent
- ☒
 - [Personal Learning Plan | CCEA](#)
 - [Draft SEN Code of Practice](#)

- [PLP Easy Read](#)
- [Parent/Carer leaflet](#)
- [Young Person Leaflet](#)

Stages of Special Educational Provision

Stage 1

School Delivered Provision

Following discussion with the parent, or child/ young person, the teacher, working with the Learning Support Co-ordinator (LSC), has identified that it is necessary for the school to make special educational provision for the child/young person.

[DE Flowcharts and Checklists](#)

Within the graduated response to addressing a child/young person's SEN, in the majority of cases, progress will be made through Stage 1.

Stage 2

School delivered special educational provision plus external provision

The child/young person will move to stage 2 once any external special educational provision is being implemented.

At stage 2, there will be close involvement between the EA/Health and the school. The school will continue to make full use of the range of strategies and provision within the school's special educational provision map supplemented by EA and or Health in order to achieve progress.

[DE Flowcharts and Checklists](#)

Stage 2 includes the statutory assessment process by EA.

While the EA is considering whether to carry out a statutory assessment and, if this is deemed appropriate, throughout the statutory assessment process, the school should continue to implement, monitor and review the child's PLP.

Stage 3

Statement of Special Educational Needs

The child/young person will move to stage three once a statement of Special Educational Needs is in place. Stage three includes school and EA delivered special educational provision plus any relevant treatment or service identified by an HSC Trust.

[DE Flowcharts and Checklists](#)

The school retains responsibility for the day-to-day learning of the child, sharing responsibility with the EA and, where appropriate, the HSC Trust. The child will continue at stage 3 and receive support until such time as the EA determines that it is appropriate to cease to maintain the statement... Should the EA determine the child no longer requires a statement, the child will revert to either stage 2 or stage 1 on the direction of the EA (Schools' Section Draft CoP).

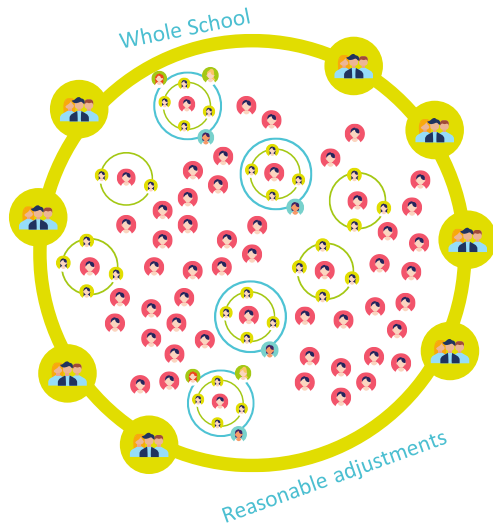
What happens at each stage?

	Stage 1	Stage 2	Stage 3
Identify	<ul style="list-style-type: none"> The child/young person is identified as needing placed on the school's SEN register. The child/young person and parents are included in this decision The appropriate overarching SEN category/ies are identified and recorded by the school 	<ul style="list-style-type: none"> The child/young person is now placed at stage 2 on the school's SEN register Any additional SEN category/ies identified are recorded by the school 	<ul style="list-style-type: none"> The child/young person is now placed at stage 3 on the school's SEN register Any additional SEN category/ies identified on the child/young person's statement are now recorded by the school
Plan	<ul style="list-style-type: none"> A PLP is prepared to reflect the SEN category (or categories) The school use their special educational provision map to draw upon appropriate provision The school creates PLP expected outcomes and employs strategies to support the child/young person 	<ul style="list-style-type: none"> The PLP is updated to reflect that the child is now at stage 2 and should document the external provision being put in place to supplement school delivered special educational provision The school in conjunction with the external service creates new PLP expected outcomes and employs strategies to support the child/young person 	<ul style="list-style-type: none"> The PLP is updated to record that the child is now at stage 3 and to reflect the content of the statement in the setting of expected outcomes based on the objectives of special educational provision The nature and extent of the EA's provision, including any relevant service/treatment the HSC Trust are to provide, and any additional school provision or modifications to the curriculum, as itemised in the statement are included in the PLP The school taking account of the statement objectives will plan for the inclusion of the additional provision offered from EA/Health School will then create new PLP outcomes and employ strategies to support the child/young person
Action	<ul style="list-style-type: none"> All those involved in providing for the child will implement the actions as agreed in the PLP 	<ul style="list-style-type: none"> All those involved in providing for the child will implement the actions as agreed in the PLP 	<ul style="list-style-type: none"> All those involved in providing for the child will implement the actions as agreed in the PLP

What happens at each stage?

	Stage 1	Stage 2	Stage 3
Monitor/ Evaluate	<ul style="list-style-type: none"> The planned actions will be monitored and reviewed at regular intervals 	<ul style="list-style-type: none"> The planned actions will continue to be monitored and reviewed at regular intervals by both school and EA/HSCT 	<ul style="list-style-type: none"> The planned actions will continue to be monitored and reviewed at regular intervals by both school and EA/HSCT
Review	<ul style="list-style-type: none"> The PLP review should provide information as to whether the pupil has achieved the expected outcomes, the implemented strategies were relevant and/or appropriate, and the provision made was effective Discuss and decide appropriate CoP stage and impact of provision In the event of the child not making progress despite the full application of the range of strategies and approaches in the school's special educational provision map, consideration may be given to making a request for external provision. The PLP should contain the core information/evidence of the school's actions to inform a request 	<ul style="list-style-type: none"> The PLP review should provide information as to whether the pupil has achieved the expected outcomes, the implemented strategies were relevant and/or appropriate, and the provision (school based & external) made was effective Discuss and decide appropriate CoP stage and impact of provision Many pupils will make progress through the delivery of stage 2 provision and following a period of support will no longer need external provision In the event of the child not making progress, despite accessing external support, consideration may be given to making a request for statutory assessment 	<ul style="list-style-type: none"> The PLP review should provide information as to whether the pupil has achieved the expected outcomes, the implemented strategies were relevant and/or appropriate The review will consider if the provision provided by school and EA are effective in meeting the needs of the child/young person The review of the PLP will also form the key basis of the educational information to support the annual review of the statement

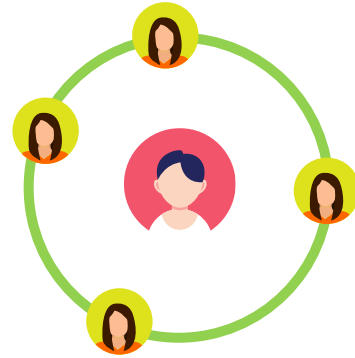
The Graduated Response – A Continuum of Support



Whole School Educational Provision

includes common strategies, approaches, differentiated/adaptive teaching, and learning support which help all children to access the curriculum. The majority of children/young people's educational needs are met through whole school educational provision.

Stage 1



Stage 1 Special Educational Provision

At this stage of the Code of Practice, special educational provision is made by the school. The child or young person will require a PLP. The majority of children and young people with SEN will have their educational needs met through this stage of provision.

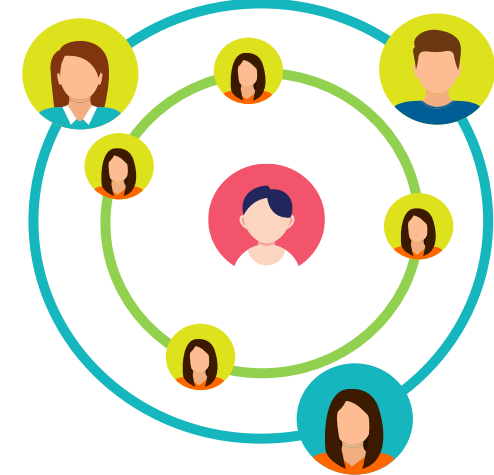
Stage 2



Stage 2 Special Educational Provision

At this stage of the Code of Practice, special educational provision is made by the school plus external provision from e.g. the EA or an HSCT. The child or young person will require a PLP. Responsibility for teaching and learning lies with the school plus external provision from the EA. A smaller number of children and young people will need this provision.

Stage 3



Stage 3 Statement of Special Educational Needs

At this stage of the Code of Practice, special educational provision is made by the school, EA plus any relevant treatment or service identified by a HSCT. The child or young person will require a PLP. School will put in place reasonable adjustments, school delivered special educational provision plus EA provision as set out in a statement. A smaller number of children and young people will need this provision.

* A child/young person's views and parent views are required at all stages.

SEN Categories

This section is divided into the five overarching SEN categories. It can be read and used as a 'standalone' guidance document for schools.

When reading the indicators of need and descriptors of provision for each overarching SEN category it is important to bear in mind that a child or young person may display some or all the difficulties described and may have a range of needs across the categories.

The indicators of need and descriptors of provision are **examples** and are **not** an exhaustive or prescriptive list.



Cognition and Learning

The Graduated Response



Children and young people across a range of ability can experience cognition and learning needs for a variety of reasons. They are likely to be learning at a slower rate than other children of the same age. They may struggle to process information quickly and remember new concepts, and their performance may vary day to day. Some children/young people may have difficulties with all parts of the curriculum, whereas others may struggle more with certain areas i.e. literacy or numeracy. Others experience difficulties which are not as easily measured, such as difficulties with personal organisation, and retaining verbal and visual information over the short term. If learning needs are unmet, this is likely to lead to frustration, low confidence/self-esteem, and social, emotional, and behavioural difficulties.



Moderate Learning Difficulties (MLD)

Children/young people with moderate learning difficulties will learn at a slower pace and have greater difficulty than their peers in all academic aspects of the curriculum. They will have difficulty in acquiring basic literacy and numeracy skills and in many cases will have speech and language difficulties associated with intellectual delay. A few may also have low self-esteem, low levels of concentration, underdeveloped social skills and have social, emotional, and mental health needs and/or a physical disability that affect their learning abilities.

A child or young person with moderate learning difficulties **may** have difficulties with:

- Memory Skills
- Reasoning Skills
- Organisational Skills (including spoken and written language, task completion)
- Sequencing
- Problem Solving
- Concepts
- Motor Skills (fine and gross)

Children and young people across a range of ability can experience cognition and learning needs for a variety of reasons. They are likely to be learning at a slower rate than other children of the same age. They may struggle to process information quickly and remember new concepts, and their performance may vary day to day. Some children/young people may have difficulties with all parts of the curriculum, whereas others may struggle more with certain areas i.e. literacy or numeracy. Others experience difficulties which are not as easily measured, such as difficulties with personal organisation, and retaining verbal and visual information over the short term. If learning needs are unmet, this is likely to lead to frustration, low confidence/self-esteem, and social, emotional, and behavioural difficulties.



Specific Learning Difficulty (SpLD)

The term 'specific learning difficulties' encompasses a range of conditions such as dyslexia, dyscalculia, and developmental coordination disorder (also known as dyspraxia). Some children or young people may have very marked difficulties in reading, writing, spelling and/or with number, which are not typical of their cognitive and verbal ability, and which subsequently may impact on their performance in other areas of the curriculum. They may quickly gain skills in some subjects and demonstrate a higher level or ability orally, which does not correspond to the difficulty they experience in gaining literacy or numeracy skills.

Children and young people across a range of ability can experience cognition and learning needs for a variety of reasons. They are likely to be learning at a slower rate than other children of the same age. They may struggle to process information quickly and remember new concepts, and their performance may vary day to day. Some children/young people may have difficulties with all parts of the curriculum, whereas others may struggle more with certain areas i.e. literacy or numeracy. Others experience difficulties which are not as easily measured, such as difficulties with personal organisation, and retaining verbal and visual information over the short term. If learning needs are unmet, this is likely to lead to frustration, low confidence/self-esteem, and social, emotional, and behavioural difficulties.



Severe Learning Difficulties (SLD)

Children/young people with severe learning difficulties have significant intellectual or cognitive impairments and will require a higher level of support than their age-related peers in all areas of the curriculum and in most activities throughout the school day. They may also have difficulties with mobility, co-ordination, communication, and perception. They will require experiential learning to develop their self-help, independence, and social skills. Children/young people with SLD will require support to further their independence and will require provision that is additional to or different from their peers.

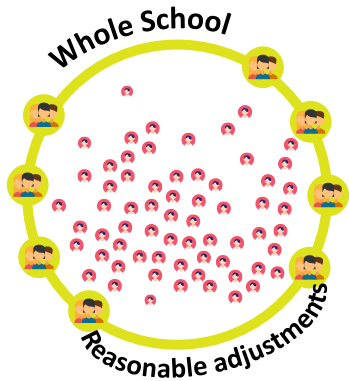
Children and young people across a range of ability can experience cognition and learning needs for a variety of reasons. They are likely to be learning at a slower rate than other children of the same age. They may struggle to process information quickly and remember new concepts, and their performance may vary day to day. Some children/young people may have difficulties with all parts of the curriculum, whereas others may struggle more with certain areas i.e. literacy or numeracy. Others experience difficulties which are not as easily measured, such as difficulties with personal organisation, and retaining verbal and visual information over the short term. If learning needs are unmet, this is likely to lead to frustration, low confidence/self-esteem, and social, emotional, and behavioural difficulties.



Profound and Multiple Learning Difficulties (PMLD)

Children/young people with profound and multiple learning difficulties have significant and complex learning needs. In addition to severe learning difficulties, they will have significant SEN in at least two or three other areas e.g. physical disability/sensory impairment, and medical condition(s). They will require a high level of adult support, for both their educational and personal care needs. Children/young people with PMLD may also have mobility and co-ordination difficulties, sensory difficulties, communication difficulties and challenging behaviours.

Identify



A child or young person may be identified as having difficulties with cognition and learning when they are working below age related expectations.

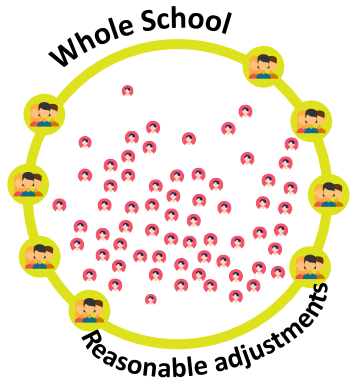
These difficulties may be with developing language, literacy, and numeracy skills.



They may also have difficulties in the following areas:

- Memory and reasoning skills
- Organisational skills
- Receptive and expressive language
- Processing difficulties
- Following instructions
- Word finding difficulties
- Sequencing
- Number
- Phonological awareness
- Fine and gross motor skills
- Keeping up with the pace of lessons
- Comprehension at word and sentence level

Identify



A child or young person may be identified as having difficulties with cognition and learning when they are working below age related expectations.

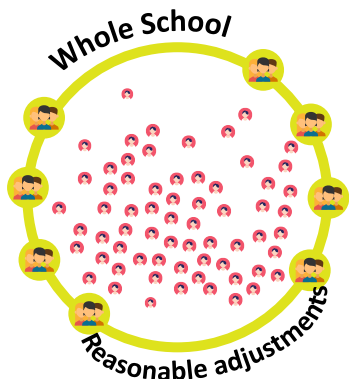
These difficulties may be with developing language, literacy, and numeracy skills.



The child or young person's difficulties may lead to:

- Low self-esteem
- Social difficulties
- Emotional difficulties
- Below expected performance in standardised and non-standardised tests
- Frustration
- Issues with concentration
- Issues with attendance
- Difficulties accessing the curriculum
- Difficulty working independently in a busy classroom environment

Plan & Action



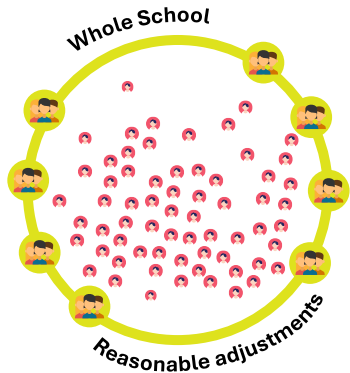
The first response to a child or young person not making expected progress should be high quality teaching targeted at their area(s) of need including consideration/implementation of reasonable adjustments in the learning environment.

Schools are encouraged to avail of the professional learning opportunities and advice and guidance which is freely available through the EA's Local IMPACT Teams. School leadership may wish to review the topics on offer and plan to formalise specific areas within their school development planning. A whole school and inclusion focussed approach to professional learning is an essential prerequisite for effective support for pupils experiencing learning difficulties.

Plans and Actions may incorporate:

- Whole school provision mapping to ensure continuity and consistency in learning
- Development of inclusion friendly classrooms
- Use of assessment for learning to identify appropriate starting points
- New learning planned in small steps, following a clear and developmental process over a set time frame
- Completing a [Record of Concern Template](#)
- Providing time to overlearn and practice new skills with opportunities to develop independence
- Concrete, pictorial, and abstract materials, made available and embedded within a differentiated curriculum
- Planning of homework/independent tasks which are differentiated to present an equal level of challenge for all
- Tasks which are carefully explained, modelled, and scaffolded
- Consistent use of language, routines, and rules throughout the year groups
- Use of strategies and reasonable adjustments described in the EA's [Literacy Inclusion Toolkit](#).

Plan & Action

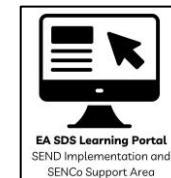


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. Plans and Actions may incorporate:

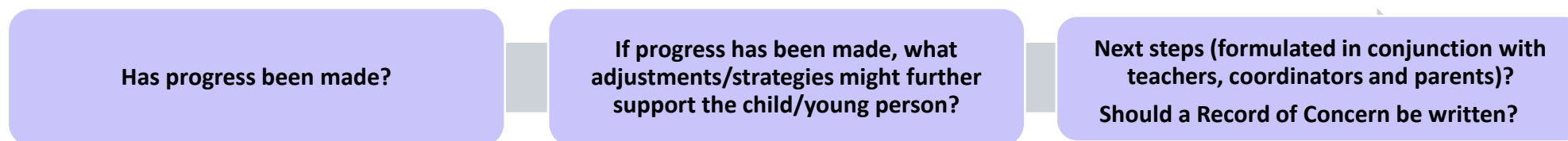
- Whole school training targeting identified areas for staff development sourced from [EA's CYPs Training Programme](#) or other online support resources from the EA's Local IMPACT Teams
- Development of high-quality policies for literacy, numeracy, and assistive technology etc.
- Seeking the views of child/young person and parent, and incorporating them into planning where appropriate
- Using appropriate pace, specific resources, and key questioning to maximise learning within the classroom
- Consideration of class groupings and positioning of pupils in the room
- Provision of a range of resources to help scaffold and support learning (e.g. word banks, number lines, writing frames, and use of assistive technology)
- Tasks which are carefully explained, modelled, and scaffolded
- Use of clear and simple explanations
- Planning of curriculum activities to ensure they are as multi-sensory as possible
- Strategies as suggested for cognition and learning described in the [EA SDS](#).



Monitor, Evaluate and Review

Teacher monitoring including observations, assessments, evidence gathered and professional judgment along with the views of the child/young person and their parent(s) will all be taken into consideration when evaluating the impact of the whole school educational provision as part of ongoing assessment within a designated timeframe in school.

The review should consider:



Progress is evaluated through an ongoing cycle of **Identify, Plan, Action, Monitor, Evaluate and Review**. Participation of school staff, child/young person and parent(s) should be included in the 6-part cycle

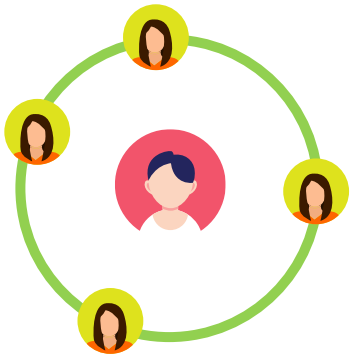
School staff should provide regular, time-framed reviews in order that child/young person, parents/carers/guardians, and medical/allied health practitioners (if required) can discuss learning and agree appropriate provision. This may form part of the school's ongoing monitoring, evaluating, and reviewing processes.

Seeking the perspectives of all involved, answering these key questions will help determine future planning.

Please also refer to the Department of Education: [Flowcharts and Checklists](#) to help with this process.

Special Educational Provision - Stage 1 - Cognition and Learning

Identify (Please also see [whole school](#))



Despite whole school educational provision and reasonable adjustments being made, the progress in learning for the child or young person is at a slower rate.

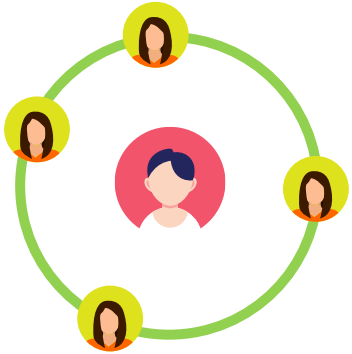
The child/young person is identified as needing provision, which is **additional to, or otherwise different from**, their peers. They are placed on the school's SEN register at stage 1, in consultation with parents. A Personal Learning Plan (PLP) will be implemented for the child/young person.

The school will use their **provision map** to identify stage 1 strategies/provisions that are available to help the child/young person.

Additional indicators of need at stage 1 may include ongoing difficulties with:

- Memory and reasoning skills
- Low levels of visual and/or auditory short-term memory
- Difficulties with storage and retrieval of information from long-term memory
- Processing, organising, and coordinating spoken and written language
- Understanding ideas, concepts, and experiences when information cannot be gained through first hand sensory or physical experiences
- A lack of progress even when differentiated teaching approaches are targeted at the area of weakness
- Performance levels i.e. they are below the level within which most children/young people are expected to work or continue to be below expected levels within the Northern Ireland Curriculum.

Identify (Please also see [whole school](#))



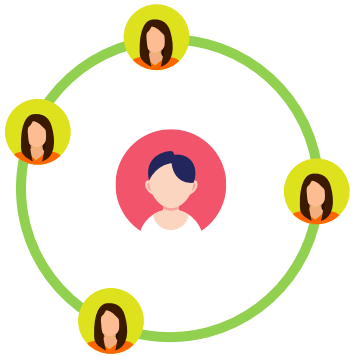
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The school will use their **provision map** to identify stage 1 strategies/provisions that are available to help the child/young person.

- Fine and gross motor competencies, which significantly impair access to the curriculum
- Ongoing executive function issues such as difficulty in sequencing and organising the steps needed to complete tasks in an independent manner
- The child/young person's approach to learning is restricting access to the curriculum e.g. they can be demotivated, disorganised, lacking focus and seemingly unable to work independently
- Low attainment of underlying skills which are beginning to interfere with their ability to make appropriate progress e.g. skills in speech and language, literacy, and numeracy
- Linking new learning to other areas i.e. difficulty in applying 'known' phoneme/grapheme correspondences to read unfamiliar words.

Identify (Please also see [whole school](#))



Some of the videos and information opposite will help with identifying and understanding cognition and learning type difficulties that may affect children and young people.

Please note, the following referenced links and websites may contain pop-ups and marketing materials. The EA cannot guarantee the security of these sites, the operation of the links or that they will be virus-free. Readers should use these links at their own discretion.

What might I see in a child who has dyscalculia?

- [Dyscalculia \(British Dyslexia Association\)](#)
- [How to spot dyscalculia \(Childmind website\)](#)

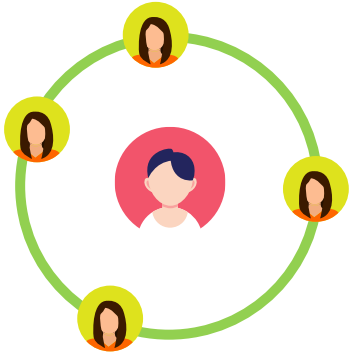
What might you see in a child/young person with Dyspraxia?

- [Symptoms of Dyspraxia \(NHS\)](#)
- [Childhood Dyspraxia – James Story \(NHS\)](#) – You Tube Clip

How might learning difficulties affect a child/young person?

- [Piaget's Theory of Cognitive Development – You Tube clip](#)
- [What is a learning disability?](#) – You tube clip
- [Signs of MLD](#) – (Twinkl)
- [Insights into Severe Learning Disabilities](#) (Leaf Care)
- [About profound and multiple learning disabilities](#) – (Mencap)

Plan & Action (Please also see [whole school](#))



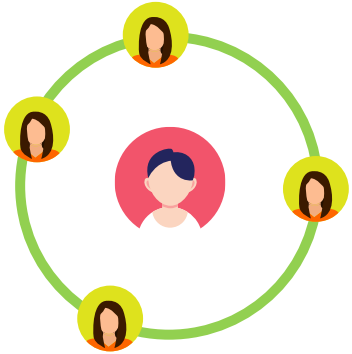
A PLP is prepared to reflect the SEN category (or categories), outcomes are written to include provision and strategies to support the child/young person at stage 1 of the CoP.

In addition to the whole school approach, stage 1 strategies and provision(s) may include:

- Use of diagnostic assessments to identify a baseline position to support the gaps in learning
- Teachers liaising and planning with school's LSC to agree specific outcomes as outlined on the PLP linked to the child/young person's need/s, and supported by stage one provision as outlined in the school's provision map
- Increased communication with child/young person and parents to allow for ongoing review of learning and support learning outcomes to be worked on at home
- Small group and/or individual teaching using structured, cumulative programmes/approaches to develop learning
- Class basic skills with opportunities for over learning and revision using the Repeat, Revisit, Revise strategy
- Ensuring learning is structured with carefully planned links to prior learning and real-world situations
- Use of practical materials, e.g. Numicon/Base Ten learning aids to help understanding of number.

Special Educational Provision - Stage 1 - Cognition and Learning

Plan & Action (Please also see [whole school](#))

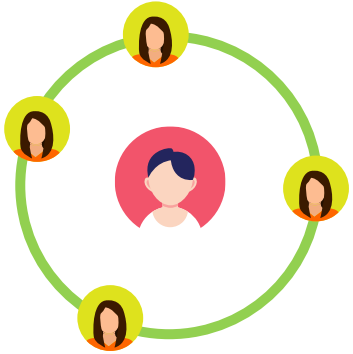


A PLP is prepared to reflect the SEN category (or categories), outcomes are written to include provision and strategies to support the child/young person at stage 1 of the CoP.



- Use of the EA's Literacy teams support portal and resource site to support learning requested via [Information for schools](#)
- The Implementation of a working memory programme to improve short-term memory
- Delivery of a phonological awareness programme for individual or small group teaching to help understanding of reading skills such as grapheme (letter), phoneme (sound), and to build recall of the phoneme/grapheme correspondences - while practising essential skills such as blending and segmenting of sounds to support reading and spelling
- Delivery of a high frequency word recognition and structured reading programme using continuous assessment and showing progression.

Plan & Action (Please also see [whole school](#))



A PLP is prepared to reflect the SEN category (or categories), outcomes are written to include provision and strategies to support the child/young person at stage 1 of the CoP.

- Increased use of technology to help support learning and recording. Use of programmes such as: Read and Write from Text Help, Clicker, Microsoft office 365 Learning Tools etc. Use of text-to-speech tools, immersive reader, spell checkers and word prediction tools
- Clear and simple instructions, broken down and given one at a time, with thinking time provided and staff checking for understanding
- Demonstrating understanding of days of the week, months of the year, time, money, shape
- Use of information and learning resources available on the EA Local IMPACT Team's [Annual Plan of Arrangements](#) for Literacy, Moderate Learning Difficulties and Severe Learning Difficulties
- For further strategies to support the child/young person with **Moderate Learning Difficulties** please click link: [EA SDS \(MLD Document\)](#)
- For further strategies to support the child/young person with **Specific Literacy Difficulties** please click link: [EA SDS \(SpLD Document\)](#).

Special Educational Provision - Stage 1 - Cognition and Learning

Monitor, Evaluate and Review

Some children/young people may require extra intervention and approaches additional to those provided within whole school educational provision, which can be delivered through the school's special educational provision at **stage 1** of the Code of Practice. The Code of Practice sets out the need for this provision to be **regularly monitored, evaluated, and reviewed** by the school in consultation with the **child/young person and their parent(s)**. [A Personal Learning Plan \(PLP\)](#) will be used by the school which will outline the provision the school is using with the child/young person which is additional to the provision being provided at whole school level. It will detail planned expected outcomes, and these should be tracked and reviewed regularly, **at least 2 times per year**, by school staff in consultation with the child/young person and parent(s).

When reviewing, consider if:

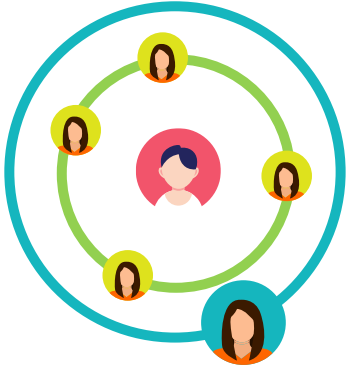


This process of monitoring, evaluating and reviewing will help identify next steps in learning and provision for the child/young person.

Please also refer to the Department of Education: [Flowcharts and Checklists](#). If a child/young person has made good progress, they may return to whole school educational provision and their name be removed from the school's SEN register. Where the child/young person has made little or no progress despite the full application of the range of strategies and approaches in the school's special educational provision map, consideration may be given to making a request for external provision, **a more intensive provision** providing specialist support from the EA and/or HSCT.

Special Educational Provision - Stage 2 - Cognition and Learning

Identify (Please also see [whole school](#) & [stage 1](#))



Some children/young people will not make progress with whole school and stage 1 provision. They will require further specialist support from external services in the Education Authority and/or HSCT.

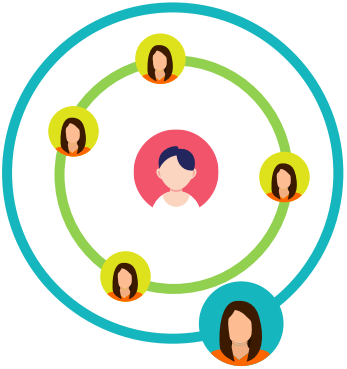
If a child/young person has been identified at school level, a referral has been accepted by the EA Local IMPACT Team for external provision, and the specialist support is provided to the child/young person, they then will be identified as being at stage 2 of the CoP.

In addition to whole school, stage 1 further indicators of need may include:

- Despite accessing whole school, reasonable adjustments, and stage one provision the development/progress in learning for a child or young person continues to be at a slower rate than expected, therefore additional external support is needed which is not available from within the school
- The child/young person has persistent learning difficulties evidenced in school tracking, despite access to appropriate learning opportunities, and targeted stage one interventions as part of the school's graduated response to support their learning
- The child/young person's attainment is consistently at a level below age-related expectation.



Plan & Action (Please also see [whole school](#) & [stage 1](#))



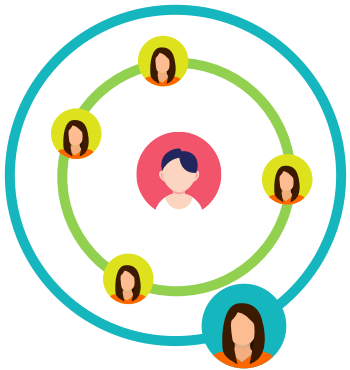
The PLP is updated to reflect that the child/young person is now at stage 2 and should document the external provision being put in place to supplement school delivered special educational provision. At stage 2, there will be close involvement between the EA's Local IMPACT Team and the school. The child/young person will remain at stage 2 while the school makes full use of the range of strategies and supports within the school's special educational provision map supplemented by EA support to achieve progress.

In addition to the whole school approach and stage 1, stage 2 strategies/provision(s) may include:

- The school in collaboration with the EA Local Impact Team develop PLP outcomes and employ strategies to support the child/young person at stage 2 of the CoP
- Where appropriate, the external EA Local IMPACT Team assesses the referred child/young person to identify clear starting points, considering the gap that has been identified by the school, using individual diagnostic assessment to determine need and advise on ways forward for learning
- Increased communication between the school, EA Local IMPACT Team and the parent which will allow for the ongoing review of the child/young person's needs.

Special Educational Provision - Stage 2 - Cognition and Learning

Plan & Action (Please also see [whole school](#) & [stage 1](#))



The PLP is updated to reflect that the child/young person is now at stage 2 and should document the external provision being put in place to supplement school delivered special educational provision. At stage 2, there will be close involvement between the EA Local IMPACT team and the school. The child/young person will remain at stage 2 while the school makes full use of the range of strategies and supports within the school's special educational provision map, supplemented by EA support to achieve progress.



In addition to the whole school approach and stage 1, stage 2 strategies/provision(s) may include:

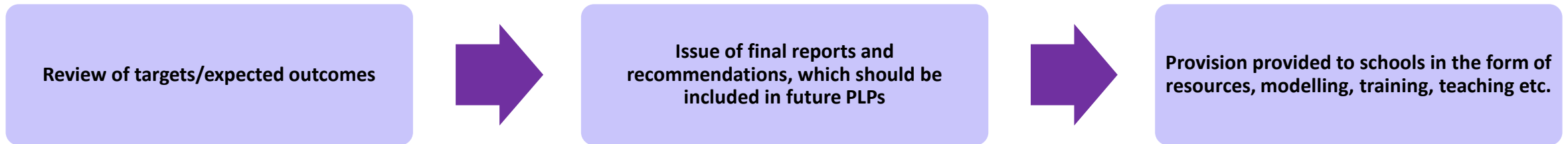
- Targeted support for the child/young person from the EA Local IMPACT Team to help them make progress.
This support may come in the form of:
 - further assessment of the child young person's needs
 - advice and guidance to school staff and/or parents
 - advice and guidance from multiple specialists where several needs/co-occurring difficulties are identified
 - access to dedicated resources to help inclusion where appropriate and where they are available
 - teaching support
- Targeted training support for the school setting from the EA Local Impact Team to help them meet the unmet need/s of the child/young person
- Monitoring the progress of the child/young person using structured methods, such as diagnostic formative and summative assessments.

Special Educational Provision - Stage 2 - Cognition and Learning

Monitor, Evaluate and Review

At stage 2 of the Code of Practice there will be **close involvement** between **school** and the **external service** (EA/HSCT) supporting the child/young person's unmet need. The monitoring, evaluating, and reviewing of the PLP by the school will take place in consultation with the external service, and include the child/young person, and their parent/s. Together they will make informed decisions on the effectiveness of the targeted intervention/provision put in place. It is important that the advice and guidance provided by the EA Local IMPACT team or HSCT is evident in the outcomes and approaches applied in PLP planning for the child or young person.

To help measure this effectiveness of intervention, EA services may consider:



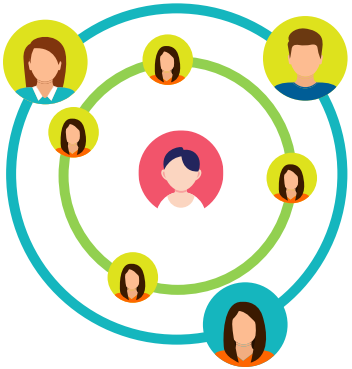
Many pupils will make progress with the delivery of stage 2 provision and following a period of support will no longer need external provision from the EA Local IMPACT Team or HSCT and will return to stage 1 of the CoP.

Where the stage 2 provision has made little or no impact, and the needs of the child/young person continue to be significant and/or complex and impact on their learning/ability to access the curriculum effectively, a more intensive approach will be needed. Consideration may be given to making a request for a statutory assessment at stage 2. While the EA is considering whether to carry out a statutory assessment, the school should continue to implement, monitor, and review the child's PLP.

Please also refer to the Department of Education: [Flowcharts and Checklists](#)

Special Educational Provision - Stage 3 - Cognition and Learning

Identify (Please also see [whole school](#), [stage 1](#) & [stage 2](#))



Where a request for a statutory assessment is made and the outcome is that the EA makes a **statement of special educational needs**, the child/young person will be identified as being at stage 3 of the CoP.

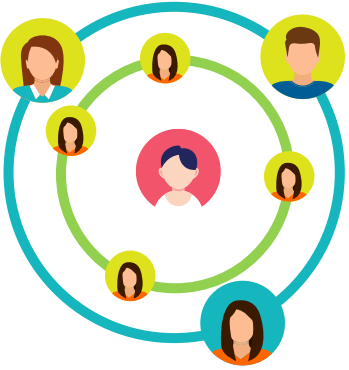


In addition to whole school, stage 1 and stage 2, further indicators of need may include:

- Significant and persistent learning difficulties evidenced in detailed school monitoring and reviewing over time, despite access to appropriate learning opportunities, targeted interventions, and a graduated response in supporting the child/young person
- Attainment consistently at a level significantly below age-related expectations despite stage one and two special educational provision
- Life-long learning difficulties or disabilities, spanning several areas of development, and requiring more targeted/personalised intervention on an ongoing basis
- Where progress has been made, it has only been because of significant additional intervention and support over and above that which is usually provided through stage one and two special educational provision
- Where there is evidence to suggest that the gap between the child or young person and their peers is increasing despite targeted intervention using the graduated response model
- Evidence that the child/young person has a significant and/or complex learning needs such as **Severe Learning Difficulties (SLD)** or **Profound and Multiple Learning Difficulties (PMLD)**.

Special Educational Provision - Stage 3 - Cognition and Learning

Plan & Action (Please also see [whole school](#), [stage 1](#) & [stage 2](#))



The PLP is updated to record that the child/young person is now at stage 3 of the CoP and the content of the statement is reflected in the setting of PLP expected outcomes based on the objectives of special educational provision.

In addition to the whole school approach, stage 1 and stage 2, stage 3 strategies/provision may include:

- Additional support to the school from SARS to help with inclusion for the child/young person so they may access the curriculum. The type of support will be specified by SARS. Examples of this support may include:
 - designated or shared SEN classroom assistant if required
 - general assistance support
 - additional teaching time
 - equipment
- Advice, training, guidance sought from the EA Local IMPACT Teams on request
- Highly modified learning environment to meet their individual needs and opportunities to work on individualised learning programmes
- Opportunities to work on highly structured graded, sequential, programmes supported by an adult
- Activities and support that promotes independent learning skills
- A work routine that incorporates personalised learning, focused on the skills, abilities, and preferences of the learners e.g. one that incorporates activity breaks and short focused tasks
- Use of CCEA's levels of progression to help track and monitor progression across the curriculum and [Prerequisite Skills \(Q Skills\)](#) when needed to aid planning.

Special Educational Provision - Stage 3 - Cognition and Learning

Plan & Action (Please also see [whole school](#), [stage 1](#) & [stage 2](#))



The PLP is updated to record that the child/young person is now at stage 3 and the content of the statement is reflected in the setting of PLP expected outcomes based on the objectives of special educational provision.

In addition to the whole school approach and stage 1 and stage 2, stage 3 strategies/provision(s) may include:

- Further strategies to support the child/young person with severe learning difficulties please click on

[EA SDS \(Graduated Response SLD Document\)](#)

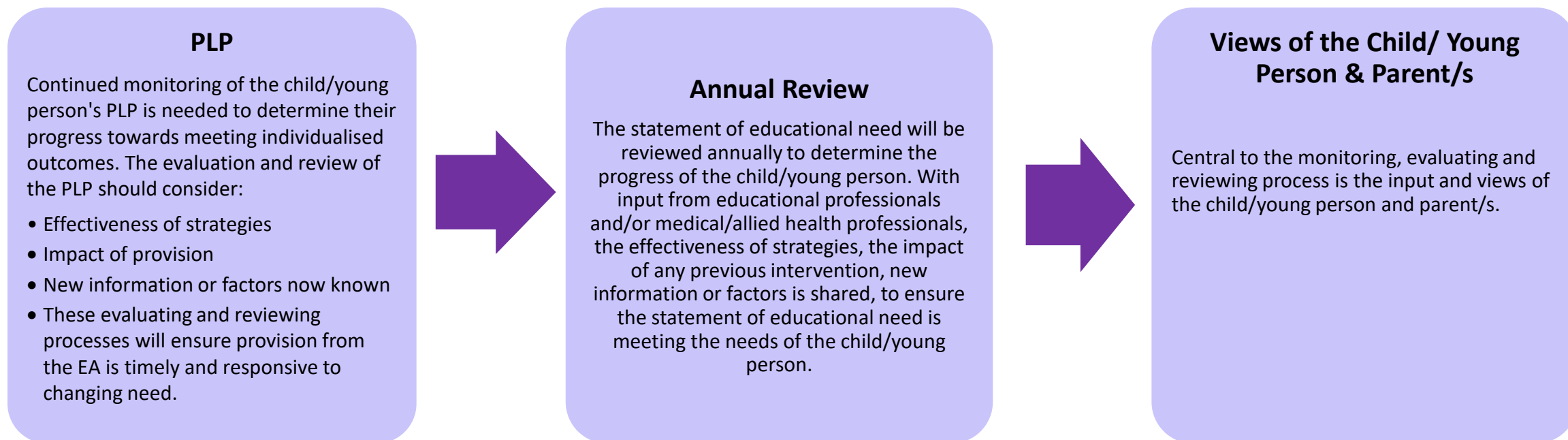


- Learning needs matched closely to the level of the child/young person and their needs, careful planning by the class teacher is essential at this level, with a focus on ensuring the child/young person's learning is further extended as well as providing opportunities and activities that enable them to succeed independently
- Overlearning, consolidation, rote learning, error-free learning
- Parent/carers attending regular meetings with school staff and any specialists involved, providing an opportunity to share information and to develop a consistent and co-productive approach
- Practical and concrete learning supported by real world contexts, visual cues, and simplified recording tasks
- Consideration of the physical structure and environment of the classroom to support children/young people with learning difficulties
- A greater focus on the use of assistive technology to help the child/young person to support their learning
- Consideration of engagement levels and how to promote these for the child/young person.

Special Educational Provision - Stage 3 - Cognition and Learning

Monitor, Evaluate and Review

At stage 3 the child/young person will have a statement of special educational needs. The PLP will continue to be implemented and is subject to regular monitoring, evaluation, and review. The PLP will form the key basis of the educational information to inform the annual review of the statement. The school retains responsibility for the day-to-day learning of the child, sharing responsibility with the EA and, where appropriate, the HSC Trust. Input from Careers/EA transition service at key points should be included when appropriate to do so.



The child/young person will continue at stage 3 and receive support until such time as the EA determines that it is appropriate to cease to maintain the statement.

Please also refer to the Department of Education: [Flowcharts and Checklists](#)

Social, Behavioural, Emotional and Wellbeing

The Graduated Response



Social, Behavioural, Emotional and Wellbeing Needs (SBEW)

A 'whole school/setting approach' recognises that social, behavioural, emotional and wellbeing (SBEW) needs is the responsibility of everyone.

As educators we must commit to understand each child/young person and view presenting behaviours as a communication of need rather than conduct to modify. This section of the graduated response framework outlines indicators of need and appropriate expected outcomes for support. These should be held in mind throughout **identification, planning, action, monitoring, evaluating, and reviewing**.

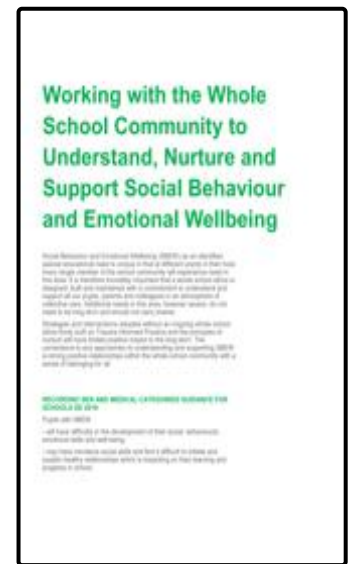
The [DE SEN Resource File](#) emphasises a graduated framework as crucial when supporting pupils presenting with SBEW needs, since this must come from a whole school supportive ethos built on collective care. This allows interventions for children/young people presenting with SBEW needs to be an extension of whole school support rather than something new and additional.

**The content in this document is applicable to both primary and post primary phases.*

SBEW as an identified special educational need is unique in that at different points in their lives every person will experience need in this area. It is therefore incredibly important that a whole school ethos is designed, built and maintained with a commitment to understand and support all our pupils, parents/carers and colleagues in an atmosphere of collective care. Additional needs in this area, however severe, do not need to be long term and should not carry shame.

Useful Resource:

- [Working with the Whole School Community to Understand, Nurture and Support Social Behaviour and Emotional Wellbeing - SEN Resource File](#)





As you work through the **IPAMER model** within the graduated response **focus** more on **the need being communicated** rather than the presenting **behaviours** themselves.

Pupils with identified SEN relating to SBEW:

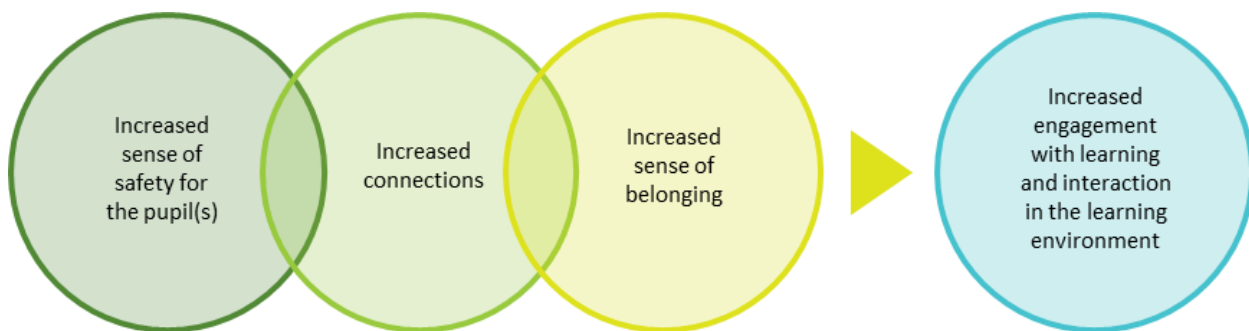
- Will have difficulty in the development of their social, behavioural, emotional skills and well-being needs
- May have immature social skills and find it difficult to initiate and sustain healthy relationships which impacts on their learning and progress in school
- May present with frequent dysregulation (both hypo and hyper presentation)
- May present behaviours/actions which raise a safety concern
- May have limited engagement/interaction with adults and/or peers
- May have limited engagement with adult led activities or routines
- May find elements of their environment, or interactions, overwhelming.

Additional Indicators:

- May have underlying social, emotional and/or mental health needs formally assessed by professionals
- May not have a safe/dependable adult caring for them
- May have experienced trauma/s
- May have multiple adverse childhood experiences
- May not have had adequate care in early years of life
- May be experienced in additional/alternative care e.g. Child Looked After/adopted.

Over-arching Indicators and Outcomes – SBEW

Whether at Whole School, Stage 1, Stage 2 or Stage 3, support must be focused on meeting the identified need, using the expected pupil outcomes listed below as a progression guide.

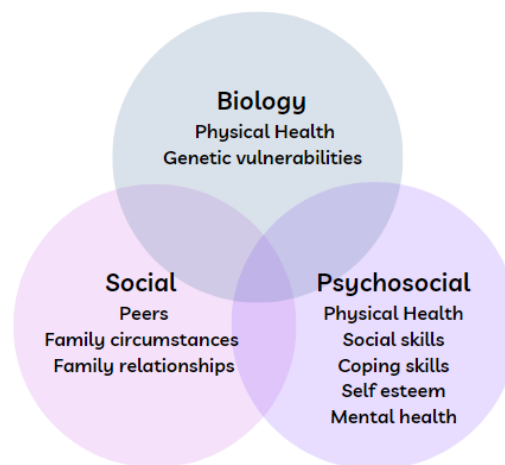


Expected Pupil Outcomes

Pupils (**demonstrated by their communicated presenting SBEW**) will have plans with the following expected outcomes:

- Increased sense of safety
- Increased connections
- Increased sense of belonging
- Increased engagement with learning and interaction in the learning environment

These outcomes will ultimately lead to increased engagement with learning and interaction in the environment.



The Biopsychosocial approach is a way of considering the holistic factors which may be affecting a child/young person.

Specific SEN Category Descriptions & Indicators – SBEW

The two categories **Social and Behavioural Difficulties (SBD)** and **Emotional and Wellbeing Difficulties (EWD)** should never be viewed in isolation to the indicators of need and expected outcomes for the overarching SBEW category. These subcategories always present alongside each other.

Indicators of Need

Pupils within these two categories will present with the following additional indicators of need to those of the overarching category:

- Evidence of an underlying mental health disorder as identified by the HSCT e.g. low mood, anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms which are medically unexplained
- Finding elements of their environment, or interactions, overwhelming. e.g. sensory overload, changes in routine, fear of failure or poor peer relationships
- May have a medical condition or physical diagnosis e.g. ADD, ADHD, Attachment Disorder, Autism.

Expected Outcomes

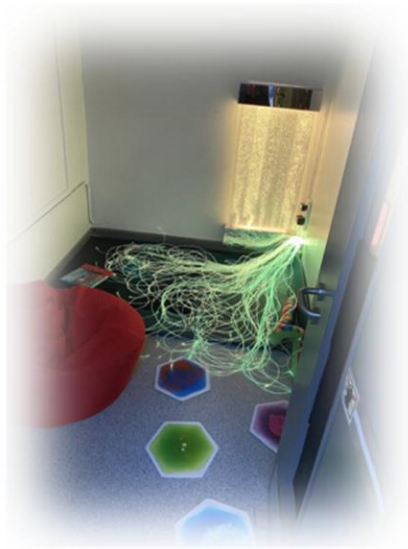
An additional expected outcome to the overarching SBEW outcomes for children and young people in these subcategories, will be an **increased co-operation between the child or young person and their care givers**, arising from an awareness and understanding of the presenting medical conditions.



Specific SEN Category Descriptions & Indicators – SBEW

Severe Challenging Behaviour (SCB) associated with SLD

Only pupils identified with SLD or very occasionally pupils with PMLD should be recorded in this category. Pupils with SLD and PMLD often display SCB which functions to enable them to have their needs met and/or control their environment. SCB will pose serious risk to self and others and can often result in damage to the environment. Pupils presenting with SCB are likely to be involved with the HSCT services. Pupils with SCB will have had a risk assessment, which will lead to the development of a risk management plan and/or pupil support plan that will include any medication and safe handling requirements.



Indicators of Need

Pupils in this subcategory will often identify with many of the SBEW overarching indicators of need. In other cases, sudden onset of SCB is often an indicator that a pupil is in pain or distress, but the pupil is unable to comprehend or communicate their needs.

Expected Outcomes

Pupils with identified SCB will access close supervision and support in a special school setting where the staff are trained and experienced in understanding and appropriately responding to the needs of pupils presenting with SCB. With the correct environmental adjustments, a pupil's severe challenging behaviour can often reduce in frequency and intensity.

Additional outcomes would be that the pupils are able to understand their need better and communicate it within their capacity. The supporting key adults will be able to read and understand the pupil's nonverbal communication.

Rationale for Recording Behaviour - SBEW

When recording and tracking throughout this process it is important to understand that behaviour is **ALWAYS** communication. As professionals we need to ensure our record keeping and interventions evidence that we recognise visible behaviours as signals of dysregulation rather than conduct violations.

All SBEW is understood and supported in the context of SEND not discipline. Our records should clearly evidence support based on building felt safety and relational connection with the pupil regardless of the presenting behaviour.

When noting specific visible behaviours always record in the context of the overarching indicators*. For example: *Martina finds elements of the open space in the playground overwhelming and when this happens, she tries to leave by climbing the fence.*

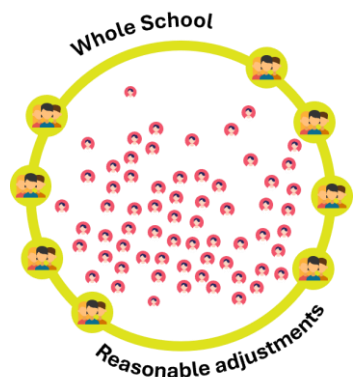
Remember it's important to also notice the hypo presentation – this can be missed as the pupil may not be presenting with behaviours which break school rules.

- **Frequent dysregulation (both hypo and hyper presentation)***
- **Presenting behaviours/actions raise a safety concern**
- **Limited engagement/interaction with adults and/or peers**
- **Limited engagement with adult led activities or routines**
- **Finding elements of their environment, or interactions, overwhelming**



Graduated Response - SBEW

The diagrams below represent the continuum of learning from whole school to stage three and what support will look like across this continuum for the child/young person.



- Whole school relational responses to SBEW
- Reflective practitioners
- Commitment to understanding all in the school community
- School ethos, the physical environment and related policies
- Intentional whole school wellbeing projects
- Pupil voice encouraged, enabled, and embedded

Stage 1



- Identify network of supportive adults around the pupil
- Identify appropriate online training e.g. for the network around the pupil
- Access helpline to discuss planned support from network

Stage 2



- EA Services and external agency become involved to directly support the network of adults around the pupil

Stage 3

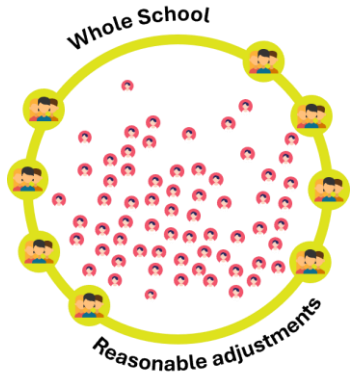


- *EPS & SARs work with the network of adults around the pupil and the external agencies to develop a pupil centred statement of SEN

***Educational Psychology may be involved at earlier stages of the CoP**

Whole School Educational Provision - SBEW

Identify (Please also see [overarching indicators & outcomes](#))



Whole school

A whole school ethos that enables understanding of how to effectively support SBEW needs through a preventative and solution focused approach, requires consistent and intentional efforts to establish healthy relationships and a growing resilience among the school community. A whole school approach based on relational focus should include reflective practice, and a commitment to understand, support and inspire everyone in the school community to be the best they can be.

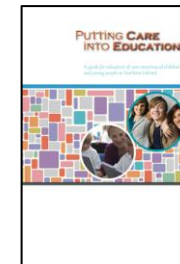
The whole school approach is an ongoing piece of work, which will require regular review and adaptations considering the everchanging group of children and young people who make up our school communities. What works for one group of pupils one year is likely to need adapted for another. All staff should remain focused on the positive expected outcomes from adopting this approach.

Details on how to take forward a whole school ethos for supporting SBEW presentation of needs are outlined in the following guidance for schools:



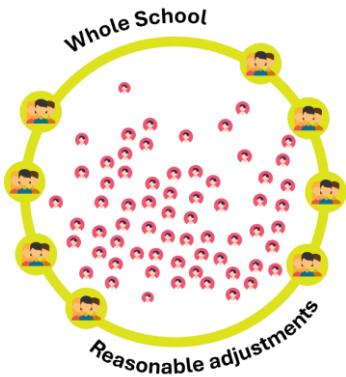
[SEN Resource File](#)

- Pg 7 Whole School Ethos
- Pg 48 Staff Audit Where are we now?- signpost to positive behaviour policy training
- Pg 51 Policy and Planning
- Pg 57 Our Class Plan



[Putting Care in Education](#) gives all school staff an insight into how early relational trauma affects child development.

Plan and Action



Policy Ethos Check (aligned to Safeguarding Proforma ETI)

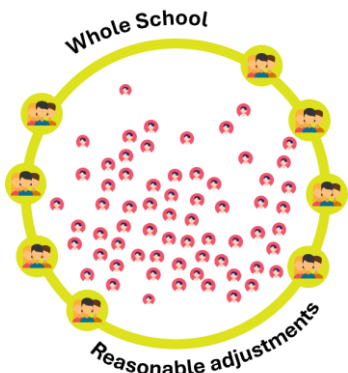
The school has a duty to ensure that safeguarding permeates all activities and functions, ensuring a culture of care.

When taking forward a whole school ethos built on collective care, it is useful to review the following policies to ensure alignment:



- Child Protection/Safeguarding Policy
- Attendance Policy
- Promoting Positive Behaviour Policy
- Pastoral Care Policy
- Addressing Bullying Policy
- Critical Incident Policy
- Safe Handling Policy
- Special Educational Needs & Disability Policy
- First Aid & Administration of Medicines Policy
- Health & Safety Policy
- Drugs/Illegal substance Policy
- Relationships & Sexuality Education Policy
- Intimate Care Policy
- Online E-Safety Policy
- Educational Visits Policy
- Voluntary staff and Visitors Policy
- Staff Code of Conduct Policy
- Complaints Policy

Plan and Action



When introducing initiatives in school, choose carefully a response to needs identified by holistic assessment and in the context of wider school development planning. This will motivate the school community to engage effectively for greater impact. New initiatives should be reflective of DE legislation and guidance.

These need time for all involved to be trained in, become familiar with, embed understanding of and build confidence.

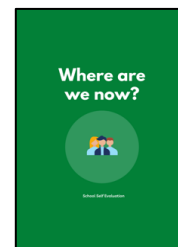
Useful external agency/organisations such as:

- [Rights Respecting Schools Award](#)
- [Nurture Network & BOXALL](#)
- [GL PASS](#)
- [Safeguarding Board NI](#)

Voluntary sector non-profit providers:

- [Community HUB](#)
- [Roots of Empathy](#)

Details on how to take forward a whole school approach supporting SBEW presentation of needs are outlined in the following guidance for schools:



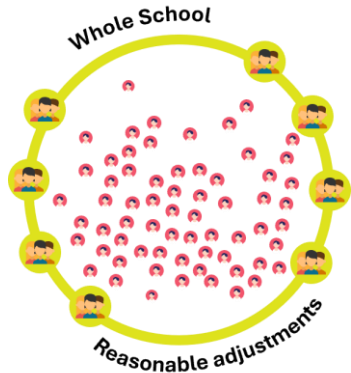
Working with the Whole School Community to Understand, Nurture and Support Social Behaviour and Wellbeing

- Pg 48 Where are we now?
- Pg 51 Policy and Planning
- Pg 57 Our Class Plan

Other useful links:

- [Putting Care into Education](#)
- [Boxall Profile](#)
- [Family Support NI](#)

Plan and Action



Plans and actions may include:

- [Regional Behaviour Support Whole School Initiatives & Training Programmes](#) available on CYPs Training directory such as: Connect and Nurture, Use of Assessment Tools, Calm Plan, A Positive Approach to Risk Reduction & Action Plan, Class SBEW Plan/PLP, Better Together (Special Schools programme), Nurture in Education Programme, Addressing Bullying in Schools, Restorative Practice, High Five Friday, Response to Behaviour that Requires Intervention, Supporting a Child in Crisis, Supporting a Pupil With a Statement for SBEW.

- [High Five Resource Hub](#)

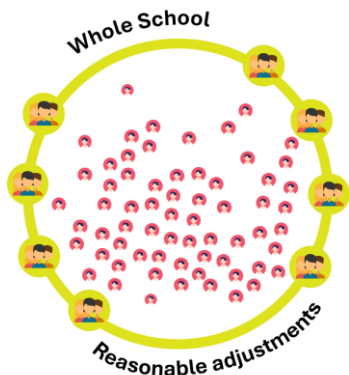
Click on the image to explore the High Five Resource Hub. Here you will find a range of helpful, ready to lift activities to support the emotional health and wellbeing of your whole school community. This hub is constantly being updated with lots of good ideas that have been shared with PBS&P by staff and pupils in schools. The hub directly supports the updated guidance found in the SEN Resource File SBEW chapter.



- Access to the helpline to discuss support from SEND Central is available Monday to Friday 9am to 4:30pm on 02890317777 (option 3).



Plan and Action



Other plans and actions may include:

EA services can work with schools in developing whole school approaches to promoting positive behaviour as well as strategies suited to individual classes or groups of pupils. The extent of the work will depend on agreement with the school about the use of service time available.

Examples include:

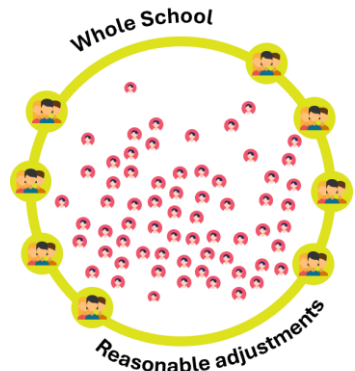
- Work on school policies and procedures, such as the Development of positive behaviour policies or support to care/SEN teams
- Advice on approaches to teaching and learning
- Input to staff development
- Advice on whole class strategies
- Sharing assessment and intervention strategies
- Group work with pupils with similar needs such as social skills

- Reducing tension, resilience building
- Advice on setting up a pupil support and well-being Hub and/or team around the child/young person
- **Whole School Behaviour Mapping** - has been developed as a framework for schools to use so that they can develop their ability to address behaviours of concern. This is an audit of behaviour within the school from whole school (macro level) through to group and individual (micro level). It is about early identification of individual pupils, groups of pupils, times, areas of the school. A tool which helps schools reflect on the behaviour patterns and strategies in place.

Whole school support is concerned with the whole school community, both pupils and staff.

Useful links: [Behaviour Support - Post Primary](#)
[Behaviour Support - Primary](#)

Monitor, Evaluate & Review



Schools may monitor, evaluate, and review the progress of these whole school provisions as part of ongoing assessment in school, within a designated time frame.

Evaluate progress through an ongoing cycle of **Identify, Plan, Action, Monitor, Evaluate and Review.**

Participation of school staff, child/young person and parent/carer should be included in the 6-part cycle.



When implementing strategies at whole setting/class level continually monitor and evaluate using these key questions:

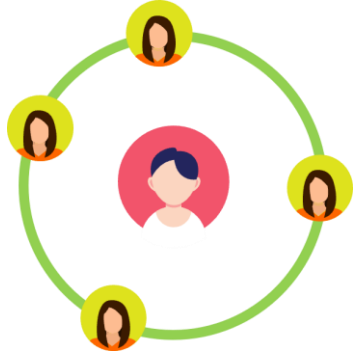
- **What's going well?**
- **What's helping?**
- **What's not going well?**
- **What would help?**

Remember to allow time for your group of children/young people to develop. Having these questions embedded in your staff team brain will open opportunities to continually adapt throughout the year to meet the presenting needs of the group.

Refer to the Department of Education: [Flowcharts and Checklists](#)

Special Educational Provision – Stage 1 - SBEW

Identify (please also see overarching indicators & outcomes & whole school)



Stage 1

Children/young people who present with SBEW needs often experience social thinning (losing friendships) as a natural consequence. This can be because of challenging, unsafe behaviours leading to exclusion from clubs or fun activities in school or through withdrawn shy behaviours. Whatever the cause, the resulting social thinning leads to less supportive relationships, which in turn leads to increased SBEW needs.

It is therefore vitally important that support for the child/young person will, in the first place, establish safety and connection, protecting and scaffolding positive relationships as far as possible both in school and home. Unstructured time (morning, break, lunch and end of day) needs consideration to avoid incidents or exclusion.



... the more you try to see the world from the child's point of view and the safer you make him feel, the better his behaviour is likely to be and the more likely you are to find ways of further improving it".

Dr Bruce Perry The Boy Who was raised as a Dog.

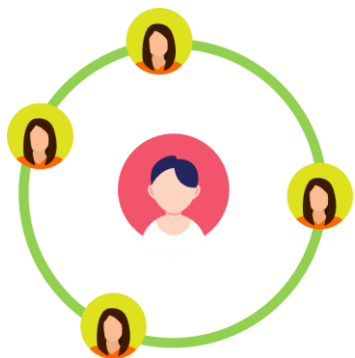
As you connect, take notice of what it is like to be this young person right now and help them take notice of themselves. What are their recurring thoughts? What is their visible behaviour communicating? What are their triggers? What are their strengths?

SEN Resource File: Working with the Whole School Community to Understand, Nurture and Support SBEW

These pupils need understanding and support not judgement. They need us to notice what their behaviour is communicating, and they need us to be on their side as they learn to overcome this challenge. We need to confidently focus our support on the unmet need underneath the behaviour and resist re-traumatisation.

SEN Resource File: Working with the Whole School Community to Understand, Nurture and Support SBEW

Identify (please also see [overarching indicators & outcomes](#) & [whole school](#))



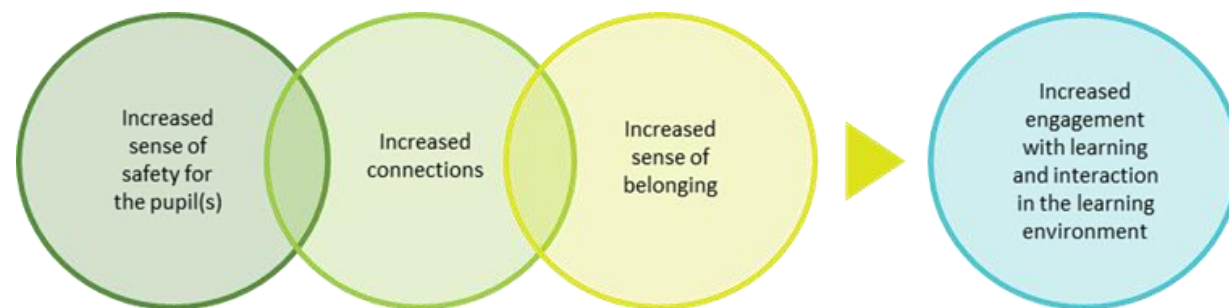
When a child/young person presents with indicators of SBEW needs, the first step must be to connect and take notice. Commit to understand this pupil and establish what is the need being communicated through their behaviours.

The guidance to connect and take notice remains the same no matter which stage the pupil is being supported. A relational attuned approach will enable the most reliable identification and support of SBEW needs. This doesn't need complex measuring or baselining tools - keep it simple and keep it about the pupil.

Remember:

- Endeavour to understand the pupil and attribute positive motives to presenting behaviours - what is the legitimate need they are trying to meet?
- Listen to understand their perspective
- Use language that communicates compassion and care rather than judgement.

- Increased sense of safety (how will we make our space feel safe for this child/young person?)
- Increased connections (how will we ensure this child/young person has trusted relationships in our setting?)
- Increased sense of belonging (how will we ensure this child/young person knows that we want them here with us?)
- Increased engagement with learning and interaction in the learning environment (what is the best way to set up our learning experiences to engage this child/young person?)



Identify (please also see [overarching indicators & outcomes](#) & [whole school](#))

Notice

No matter the age of the child/young person it is possible from an early stage to begin picking up on non-verbal signals and body cues.

Refer to these prompts as you take notice of the child/young person. Commit to understanding what this child/young person needs right now and what can be done to help.

These prompts give a guide to determining the child/young person's dominant state and will directly inform planning and actions.

Regulate

When is this child/young person most settled- where are they, who are they with and what are they doing?

What are the non-verbal signals that indicate this child/young person is distressed?

Does this child/young person feel safe in the class environment?

Does this child/young person feel safe in less supervised areas of school (e.g. playground, between classes, school bus, etc)?

Where is this child/young person on the mistrust to trust scale?

Relate

What is going well for this child/young person?

Is this child/young person comfortable identifying positive things in their life?

Does this child/young person know that adults like them?

Does this child/young person know that their peers like them?

Does this child/young person know how to cope with peer conflict?

Where is this child/young person on the mistrust to trust scale?

Reason

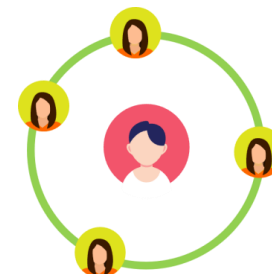
Notice repeated thought patterns (both positive and negative)

Does this child/young person feel safe asking for help?

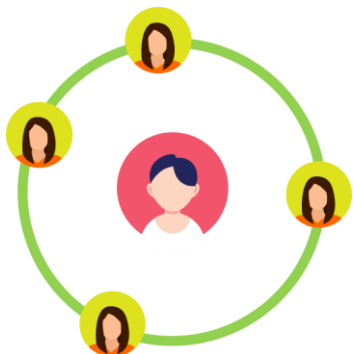
Does this child/young person feel confident when learning?

What are the non-verbal signals that indicate calm in this child/young person?

Where is this child/young person on the mistrust to trust scale?



Identify (please also see [overarching indicators & outcomes](#) & [whole school](#))



Connect

The child or young person may present with blocked trust and take time to feel safe enough to fully connect with the adults. The [Mistrust to Trust Scale](#), [developed by Dan Hughes and John Baylin](#) is a helpful guide as these trusting relationships are built. Stage Three and Stage Four are particularly challenging as it may appear the relationship building has stalled or has regressed. Staff must tolerate this uncertainty and focus on remaining predictable and reliable throughout protecting the relationship with the child or young person.



The Mistrust to Trust Scale

Stage One: Mindless mistrust

You're mean and I'm bad!

Stage Two: Good confusion

Whoa! This is weird, you are being different from the adults I've known before!

Stage Three: Conflict

To trust or not to trust

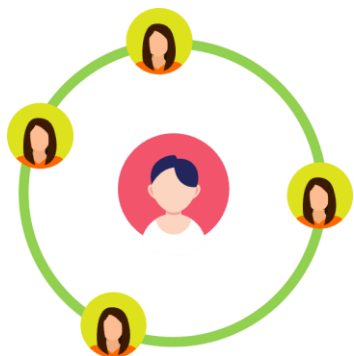
Stage Four: Practising trust over mistrust

Stage Five: Resolving conflict

I can trust you and I'm a good kid

Dan Hughes & John Baylin, Brain Based Parenting

Plan & Action (please also see [whole school](#))



A PLP is prepared to reflect the SEN category/categories. The school use their special educational provision map to draw upon appropriate provision for the child/young person at stage 1. The school sets PLP outcomes and employs strategies to support the child/young person at stage 1 of the CoP.

Additional plans and actions may include:

- Identify a network of supportive adults around the child/young person and develop a team around the child/young person. This is a group of supportive key adults around a pupil experiencing SBEW needs. This group are there for the pupil in school, in planned and incidental ways, and are their champions
- Identify appropriate online training for the network around the child/young person. [Regional Behaviour Support Whole School Initiatives & Training Programmes](#) available on CYPs Training directory

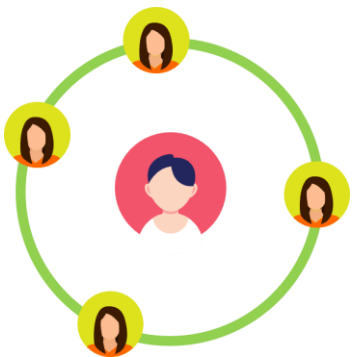
- Access EA behaviour support helplines to discuss support from network - available Monday to Friday 9am to 4:30pm
- Creating Core Plans to support the child with SBEW such as:

- [SBEW Plan](#)

- [Supported Calm Plan](#)

- Start where the child/young person is and work from there. Plan their day to build in preferred activities, time with a trusted key adult, meet and greet, pupil check in etc.
- Use the questions in the SBEW plan as prompts to creatively find ways to meet the identified needs:
 - When are they calmest?
 - Who are they with?
 - What are they doing?
- It is important to give the support put in place at Stage 1 a chance to work. Typically allow up to 6 weeks for progress to be noticeable and understand that there can be incidents on the journey.

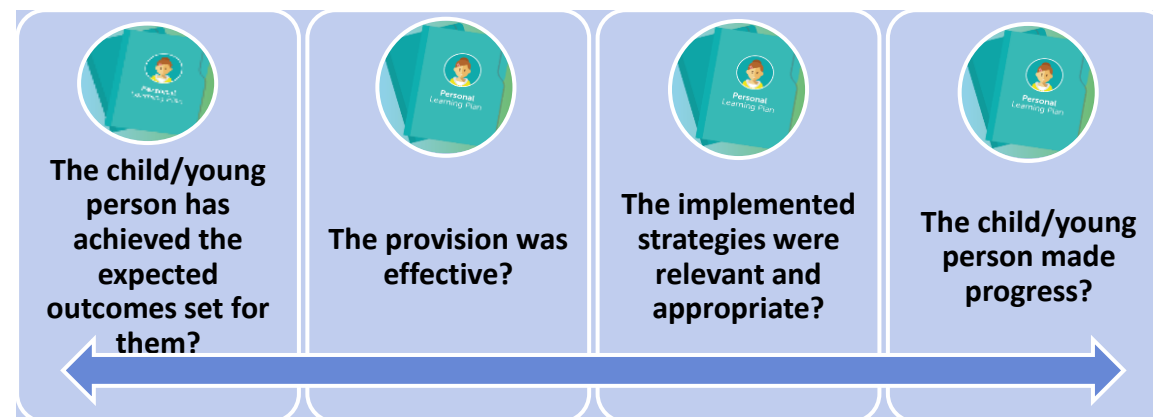
Monitor, Evaluate and Review



Some children/young people may require extra intervention and approaches additional to those provided within whole school provision, which can be delivered through the school's special educational provision at **stage 1** of the Code of Practice. The Code of Practice sets out the need for this provision to be **regularly monitored, evaluated, and reviewed** by the school in consultation with the **child/young person and their parent/carer**.

[A Personal Learning Plan \(PLP\)](#) will outline the provision the school is using with the child/young person which is additional to the provision being provided at whole school level. It will detail planned expected outcomes, and these should be tracked and reviewed regularly, **at least 2 times per year**, by school staff in consultation with the child/young person and their parent/carer.

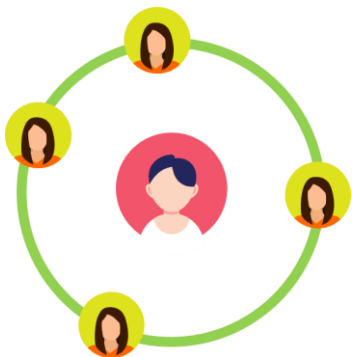
When reviewing, consider if:



This process of monitoring evaluating and reviewing will help identify next steps in learning and provision for the child/ young person.

In the case of a child/young person with SBEW needs, monitoring will be ongoing as the network of supportive adults connect and take notice of the child or young person. The information gathered throughout this time should be brought to the SBEW plan review. Remember to focus on tracking the unmet need and pupil voice, rather than simply the surface behaviours which indicate the need.

Monitor, Evaluate and Review



As school review what is helping, it is important to consider why. This will give greater insight into specific strategies to try or to keep in place.



Ask these **reflective** questions:

- What is going well?
- What is helping?
- What is not going well?
- What would help?
- Have we got the right people involved?

Consider, is the child/young person presenting with:

- Increased sense of safety
- Increased connections
- Increased sense of belonging
- Increased engagement with learning and interactions in the learning environment

As part of this **review**, ongoing support, if any, should be identified with the following potential next steps:

- **Option 1** - support can be delivered as part of the whole school ethos/activities therefore child/young person moves off CoP;
- **Option 2** - support can be delivered through the supportive network in school therefore child/young person remains at Stage 1; and/or
- **Option 3** - network of adults require further expertise and guidance therefore a request for additional support at stage 2 can be submitted by the school

Please also refer to the Department of Education: [Flowcharts and Checklists](#)

Identify (please also see **overarching indicators & outcomes**, [whole school](#) & [stage 1](#))

Intensive support approaches are needed where the child/young person's needs are not met through environmental or interpersonal support put in place at whole school or stage 1 of the Code of Practice. This level of support provides individualised responses to address unmet need. This may include proactive strategies (such as environmental adaptations, interpersonal support, skills competency development) as well as planned reactive strategies, to help calm and deescalate.

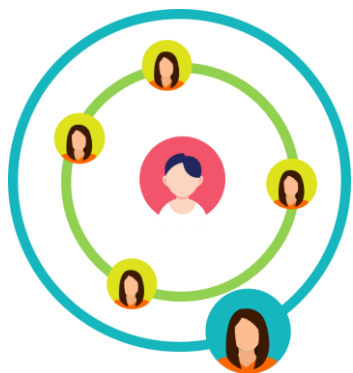


The adoption of a biopsychosocial model recognises that humans are complex beings whose behaviour occurs in and is maintained by context. Using this lens, all behaviour is purposeful and meaningful (i.e. functional) and is the product of the interaction between multiple biological, psychological and social contexts and systems e.g. physical pain and sensory difficulties, trauma and adversity experiences, family stress, community and communication factors. This lens allows for the application and integration of a range of approaches in considering a student's support needs, and the production of a multicomponent pupil learning plan bespoke to the student.

All behaviours of concern signal a need for empathic support, in the context of good student/adult relationships, alongside individualised responses based on systematic data gathering and identification of student need. It is advisable when providing individualised support that teachers access relevant CPD.

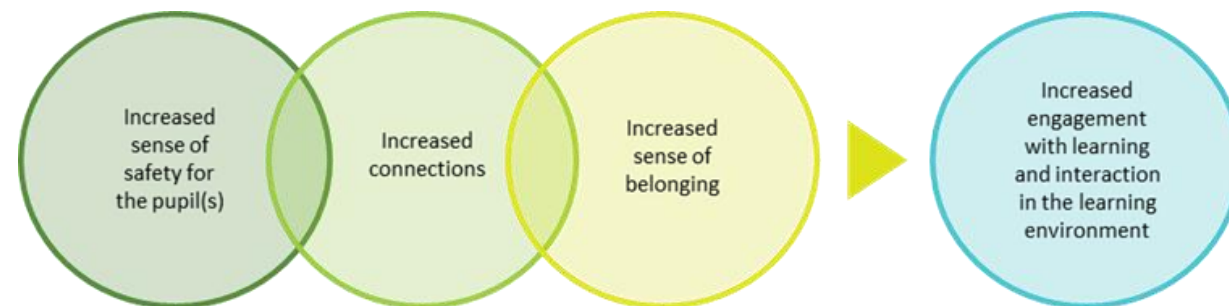
Behavioural, Emotional and Social Difficulties: A Continuum of Support (2007).

Identify (please also see [overarching indicators & outcomes](#), [whole school](#) & [stage 1](#))



When indicators of SBEW persist or increase while support is in place, it may be time to consider who else should be involved. The additional support will in the first instance provide a support to the network of adults around the child/young person. The adults should continue to connect and take notice of the child/young person to identify ongoing need.

The focus of the support will remain to increase safety, connection and belonging for this child/young person. Depending on need, targeted support could include advisory and/or modelling, and intensive support could include direct intervention or temporary part time EOTAS partnership placement. This support supplements, rather than replaces, the network of supportive adults in school.



Once again, remember the staged expected outcomes and keep these as a focus when you begin the plans and actions:

- Increased sense of safety (how will we make our space feel safe for this child/young person?)
- Increased connections (how will we ensure this child /young person has trusted relationships in our setting?)
- Increased sense of belonging (how will we ensure this child/young person knows that we want them here with us?)
- Increased engagement with learning and interaction in the learning environment (what is the best way to set up our learning experiences to engage this child/young person?)

Plan & Action (please also see [whole school plan & action](#) & [stage 1](#))



The PLP is updated to reflect that the child is now at Stage 2 and should document the external provision being put in place to supplement school delivered special educational provision. The PLP continues to be implemented, regularly monitored and reviewed.

In addition to plans and actions at whole school and stage 1, consider the following:

- Review network of supportive adults around the child/young person. **Have we got the right people involved?**
- Appropriate [online training](#) accessed by network around the child/young person completed.
Implementation of advice and strategies used to support the child/young person from within the PLP.
- External agency becomes involved to directly support the network of adults around the child/young person.

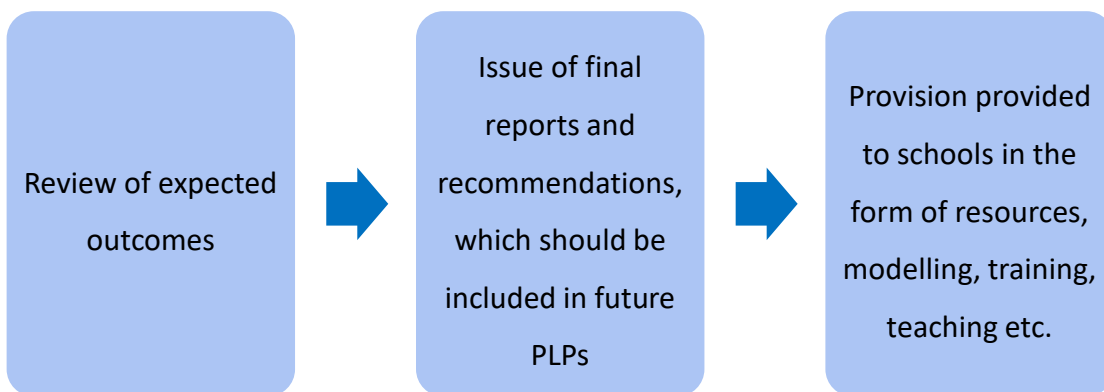
- Increased communication between school, EA local IMPACT Teams and the parent/carer to allow for ongoing review of the child/young person's needs. At this stage school staff partner with EA support services and/or external agencies. Often a fresh set of eyes on a situation can bring a helpful perspective as staff continue to support the child/young person.
- Review SBEW plan.
The guidance on identification outlined at stage 1 remains relevant when supporting a pupil at stage 2. Openly share the journey that has brought staff and the child/young person to this point. Use the reviewed SBEW plan as a starting point. Be creative and keep the child/young person at the centre. By this stage it is common for staff to feel compassion fatigue, therefore, it is important that school ethos of support emphasises a **GROWTH** rather than fixed mindset. Work with the additional support to review how the network of adults around the child/young person is working and whether small changes would help. Collaborate to develop a new plan and be clear on roles of the team around the child/young person.
- **What does this pupil need right now?**
- **What will we do to meet this identified need?**

Monitor, Evaluate & Review



At stage 2 of the Code of Practice there will be close involvement between school and the external service (EA/HSCT) supporting the child/young person's unmet need. The monitoring, evaluating, and reviewing of the PLP by the school will take place in consultation with the external service, and include the child/young person, and their parent/carers. Together they will make informed decisions on the effectiveness of the targeted intervention/provision put in place.

To help measure the effectiveness of this intervention, EA services may consider:



Monitoring remains continuous as the network of supportive adults **Connect** and **Take Notice** of the child/young person. Continue to focus on tracking the underlying/unmet need and child/young person's voice rather than simply the surface behaviours which indicate the need – see link: [Where are we now?](#)

Once again, the team will review the SBEW plan. This will give greater insight into specific strategies to try or to keep in place.

Continue asking these reflective questions:

- **What is going well?**
- **What is helping?**
- **Where/how can the successes be built upon?**
- **What is not going well?**
- **What would help?**

Continue to consider, is the child/young person presenting with:

- Increased engagement with learning and interactive in the learning environment?
- Increased sense of safety?
- Increased connections?
- Increased sense of belonging?

Monitor, Evaluate & Review



It is important that the advice and guidance provided by the EA local IMPACT teams or HSCT is evident in the outcomes and approaches applied in PLP planning for the child or young person.

The level, type or intensity of the stage 2 provision may need to be changed throughout this process if new need/s or more prevalent needs become apparent. Close collaboration between the school and the EA local IMPACT Teams and/or HSCT will help determine if the provision is being effective or needs changed.

Many children/young people will make progress with the delivery of stage 2 provision, and following a period of support will no longer need external provision from the EA local IMPACT Teams or/HSCT and will return to stage 1 of the CoP.

It is important to allow support at Stages 1 and 2 time to embed. Take notice of the small indicators that evidence increased safety, connection and belonging in this child/young person. The severity or intensity of presenting behaviours does not indicate the expected longevity of need.

Where the stage 2 provision has made little or no impact, and the needs of the child/young person continue to be significant and/or complex and impact on their learning/ability to access the curriculum effectively, a more intensive approach will be needed. Consideration may be given to making a request for a statutory assessment at stage 2. While the EA is considering whether to carry out a statutory assessment, the school should continue to implement, monitor, and review the child's PLP.

Please also refer to the Department of Education: [Flowcharts and Checklists](#)



Identify (please also see [overarching indicators & outcomes](#), [whole school](#), [stage 1](#) & [stage 2](#))



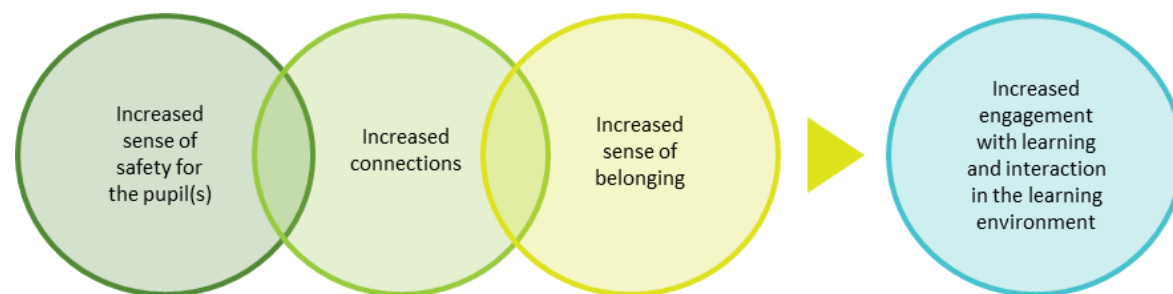
Where a request for a statutory assessment is made and the outcome is that the EA makes a **statement of special educational needs**, the child will be identified as being at stage 3 of the CoP.

A statement sets out the child or young person's special educational needs and describes the provision and support to help meet those needs, and the educational setting they should attend.

It is important to remember, even at stage 3, the focus of support is increased safety, connection and belonging. With SBEW needs, it is possible for a child/young person to be supported at stage 3 at one stage of their schooling and not at a later stage. It should not be common practice to have a pupil who received a statement for SBEW needs in e.g. Nursery to still be at this stage when they are in Primary 6, unless there are other coexisting SEN.

- Transition to post primary and between key stages can present with emerging needs, and opportunities to review support with informed transition and a new start.
- It is important to remember, even at stage 3, the focus of support is increased safety, connection and belonging.

Remember the staged expected outcomes and keep these as a focus when you begin the plan and action:



Plan and Action (please also see [whole school plan & action](#), [stage 1](#) & [stage 2](#))



Stage 3 will document the continued close involvement between the EA and the school. It will consider the **plans** and **actions** that may be on offer from external provision to further supplement school delivered special educational provision, including any recommendations contained within the statement of Special Educational Needs.

- A PLP will be required at stage 3 and expected outcomes will be set as part of the planning and action process, including those noted in their statement (Provision Mapping - at **Stage 3**).
- The statement of SEN will outline support required for this child/young person and will be informed by educational advice from all external services involved including what has been learnt at stages 1 & 2.
- The reviewed SBEW plans will be important to share. Planning at this stage in SBEW takes a long-term view of how we can support this child/young person to rely less on this support in the future.

- The network of supportive adults should remain in place and continue to access relevant training opportunities. If additional SEN classroom assistance is identified as a support as part of the statement this person should join the network of supportive adults around the child/young person rather than replace them. This network will continue to be there for the child/young person in school and be their champions.
- Appropriate **online training** to be accessed by the network around the child/young person.
- External agencies will be involved to directly support the network of adults around the child/young person.
- EPS and SARs will work with the network of adults around the child/young person and the external agencies to develop a child centred statement of SEN.

Continue to Consider:

- **What does this pupil need right now (what support/strategies can be continued/built upon/shared)?**
- **What will we do to meet this identified need?**
- **Have we got the right people involved?**
- **What support needs to remain in place for now?**

Monitor, Evaluate and Review



At stage 3 the child/young person will have a statement of Special Educational Needs. The PLP will continue to be implemented and is subject to regular monitoring, evaluation, and review. The PLP will form the key basis of the educational information to inform the annual review of the statement. The school retains responsibility for the day-to-day learning of the child, sharing responsibility with the EA and, where appropriate, the HSC Trust.

PLP

Continued monitoring of the child's PLP is needed to determine their progress towards meeting individualised outcomes. The evaluation and review of the PLP should consider:

- Effectiveness of strategies
 - Impact of provision/s
- New information or factors now known
- These evaluating and reviewing processes will ensure provision from the EA is timely and responsive to changing need(s).



Annual Review

The statement of educational need will be reviewed to determine the progress of the child/young person. Input from educational professionals and/or Medical/Allied Health Professionals, the effectiveness of strategies, the impact of any previous interventions, appropriateness of school placement, new information or factors shared, to ensure the statement of educational need is meeting the needs of the child/young person.



Views of the Child/ Young Person & Parent/s

Central to the monitoring evaluation and review process will be consideration of the input and views of the child/young person and parent/carer.

Monitor, Evaluate and Review



Continue to ask these reflective questions:

- **What's going well?**
- **What's helping?**
- **What's not going well?**
- **What would help?**



- There requires clear evidence that advice from external agencies has been fully implemented over a significant period of time.
- Where educational practitioners, advice givers/external agencies and parents/carers feel the child/young person has made adequate progress then consideration should be given to returning to the earlier stages of the graduated response.

As part of an Annual Review, ongoing support, if any, should be identified with the following potential next steps:

Option 1 – child/young person remains on stage 3 and network of support continues. Consistent utilisation of creative and innovative planning, keeping in mind expected outcomes, reasonable adjustments and continuous monitoring and review

Option 2 – child/young person no longer requires support provided through a statement of SEN, moves to Stage 2 or 1

Please also refer to the Department of Education: [Flowcharts and Checklists](#)

Speech, Language and Communication Needs

The Graduated Response



Speech, Language and Communication Needs(SLCN)

Speech, Language and Communication Needs (SLCN) is a broad category that covers the wide range of conditions affecting 3 areas:

Speech – the ability to say words clearly with the right sounds in the right places, to speak fluently without hesitating or repeating words and to use a clear voice in a way that makes speech sound interesting and meaningful.

Language – involves both talking and understanding, including the ability to use the right words in the right order to explain what you mean, and to add grammar to build sentences as well as the ability to understand language to make sense of what people say.

Receptive Language skills involve the ability to understand what is being said.

Expressive Language skills involve the ability to say the correct words in the correct order, to explain what is meant.

Communication skills involve both verbal/spoken and non-verbal, including the use of facial expression, gesture, listening and taking turns to interact with others. Also, the ability to understand other people's points of view, not only what to say but how to say it appropriately.

Each of the 3 areas (SLCN) is dependent on the other and children may have difficulty with one, more or all aspects of speech, language and communication.

The profile for every child with SLCN is different and their needs may change over time.

For more information view the EA Language Tree Video [Useful Resources & Links - Language and Communication | SEND Plan \(eani.org.uk\)](#)
[DE SEN Resource File - SLCN](#)



In this section, the term “*schools*” refers to all mainstream schools and educational settings and the term “*parents*” refers to all parents/carers and guardians.

Specific SEN Category Descriptors – Speech, Language and Communication Needs

Developmental Language Disorder (DLD) is the term used for children with persistent and unexplained language difficulties which impact on their social and educational functioning. There is no obvious reason for the difficulties and children with a diagnosis or profile of DLD may require support in some form throughout their educational life and beyond. **For more information visit www.radld.org**

Language Disorder associated with a differentiating/biomedical condition such as Autism, Deafness/Hard of Hearing, Moderate or Severe Learning Difficulty, Brain Injury or a Chromosome Disorder. The Language Disorder occurs as part of a more complex pattern of impairments.

For more information on SEN visit [Special Educational Needs and Disability \(SEND\) | SEND Plan \(eani.org.uk\)](http://Special Educational Needs and Disability (SEND) | SEND Plan (eani.org.uk))

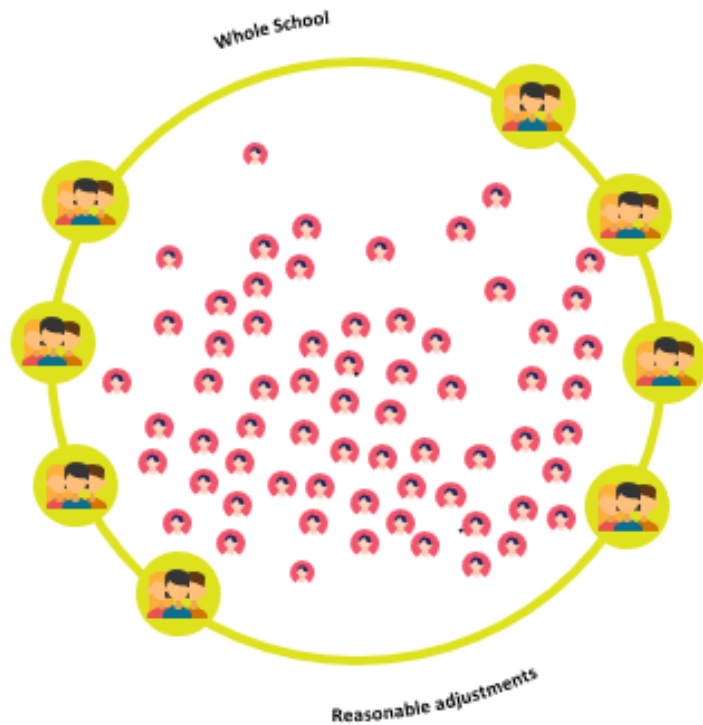
Communication and Social Interaction Difficulties the ability to use language underpins all of children's social interactions and learning activities. SLCN are commonly associated with other difficulties in childhood and beyond, including the acquisition of literacy skills (reading and writing) and may impact on social, behavioural and emotional well-being. **For further reading on the social use of language: [click here](#)**



N.B. Subcategory descriptors should only be [recorded on the SEN Register](#) if specified in an EA Educational Psychologist Report, an EA Statement of SEN or a HSCT Speech and Language Therapy report.

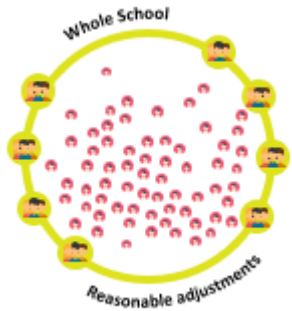
Identify

In the classroom, children with Speech, Language and Communication Needs may present with:



- Difficulty paying attention
- Difficulty following instructions, understanding the task set or grasping mathematical concepts
- Struggling to accurately name familiar items or use general terms e.g. 'thing' to refer to items
- Poor retention across the curriculum due to superficial understanding of what is being taught
- May talk a lot but not 'make sense' or may be hesitant in conversation
- Inability to retell stories in sequence, describe or explain
- Shrugging their shoulders, providing short responses or opting out when it's their turn to talk
- Speech that is difficult to understand
- Using behaviour as an avoidance or a distraction during talk-focused activities
- Difficulty initiating conversation or peer interaction
- Difficulty understanding the rules of games such as taking turns or 'being out/losing'
- Anger and frustration when they don't have the language skills to solve problems.

Plan and Action



Plan:

It is important to gather information and understand each child holistically to identify reasons for the presenting needs and the most effective support strategy.

Classroom Teaching and Learning Plans should include effective differentiation/[adaptive teaching](#) and must follow the [NI Curriculum](#).

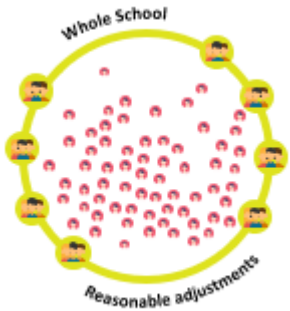
Teachers should be guided by the [strategies for inclusion of pupils of all abilities, including those with speech and language needs](#) and CCEA's [Progression Pathways](#) documents for Language and Literacy.

Action:

Class teachers should:

- Create a [communication friendly classroom environment](#) for all learners, which incorporates features and strategies which make communication as easy, effective and enjoyable as possible.
- Identify [classroom strategies](#) which may be most helpful and those which may cause stress for some learners experiencing speech, language and/or communication difficulties.
- Collaborate with parents to reinforce language, attention and listening skills at home: [Useful Resources & Links - Language and Communication | SEND Plan \(eani.org.uk\)](#)
- Collaborate with other professionals to develop and deliver support for all children's language and communication acquisition within the whole school context, see [RISE \(NI\)](#)

Plan and Action



Plan:

It is important to gather information and understand each child holistically to identify reasons for the presenting needs and the most effective support strategy.

Classroom Teaching and Learning Plans should include effective differentiation/[adaptive teaching](#) and must follow the [NI Curriculum](#).

Teachers should be guided by the [strategies for inclusion of pupils of all abilities, including those with speech and language needs](#) and CCEA's [Progression Pathways](#)

documents for Language and Literacy.

Action:

- [Useful Resources & Links - Language and Communication | SEND Plan \(eani.org.uk\)](#)
- **Buddy Chat** is a video-based resource consisting of 2 lesson plans for teachers to follow. This resource allows children to understand how a SLCN can present. It provides strategies to be more inclusive with their peers/family members and reduce isolation of peers with a SLCN by utilising the Buddy Chat High 5 strategies. The aim is to support children to be kind and caring communicators within school to children who experience a speech, language and communication need (SLCN). The lessons are designed to be completed as an inclusive whole class exercise from P4. They are underpinned with 5 practical strategies that children can implement in school and the wider community to understand how communication works, and how they can support interaction with their peers/family members.

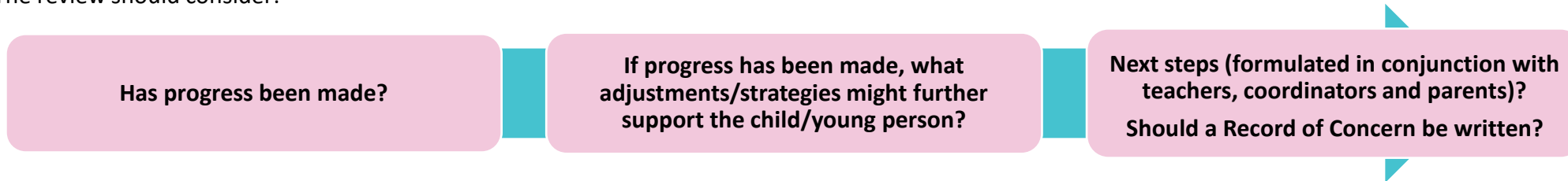
<https://rcslt.info/buddychat-cours>



Monitor, Evaluate & Review

Teacher monitoring including observations, assessments, evidence gathered and professional judgment along with the views of the child/young person and their parents will all be taken into consideration when evaluating the impact of the whole school educational provision.

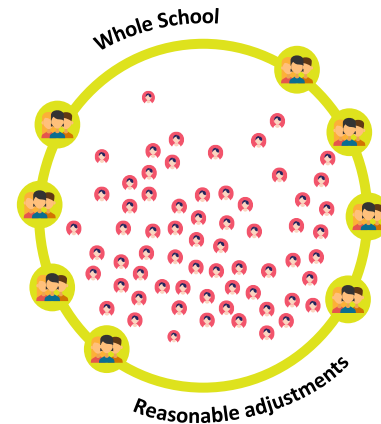
The review should consider:



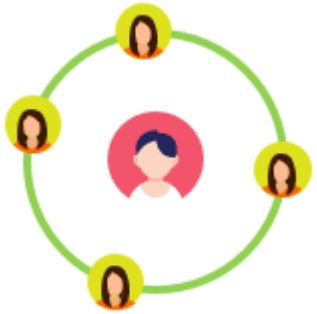
For a child/young person with Speech, Language and Communication Needs, monitor individual progress and identify any gaps in learning through class-based observations, evidence gathering (e.g. [GL Well COMM Assessment](#) or [EA LCS Language Programme: Informal Assessments](#) and [CCEA Assessment for Learning](#) strategies, tools and resources at age-appropriate levels.

School staff should provide regular, time-framed reviews (for example after 6/12-week block) in order that child/young person, parents, and medical/allied health practitioners (if required) can discuss learning and agree appropriate provision. This may form part of the school's ongoing monitoring, evaluating, and reviewing processes.

Seeking the perspectives of all involved, to answer these key questions, will help determine future planning. Please also refer to the Department of Education: [Flowcharts and Checklists](#) to help with this process.



Identify (Please also see [whole school](#))



In addition to the indicators for whole school educational provision, children with Speech, Language and Communication Needs which constitute a special educational need (SEN) may present with:

- An absence of Phonological Awareness - understanding and having conscious sensitivity to sound structure of language
- Difficulty using Receptive Language Skills – understanding language or processing what is being said
- Difficulty using Expressive Language Skills – remembering words or speaking in sentences
- A diagnosis of Developmental Language Disorder (ratified by HSCT Speech and Language Therapy)

- Speech Sound Disorder (usually supported by HSCT Speech and Language Therapy)*
- Dysfluency/Stammering (usually supported by HSCT Speech and Language Therapy)*
- Voice Disorders/Paediatric Dysphonia (usually supported by HSCT/ENT and Speech Therapy)*

*For specific indicators and classroom support strategies, see the: amended chapter in the [DE SEN RESOURCE FILE](#)



Plan and Action (Please also see [whole school](#))



Plan:

For those children with an identified SEN in Speech, Language and Communication, the [SEN Code of Practice](#) must be followed.

Each child should be recorded on the SEN Register of the school and a [Personal Learning Plan \(PLP\)](#) be drawn up by the class/form teacher in consultation with the Learning Support Coordinator (LSC) and Literacy Coordinator of the school.

Expected Outcomes will be set and timebound as part of the PLP process and SEN provision for the child.

Reference should be made to the school's special educational provision map to draw upon strategies and resources available at school level, which are additional to whole school educational provision.

Action:

For SLCN, this may include:

- Identifying the demands on a child with SLCN e.g. social, language, cognitive, sensory, motor and matching specific [classroom strategies](#) with the child's ability.
- Implementing EA resources available: [Useful Resources & Links - Language and Communication | SEND Plan \(eani.org.uk\)](#) and [DE SEN RESOURCE FILE](#)
- Availing of EA Training for school staff on Phonological Awareness, Understanding Expressive Language in the Classroom, Understanding Receptive Language in the Classroom and Creating a Communication and Emotion Friendly Environment in the KS2 Classroom [Training | SEND Plan \(eani.org.uk\)](#)
- Gathering evidence of specific language needs through e.g. [GL Well Comm Assessment](#)
- [Contacting LCS](#) for general advice, guidance and signposting.

Monitor, Evaluate & Review

Some children/young people may require further intervention and approaches additional to those provided within whole school educational provision which can be delivered through the school's special educational provision at **stage 1** of the Code of Practice. The Code of Practice sets out the need for this provision to be **regularly monitored, evaluated, and reviewed** by the school in consultation with the **child/young person and their parents**. A [Personal Learning Plan \(PLP\)](#) will be used by the school which will outline the provision the school is using with the child/young person which is additional to the provision being provided at whole school level. It will detail planned expected outcomes, and these should be tracked and reviewed regularly, **at least 2 times per year** by school staff in consultation with the child/young person and parent(s).

When reviewing, consider if:



This process of monitoring, evaluating and reviewing will help identify next steps in learning and provision for the child/young person.

Please also refer to the Department of Education : [Flowcharts and Checklists](#)

Where they have made good progress, they may return to whole school educational provision and their name be removed from the school's SEN register. Where the child/young person has made little or no progress despite the full application of the range of strategies and approaches in the school's special educational provision map, consideration may be given to making a request for external provision, **a more intensive provision** providing specialist support from the EA Local IMPACT Teams and/or HSCT.



Identify (Please also see [whole school](#) & [stage 1](#))



Additional indicators of need for more intensive and specialist SLCN support and provision may include:

- EA School Based Consultation or EA Educational Psychology Report recommendations
- EA LCS Phonological Awareness Programme
- WellComm Assessment: scores below chronological age
- Diagnosis of Developmental Language Disorder (ratified by HSCT Speech & Language Therapy)
- Significant profile of Developmental Language Disorder.



Plan and Action (Please also see [whole school](#) & [stage 1](#))



Plan:

Once the referral for external provision is received and allocated to a member of EA Language and Communication staff, contact is made with parents/carers and the school.

The planning stage includes information gathering, class-based observation, contact with HSCT Speech and Language Therapy (if applicable) and further language assessments (if appropriate).

Action:

Actions are based on the individual needs of each child, developed and implemented in collaboration with the school setting staff to compliment the special educational provision and PLP already in place. External SEN provision intensifies the school support and may include any, some or all of the following:

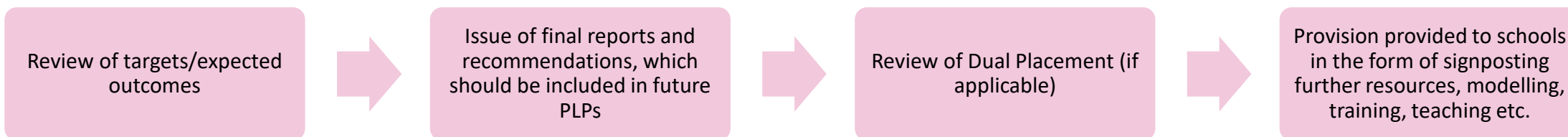
- Bespoke EA LCS support and resources to target specific language and communication needs identified
- Small group support of up to 6 sessions led by EA LCS teacher/intervention officer/language support assistant
- Specific strategies and resources modelled to teachers to upskill school staff and resources provided for future use (and to add to school's special educational provision map)
- Up to 12 intervention sessions based on specific SMARTE targets/expected outcomes for the child, led by EA LCS teacher/intervention officer/language support assistant
- Ongoing advice and guidance to class teacher to support whole class, small group and individual provision and inclusion of the child with SLCN.

Special Educational Provision – Stage 2 – Speech, Language and Communication Needs

Monitor, Evaluate & Review

At stage 2 of the Code of Practice there will be **close involvement** between **school** and the **external service** (EA/HSCT) supporting the child/young person's unmet need. The monitoring, evaluating, and reviewing of the PLP by the school will take place in consultation with the external service, and include the child/young person, and their parent/s. Together they will make informed decisions on the effectiveness of the targeted interventions/provisions put in place.

To help measure the effectiveness of this intervention, EA services may consider:



It is important that the advice and guidance provided by the EA local IMPACT Teams or HSCT is evident in the outcomes and approaches applied in PLP planning for the child or young person.

The level, type or intensity of the stage 2 provision may need to be changed throughout this process if new need/s or more prevalent needs become apparent. Close collaboration between the school and the EA local IMPACT Teams and/or HSCT will help determine if the provision is being effective or needs changed. Many pupils will make progress with the delivery of stage 2 provision and following a period of support will no longer need external provision from the EA local IMPACT Teams or HSCT and will return to stage 1 of the CoP or exit the SEN register if appropriate.

Where the Stage 2 provision has made little or no impact and the needs of the child/young person continue to be significant and/or complex and impact on their learning/ability to access the curriculum effectively, a more intensive approach will be needed. Consideration may be given to making a request for a statutory assessment at stage 2. While the EA is considering whether to carry out a statutory assessment, the school should continue to implement, monitor, and review the child's PLP.

Please also refer to the Department of Education: [Flowcharts and Checklists](#)

Identify (Please also see [whole school](#), [stage 1](#) & [stage 2](#))



Additional indicators of need for more intensive and specialist SLCN support and provision may include:

- where a child at stage 3 is in receipt of a statement of SEN which specifies Speech, Language and Communication as their primary or one of their special educational needs and will either be recorded using the overarching SEN category (SLCN) or one of the specific SEN subcategories.

The statement of SEN will:

- document the specific speech, language and communication needs of the child,
- whether the child has a diagnosis of Developmental Language Disorder (DLD) or profile consistent with DLD,
- any other conditions/difficulties and recommendations and provision appropriate for the needs of the child.



Plan and Action (Please also see [whole school](#), [stage 1](#) & [stage 2](#))



Plan:

- The holistic needs of the child and recommendations in the statement of SEN will be considered at the planning stage.
- Once the referral for external provision is received and allocated to a member of EA Language and Communication staff, contact is made with the school.

What does this pupil need right now?

What will we do to meet this identified need?

Have we got the right people involved?

What supports need to remain in place for now?

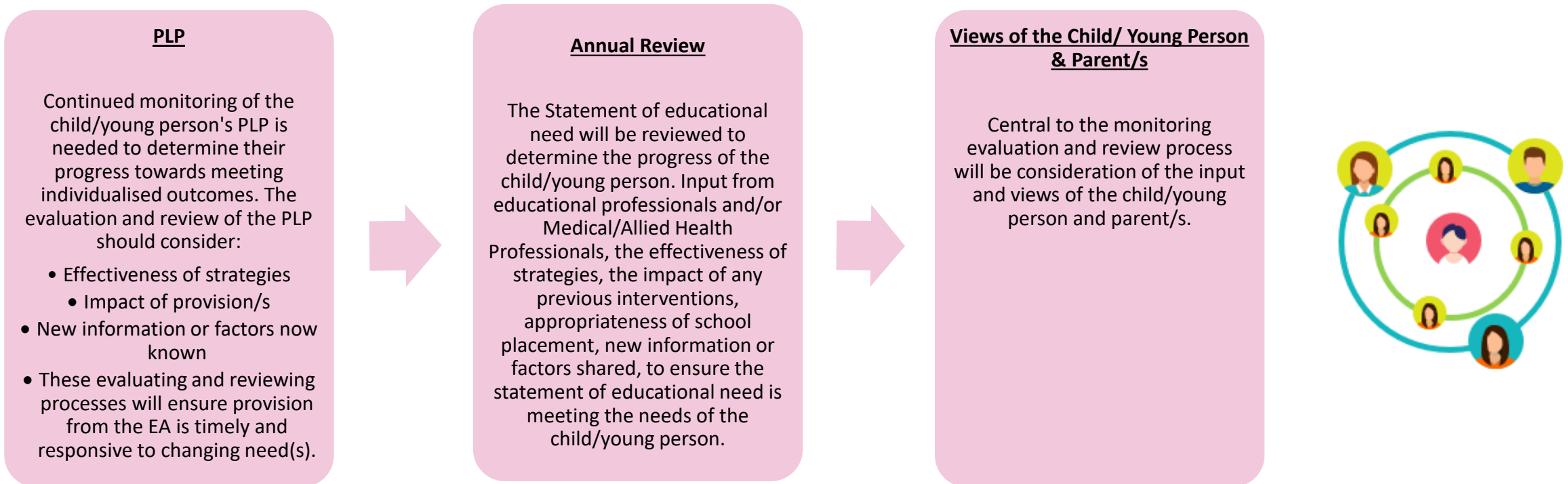
Action:

Actions are based on the individual needs of the child to compliment the recommendations as set out in the statement of SEN, the special educational provision already in place as specified in the statement of SEN, and the school's PLP which has been drawn up based on the statement of SEN. EA Language and Communication Service staff offer advisory support to settings when requested by the school and may include **any, some or all** of the following:

- Advice on specific language targets/expected outcomes to include in future Personal Learning Plans
- Specific strategies and resources modelled to SEN CA (if applicable) and resources provided to school
- Classroom observation and Pupil Profile Report to provide further specific advice and guidance for the school staff
- Open-door policy to provide future advice and guidance to school to support whole class, small group and individual provision and inclusion of the child with SLCN (upon written request by the school). Open-door policy to provide advice and guidance if the child's SEN changes or at Annual Review of the statement of SEN (upon written request by the school).

Monitor, Evaluate & Review

At Stage 3 the child/young person will have a Statement of Special Educational Needs. The PLP will continue to be implemented and is subject to regular monitoring, evaluation, and review. The PLP will form the key basis of the educational information to inform the Annual Review of the statement. The school retains responsibility for the day-to-day learning of the child, sharing responsibility with the EA and, where appropriate, the HSC Trust.



The child will continue at stage 3 and receive support until such time as the EA determines that it is appropriate to cease to maintain the statement.

Sensory

The Graduated Response



How do we define Sensory Impairment (SI)?

SI refers to Deafness/Hard of Hearing, Vision Impairment and Multi-Sensory Impairment.



Deafness happens when one or more parts of the ear is not working effectively and there is a hearing loss.

Vision Impairment is a term used to describe any kind of vision loss, whether it applies to someone who cannot see at all, or to someone who has partial vision loss. It does not include those whose sight problems can be corrected by spectacles or contact lenses.

Multi-Sensory Impairment or deafblindness is a combination of sight and hearing loss that affects a person's ability to communicate, access information and get around. A deafblind person won't usually be totally deaf and totally blind, but both senses will be reduced enough to cause significant difficulties in everyday life.

Please note that the level of impairment does not necessarily equate to the needs of the child/young person. Many factors play a role in determining needs, for example, a severe or profound hearing loss does not necessarily result in intensive intervention.

Sensory

Common across all sensory impairments, is the involvement of specialists such as qualified teachers of sensory impairment who support the children and young people.

Deaf/Hard of Hearing

In this document we use the term 'deaf' to refer to all types of hearing loss, from mild to profound. This includes deafness in one ear or temporary hearing loss such as glue ear. The two main types of deafness are conductive (temporary) and sensorineural (permanent). Some young people have a combination of both types of deafness.

The National Deaf Children's Society (NDCS) document Deaf Friendly Teaching¹ says:



Deafness is not a learning disability, and, given the right support, deaf children can make the same progress as hearing children of similar cognitive ability. The majority of deaf pupils are educated in mainstream schools.

[Deaf-friendly teaching: For primary school staff \(ndcs.org.uk\)](https://www.ndcs.org.uk)



***Please view this section along with the Sensory Needs [EA SDS Reasonable Adjustments Guidance \(Graduated Response Folder\)](#) document.**



****The strategies outlined in the next 4 sections are not a tick list to work through. Individual children and young people may require a range of strategies and interventions from one or all sections.**

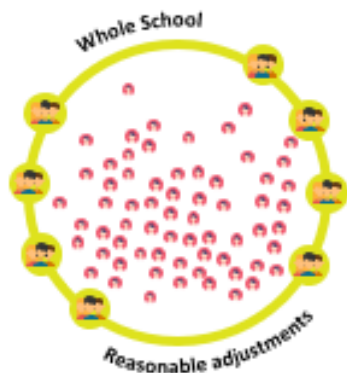
*****Please note that throughout this document we use the terms:**

Qualified Teacher of Deaf Children and Young People(QTODCYP)

Qualified Teacher of Vision Impairment(QTVI)

Qualified Teacher of Multi-Sensory Impairment(QTMSI).

Identify



Many children/young people (CYP) may have some degree of deafness or hearing difficulty at some point in their school years, particularly in early years and at primary age. For the majority of CYP who are deaf/hard of hearing, needs will already have been identified prior to starting in a setting and support plans will have been agreed. However, if you suspect a hearing loss:

- discuss any concerns that you may have with the family/carers/guardians
- suggest that they ask their GP or health visitor for a referral to the local audiology clinic for a hearing test
- [The Sensory Service](#) may provide telephone advice and direct you to useful information

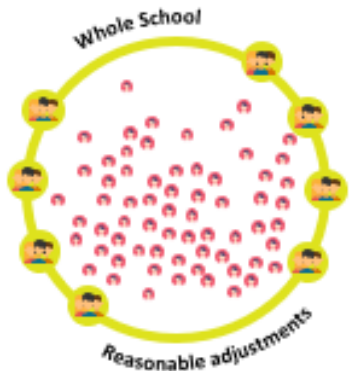
Once a hearing loss is identified by colleagues in Health, the Sensory Service will provide support according to identified need.

Indicators of a possible hearing loss may include:

- | | | | |
|--|--|---|--|
| <ul style="list-style-type: none">• Watches faces or lips intently• Constantly asks for repetition• Does not always follow instructions straight away• Mishears information or appears not to listen• Watches what others are doing before doing it themselves | <ul style="list-style-type: none">• Seeks assistance from peers• Talks either too loudly or too softly• Appears inattentive or as though daydreaming• Has difficulty focusing, listening, or concentrating• Tires easily• Becomes easily frustrated• Has poor phonological awareness | <ul style="list-style-type: none">• Has some difficulty processing or remembering new information, vocabulary, or language• Has some difficulty with educational progress and achievement of expected levels, particularly in language-based subjects• Fails to pick up on incidental conversations or language | <ul style="list-style-type: none">• Appears isolated and less involved in social group activities• Experiences misunderstandings in social situations• Misses key information• Has difficulties participating in group discussions and activities• Speech, language, and literacy difficulties |
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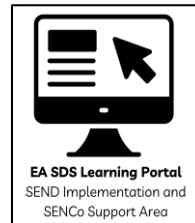
Whole School Educational Provision - Sensory - Deafness/Hard of Hearing

Plan & Action (Please view along with the [Reasonable Adjustments Guidance \(Graduated Response Folder\)](#) to Support CYP with Sensory Impairment)



The first response to a child or young person not making expected progress should be high quality teaching targeted at their area of need including consideration/implementation of reasonable adjustments in the learning environment.

[EA SDS Sensory Reasonable Adjustments Guidance\(Graduated Response Folder\)](#)

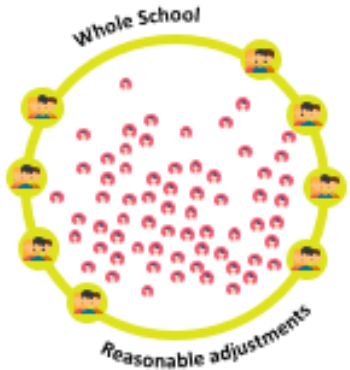


Is your school deaf friendly? Consider the following:

- Have you thought about the seating position in the classroom and assembly hall so the child/young person can hear and see well?
- Do you check the child/young person is looking at you before you begin speaking?
- Do you use visual strategies to support children/young people listening by:
 - Using subtitles for all film clips/DVDs?
 - Writing key vocabulary, reference notes and homework on the board?
 - Providing written access to notices/dates/deadlines/announcements?
 - Having visual material around the room?
- Is the child or young person accessing what their peers are saying? It is good practice to reiterate peer contributions.

Whole School Educational Provision - Sensory - Deafness/Hard of Hearing

Plan & Action (Please view along with the [Reasonable Adjustments Guidance](#) (Graduated Response Folder) to Support CYP with Sensory Impairment)



- Have you thought about reducing background noise by:
 - Closing windows and doors
 - Minimising use of noisy equipment such as fans/projectors/computers
 - Involving pupils in monitoring noise levels.
- Do you stand still when talking to the class?



For clarification, Sensory Impairment is not the same as Sensory Integration, or Sensory Processing Disorder.

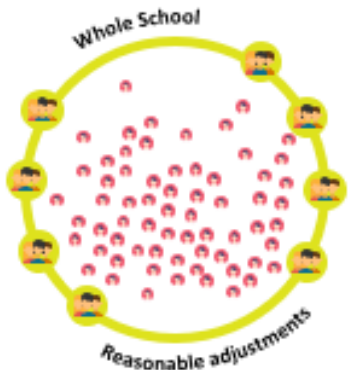
See this short video looking at the difference: [NatSIP - New video: Sensory processing disorder](#)

If you are interested in this area, the Sensory Service can provide a series of webinars which focus on working with deaf teenagers and executive functioning.

Useful Links:

- [Tips for teaching deaf children with a mild hearing loss \(youtube.com\)](#)
- [NatSIP - What Good Looks Like](#)

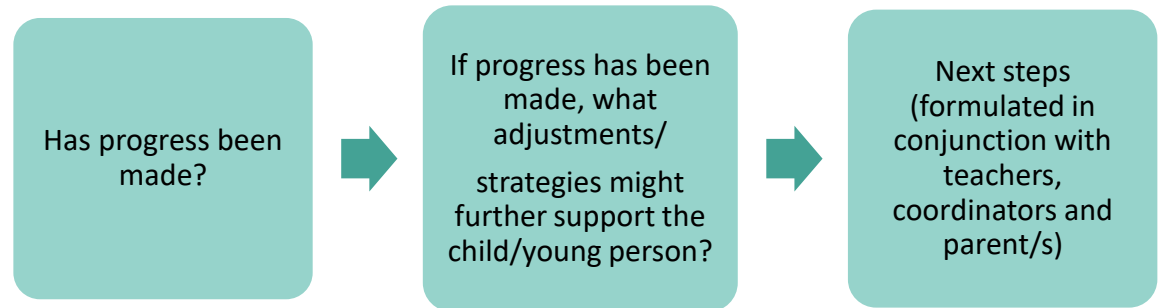
Monitor, Evaluate & Review



A child/young person with sensory needs, should be asked on a regular basis for feedback to monitor their access to lessons and to find out what is working well or needs adjustment. Always seek advice from a QTODCYP to ensure that appropriate strategies are in place for individual pupils. This may form part of the school's ongoing *monitoring, evaluating, and reviewing* processes.

Teacher monitoring, including observations, assessments, evidence gathered and professional judgment, along with the views of the child/young person and their parents, will all be taken into consideration when evaluating the impact of the whole school educational provision.

The review should consider:



Seeking the perspectives of all involved, to answer these key questions will help determine future planning.

Please also refer to the Department of Education: [Flowcharts and Checklists](#) to help with this process.

Identify (please also see whole school identify)



Some children and young people may require additional school-based support to mitigate potential barriers to progress. The child or young person **will have an identified permanent hearing loss** which may result in functional difficulties, language delay and access requirements.

Progress and outcomes may be in line with, or slightly below, expected compared to age-related norms, particularly in language-based subjects.

The QTODCYP will assess needs, including if there is a need for additional listening technology and provide advice and information. The school sets PLP outcomes and employs strategies to support the child/young person at stage 1 of the CoP.

Deafness will impact on a range of skills that children/young people will need to learn including:

- Listening skills
- Attention and concentration
- Language development and understanding of new or complex concepts
- Literacy skills
- Working memory
- Auditory memory
- Processing time
- Incidental learning
- Social skills and maintaining friendships
- Self-esteem
- Learning style
- Access to audio visual media, online and other sound resources e.g. for Music/Modern Foreign Languages

Plan & Action (Please view along with the [Reasonable Adjustments Guidance \(Graduated Response Folder\)](#) to Support CYP with Sensory Impairment. Please also see [whole school plan & action](#))



Inclusive strategies for all deaf children and young people may include:

- Making sure that you have the child or young person's attention before you start talking
- Speaking clearly and at your normal level and pace – speaking too slowly or exaggerating mouth patterns will make you harder to understand
- Allowing the deaf child or young person to see your face and lips when speaking – putting something in front of your face or turning to the smart board will make it difficult for them to lip-read
- Checking that the child/young person understands what has been said in a sensitive way, for example asking questions such as 'Who can tell me what we are going to need for this lesson?' or repeating/rephrasing if needed

- Allowing time for children or young people to move their attention between you and other information when you speak so they can use your facial cues and lip patterns to help them understand
- Repeating questions or contributions from other children/young people – their voices may be softer, and speech unclear
- Allowing more thinking and talking time
- Being aware that a child or young person may need more time to complete tasks.
- When appropriate, checking that oral information or instructions have been understood



Plan & Action (Please view along with the Sensory Needs [Reasonable Adjustments Guidance \(Graduated Response Folder\)](#) to Support CYP with Sensory Impairment. Please also see [whole school plan & action](#))



- New subject vocabulary/key words may be written on the board/working wall/given on a separate sheet prior to the start of the lesson or topic
- Providing opportunities during recap of the main teaching points for the child or young person to show what they have understood and identify any gaps or difficulties with vocabulary
- The need for access to technology if required (as advised by the QTODCYP)

While these suggestions provide examples of best practice, they are not exhaustive.

The needs of children and young people with a sensory impairment are diverse and adjustments should be made according to the needs of the individual.

Useful Links

[A Girl like Ananya — AVID Language](#)

[Tips for teaching deaf children with a mild hearing loss \(youtube.com\)](#)

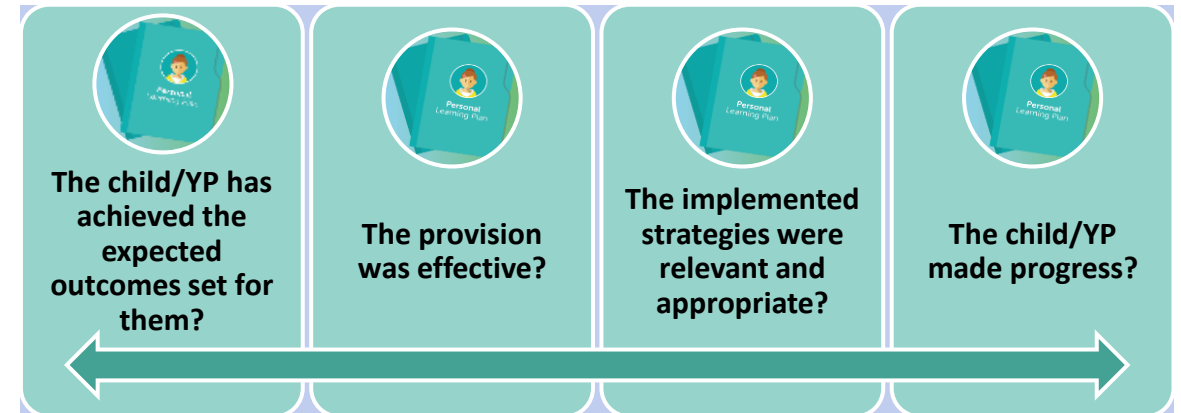


Monitor, Evaluate & Review



Some children/young people may require extra intervention and approaches additional to those provided within whole school educational provision which can be delivered through the school's special educational provision at **stage 1** of the Code of Practice. The Code of Practice sets out the need for this provision to be **regularly monitored, evaluated, and reviewed** by the school in consultation with the **child/young person and their parents**. [A Personal Learning Plan \(PLP\)](#) will be used by the school which will outline the provision the school is using with the child/young person which is additional to the provision being provided at whole school level. It will detail planned expected outcomes, and these should be tracked and reviewed regularly, **at least 2 times per year**, by school staff in consultation with the child/young person and parent(s).

When reviewing, consider if:



This process of monitoring, evaluating and reviewing will help identify next steps in learning and provision for the child/young person.

Monitor, Evaluate & Review



For a child/young person who has sensory needs due to hearing loss the assessment and review may also include:

- School staff linking with advisory sensory support/specialists as part of the review process
- The child/young person's self-evaluation of support requirements
- The need to access technology if required.
- The child or young person's success in communicating with others, socialising, and forming friendships.

Where they have made good progress, they may return to whole school provision and their name be removed from the school's SEN register.

Where the child/young person has made little or no progress despite the full application of the range of strategies and approaches in the school's special educational provision map, consideration may be given to making a request for external provision, **a more intensive provision** providing specialist support from the EA/or HSCT.



Identify (Please also see [whole school](#) & [stage 1](#))



Some children and young people require additional targeted support to mitigate potential barriers to progress and to identify the support that is needed to overcome these.

The challenges presented mean that for many deaf children/young people their plan may need to include support in addition to that which is provided at whole school and stage 1 and if this will indicate a move to stage 2.

The QTODCYP will assess needs, including if there is a need for additional listening technology and provide advice and information to all staff working with the pupil.

Many deaf children will experience difficulties with spoken language acquisition and impoverished access to language can be severe and long lasting. Improving technologies such as digital hearing aids and cochlear implants have provided new and excellent opportunities for access to spoken language; however, they do not restore normal hearing. The school will set PLP outcomes and employ strategies to support the child/young person at stage 2 of the CoP.



Special Educational Provision, Stage 2 - Sensory - Deafness/Hard of Hearing

Plan & Action (Please view along with the Sensory Needs [Reasonable Adjustments Guidance \(Graduated Response Folder\)](#) to Support CYP with Sensory Impairment. Please also see [whole school](#) & [stage 1](#) plan & action)



In addition to whole school and stage 1 strategies which will help to ensure inclusion, the challenges presented by hearing loss mean that for many deaf pupils, their plan may include:

- Expected outcomes related to the development of language, communication, literacy, confidence and social skills, and the support and the interventions required
- The provision and maintenance of hearing technology
- Pre-teaching of subject-based concepts/vocabulary; breaking down information into smaller chunks; repeating and rephrasing information; checking understanding through careful questioning
- Teaching vocabulary can also be supported by providing vocabulary for parents to be reinforced at home

- Ensuring staff and other children or young people are 'deaf aware' and have a good understanding of what they need to do to ensure the deaf pupil is included within the school
- Using assistive listening technology such as radio aids and sound field systems
- Provision of PowerPoint slides before the lesson for annotation during the teaching input to consider the challenges of listening and notetaking at the same time
- Implementation of strategies advised by the QTODCYP
- Provision of opportunities for children/young people to work one-to-one or in a small group in a quiet listening environment to reinforce language
- Additional time for processing information or responding to a question
- Cueing a child or young person into who is talking or if there is a change in topic; provision of additional written resource materials to support visual.

While these suggestions provide examples of best practice, they are not exhaustive. The needs of children and young people with a sensory impairment are diverse and adjustments should be made according to the needs of the individual.

Also see link: [Reasonable Adjustments in Schools \(guidedogs.org.uk\)](#)

Monitor, Evaluate & Review



At stage 2 of the Code of Practice there will be **close involvement** between **school** and the **external service** (EA/HSCT) supporting the child/young person's unmet need. The monitoring, evaluating, and reviewing of the PLP by the school will take place in consultation with the external service, and include the child/young person, and their parent/s. Together they will make informed decisions on the effectiveness of the targeted interventions/provisions put in place.

To help measure this effectiveness of intervention, EA services may consider:

Review of
targets/expected
outcomes



Issue of reports and
recommendations,
which should be
included in future
PLPs



Provision provided to
schools in the form of
resources, modelling,
training, teaching
etc...

It is important that the advice and guidance provided by the EA Sensory Service or HSCT is evident in the outcomes and approaches applied in PLP planning for the child or young person.

You will need to consider:

- Information on levels of attainment
- The child/young person's self-evaluation of any support requirements
- The need for access to technology if required (as advised by the QTODCYP)
- The accessibility of the subject content
- The child/young person's success in communicating with others, socialising and forming friendships
- The balance between access to learning and learning to access
- Effectiveness of communication support
- Any changes to the child/young person's level of hearing

Monitor, Evaluate & Review



The [NDCS has produced a Quality Improvement Checklist for schools](#) which is useful for Monitoring, Evaluation and Review.

Where the stage 2 provision has made little or no impact and the needs of the child/young person continue to be significant and/or complex and impact on their learning/ability to access the curriculum effectively, a more intensive approach will be needed.

Consideration may be given to making a request for a statutory assessment at stage 2. While the EA is considering whether to carry out a statutory assessment is appropriate, the school should continue to implement, monitor, and review the child's PLP.

Please also refer to the Department of Education: [Flowcharts and Checklists](#)



Special Educational Provision, Stage 3 - Sensory - Deafness/Hard of Hearing

Identify (please also see [whole school](#), [stage1](#) & [stage 2](#))



Where a request for a statutory assessment is made and the outcome is that the EA makes a **statement of special educational needs**, the child/young person will be identified as being at stage 3 of the CoP.



Other identifiers may include:

- The child/young person's difficulties are significant and/or complex and/or multiple
- Their sensory needs may affect the child/young person's ability to take part in particular classroom activities and/or aspects of school life
- The child/young person's sensory needs may impact on their progress in educational, social, or emotional development
- The child/young person's needs have not been met by relevant and purposeful measures taken by the school and external specialists
- Additional special educational provision is required which cannot be provided within the resources normally available to mainstream schools

Special Educational Provision, Stage 3 - Sensory - Deafness/Hard of Hearing

Plan & Action (Please view along with the Sensory Needs [Reasonable Adjustments Guidance \(Graduated Response Folder\)](#) to Support CYP with Sensory Impairment. Please also see [whole school](#), [stage 1](#) & [stage 2](#) plans & actions)



In addition to deaf friendly strategies, some children and young people may require some or all of the following:

- Regular input from a QTODCYP for direct teaching; in-class
- Support, advice and training to school staff, contribution to any multi-agency involvement; liaison with parents/carers; specialised assessments
- Access to specialist careers' advice and planning for adulthood from Year 10 onwards
- Measures to develop independence skills including independence as a learner, the ability to use and maintain equipment and self-advocacy/self-determination skills
- High levels of support on an individual basis for developing:
 1. listening and attention
 2. language
 3. communication skills

- The provision of communication support as required such as British Sign Language, Irish Sign Language
- Specific teaching strategies and resources to ensure access to teaching and learning
- Communication, literacy, confidence and social skills, and the support and interventions required to achieve the outcomes
- Some deaf children/young people in school settings will have a classroom assistant to support them with sign communication
- Any support required to improve self-esteem and social skills including deaf awareness. This may include opportunities to meet peers with a hearing loss.

While these suggestions provide examples of best practice, they are not exhaustive. The needs of children and young people with a sensory impairment are diverse and adjustments should be made according to the needs of the individual.

Special Educational Provision, Stage 3 - Sensory - Deafness/Hard of Hearing

Plan & Action (Please view along with the Sensory Needs [Reasonable Adjustments Guidance \(Graduated Response Folder\)](#) to Support CYP with Sensory Impairment. Please also see [whole school](#), [stage 1](#) & [stage 2](#) plans & actions)



Useful Links

- [NatSIP - A place to start - Working with a child or young person with sensory impairment](#)
- [Supporting the achievement of deaf children who use English as an additional language \(EAL\) \(ndcs.org.uk\)](#)
- [Deaf-friendly teaching: Secondary | Documents and resources \(ndcs.org.uk\)](#)
- [Deaf-friendly education: Northern Ireland | Documents and resources \(ndcs.org.uk\)](#)
- [Creating good listening conditions | Information for professionals \(ndcs.org.uk\)](#)

Useful information:

- Case Study: [NatSIP - Multi-sensory Impairment Case Study](#)



Monitor, Evaluate & Review



In the case of a child/young person with a sensory need consider:

- The effectiveness of technology
- The accessibility of the subject content for example, checking if the pupil can understand the language and concepts used in lessons or establishing where and when the student may experience most difficulty in hearing what is said
- The child or young person's success in communicating with others, socialising and forming friendships. For example, if there is a classroom assistant providing sign support, are they able to interpret accurately and fluently what the teacher is saying

- The pupil's self-evaluation of any support requirements
- The balance between access to learning and learning to access
- Attainment and progress in areas of communication, language, concept development, social skills, motor skills, orientation and mobility, independence skills and emotional development
- The ability to learn independently, manage equipment and articulate their needs and preferences.

Where the child/young person is not making the expected amount of progress, all aspects of the plan must be considered in detail as it is crucial to identify the source of difficulties and revise the plan.

Please also refer to the Department of Education: [Flowcharts and Checklists](#)

Monitor, Evaluate & Review



At stage 3 the child/young person will have a statement of Special Educational Needs. The PLP will continue to be implemented and is subject to regular monitoring, evaluation, and review. The PLP will form the key basis of the educational information to inform the annual review of the statement. The school retains responsibility for the day-to-day learning of the child/young person, sharing responsibility with the EA and, where appropriate, the HSC Trust.

PLP

Continued monitoring of the child/young person's PLP is needed to determine their progress towards meeting individualised outcomes. The evaluation and review of the PLP should consider:

- Effectiveness of strategies
- Impact of provision/s
- New information or factors now known
- These evaluating and reviewing processes will ensure provision from the EA is timely and responsive to changing need(s).



Annual Review

The statement of educational need will be reviewed to determine the progress of the child/YP. Input from educational professionals and/or Medical/Allied Health Professionals, the effectiveness of strategies, the impact of any previous interventions, appropriateness of school placement, new information or factors shared, to ensure the statement of educational need is meeting the needs of the child/YP.

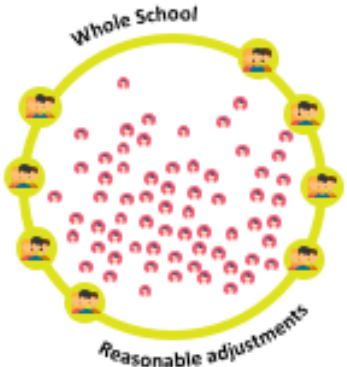


Views of the Child/ Young Person & Parent/s

Central to the monitoring evaluation and review process will be consideration of the input and views of the child/YP and parent/s.

The child will continue at Stage 3 and receive support until such time as the EA determines that it is appropriate to cease to maintain the statement.

Identify



Many children and young people wear glasses/contact lenses to correct a refractive error, and for most, these will bring their vision to within “normal” or “near normal” limits.

A child/young person has a **vision impairment** when glasses do not bring their level of vision within “normal” or “near normal” limits, or where there is a significant visual field loss or a cerebral vision impairment. A child/young person with vision impairment may or may not wear glasses, depending on the cause of the vision loss.

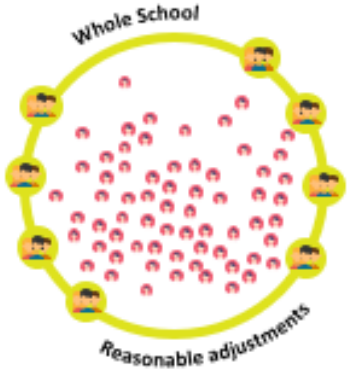
In **whole school educational provision**, the child/young person’s needs can be managed well in a mainstream class with **appropriate differentiation** of task and **teaching style**.

Vision impairment can have an impact on all areas of development including:

- Gross and fine motor skills
- Language
- Cognitive skills
- Social and communication skills reduce the ability to make sense of the world and hence increase anxiety



Identify



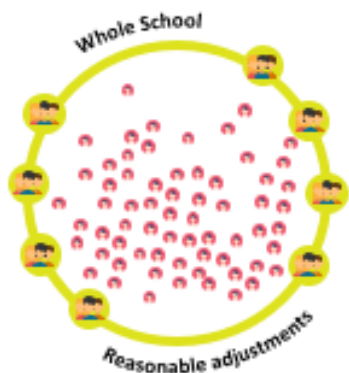
For the majority of children/young people who have vision impairment, needs will already have been identified prior to starting in a setting and support plans will have been agreed.

However, if you suspect a vision impairment:

- Discuss any concerns that you may have with the family/carers/guardians. You should suggest that they ask their GP or Optician for a referral to Ophthalmology
- If prescribed, a child or young person should wear glasses to support their vision impairment.



Plan and Action (Please view along with Sensory Needs [Reasonable Adjustments Guidance \(Graduated Response Folder\)](#) to Support CYP with Sensory Impairments)



The first response to a child or young person not making expected progress should be high quality teaching targeted at their area of need including consideration/implementation of reasonable adjustments in the learning environment.

Individual children and young people may require a range of strategies and interventions from one or all, of the following sections. These must not be used as a list to work through.

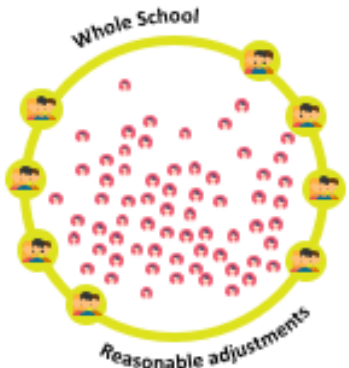
- Positive Eye has produced a useful audit for inclusive environments for all children and young people (*see Appendix in Sensory RA document for copy of the audit*).

[NatSIP - What Good Looks Like](#)

- Assistive technology plays a central role in enabling learners with vision impairment across the age and ability range to access the curriculum independently, avoiding the danger of over-reliance on adult support. This is known as 'learning to access', in contrast to being given 'access to learning'.



Monitor, Evaluate & Review



Teacher monitoring including observations, assessments, evidence gathered and professional judgment along with **the views of the child/young person and their parents** will all be taken into consideration when evaluating the **impact of whole school educational provision.**

The review should consider:

- Has progress been made?
- If progress has been made, what adjustments/strategies might further support the child/young person?
- Next steps (formulated in conjunction with teachers, coordinators and parents).

Seeking the perspectives of all involved, to answer these key questions will help determine future planning.

A child/young person with sensory needs, should be asked on a regular basis for feedback to monitor their access to lessons and to find out what is working well or needs adjustment.

Always seek advice from a QTVI to ensure that appropriate strategies are in place for individual pupils. This may form part of the school's ongoing monitoring, evaluating, and reviewing processes.



Special Educational Provision, Stage 1 - Sensory – Vision Impairment

Identify (please see whole school)



At Stage 1, the child/young person's needs should be managed in a **mainstream class with reasonable adjustments** and appropriate **differentiation** of task and **teaching style**.

We know vision impairment is associated with major obstacles to children and young people acquiring and developing fundamental skills.

We also know these obstacles can be reduced, or removed, if children and young people with vision impairment receive appropriate teaching input in an appropriate teaching environment.

The school sets PLP outcomes and employs strategies to support the child/young person at stage 1 of the CoP.

Specialist qualified practitioners, including QTVIs and in some cases habilitation specialists, will lead on teaching essential specialist skills that children and young people with VI need to develop to access learning with as much independence as possible and prepare for adulthood, such as use of assistive technology.

These skills are identified in the [Curriculum Framework for Children and Young People with Vision Impairment](#) (CFVI).

QTVIs can support classroom teachers in understanding a learner's vision impairment and its implications for their access to learning and wider development.

Always seek advice from a QTVI to ensure that appropriate strategies are in place for individual pupils.

Special Educational Provision, Stage 1 - Sensory – Vision Impairment

Plan & Action (Please view along with the Sensory Needs [Reasonable Adjustments Guidance \(Graduated Response Folder\)](#) to Support CYP with Sensory Impairment. Please also see [whole school plan & action](#))



- If the child or young person has mild vision impairment and nystagmus, please also refer to the sensory service nystagmus advice sheet: [Nystagmus \(eani.org.uk\)](http://Nystagmus(eani.org.uk))
- In most cases, these children and young people do not require specialist interventions from a QTVI
- Remember to ensure that information about the child or young person's vision is shared with new teachers before the beginning of each academic year
- Glasses should be worn all the time including at playtimes and for PE. Glasses should be clean and children should be encouraged to take responsibility for cleaning them frequently throughout the day

Please also see Reasonable Adjustment guidance to support CYP with sensory impairments which should be viewed alongside plans and actions.

While these suggestions provide examples of best practice, they are not exhaustive.

The needs of children and young people with a sensory impairment are diverse and adjustments should be made according to the needs of the individual child/young person within the specific context.



Monitor, Evaluate & Review

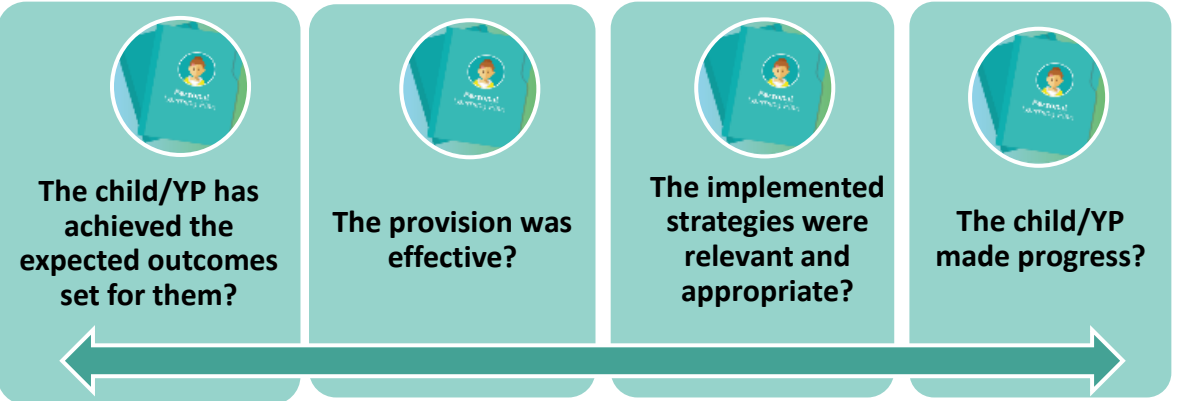


Some children/young people may require **extra intervention and approaches additional** to those provided within whole school provision, which can be delivered through the school's special educational provision at **stage 1** of the Code of Practice.

The Code of Practice sets out the need for this provision to be **regularly monitored, evaluated, and reviewed** by the school in consultation with the **child/young person and their parents**.

A [Personal learning Plan \(PLP\)](#) will be used by the school which will outline the provision the school is using with the child/young person which is additional to the provision being provided at whole school level. It will detail planned expected outcomes, and these should be tracked and reviewed regularly, **at least 2 times per year**, by school staff in consultation with the child/young person and parent(s).

When reviewing, consider if:



Monitor, Evaluate & Review



This process of monitoring, evaluating and reviewing will help identify next steps in learning and provision for the child/young person.

For a child/young person who has sensory needs due to a **vision impairment**, an **assessment and review** may include:

- The child or young person's self-evaluation of any support requirements
- Information on levels of attainment in line with peers
- The accessibility of the subject content
- The involvement of specialists such as a QTVI for ongoing advice as required

- The need for access to technology if required (as advised by QTVI)
- The child or young person's success in communicating with others, socialising and forming friendships.

Please also refer to the Department of Education: Flowcharts and Checklists

Where they have made good progress, they may return to whole school educational provision and their name be removed from the school's SEN register. Where the child/young person has made little or no progress despite the full application of the range of strategies and approaches in the school's special educational provision map, consideration may be given to making a request for external provision, **a more intensive provision** providing specialist support from the EA/or HSCT.

Special Educational Provision, Stage 2 - Sensory – Vision Impairment

Identify (please see [whole school](#) & [stage 1](#))



Some children and young people **require additional targeted support** to mitigate potential barriers to progress and to identify the support that is needed to overcome these.

- The QTVI will support the school with understanding the practical implications of visual difficulties on a child/young person's access to learning.
- The QTVI will assess needs, including if there is a need for any assistive technology and provide advice and information to all staff working with the child/young person.

- Depending on the nature of their visual loss, any assistive technology they use and any other support they receive in lessons may require adjustments to your teaching/support style to ensure they are fully included in your lessons.



Special Educational Provision, Stage 2 - Sensory – Vision Impairment

Plan & Action (Please view along with the Sensory Needs [Reasonable Adjustments Guidance \(Graduated Response Folder\)](#) to Support CYP with Sensory Impairment. Please also see [whole school](#) & [stage 1 plan & action](#))



The school sets PLP outcomes and employs strategies to support the child/young person at stage 2 of the CoP.

The challenges presented by a vision impairment suggest that, for many learners, their plan is likely to include targets and/or support strategies in the following areas:

- Measures to develop independence skills including working unsupported in the classroom, the ability to use and maintain equipment and self-advocacy/self-determination skills
- The provision and maintenance of assistive technology and training
- Low vision assessments and prescription of low vision aids/magnifiers

- The QTVI will advise on the appropriate strategies to enhance self-esteem, facilitate friendships, enable meaningful communication, and peer awareness of pupil's disability and associated needs (as appropriate and in agreement with the pupil/parents)
- The development of habilitation skills (for example, mobility and independence)
- Regular input from specialist staff such as QTVI and registered qualified habilitation specialists (RQHS) for advisory work
- The provision of support for the timely adaptation of resources
- Specific teaching strategies and resources to ensure access to teaching

Useful Links: The Royal National Institute for Blind (RNIB) has produced a useful resource: [Access to Education](#)

While these suggestions provide examples of best practice, they are not exhaustive. The needs of children and young people with a sensory impairment are diverse and adjustments should be made according to the needs of the individual student, within the specific context.

Monitor, Evaluate & Review

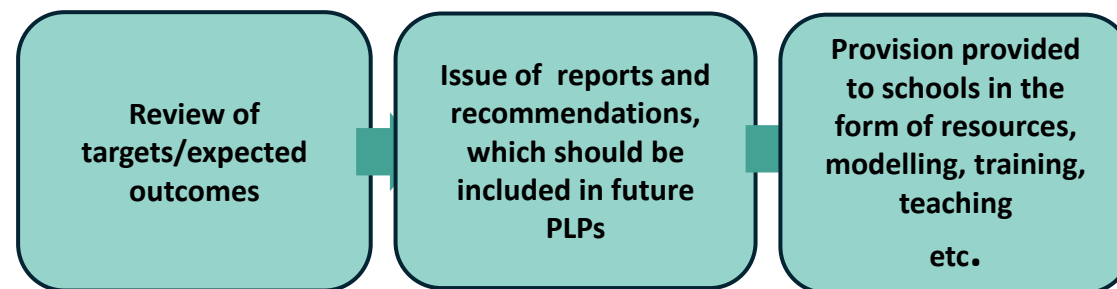


At stage 2 of the Code of Practice there will be **close involvement** between **school** and the **external service** (EA/HSCT - including a QTVI) for ongoing advice as required supporting the child/young person's unmet need.

The **monitoring, evaluating, and reviewing** of the PLP by the school will take place in consultation with the external service, and include the child/young person, and their parent/s.

Together they will make informed decisions on the effectiveness of the targeted interventions/provisions put in place.

To help measure this effectiveness of intervention, EA services may consider:



It is important that the advice and guidance provided by the EA Sensory Service or HSCT is evident in the outcomes and approaches applied in PLP planning for the child or young person.

Monitor, Evaluate & Review



In the case of a child/young person with a sensory need, consider the following:

- Information on levels of attainment
- The child/young person's self-evaluation of any support requirements
- The need for access to technology if required (as advised by the QTVI)
- The accessibility of the subject content
- The child or young person's success in communicating with others, socialising and forming friendships

Where the **stage 2 provision has made little or no impact** and **the needs of the child/young person continue to be significant and/or complex** and impact on their learning/ability to access the curriculum effectively, a **more intensive approach** will be needed.

Consideration may be given to making a **request for a statutory assessment** at stage 2.

While the EA is considering whether to carry out a statutory assessment appropriate, the school should continue to implement, monitor, and review the child's PLP.



Identify (Please see [whole school](#) , [stage 1](#) & [stage 2](#))



The needs of some children or young people cannot be met by whole school or targeted intervention and support approaches alone.

In these cases, their vision difficulties are likely to be significant and long term or have possible future deterioration.

Children/young people at stage 3 will have a **statement of special educational needs** outlining their difficulties and the provision needed for supporting these difficulties in school.

They may have:

- Significantly reduced vision acuity
- Significantly reduced near vision requiring print above point 36
- Other diagnosed eye conditions seriously impacting on their ability to access the curriculum
- Require a high level of support in class and for preparation of resources as all materials need to be presented in an adapted form
- Significantly reduced near vision requiring print above point 36
- Significantly reduced fields of vision
- Learn through tactile means such as braille
- Rely on specialist equipment to access the curriculum



Special Educational Provision, Stage 3 - Sensory – Vision Impairment

Plan & Action (Please view along with Sensory Needs [Reasonable Adjustments Guidance \(Graduated Response Folder\)](#) to Support CYP with Sensory Impairments. Please also see whole school, [stage 1](#) & [stage 2](#) plans & actions)



Children and young people will require a higher level of adult support/intervention to follow classroom routines and learning or will rely on significantly modified/adapted resources.

They will require a highly personalised approach, drawing on additional interventions and support from skilled classroom assistants with an understanding for the implications of the young person's vision impairment and access needs.

These may include some or all of the following:

- Access to the curriculum which has been adapted to meet vision needs such as Braille, tactile, enlarged resources
- Intervention teaching from QTVI to teach specialist skills alongside mainstream curriculum

- There will be a need for regular assessments and monitoring of IT needs
- [CASE STUDIES - Extract from Teacher Handbook: SEND \(NASEN\) – P 177](#)
- Formal ongoing instruction in the development of mobility and orientation skills and independence
- Require braille or MOON, tactile diagrams, 3D representations, concrete objects and experiences, and multi-sensory learning materials to access the curriculum
- Specialist classroom assistant support in class to facilitate access, inclusion, and independent learning opportunities.

Useful Links:

[NatSIP - A place to start - Working with a child or young person with sensory impairment](#)

Accessing print is vital for learning. This Australian video summarises some options and the universal principles: [Supporting Students to Access Print: A Classroom Teacher's Guide](#)

[Common misconceptions about vision impairment \(guidedogs.org.uk\)](#)

Monitor, Evaluate & Review



At **Stage 3** the child/young person will have a **Statement of Special Educational Needs**. The PLP will continue to be implemented and is subject to regular monitoring, evaluation, and review. The PLP will form the key basis of the educational information to inform the annual review of the statement. The school retains responsibility for the day-to-day learning of the child/young person, sharing responsibility with the EA and, where appropriate, the HSC Trust. Reviews of progress should include specific reference to vision targets, detailing strategies and resources to facilitate the child's/young person's progress.

PLP

Continued monitoring of the child/young person's PLP is needed to determine their progress towards meeting individualised outcomes. The evaluation and review of the PLP should consider:

- Effectiveness of strategies
 - Impact of provision/s
- New information or factors now known
- These evaluating and reviewing processes will ensure provision from the EA is timely and responsive to changing need(s).



Annual Review

The statement of educational need will be reviewed to determine the progress of the child/YP. Input from educational professionals and/or Medical/Allied Health Professionals, the effectiveness of strategies, the impact of any previous interventions, appropriateness of school placement, new information or factors shared, to ensure the statement of educational need is meeting the needs of the child/YP.



Views of the Child/ Young Person & Parent/s

Central to the monitoring evaluation and review process will be consideration of the input and views of the child/YP and parent/s.

The child will continue at Stage 3 and receive support until such time as the EA determines that it is appropriate to cease to maintain the statement.

Monitor, Evaluate & Review



Reviews should consider the [Curriculum Framework for Children and Young People with Vision Impairment](#) (CFVI).

In the case of a child/young person with a sensory need consider:

- The pupil's self-evaluation of any support requirements
- The child/young person will need access to documents in accessible formats, e.g. Braille/large print.
- The child/young person will need a familiar adult to support them in communicating their views
- Information on levels of attainment in line with peers
- The views of parents/carers about appropriate provision
- The accessibility of the subject content
- The involvement of specialists such as a QTVI for ongoing advice as required
- The need for access to technology if required (as advised by the QTVI)

- Where appropriate, reviews should involve input from external professionals
- The ability to plan and organise their learning and to manage transitions between activities and environments, including moving confidently around the school
- The ability to learn independently, manage equipment and articulate their needs and preferences
- The child or young person's success in communicating with others, socialising and forming friendships
- The balance between access to learning and learning to access.

Where the child/young person is not making the expected amount of progress, all aspects of the plan must be considered in detail as it is crucial to identify the source of difficulties and revise the plan.

Please also refer to the Department of Education: [Flowcharts and Checklists](#)

Multi-Sensory Impairment (MSI)

Children and young people with multi-sensory impairment (MSI) have impairments of both sight and hearing. Many children/young people also face other challenges, such as medical conditions or physical disabilities. MSI is a very rare impairment, particularly in children/young people. There are an estimated 4,000 children/young people with MSI in the United Kingdom (about 3 in every 10,000 children).

Impairments may range from mild to profound, may fluctuate or cause consistent loss, and may affect the reception or processing of sensory information. A very small number of children and young people with MSI are totally blind and deaf, but most have some useful vision and/or hearing. It may not be clear at first how well a child/young person can see or hear, especially if they have additional needs.

A huge range of conditions can cause MSI. There is no single or main cause.

Diagnosis can take time, and many parents/carers find this very difficult.

Understanding how their child/young person's condition might progress in the future is very important.

Deaf blindness is a unique disability. The two impairments of vision and hearing loss together increase the effects of each area. Deafblind CYP will experience difficulties in communication, independent mobility, orientation, and access to information.

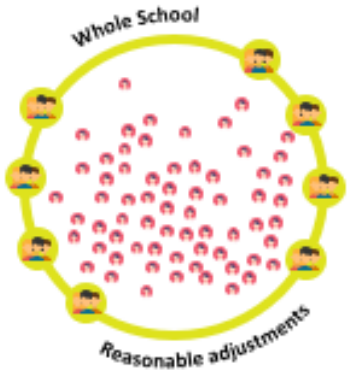
A qualified teacher for multi-sensory impairment (QTMSI) working in conjunction with a qualified teacher of deaf children and young people and a qualified teacher for visual impairment can offer advice and support to families and educational settings regarding a child/young person's MSI, with strategies to support access to the curriculum.

About 80% of children and young people with MSI have additional complex and physical needs. Children and young people with MSI need specialist support and approaches to teaching, learning, and developing independence.

For further information, please refer to recommendations detailed in the Deaf/Hard of Hearing and Vision Impairment sections.



Identify



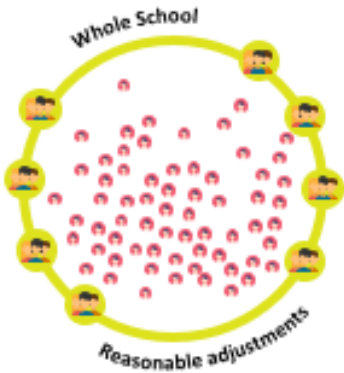
Many children/young people wear glasses or contact lenses and there will be children/young people who might have limited vision in one eye. They may need certain adaptations to support their access, but this does not in itself represent a special educational need. Many children/young people have some degree of hearing loss at some point in their school years. This may affect one or both ears and may be fluctuating in its nature. If hearing loss is temporary and vision is corrected by glasses, then it should not be assumed that the young person has SEND.

Multi-Sensory Impairment can be classified as follows:

- Mild multi-sensory loss - dual impairment with a mild loss in both modalities
- Moderate multi-sensory loss - dual impairment with a moderate loss in both modalities
- Severe multi-sensory loss - dual impairment with a severe loss in both or the most affected modality
- Profound multi-sensory loss - dual impairment with a profound loss in both or the most affected modality

It can affect both senses at the same time or initially affect one (e.g. hearing) and then progressively affect the other (e.g. vision).

Plan & Action (Please view along with Sensory Needs [Reasonable Adjustments Guidance \(Graduated Response Folder\)](#) to support CYP with sensory impairment)



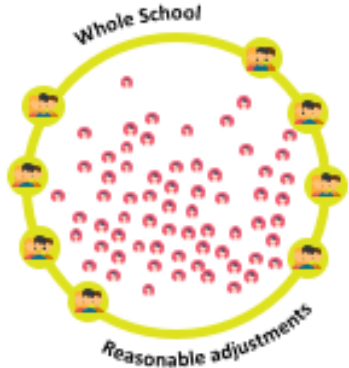
Please refer to recommendations detailed in the Deaf/Hard of Hearing and Vision Impairment sections.

A child or young person who has been identified with MSI may require more than whole school strategies. Always seek advice from the QTMSI to ensure that appropriate strategies are in place for individual pupils.

[NatSIP - What Good Looks Like](#)



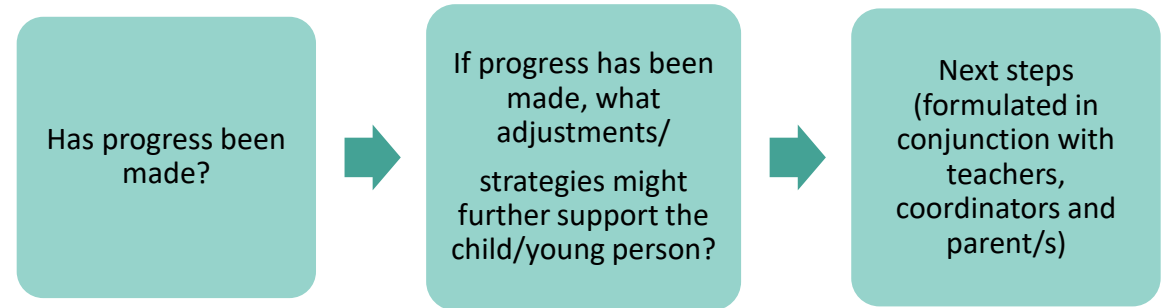
Monitor, Evaluate & Review



Teacher monitoring including observations, assessments, evidence gathered and professional judgment along with the views of the child/young person and their parent/s will all be taken into consideration when evaluating the impact of whole school educational provision.

Please also refer to the Department of Education:
[Flowcharts and Checklists](#) to help with this process.

The review should consider:



Seeking the perspectives of all involved, to answer these key questions will help determine future planning.

A child/young person with sensory needs, should be asked on a regular basis for feedback to monitor their access to lessons and to find out what is working well or needs adjustment. Always seek advice from a QTMSI to ensure that appropriate strategies are in place for individual pupils. This may form part of the school's ongoing monitoring, evaluating, and reviewing processes.

Identify (Please see [whole school](#))



Some children and young people may require additional school-based support to mitigate potential barriers to progress.

At Stage 1, the child/young person's needs should be managed in a mainstream class with reasonable adjustments and appropriate differentiation of task and teaching style.



Plan & Action (Please view along with Sensory Needs [Reasonable Adjustments Guidance \(Graduated Response Folder\)](#) to support CYP with sensory impairment. Please also see [whole school](#) plan & action)



The school sets PLP outcomes and employs strategies to support the child/young person at stage 1 of the CoP.

In addition to the recommendations detailed in the Deaf/Hard of Hearing and Vision Impairment sections:

- Every learner is an individual – speak to the learner, their families/carers/guardians, previous teachers, QTMSI and external agencies, to develop an understanding of the learner's individual needs and strategies and interventions that can support their access to learning

- Plan individual lessons, and the wider school day, with routine and consistency
- Provide opportunities for both pre-learning and over-learning
- Break tasks into manageable chunks with sensory breaks as needed
- Allow extra time for transitioning around the classroom and school.



Plan & Action (Please view along with Sensory Needs [Reasonable Adjustments Guidance \(Graduated Response Folder\)](#) to support CYP with sensory impairment. Please also see [whole school](#) plan & action)



Consider the needs of the learner when creating the classroom environment:

- The learner is seated in a place that best supports any useful sight and hearing
- The classroom is organised in a way that provides safe movement pathways, and is kept tidy and organised
- Background noise is kept to a minimum e.g. carpets, curtains and other soft furnishings absorb noise produced during daily activities
- The learner has access to assistive technology and tactile resources to support their learning (if required and recommended by the Sensory Service)

- Lesson content should be presented in a way which meets the learner's individual sensory needs
- Have a daily routine to check that glasses are clean and that hearing aids (if worn) are working, encouraging independence wherever possible
- Provide the learner with concrete experiences whenever possible as MSI learners miss out on incidental learning
- Be able to pre-empt fatigue and encourage short sensory breaks

While these suggestions provide examples of best practice, they are not exhaustive. The needs of children and young people with a sensory impairment are diverse and adjustments should be made according to the needs of the individual child/young person, within the specific context.

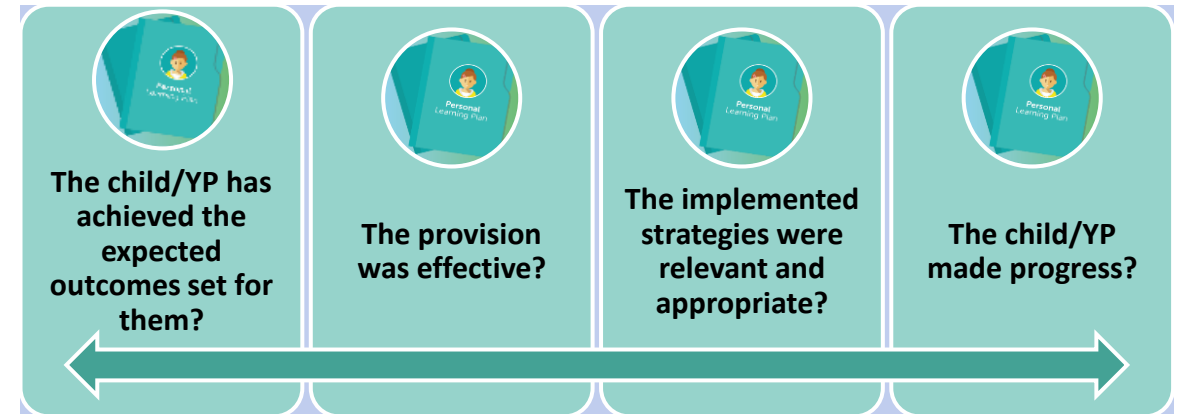
Monitor, Evaluate & Review



Some children/young people may require extra intervention and approaches additional to those provided within whole school educational provision, which can be delivered through the school's special educational provision at **stage 1** of the Code of Practice. The Code of Practice sets out the need for this provision to be **regularly monitored, evaluated, and reviewed** by the school in consultation with the **child/young person and their parent/s**.

[A Personal Learning Plan \(PLP\)](#) will be used by the school which will outline the provision the school is using with the child/young person, which is additional to the provision being provided at whole school level. It will detail planned expected outcomes, and these should be tracked and reviewed regularly, **at least 2 times per year** by school staff in consultation with the child/young person and parent/s.

When reviewing, consider if:



This process of monitoring evaluating and reviewing will help identify next steps in learning and provision for the child/young person.

Monitor, Evaluate & Review



For a child/young person who has sensory needs due to hearing loss the assessment and review may also include:

- School staff linking with advisory sensory support/specialists as part of the review process
- The child/young person's self-evaluation of support requirements
- The need to access technology if required
- The child or young person's success in communicating with others, socialising, and forming friendships.

Where they have made good progress, they may return to whole school provision and their name be removed from the school's SEN register.

Where the child/young person has made little or no progress despite the full application of the range of strategies and approaches in the school's special educational provision map, consideration may be given to making a request for external provision, **a more intensive provision** providing specialist support from the EA/or HSCT.

Please also refer to the Department of Education: [Flowcharts and Checklists](#)

Identify (Please see [whole school](#) & [stage 1](#))



The level of difficulty the child or young person experiences will depend on the extent to which they have some useful hearing and vision.



Difficulties may become apparent in the following areas:

- Ability to access the curriculum
- Social and emotional learning and development
- Ability to develop self-help strategies
- Ability to develop receptive and expressive communication skills

They may have:

- Assessed vision loss that cannot be corrected by glasses, reducing near or distance vision
- An identified hearing loss

Plan & Action (Please view along with Sensory Needs [Reasonable Adjustments Guidance \(Graduated Response Folder\)](#) to support CYP with sensory impairment. Please also see [whole school](#) & [stage 1](#) plans & actions)



In addition to advice and strategies for Deaf/HH and Vision Impairment:

Good management of the classroom environment will:

- Ensure access to auditory and visual information (see recommendations in Deaf/HH section).
- Use the learner's personal communication strategies as identified by the QTMSI to signal a clear beginning and end of the lesson
- Use appropriate compensatory strategies such as visual, auditory, and tactile prompts, cues and modelling to ensure the learner has enough information to work independently
- Include access to the curriculum which has been adapted to meet vision needs - this could be electronic, enlarged, or tactile resources

- Include breaking tasks into manageable chunks
- Include differentiation - pre-working, over-working or prioritising the tasks required of the learner to consider the slower rate of processing, the distorted or missing information that the learner is receiving
- Involve liaison and consultation with external agencies
- **See Access Arrangements in Reasonable Adjustment Guidance**
- [Reasonable Adjustments in Schools \(guidedogs.org.uk\)](#)

While these suggestions provide examples of best practice, they are not exhaustive. The needs of children and young people with a sensory impairment are diverse and adjustments should be made according to the needs of the individual student, within the specific context

Monitor, Evaluate & Review



At stage 2 of the Code of Practice there will be **close involvement** between **school** and the **external service** (EA/HSCT) supporting the child/young person's unmet need. The monitoring, evaluating, and reviewing of the PLP by the school will take place in consultation with the external service, and include the child/young person, and their parent/s. Together they will make informed decisions on the effectiveness of the targeted interventions/provisions put in place.

To help measure this effectiveness of intervention, EA services may consider:

Review of targets/expected outcomes



Issue of reports and recommendations, which should be included in future PLPs



Provision provided to schools in the form of resources, modelling, training, teaching etc.

It is important that the advice and guidance provided by the EA Sensory Service or HSCT is evident in the outcomes and approaches applied in PLP planning for the child or young person.

You will need to consider:

- Information on levels of attainment
- The child/young person's self-evaluation of any support requirements
- The need for access to technology if required (as advised by the advisory teacher)
- The accessibility of the subject content
- The child or young person's success in communicating with others, socialising and forming friendships
- The balance between access to learning and learning to access
- Effectiveness of communication support
- Any changes to the child/young person's level of hearing

Monitor, Evaluate & Review



The [NDCS has produced a Quality Improvement Checklist for schools](#) which is useful for Monitoring, Evaluation and Review.

Where the stage 2 provision has made little or no impact and the needs of the child/young person continue to be significant and/or complex and impact on their learning/ability to access the curriculum effectively, a more intensive approach will be needed.

Consideration may be given to making a request for a statutory assessment at stage 2.

While the EA is considering whether to carry out a statutory assessment is appropriate, the school should continue to implement, monitor, and review the child's PLP.

Please also refer to the Department of Education: [Flowcharts and Checklists](#)



Stage 3 - Special Educational Provision – MSI

Identify (Please see [whole school](#), [stage 1](#) & [stage 2](#))



Multi-sensory impairment affects all areas of development because most of the information used for learning comes through vision and/or hearing.

Each child/young person with deafblindness/MSI will have a unique combination of needs and support will need to be highly individualised. Some information on appropriate learning environments, curriculum and teaching strategies can be found on the [SENSE website](#), but most adjustments will be decided by professionals from the school and sensory support QTMSI who know the individual child or young person well.

Children/young people with deafblindness/MSI often have multiple complex needs and considerable numbers of professionals involved with their support. Ongoing liaison and a shared understanding of the pupil's overall development is central to meeting the needs of the child/young person.

Children/young people at stage 3 will have a statement of special educational needs outlining their difficulties and the provision needed to support them in school.

The following aspects of learning are likely to be particularly affected:

- Access to information through hearing, vision, and other senses
- Communication and language development
- Development of abstract concepts
- Social interaction and relationships
- Executive function
- Processing time
- Transitions and unfamiliar events or contexts
- Incidental learning
- Generalisation of skills and concepts
- Independence skills
- Exploration and interaction with the physical environment
- Movement, mobility, and orientation
- Emotional development and self-esteem
- Sensory processing and integration.

Plan & Action (Please refer to support strategies in Vision Impairment and Deaf/HH sections)



The challenges presented by multi-sensory impairment suggest that for many children/young people with deafblindness/MSI their plan is likely to include expected outcomes related to the development of communication, language, concept development, social skills, motor skills, orientation and mobility, independence skills, emotional development, the support, and interventions required to achieve these outcomes.



A small number of children/young people will require:

- Access to the curriculum which has been significantly adapted to meet their multi-sensory needs
- Significant additional support to ensure safe movement around school including support for managing transitions
- The provision of receptive and expressive communication support, including the routine use of alternative, adapted or augmented communication methods if appropriate
- Access to specialist careers/transition service advice and planning from Year 10 for adulthood
- Regular visits from specialist teachers and access to support from specialist staff such as QTMSI, QTOD, QTVI, speech and language therapists, occupational therapists, and habilitation officers
- Additional time to carry out normal classroom tasks and activities with adult support
- The provision and maintenance of any specialist equipment such as hearing and visual equipment, mobility aids, communication aids and other assistive technology (if appropriate and as recommended by the Sensory Service).

Plan & Action (Please view along with Sensory Needs [Reasonable Adjustments Guidance \(Graduated Response Folder\)](#) to support CYP with sensory impairment. Please also see [whole school](#), [stage 1](#) & [stage 2](#) plans & actions)



- A highly personalised approach drawing on additional interventions and support
- Measures to develop independence skills including independence as a learner, the ability to use and maintain equipment and self-advocacy/self-determination skills
- A higher level of adult support/intervention to follow classroom routines and learning
- Ensuring staff and other pupils are aware of the needs of the child/young person with deafblindness/MSI and of what can be done to overcome barriers to learning and participation

Useful Links:

Case Study: [NatSIP - Multi-sensory Impairment Case Study](#)
[Resources for education and early years professionals - Sense](#)

[You can find the guidance for England, Scotland, and Wales on the Guide Dogs website](#)

- Any support required to improve self-esteem and social skills
- Specific teaching strategies and resources to ensure access to teaching and learning
- Any adjustments needed to meet additional physical, medical, or other needs, such as the involvement of a specialist speech and language therapist to help with eating difficulties
- If appropriate, orientation and mobility training under the guidance of a habilitation officer
- Details of who is responsible for the overall co-ordination of the plan, who is responsible for delivering key aspects of the provision and how liaison between the range of professionals and parents will be managed.

While these suggestions provide examples of best practice, they are not exhaustive. The needs of children and young people with a sensory impairment are diverse and adjustments should be made according to the needs of the individual student, within the specific context.

Monitor, Evaluate & Review



At stage 3 the child/young person will have a statement of special educational needs. The PLP will continue to be implemented and is subject to regular monitoring, evaluation, and review. The PLP will form the key basis of the educational information to inform the annual review of the statement. The school retains responsibility for the day-to-day learning of the child/young person, sharing responsibility with the EA and, where appropriate, the HSC Trust.

PLP

Continued monitoring of the child/young person's PLP is needed to determine their progress towards meeting individualised outcomes. The evaluation and review of the PLP should consider:

- Effectiveness of strategies
- Impact of provision/s
- New information or factors now known
- These evaluating and reviewing processes will ensure provision from the EA is timely and responsive to changing need(s).



Annual Review

The statement of educational need will be reviewed to determine the progress of the child/YP. Input from educational professionals and/or Medical/Allied Health Professionals, the effectiveness of strategies, the impact of any previous interventions, appropriateness of school placement, new information or factors shared, to ensure the statement of educational need is meeting the needs of the child/YP.



Views of the Child/ Young Person & Parent/s

Central to the monitoring evaluation and review process will be consideration of the input and views of the child/YP and parent/s.

The child will continue at Stage 3 and receive support until such time as the EA determines that it is appropriate to cease to maintain the statement.

Monitor, Evaluate & Review



Assessment and review should include:

- The child/young person's self-evaluation of any support requirements
- The child/young person will need access to documents in accessible formats, e.g. Braille/Large Print
- The child/young person will need a familiar adult to support them in communicating their views
- Information on levels of attainment in line with peers
- Attainment and progress in areas of communication, language, concept development, social skills, motor skills, orientation and mobility, independence skills and emotional development
- The accessibility of the subject content - for example, checking if the child/young person is able to understand the language and concepts used in lessons or able to sustain attention until the end of a lesson with high visual or auditory demands

- The effectiveness of technology and other equipment
- Any changes to the child/young person's level of hearing, vision, motor skills or other areas of development
- The success in communicating with others, socialising and forming friendships.
- The ability to learn independently, manage equipment and articulate their needs and preferences
- The ability to plan and organise their learning and to manage transitions between activities and environments, including moving confidently around the school
- The involvement of specialists for ongoing advice as required
- The balance between access to learning and learning to access
- Where appropriate reviews should involve input from external professionals.

Where the child/young person is not making expected amount of progress, all aspects of the plan must be considered in detail as it is crucial to identify the source of difficulties and revise the plan.

Please also refer to the Department of Education: [Flowcharts and Checklists](#)

Physical Needs

The Graduated Response



Physical Needs

Physical disability is a generic term that encompasses a wide range of conditions. The condition may be congenital such as Spina Bifida, Muscular Dystrophy or Cerebral Palsy or a condition acquired at any stage including post-accident, tumour, or stroke. A physical disability can be described as long term, usually lasting a lifetime, and is seldom static, therefore needs should be reviewed often.

Some children/young people can access the curriculum and learn effectively without additional educational provision. They may have a disability and require reasonable adjustments but do not have a special educational need. These children/young people should **only be recorded on the Medical Register**.

For others, the impact on their education may be more significant. Children/young people with a medical diagnosis or a physical condition impacting on their physical needs will also be recorded on the SEN Register if special educational provision is required in school. In these cases, children/young people should be recorded on the **Medical Register and the SEN Register**, as per Article 3 2b of the Education (Northern Ireland) Order 1996.

Some children and young people require special educational provision because they have a disability identified by **medical** practitioners which prevents or hinders them from making use of the educational facilities generally provided by schools. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. Certain adaptations may be needed to support access to learning and social opportunities, but this does not in itself represent a special educational need.

These difficulties, physical or medical can be age related and may change over time. Therefore, it is important to maintain close liaison with all professionals involved in the care and education of the child/young person.

Physical Needs

Physical Needs (PN)

There are a wide range of physical disabilities affecting pupils within the whole ability range:

- Acquired Brain Injury
- Brittle Bone Disease
- Cerebral Palsy
- Abnormalities: Congenital, Lower Limb, Upper Limb, Traumatic
- Muscular Dystrophy
- Spina bifida – with Hydrocephalus
- Spina bifida – without Hydrocephalus



Medical Diagnoses

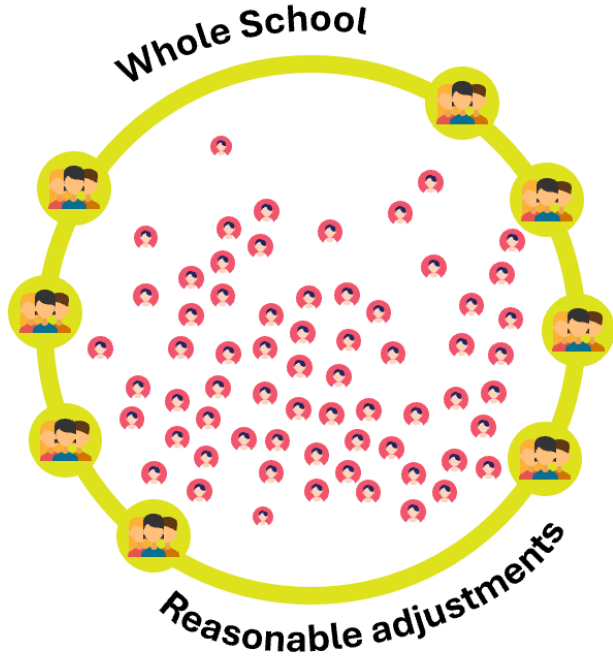
Some examples of medical diagnoses commonly identified and agreed by the Department of Health which occur within the school population include:

- Anaphylaxis
- Asthma
- Diabetes
- Epilepsy
- Other Medical Condition/Disorder
- Physical Disability
- Significant accidental injury

A more extensive list of diagnoses can be found on:

[DE SEN/Medical document](#)

Identify



Schools need to be informed about any physical/medical needs a child/young person has, if they are undergoing assessment, or when they develop a physical/medical condition. Children/young people vary in their reaction to a particular physical/medical condition, and this involves schools responding to health care needs on an individual basis.

Unlike identifying learning difficulties, neither teachers nor educational psychologists are qualified or responsible for diagnosing a child/young person's physical/medical condition. Where there is evidence from a registered health professional or from the HSCT that a child/young person has a physical/medical condition, the school, in addition to recording them on a medical register, should be alert to any potential negative impact on their learning and participation in school.

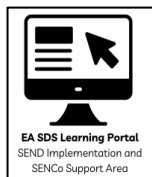


Plan and Action

The first response to a child or young person not making expected progress should be high quality teaching targeted at their area of need including consideration/implementation of reasonable adjustments in the learning environment.

[EA SDS \(Graduated Response/WEP/SpEP Folder, Primary/PP\)](#)

Plans and Actions may incorporate:



Provision Mapping with Reasonable Adjustments at Whole School: Staff must take all steps from the school's provision map to put reasonable adjustments and provisions in place.

Example of a reasonable adjustment: *for pupils who attend hospital appointments on a regular basis, special arrangements may be necessary, for example, catch up sessions using google classroom.*

Whole School Policies/Procedures/Processes should be appropriate for supporting children/young people with physical and/or medical needs (and must reflect current guidance and best practice). School policies should be applied uniformly but not inflexibly or insensitively. A school should have a suite of Pastoral Care Policies, Attendance Policy, First Aid Policy (and trained First Aiders) and an Administration of Medication Policy in line with [DE Supporting child/young person with Medication](#)

[Needs.](#)

Risk Assessment Training. The concept of risk assessment is recognised as an effective means of controlling risk and keeping pupils safe.

[Risk Assessment staff training link](#)

Health Care Training: Schools need to identify most relevant training to support their child/young person with physical/medical needs. Awareness presentations of different medical conditions should be completed annually by all staff (teaching and non-teaching). [Health Awareness Training](#)

Accessibility Planning: An accessibility plan must be in place. The duty to make relevant and purposeful reasonable adjustments is an anticipatory, proactive, and reactive one.

[EA Accessibility Planning Guidance](#)

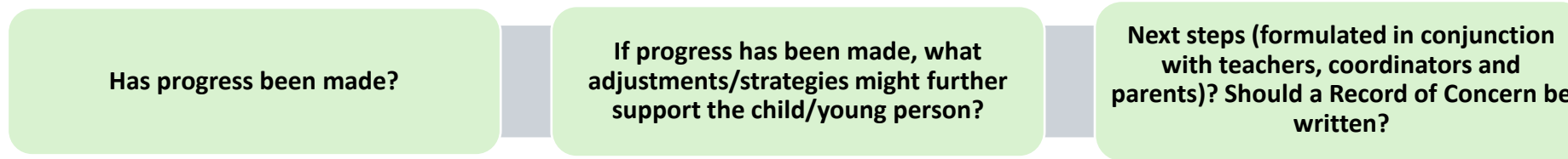
Useful Resources

<https://send.eani.org.uk/support-services/medical-needs/useful-resources-and-links>

Monitor, Evaluate and Review

Teacher monitoring including observations, assessments, evidence gathered and professional judgment along with the views of the child/young person and their parents will all be taken into consideration when evaluating the impact of the whole school educational provision as part of ongoing assessment within a designated timeframe in school.

The review should consider:



Progress is evaluated through an ongoing cycle of **Identify, Plan, Action, Monitor, Evaluate and Review**. Participation of school staff, child/young person and parent(s) should be included in the 6-part cycle.

Setting staff will monitor, evaluate, and review the effectiveness of policies, procedures, processes, adjustments, and provision put in place by the educational setting at least annually and in line with school improvement and budget planning if applicable.

Recommended best practice is termly monitoring of respective plans and an end of year evaluation and report to the Board of Governors.

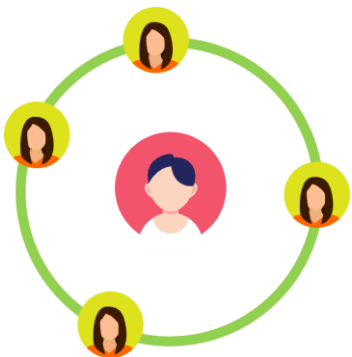
The Risk Management Plan (RMP) in place should be reviewed by school staff as required, including for example, post significant incident to include lessons learnt. Attendance monitoring is another example.

Seeking the perspectives of all involved, to answer these key questions will help determine future planning.

Please also refer to the Department of Education: [Flowcharts and Checklists](#) to help with this process.

Stage 1 – Special Educational Provision

Identify (Please also see [whole school](#))



Despite whole school educational provision and reasonable adjustments being made, the progress in learning for the child or young person is at a slower rate due to the impact of their condition.

The child/young person is identified as needing provision, which is **additional to, or otherwise different from**, their peers. They are placed on the school's SEN register at stage 1, in consultation with parents. A Personal Learning Plan (PLP) will be implemented for the child/young person.

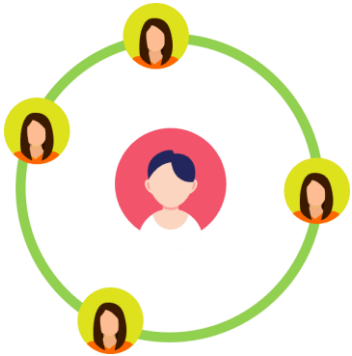
The school will use their **special educational provision map** to identify stage 1 strategies/provision that are available to help the child/young person.

Further indicators of need because of the impact of the physical/medical difficulties may include:

- Lack of concentration or ability to remain fully motivated, because of medication or the nature of the physical or medical difficulty
- Aspects of self-care, such as toileting, feeding and dressing
- Making academic progress in line with their peers
- Difficulties with large/fine motor skills and/or self-help skills
- Participation in setting/classroom activities and undertaking certain tasks that impacts significantly on the pace of work in comparison to peers
- Concerns regarding social inclusion
- Needing minor adaptations to access the curriculum and setting environment
- Low self-esteem and confidence due to physical/medical needs

Stage 1 – Special Educational Provision

Plan and Action (Please also see [whole school](#).)



A PLP is prepared to reflect the SEN category (or categories), outcomes are written to include provision and strategies to support the child/young person at stage 1 of the Code of Practice.

Plans and actions may include:

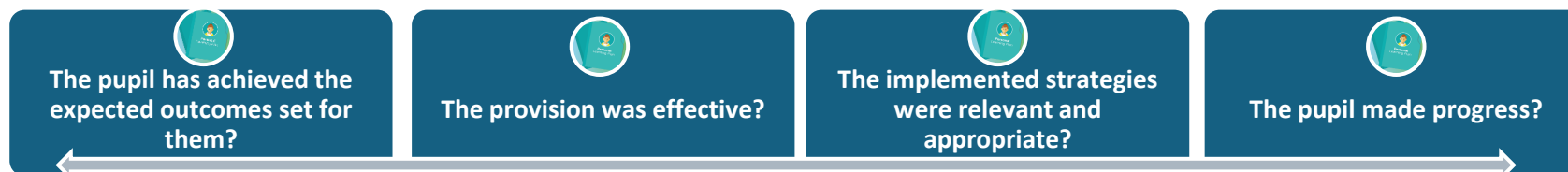
- **Provision Mapping** - Class teachers to liaise and plan with school LSC to agree specific outcomes for the PLP, linked to the child/young person's need/s, supported by stage one provision as outlined in the school's provision map.
- **Risk Assessment/Risk Management Planning** - Reviewing and monitoring of the Risk Assessment and Risk Management plan is recommended in line with the child/young person's increasing needs. The School Risk Management Plan is central to the management of the child/young person's health and safety within the school, needs to be consistent and should indicate the control measures which will be actioned in implementing the individual healthcare plan. A parental signature on the agreed plan is at the discretion of the school/Board of Governors.
- Agreement between parents and school relating to the administration of any prescribed medication stated within the **Health Care Plan** and who will administer the medication. For example: if parents are solely responsible, or if there are staff who volunteer to administer medication (school nurse/medical coordinator), or if there is an agreed arrangement for self-administration.
- For children/young people with conditions that require medication regularly or require emergency medication, an individual Medication/Care Plan (or equivalent) is required which also needs to be consistent.

Stage 1 – Special Educational Provision

Monitor, Evaluate and Review

Some children/young people may require extra intervention and approaches additional to those provided within whole school educational provision which can be delivered through the school's special educational provision at **stage 1** of the Code of Practice. The Code of Practice sets out the need for this provision to be **regularly monitored, evaluated, and reviewed** by the school in consultation with the **child/young person and their parents**. [A Personal learning Plan \(PLP\)](#) will be used by the school which will outline the provision the school is using with the child/young person which is additional to the provision being provided at whole school level. It will detail planned expected outcomes, and these should be tracked and reviewed regularly, **at least 2 times per year**, by school staff in consultation with the child/young person and parent(s).

When reviewing, consider if:



This process of monitoring, evaluating and reviewing will help identify next steps in learning and provision for the child/young person.

Please also refer to the Department of Education: [Flowcharts and Checklists](#)

Where they have made good progress, they may return to whole school educational provision and their name be removed from the school's SEN register. Where the child/young person has made little or no progress despite the full application of the range of strategies and approaches in the school's special educational provision map, consideration may be given to making a request for external provision, **a more intensive provision** providing specialist support from the EA and/or HSCT.

The Care Plan is provided to the education setting and parents by the AHPs involved in the healthcare of a pupil, and details the care required whilst in the education setting. AHPs are responsible for reviewing/updating a pupil's Care Plan. AHPs are autonomous practitioners which means they assess, diagnose, treat, and discharge which will impact review dates.

Stage 2 – Special Educational Provision

Identify (Please also see [whole school](#) & [stage 1](#))



Some children/young people will not make progress with whole school and stage 1 provision. They will require further specialist support from external services within the Education Authority and/or HSCT.

Intensive stage 2 support indicators are child centred. They are used to assist in considering the level of support which may be required at the time of review.

Indicators take account of the following:

- Available medical advice
- Date of diagnosis/confirmation of recent diagnosis
- Critical/significant adverse incident
- Child/young person's competency levels
- Individual circumstances

Indicators are not considered in isolation but form part of an integrated approach to the allocation of support to the setting. Resourcing is allocated to supplement provision already being made by the school. Support is provided on a needs-led basis.

Where a setting or parent identifies additional learning in addition to medical needs, advice should be sought from the relevant professionals.



Stage 2 – Special Educational Provision

Plan and Action (Please also see [whole school](#) & [stage 1](#))



The PLP is updated to reflect that the child is now at stage 2 and should document the external provision being put in place to supplement school delivered special educational provision. At stage 2, there will be close involvement between [the EA SENIS \(Medical Needs\)](#) and the school. The child/young person will remain at stage 2 while the school makes full use of the range of strategies and support drawn from the school's special educational provision map, supplemented by EA support/HSCT to achieve progress.

Provision mapping: School will continue to draw on their provision map whilst the primary responsibility for meeting children/young people's medical needs remains with the setting. Intensive stage 2 support, including **temporary funding**, may be provided by EA SENIS Medical Needs to a setting, where appropriate, to fund general assistance.

This temporary resource allocation with review, is made to the school, building on reasonable adjustments and provision already in place and facilitating inclusion for named children/young people who, for example, are not yet independent in their medical care.

Risk Assessment/Risk Management Planning: It is recommended that the school continues with or puts in place a suitable Risk Assessment and sufficient Risk Management Plan (made site or risk specific by school staff if required). The information in the plan provided by the healthcare professional will be used by school staff to inform the Risk Management Plan.

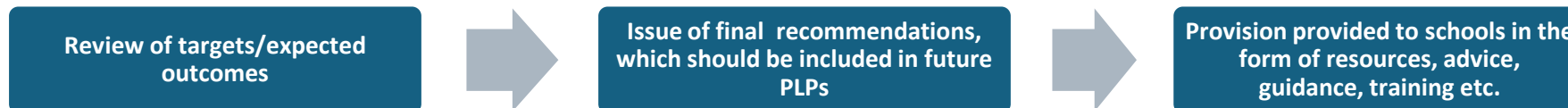
Intensive stage 2 support may include providing temporary resourcing to assist schools to implement the healthcare plans for children/young people whose needs are exclusively of a medical nature, without a statement of Special Educational Needs. <https://send.eani.org.uk/support-services/medical-needs>

Stage 2 – Special Educational Provision

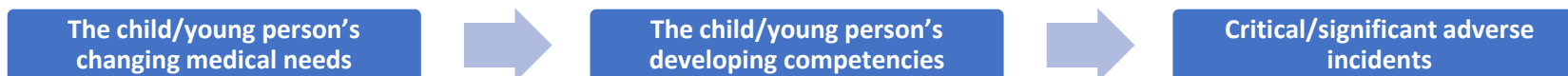
Monitor, Evaluate and Review

At stage 2 of the Code of Practice there will be **close involvement** between **school** and the **external service** (EA/HSCT) supporting the child/young person's unmet need. The monitoring, evaluating, and reviewing of the PLP by the school will take place in consultation with the external service, and include the child/young person, and their parent/s. Together they will make informed decisions on the effectiveness of the targeted interventions/provisions put in place.

To help measure this effectiveness of intervention, EA services may consider:



The **health care plan** may need updated/reviewed by the AHP, with stage 2 provision from the EA being timely and responsive to any changing need. Provision may need to be adjusted to respond to:



If the child/young person demonstrates increased independence in managing their care, for example, as evidenced in the individual healthcare plan, the EA funded allocation is incrementally reduced. Many pupils will make progress with the delivery of stage 2 provision and following a period of support will no longer need external provision from the EA or HSCT and will return to stage 1 of the CoP.

Where the stage 2 provision has made little or no impact and the needs of the child/young person continue to be significant and/or complex and impact on their learning/ability to access the curriculum effectively, a more intensive approach will be needed. Consideration may be given to making a request for a statutory assessment at stage 2. While the EA is considering whether to carry out a statutory assessment is appropriate, the school should continue to implement, monitor, and review the child's PLP.

Please also refer to the Department of Education: [Flowcharts and Checklists](#)

Stage 3 – Special Educational Provision

Identify (Please also see [whole school](#), [stage 1](#) & [stage 2](#))



Where a request for a statutory assessment is made and the outcome is that the EA issues a **statement of special educational needs**, the child/young person will be identified as being at stage 3 of the Code of Practice.

Indicators of need - when the evidence supplied by Allied Health Professionals/HSCT indicates that:

- The child/young person's difficulties are significant and/or complex and/or multiple
- It may affect the child/young person's ability to take part in particular classroom activities and/or aspects of school life
- Physical/medical needs may impair their progress in educational, social, or emotional development

- The child/young person's needs have not been met by relevant and purposeful measures taken by the school and external specialists
- Additional special educational provision is required which cannot be provided within the resources normally available to mainstream schools.



Stage 3 – Special Educational Provision

Plan and Action (Please also see [whole school](#), [stage 1](#) & [stage 2](#))



The PLP is updated to record that the child/young person is now at stage 3. The content of the PLP should:

- reflect the content of the statement
- be based on the objectives of special educational provision
- include any EA/HSCT provision and
- include any additional school provision or modifications to the curriculum, as itemised in part three of the statement.

Strategies and provision may include:

- The **plans** and **actions** that may be on offer from external provision to further supplement school delivered special educational provision, including any recommendations contained within the statement of Special Educational Needs

- The statement of SEN should outline the specific requirements for the child/young person
- Stage 3 will document the continued close involvement between the EA, Medical/Allied Health Professionals, and the school
- Parent/carers to attend meetings with school staff and any specialists involved, providing an opportunity to share information and to develop a consistent and co-productive approach
- Advice, training, guidance sought from [EA SENIS \(Medical Needs\)](#) and/or HSCT on request
- Support to access the curriculum from designated or shared SEN classroom assistant if required.

Risk Assessment/Risk Management Planning

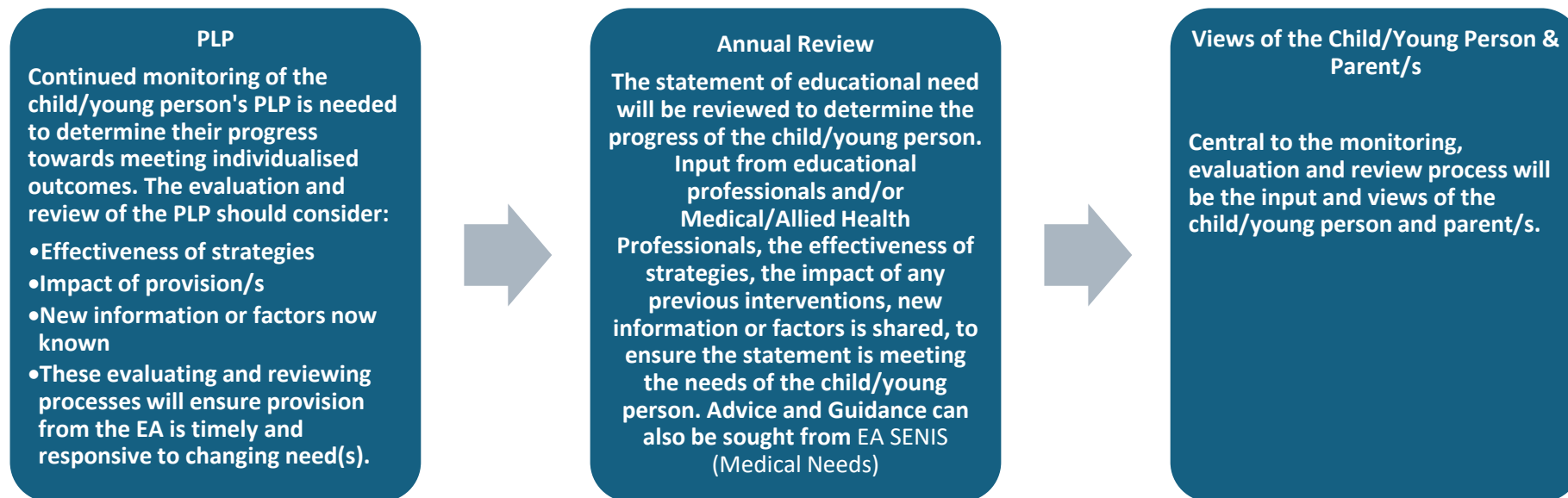
It is recommended that the school continues with or puts in place a suitable Risk Assessment and sufficient Risk Management Plan, made site or risk specific by school staff.

The information in the plan provided by the healthcare professionals will be used by school staff to inform the Risk Management Plan.

Stage 3 – Special Educational Provision

Monitor, Evaluate and Review

At stage 3 the child/young person will have a statement of Special Educational Needs. The PLP will continue to be implemented and is subject to regular monitoring, evaluation, and review. The PLP will form the key basis of the educational information to inform the annual review of the statement. The school retains responsibility for the day-to-day learning of the child, sharing responsibility with the EA and, where appropriate, the HSC Trust.



The health care plan should be reviewed and adjusted, if required, to respond to:

- the child/young person's changing medical needs
- the child/young person's developing competencies
- critical/significant adverse incidents

Useful links and resources: <https://send.eani.org.uk/support-services/medical-needs/useful-resources-and-links>

Please also refer to the Department of Education: [Flowcharts and Checklists](#)

Autism

Social, Behavioural, Emotional and Wellbeing and/or Speech Language and Communication Needs associated with Autism

The Graduated Response

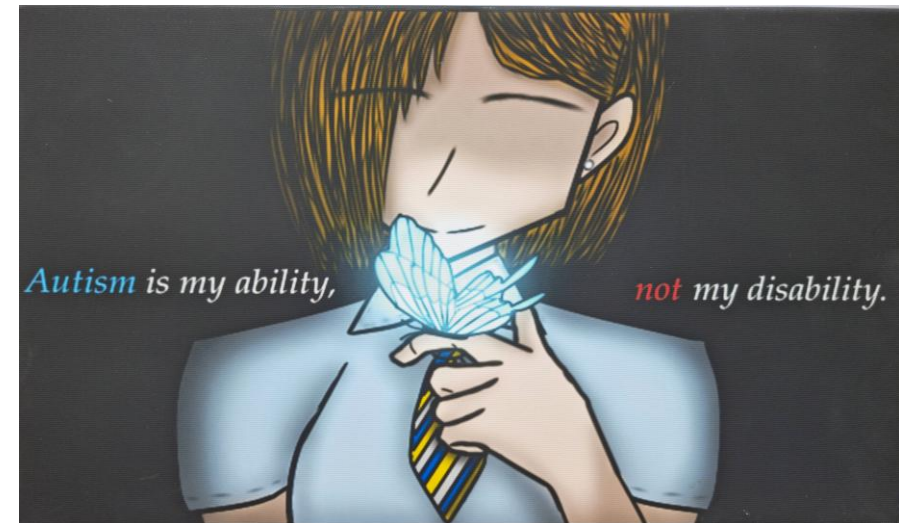


Terminology

It is acknowledged that there are varying preferences used for terms and language related to autism. While Autism Spectrum Disorder (ASD) is the formal diagnostic term, we will refer to the term “Autism” throughout this document.

Additionally, preferences vary in terms of self-identification, with some individuals preferring 'autistic person or child' and others preferring 'person with autism'. According to the National Autistic Society (2024), most autistic people prefer 'identity first' language and view autism as a central and important part of their identity. Therefore, in this document, both these preferences will be respected. In line with the Northern Ireland Autism Strategy (2023 – 2028) and NICE guidelines (updated 2021), the terminology used is 'autistic child or young person' or 'child or young person who is autistic'.

All artwork featured in this section has been created by our talented autistic students and was originally showcased in the Education Authority's 'Creative Voices: What autism means to me' art exhibition, displayed across various locations in Northern Ireland. We extend our sincere gratitude to the students who so generously permitted the inclusion of their incredible artwork in this document, thereby amplifying the voices of our autistic community.



Artwork by Emma

*the term schools refers to all mainstream schools and educational settings.

*the term parents refers to all parents/carers and guardians

Autism

“Autism is a lifelong, developmental disability which affects how people communicate and interact with the world” (National Autistic Society, 2024, p1) The ‘dyad of impairments’ is the term used to describe the two areas of difference that occur together in autistic children/young people. The ‘dyad’ forms the diagnostic criteria for autism and is comprised of differences in social interaction and communication, and repetitive and restricted behaviours, including sensory sensitivities. These needs may impact on an autistic child/young person’s social skills, in making and maintaining relationships with those around them, and in understanding and appropriately expressing emotions in different situations. Sometimes the child/young person may have social skills that appear to be socially immature to peers of a similar age. Some children/young people may externalise their emotions, while others may internalise their emotions and this may be displayed through behaviour. For example, displaying behaviours of concern, appearing withdrawn, self-injurious behaviours etc. We must all remember that any behaviours expressed are a form of communication. If these behaviours continue to be observed, over a period of time, it may indicate a need which requires support.

Parents and school staff should have the opportunity to work together to identify a child/young person’s changing needs e.g. social interaction, attendance, behaviour, etc. and in return implement a **graduated response** to support them. Meeting these needs are the responsibility of **all** staff in schools.

Note: SENCo/LSC and teachers should be precise when determining if a pupil with a medical diagnosis of ASD also has an associated SEN and only those who require special educational provision should be recorded on the SEN register. If a child/young person’s Social, Behavioural, Emotional and Wellbeing and/or Speech, Language and Communication Needs are related to a medical diagnosis such as autism, and the child/ young person’s needs are significantly impacting access to the curriculum, the pupil should be recorded as having SEN in this category, in addition to recording their diagnosis on the Medical Register.

Useful HSCT link: Child and Adolescent Autism Services

<u>Belfast Trust</u>	<u>Southern Trust</u>	<u>Northern Trust</u>	<u>Western Trust</u>	<u>South-Eastern Trust</u>
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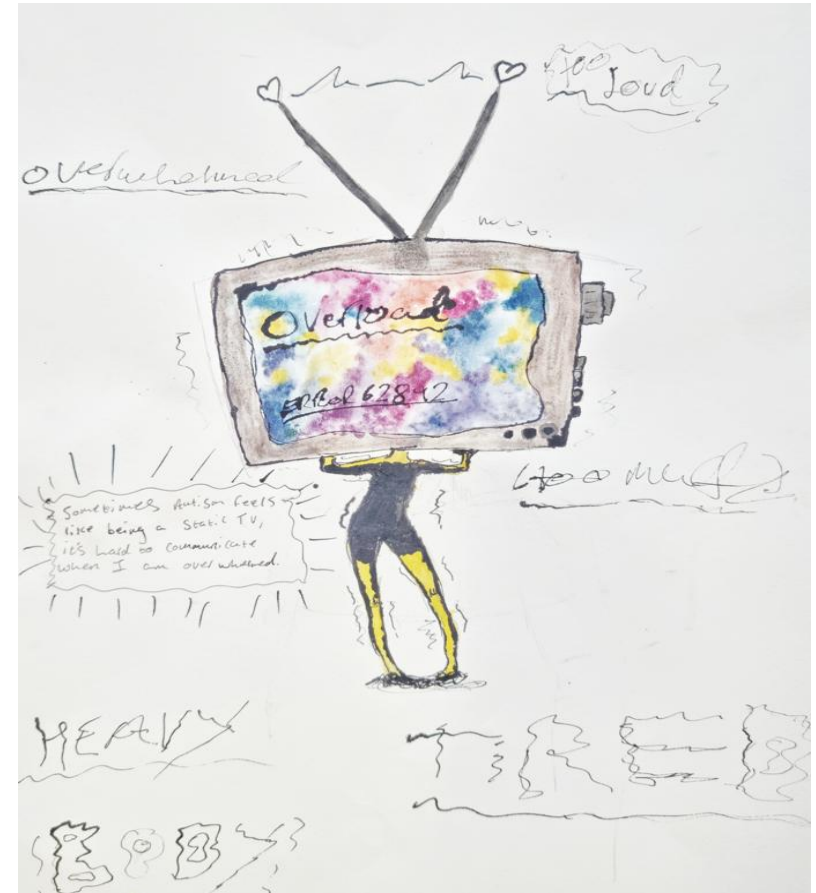


Sensory Processing

Sensory processing is how we use the information provided by all the senses within our body and from our environments. Our senses help us to respond to sensations e.g. we will take off the itchy woollen jumper or we may take a deep breath to smell the flowers. Children/young people with sensory processing challenges however may have to work harder to understand what is happening inside and outside their bodies. They may struggle to make predictions about sensory input.

"I'm sensitive to sounds. Loud sounds. Sudden sounds. Worse yet, loud, and sudden sounds I don't expect. Worst of all, loud and sudden sounds I do expect but cannot control - a common problem in people with autism. Balloons terrified me as a child because I didn't know when they were going to pop. I've heard a lot of people with autism say that if they can initiate the sound, they're more likely to be able to tolerate it. The same is true if they know the sound is coming." Temple Grandin (2014)

Sensory differences can affect physical milestones such as toileting and eating development. These may heighten anxiety in the child/young person and in those who care for them. Therefore, children/young people with autism may find it difficult to communicate how they feel and may struggle to process the ever-changing sensory stimuli in an unpredictable world.



Artwork : - Sensory Overload like a 'static TV' by Asher

Examples of Sensory Differences

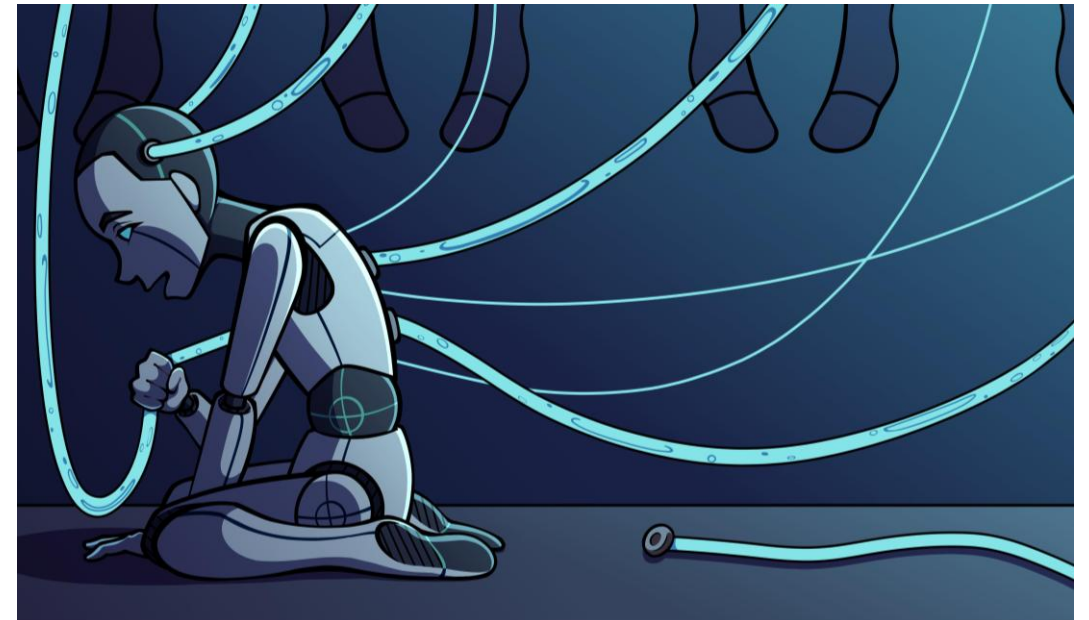
Unusual over or under responsiveness to sensory stimuli e.g. touch or noise which may affect access to everyday events or activities e.g. dining halls.

May show signs of delayed hand/eye co-ordination and/or fine/gross motor skills or display unusual body movements such as flapping, toe walking, tics, or unusual posturing.

Pica: Craving and chewing substances that have no nutritional value, such as ice, clay, soil or paper.

May display unusual sensory responses to the environment at times of heightened stress.

All school staff need to make adjustments that enable children/young people not only to cope and function in unpredictable environments, but also to allow them to enjoy school and reach their full potential. Many reasonable adjustments are inexpensive. It is changes in practice and awareness of differing preferences and learning styles, rather than the provision of expensive pieces of equipment or additional staff that can make a big difference.



ARTWORK BY SPOOKY

Environmental Adaptations

For some children/young people, it may be the sense of uncertainty and unpredictability that initiates sensory overload. A way to reduce uncertainty could be to try and **adapt** the school environment by:

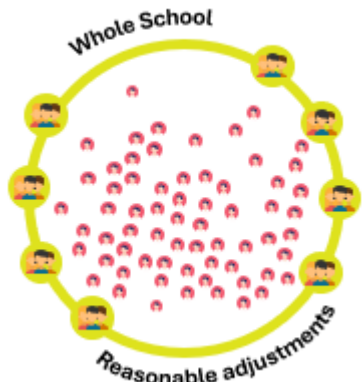
- Thinking about transitions during the school day to avoid sensory overload e.g. allowing the pupil to leave the class first/last to avoid busy corridors or cloakrooms
- Introducing a quiet, or distraction free area within the classroom for individual work
- Adjusting the pupil's seating in class e.g. facing the class teacher, away from busy, noisy areas such as sink and cloakroom or resource cupboard
- Ensuring pupils have a clear view of the teacher to pick up non-verbal cues
- Establishing structure and positive routines to increase predictability and to lessen anxiety
- Introducing individual work area(s) which are modified for the pupil e.g. quiet/minimal distractions, visual aids, work basket system
- Providing 'chill out' areas, movement breaks, or respite areas to help with emotional regulation (self-regulation and co-regulation)

- Making appropriate adaptations for pupils at lunch
- Ensuring classrooms are uncluttered with minimal décor and wall displays
- Adaptations to school uniform, short breaks from situations that cause stress e.g. assembly, longer changing times for PE, wearing PE uniform on PE days etc.

Children's Therapy Services (SALT, OT, and Sensory OT) may signpost to resources and materials and training.



Identify – Social, Behavioural, Emotional & Wellbeing Needs (SBEW) & Autism



When working with autistic children and young people with Social, Behavioural, Emotional and Wellbeing (SBEW) and/or Speech Language and Communication Needs (SLCN), there are common identifiers, plans and actions, associated with these needs.

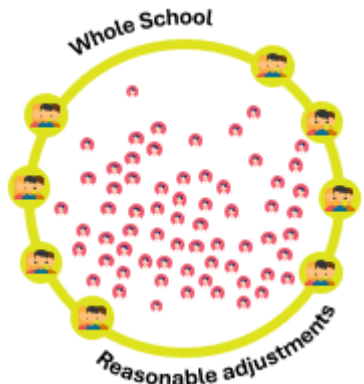


Artwork by Asher

An autistic child/young person with Social Behavioural, Emotional and Wellbeing (SBEW) needs may present with the following behaviours (this list is not exhaustive):

- May present as isolated or disengaged from the school environment
- May have challenges relating to school attendance
- May have challenges with sharing and turn-taking
- May have challenges with communicating their feelings and displaying emotional difficulties, e.g. tearful or angry
- May have challenges in maintaining concentration for short periods
- May seek approval or reassurance from adults and/or peers excessively
- May present as passive or withdrawn
- May have challenges in understanding social expectations
- May have challenges in understanding health and safety rules
- May engage in Self-Injurious Behaviour (SIB)
- May have challenges with executive functioning such as poor organisation
- May have challenges in maintaining friendships or managing multiple friends in a group
- May present with low self-esteem.

Identify – Speech, Language and Communication Needs (SLCN) & Autism



Autistic children and young people may have differences in social communication; however, it is important to recognise that these differences are likely to be different for everyone.

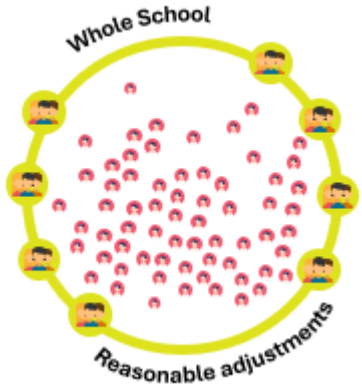


Artwork by Beth

An autistic child/young person with Speech Language and Communication Needs (SLCN):

- May have challenges in processing verbal language and instructions
- May require support when established routines change
- May have a literal understanding of language
- May need to do things the same way and have a strong preference for the same routines
- May engage in avoidance-motivated behaviours when presented with tasks or situations which may include working or playing alongside others
- May require additional/alternative prompts and cues to carry out everyday activities and learning tasks
- May have challenges with being part of a group without additional support or structure
- May have challenges interpreting social situations
- May present with challenges around the use and understanding of non-verbal communication such as eye-contact, body language and gestures.

Plan & Action



The first response to a child or young person not making expected progress should be high quality/adaptive teaching targeted at their area(s) of need including consideration/implementation of reasonable adjustments in the learning environment.

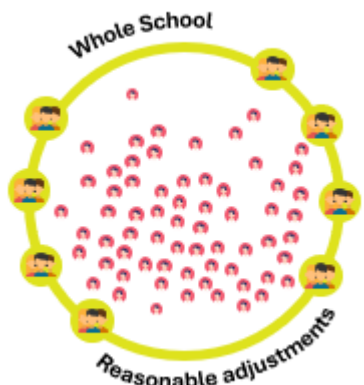
Schools should provide regular reviews of each child/young person's progress in communication with the parent/s. This should follow the whole school assessment cycle for reviewing the child/young person's attainment and progress. Communication with parents should be open and easy, building trust and confidence, so that parents will be able to share important information about the child/young person's life at home such as significant events.

Schools are encouraged to avail of CYPS online training programmes, professional learning opportunities, and advice and guidance which is freely available through the EA Local IMPACT Teams.



Artwork by May

Plan & Action

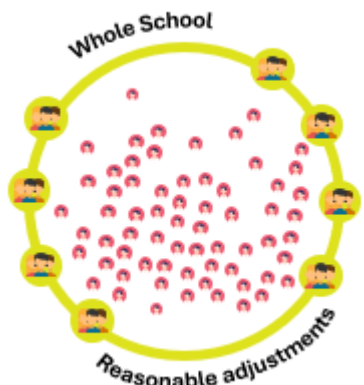


Plan and Action should be a shared approach with all school staff and should incorporate the following:

- Completion and implementation of strategies from [AAIS Online training programme](#)
- Continued monitoring of provision in place for the child/young person by class/subject teachers
- Identifying and capitalising upon the child/young person's strengths and interests
- Differentiation of the curriculum by pace, level or outcome e.g. scaffolding, less questions, pre-printed notes
- Differentiation of tasks and homework to suit the needs and ability of children/young people
- Developing a whole school approach to teaching children/young people about emotional regulation
[\(Link to Zone of Regulation training\)](#)

- Consistent use of visual supports within the classroom, including visual timetables and schedules, located in an area clearly visible to the child/young person
- Seating plans within a classroom e.g. at the front or next to a door
- Establishing daily routines, ensuring that the learning environment is visually presented, and lessons are structured and clear
- Preparing the child/young person for change in advance, either visually, written or verbally. The use of visual supports will help to develop independence and visually teach about change e.g. visual timetables, task breakdowns
- Integrating a child/young person's interests into the day can help to motivate and engage a child/young person in a learning task. Interests may also be used as a tool for calming, relaxation and as motivators
- Access to a visual timer and aids to support transition such as a spot timer or digital timer
- Using meaningful praise and rewards.

Plan & Action



Plan and Action should be a shared approach with all school staff and should incorporate the following:

- Completion of Tier 1 and Tier 2 [AAIS Online training](#)
- Promote autism awareness and acceptance within the school community e.g. [Peer Acceptance training](#)
- Regular **positive** contact with parents via an established method e.g. contact book, daily conversations with staff, email
- Use of transition booklets/social stories to help move between key stages/change in school/change in class etc.
- Setting up a child/young person's support system within the classroom, playground, unstructured times, if appropriate e.g. buddy support group

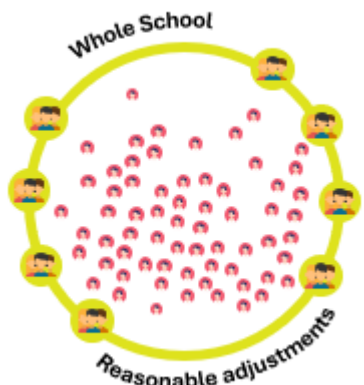
- Addressing emotional and social issues at whole school level e.g. personal development, assemblies, form class
- Having a dedicated place in school for unstructured times of the school day or when a break is required
- Raise staff awareness of the differences of autistic children and young people and the challenges they may face

Other helpful resources and information:

- [Education Authority](#)
- [Middletown Centre for Autism](#)
- [Autism NI](#)
- [National Autistic Society](#)
- [RISE NI \(until end P4\)](#)



Plan & Action



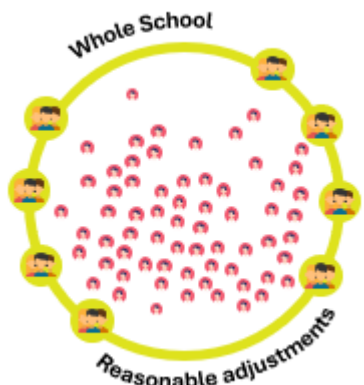
When implementing strategies at the whole school/class level, continually monitor and evaluate using these questions:

- What's going well?
- What's helping?
- What's not going well?
- What would help?

Additional plans and actions to support an autistic child/young person with Social, Behavioural, Emotional and Wellbeing (SBEW) needs, may include:

- Using de-escalation strategies and co-regulation techniques
- Offering alternative ways to communicate e.g. time out cards and/or non-verbal cues
- Encouragement to attend a club at unstructured times e.g. a lunch club, club in area of special interest etc.
- Use of fidget toys or sensory supports
- Use of 'Comic Strip Conversations' to visually support and to aid understanding of a given social situation
- Considering alternative ways to complete work in class – use of ICT, drawing, role play etc.
- Sensory and movement breaks scheduled into the timetable – [Training Link](#)
- Considering adjustments in the whole school environment e.g. canteen passes, corridor pass, Movement Pass, Chill Out Pass
- Preparing the child/young person about change in advance and offering alternatives. Social Stories can be used to help prepare children/young people for changes/events/ activities/trips etc.
- Addressing emotional and social issues at whole school level e.g. personal development, assemblies, form class
- Scenario-based teaching at whole class level including whole class teaching around incidents that may have occurred
- Reducing triggers/stress in the school environment, e.g. transition around school at a different time, accessing the canteen earlier, quiet space at break time etc
- Use of physical structure and structured teaching to help with executive functioning and to reduce anxiety.

Plan & Action



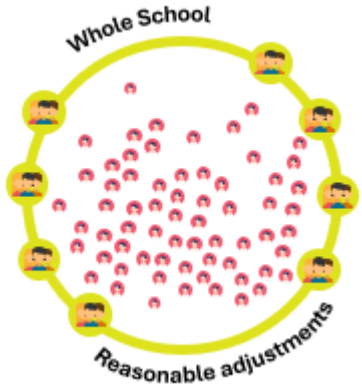
When implementing strategies at the whole school/class level continually monitor and evaluate using these questions

- **What's going well?**
- **What's helping?**
- **What's not going well?**
- **What would help?**

Additional plans and actions to support an autistic child/young person with speech, language and communication needs (SLCN) may include:

- Keeping instructions clear and simple
- Allowing processing time before repeating instructions. Remember the 10 second rule and give the child/ young person time to respond.
- Use of visual instruction. For example, the use of a visual schedule, work system, and prompts to provide reminders of routines, such as toileting, washing hands, starting a task
- Use of visual strategies, such as Social Stories, Social Behaviour Mapping and Comic Strip Conversations to help the child/ young person understand how others may feel in a given social situation
- Offering alternative ways to communicate e.g. 'Chill Out' pass or use of visual systems to request help
- Providing whole school or group, programmes to develop social understanding and social skills
- Establishing whole school clubs at break and lunchtime e.g. Lego Club or clubs in interest areas of pupils
- Providing opportunities for adult support during social times e.g. clubs, adult modelling of social behaviour and language, developing buddy systems
- Providing support for interpersonal problem-solving to promote assertiveness and negotiation skills e.g. categorising the relative importance of problems, visual supports to express feelings, comic strip conversations
- Avoiding the use of sarcasm, metaphors, or idioms
- Providing specific expectations using positive language, e.g. what to do rather than what not to do
- Continued encouragement of the child/young person to share their ideas and opinions with staff and/or peers, where appropriate
- Differentiating the curriculum by presentation as well as context e.g. appropriate chunking of work.

Monitor, Evaluate & Review



Teacher monitoring including observations, assessments, and professional judgment along with the views of the child/young person and their parents will all be taken into consideration in helping to evaluate the impact of whole school educational provision.

School staff should provide regular, time-framed reviews in order that the child/young person, parents, and medical/allied health practitioners (if required) can discuss learning and agree appropriate provision. This may form part of the school's ongoing monitoring, evaluating, and reviewing processes.

Seeking the perspectives of all involved, answering these key questions will help determine future planning:

- What's working well?
- What's not going well?
- What's helping?
- What would help more?

Please also refer to the Department of Education: [Flowcharts and Checklists](#) to help with the process



Stage 1 – Special Educational Provision - Autism

Identify (Please also see [whole school](#))



In some cases, the autistic child/young person may also be identified as having a Special Educational Need and require provision, which is **additional to, or otherwise different from**, their peers. If so, the child/ young person should be placed on the school's Special Educational Needs (SEN) register at Stage 1, in consultation with parents. A Personal Learning Plan (PLP) will be implemented for the child/young person.

The school will use their **provision map** to identify Stage 1 strategies/provisions that are available to help the child/young person.

Despite whole school educational provision and reasonable adjustments being made, an autistic child/young person who presents with Social Behavioural, Emotional and Well-being (SBEW) needs and/or speech, language and communication needs (SLCN):

- May have difficulties following adult direction/be self-directed
- May have a spikey profile between developmental and chronological age
- May have selective mutism
- May experience challenges when being part of a group without additional support or structure
- May find it challenging to start tasks without additional support
- May experience challenges engaging in formal learning
- May find changes in routine challenging
- May consistently avoid participation and contribution within class activities
- May have co-occurring diagnoses and/or additional needs
- May display an increase in stereotypical behaviours (hand flapping, finger flicking, rocking, guttural noises, etc)
- May engage in masking (conscious or unconscious efforts to suppress specific autistic traits and behaviours in social situations) and camouflaging (the process through which autistic people modify their natural social behaviours to adapt to, cope within or influence the largely neurotypical (non-autistic) social world).

These indicators should be used in conjunction with those listed in the whole school section of this document

Stage 1 - Special Educational Provision - Autism

Identify (Please also see [whole school](#))



Further indicators for an autistic child/young person who presents with Social, Behavioural, Emotional and Wellbeing (SBEW) needs:

- May display work avoidant behaviours e.g. asking out of class, late coming to class, falling asleep
- May present with behaviours which cause concern to maintain friendships regardless of consequences
- May present with behaviours which cause a safety concern
- May experience increased challenges around school attendance/school avoidance.

These indicators should be used in conjunction with those listed in the whole school section of this document

Further indicators for an autistic child/young person who presents with speech, language and communication needs (SLCN) may also include:

- Being very literal in their interpretation of situations and language
- Experiencing challenges contributing to a group without additional support
- Displaying avoidance-motivated behaviours when presented with tasks or situations that include working or playing alongside others
- Being very self-directed and present with difficulties following adult direction
- Present with challenges processing language
- Challenges engaging in activities without additional adult prompts.



Plan & Action (Please also see [whole school](#))



A **Personal Learning Plan (PLP)** is prepared to reflect the SEN category (or categories), outcomes are written to include provision and strategies to support the child/young person at stage 1 of the Code of Practice (CoP).

In addition to the strategies implemented at whole school level, strategies and provisions implemented at Stage 1 may include:

- The class/subject teachers liaising and planning with school SENCo/LSC to agree specific outcomes as outlined on the PLP linked to the child/young person's need/s, supported by Stage 1 provision as outlined in the school's provision map
- Completion of Tier 1 and Tier 2 [AAIS Online training programme](#) and any further staff training needs identified, completed, and relevant strategies implemented consistently

- Identifying and capitalising on the child/young person's strengths and interests
- Increased support during unstructured times in the school day - homework, break/lunchtime clubs
- Flexible approaches to whole school curriculum planning e.g. one small group activity per session, planned and timed appropriately at the level of development of the child/young person or targeted intervention to meet the sensory needs presented
- Additional support/time to settle into the setting with visual supports
- Additional support during group work in lessons via differentiation of resources and outcomes
- Participation of school staff, child/young person and their parent(s) in the monitoring, evaluating, and reviewing of the child/young person's needs
- Risk Assessment and Risk Reduction Action Plan in place, if so required.

Plan & Action (Please also see [whole school](#))



- Increased levels of differentiation and use of reasonable adjustments to ensure access to the curriculum and increased independent learning opportunities
- Ensuring transitions are carefully planned for and supported: [Transition training](#)
- Being able to access a pre-identified safe place in the school environment, for emotional regulation. It is important to ensure that a safe space is always available: [AAIS sensory room training](#)
- **Useful resource link:** [Middletown sensory resources](#)
- [A Resource for schools to support children who have or may have Special Educational Needs. Chapter: Anxiety and Autism. Author: Middletown Centre for Autism. Date: June 2020.](#)

A Resource for schools to support children who have or may have Special Educational Needs

Chapter: Anxiety and Autism

Author: Middletown Centre for Autism

Date: June 2020

Additional Plans and actions to support an autistic child/young person who presents with Social, Emotional, Behavioural and Wellbeing needs at stage 1 may include:

- Clear teaching and reinforcement around established classroom routines including modelling and visuals to support
- Increased opportunities which may include individual and/or small group support delivered by school staff e.g. teaching emotional regulation or social skills
- Access to a key adult in school to check in with the child/young person on a regular basis to support. The quantity of check-ins needs to be determined by the needs of the child/young person e.g. daily/weekly
- Differentiation of timetable and curriculum in agreement with parents
- Flexible planning to include alternative workspaces e.g. individual workstation
- Access to sensory and movement breaks built into the child/young person's timetable more frequently. This should be proactive not reactive
- Regular observations conducted by school staff to look at behaviour, patterns, and triggers within the school environment.

Plan & Action (Please also see [whole school](#))



Additional plans and actions to support an autistic child who presents with speech, language, and communication (SLCN) needs at stage 1 may include:

- Using strategies to support children to express their preferences and to communicate their views
- Ensuring all tasks have a clear start and finish. Tasks can be segmented and offered one step at a time to support understanding and task completion
- Access to objects of reference, pictures, symbols, or the written word to enhance their understanding
- Use of augmented communication systems. Some children may require a visual communication system such as PECS or use an iPad. Where necessary consult with HSCT services
- Opportunities for overlearning. Pre-teach and re-teach key social skills and vocabulary
- Providing opportunities for adult modelling to develop skills to work in a group
- Additional support during group work in lessons via differentiation of resources and outcomes
- 'Attention Autism' training sessions can be used to support the development of joint attention skills
- Providing a distraction free work area with limited visual stimuli
- Providing individualised timetables to support the child or young person
- Sourcing and developing a range of learning materials which support the understanding of the environment and tasks set. These may include: a visual timetable, choice boards, first/then system, writing frames, and visual prompts.

Plan & Action (Please also see [whole school](#))



Additional plans and actions to support an autistic child who presents with speech, language, and communication (SLCN) needs at stage 1 may include:

- Offering tasks that are visually clear and organized, they should have a clear beginning, middle and end
- Using an Intensive Interaction approach to build early relationship and communication skills

- Development of an individual work system to promote concentration and independent task completion
- Providing opportunities to enhance life skills e.g. making a snack
- Access to first work then motivator/play system
- Providing a safe space for the child/young persons to share their views openly
- Developing opportunities for adult support during social times e.g. clubs, adult modelling of social behaviour and language, encouraging play buddies.



Artwork by Sophie

Monitor, Evaluate & Review



Some children/young people may require extra intervention and approaches additional to those provided within whole school educational provision which can be delivered through the school's special educational provision at **stage 1** of the Code of Practice. The Code of Practice sets out the need for this provision to be **regularly monitored, evaluated, and reviewed** by the school in consultation with the **child/young person (if appropriate) and their parents**.

A **Personal Learning Plan (PLP)** will be used by the school which will outline the provision the school is using with the child/young person which is additional to the provision being provided at whole school level. It will detail planned expected outcomes, and these should be tracked and reviewed regularly, **at least 2 times per year**, by school staff in consultation with the child/young person and their parents.

When reviewing, consider if:

- The child/young person has achieved the expected outcomes set for them?
- Was the provision effective?
- Were the implemented strategies relevant and appropriate?
- Has the child/young person made progress?

This process of monitoring, evaluating and reviewing will help identify next steps in learning and provision for the child/young person.

Where they have made good progress, they may return to whole school educational provision and their name be removed from the school's SEN register. Where the child/young person has made little or no progress despite the full application of the range of strategies and approaches in the school's special educational provision map, consideration may be given to making a request for external provision, **a more intensive provision** providing specialist support from the EA Local IMPACT Teams and/or HSCT.

Please also refer to the Department of Education: [Flowcharts and Checklists](#)

Identify (Please also see [whole school](#) & [stage 1](#))



In addition, an autistic child/young person presenting with social behavioural, emotional and wellbeing (SBEW):

- May present with frequent displays of behaviours that cause concern. The behaviours may impact on their ability to access the curriculum and social aspects of learning and have a significant impact on emotional health and wellbeing
- May present with significant challenges when responding to adult direction
- May present with a high level of work-avoidant behaviours e.g. asking out of class, late coming to class, falling asleep
- May present with significant challenges around maintaining concentration for even short periods of time

- May present with significant challenges related to executive functioning such as poor organisation
- May display behaviours which cause a safety concern
- May have increased challenges around school attendance/school avoidance
- May frequently engage in behaviours which cause concern to maintain friendships regardless of consequences
- May be displaying a significant reduction or complete avoidance in participation and contributions within class activities
- May be presenting with increasing displays of stereotypical behaviours (hand flapping, finger flicking, rocking, guttural noises etc)
- Masking (conscious or unconscious efforts to suppress specific autistic traits and behaviours in social situations) and camouflaging (the process through which autistic people modify their natural social behaviours to adapt to, cope within, or influence the largely neurotypical (non-autistic) social world).

Identify (Please also see [whole school](#) & [stage 1](#))



In addition, an autistic child presenting with Speech, Language and Communication Needs (SLCN):

- May be displaying behaviours associated with a significantly lower developmental stage than their chronological age
- May have significant limitations with social understanding which are negatively impacting on relationships with adults and/or peers
- May be literal in interpreting social situations which subsequently is impacting negatively on social interactions with adults and/or peers
- May be experiencing significant challenges with expressive and receptive language.



Artwork by Orlaith

Special Educational Provision– Stage 2 - Autism

Plan & Action (Please also see [whole school](#) & [stage 1](#))



The PLP is updated to reflect that the child/young person is now at stage 2 and should document the external provision being put in place to supplement school-delivered special educational provision.

At stage 2, there will be close involvement between the EA Local IMPACT Teams and the school. The child will remain at stage 2 while the school makes full use of the range of strategies and supports within the school's special educational provision map, supplemented by EA support, to achieve progress.

In addition to the strategies implemented at whole school level and stage 1, strategies and provisions implemented at stage 2 for the child/young person with SBEW and/or SLCN needs may include:

- Collaboration with the EA's Local IMPACT Teams to develop PLP outcomes and employ strategies to support the child at stage 2 of the CoP
- Establishing a Risk Assessment and Risk Reduction Action Plan

- Functional Assessment and information gathering to identify behavioural 'triggers' and maintaining consequences, to adapt the environment and to teach functionally equivalent skills
- Assessment of baseline needs and delivery of targeted intervention (individual/ small group) in an identified specific area of need. For example, Zones of Regulation to address emotional regulation, explicitly taught social skills programmes, self-regulation strategies etc.
- Participation of school staff, child/young person and their parents in the monitoring, evaluating, and reviewing of the child/young person's needs using the PLP
- Completion and implementation of strategies from AAIS training
- Specific training and advice for staff and parents/carers as advised by specialists e.g. HSCT Speech and Language Therapist, EA staff
- Multidisciplinary/MAST meetings
- Solution-focused hubs (Farouk model).

Plan & Action (Please also see [whole school](#) & [stage 1](#))



Targeted support for the child/young person from the EA Local IMPACT Teams to help them make progress.

This support may come in the form of:

- Advice and guidance to school staff and/or parents to help build capacity
- Advice and guidance from multiple specialists where several needs/co-occurring difficulties are identified
- Targeted support
- Modelling of support strategies to be used in classroom setting

- Targeted training for the school setting from the EA Local IMPACT Teams to help them meet the unmet need/s of the child/young person.
- Pupil-specific whole school training and advice for staff and parents/carers as advised by specialists e.g. HSCT staff, EA staff etc
- Use of structured teaching methods to support the child/young person.



Artwork by Tyler

Monitor, Evaluate & Review



At stage 2 of the Code of Practice there will **close involvement** between **school** and the **external service** (EA/HSCT) supporting the child/young person's unmet need. The monitoring, evaluating, and reviewing of the PLP by the school will take place in consultation with the external service, and include the child/young person, and their parents. Together they will make informed decisions on the effectiveness of the targeted intervention/provision put in place. It is important that the advice and guidance provided by the specialist teams within the EA Local IMPACT Teams or HSCT is evident in the outcomes and approaches applied in PLP planning for the child/young person.

The level, type or intensity of the stage 2 provision may need to be changed throughout this process if new need/s or more prevalent needs become apparent.

Close collaboration between the school and the EA Local IMPACT Teams and/or HSCT will help determine if the provision is being effective or needs changed.

Many children/young people will make progress with the delivery of stage 2 provision and following a period of support will no longer need external provision from the EA Local IMPACT Teams or HSCT and will return to stage 1 of the CoP.

Where the stage 2 provision has made little or no impact and the needs of the child/young person continue to be significant and/or complex and impact on their learning/ability to access the curriculum effectively, a more intensive approach will be needed. Consideration may be given to making a request for a statutory assessment at stage 2. While the EA is considering whether to carry out a statutory assessment appropriate, the school should continue to implement, monitor, and review the child/young person's PLP.

Please also refer to the Department of Education: [Flowcharts and Checklists](#)

Identify (Please also see [whole school](#), [stage 1](#) & [stage 2](#))



Even though consistent approaches have been applied at whole school, stages 1 and 2, the child/young person continues to experience significant difficulties in accessing the curriculum within the school environment. School staff may notice a sustained increase in the difficulties that a child/young person is experiencing in the school environment which result in stage 2 outcomes not being met. As a result of this, the school or parent has applied for a statutory assessment of the child/young person's needs. Where a request for a statutory assessment is made and the outcome is that the EA makes a **statement of special educational needs**, the child/young person will be identified as being at stage 3 of the CoP.

Further Indicators of need may include:

- Significant and persistent difficulties evidenced in detailed school monitoring and reviewing over time, despite access to appropriate support opportunities, targeted interventions, and a graduated response in supporting the child/young person

- Increase in frequency and magnitude of behaviours impacting on learning and emotional wellbeing of self and others
- Disengagement from learning and own areas of interest
- Exhibiting behaviours that impact on teaching and learning of self and peers
- Lack of motivation, lack of self-direction and negative impact on self-esteem
- Involvement in anti-social behaviour in and outside of school
- Involvement with other organisations. For example, Police Service for Northern Ireland (PSNI), Youth Justice, Child and Adolescent Mental Health Service (CAMHS)
- Increase in Emotionally Based School Avoidance (EBSA)
- May struggle to engage in any activities that do not follow their own agenda
- Finding change, even expected change causing significant distress and high anxiety
- Complex additional diagnoses and additional needs
- Showing little or no awareness of contextually expected behaviours

Identify (Please also see [whole school](#), [stage 1](#) & [stage 2](#))



- School avoidance/refusal
- Sensory needs that may have a significant impact on everyday life e.g. avoidance, distress, or inability to focus
- The need to be in control, impacting on other people significantly
- The child/young person is unable to access the curriculum without significant adult help to support them in the classroom.

In addition, a child/young person with autism who presents with Speech, Language and Communication Needs(SLCN) may also present with:

- Having significant difficulties with understanding in everyday situations and learning
- Having more complex difficulties with receptive and expressive language
- Having a language impairment which affects access to all aspects of the curriculum
- Appearing socially competent but is lacking in understanding and may be at risk of exploitation by others
- Having little or no spoken language or having the need for an augmented communication system
- Having a significant delay in processing language and a reliance on additional prompts and support
- Limited joint and shared attention skills
- Being highly prompt-dependent.

Plan & Action (Please also see [whole school](#), [stage 1](#) & [stage 2](#))



The PLP is updated to record that the child/young person is now at stage 3 and the content of the statement is reflected in the setting of expected outcomes based on the objectives of special educational provision.

Plans and actions should be a shared approach with all school staff and may incorporate the following in addition to whole school, stage 1 and stage 2 plans and actions:

Additional support to the school from SARS (Statutory Assessment & Review Service) Assessment & Re to help with inclusion for the child/young person so they may access the curriculum. The type of support will be specified by SARS. Examples of this support may include:

- designated or shared SEN classroom assistant if required
- general assistance support
- additional teaching time/equipment

Continued monitoring by class/subject teachers and SENCo:

- Ongoing cycle of monitoring, evaluating, and reviewing of the personalised learning plan (PLP) including participation of the child/young person and their parents
- Training, advice and guidance for assistants on how best to meet the pupil's specific needs
- Establish and continual monitoring of a Risk Assessment and Risk Reduction Action Plan if required
- Liaison with other organisations that the child/young person may be known to. E.g. Police Service for Northern Ireland (PSNI), Youth Justice, Child and Adolescent Mental Health Service (CAMHS)
- MAST/MD meetings to ensure working in partnership with the pupil, the parent(s) and with all professionals involved with the child/ young person
- Targeted intervention (individual/ small group) in identified areas of need
- Advice, training, guidance sought from the EA Local IMPACT Teams on request.

Monitor, Evaluate & Review



At Stage 3 the child/young person will have a statement of Special Educational Needs. The PLP will continue to be implemented and is subject to regular monitoring, evaluation and review. The PLP will form the key basis of the educational information to inform the annual review of the statement. The school retains responsibility for the day-to-day learning of the child/young person, sharing responsibility with the EA and, where appropriate, the Health and Social Care Trust (HSCT).

The child/young person will continue at Stage 3 and receive support until such time as the EA determines that it is appropriate to cease to maintain the statement.

PLP

Continued monitoring of the child/young person's PLP is needed to determine their progress towards meeting individualised outcomes. The evaluation and review of the PLP should consider:

- Effectiveness of strategies
- Impact of provision
- New information or factors now known
- These evaluating and reviewing processes will ensure provision from the EA is timely and responsive to changing need.

Annual Review

The statement of educational need will be reviewed to determine the progress of the child/young person. With input from educational professionals and/or medical/allied health professionals, the effectiveness of strategies, the impact of any previous intervention, new information or factors is shared, to ensure the statement of educational need is meeting the needs of the child/young person.

Views of the Child/Young Person & Parent/s

Central to the monitoring, evaluating and reviewing process is the input and views of the child/young person and parent/s.

Seeking the Views of the Child/Young Person

The Graduated Response



This section aims to assist schools in developing good practice in listening to the views of children and young people with SEN and supporting them to participate in making decisions which can enable them to manage their own educational experience. It introduces the ideas of children and young people's views and participation and contains links and references to more comprehensive guidance and resources that have been developed in recent years to support schools.

Seeking the views of the child should be regarded as an integral component of teaching and learning reaching across all aspects of a child's educational life and forms a critical part of teaching professional competency. [1](#)

Background Legislation and Guidance:

The importance of seeking the views of children and young people with SEN, and supporting their participation in decision-making, is underpinned by both international and domestic legislation and guidance.

Two of the most relevant are:



Special Educational
Needs and Disability Act
(Northern Ireland) 2016

[Special Educational
Needs and Disability Act
\(Northern Ireland\) 2016
\(legislation.gov.uk\)](#)



CONVENTION
ON THE RIGHTS OF THE CHILD

[The UN Convention
on the Rights of the
Child \(UNCRC\)](#)

The SEND Act (2016) states that:

- a) "so far as reasonably practicable, **seek and have regard to the views of that child**;
- b) have regard to;
 - i) the importance of the child **participating in decisions**; and
 - ii) the importance of that child being provided with the **information and support** necessary to enable participation in those decisions."

Article 12.1 states that, "Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child."

Draft Code of Practice (COP)

The Draft SEN Code of Practice outlines the importance of seeking the views of the child/young person and supporting participation.

"seek and have regard to the views of individual children ... to enable a particular child's participation in decisions that affect them."

(Statutory Assessment, draft CoP)

"where possible, pupils should be encouraged to provide their own account of their views, for example about their progress and any difficulties they have encountered."

(Annual Review of a Statement, draft CoP)

"...schools should seek and listen to [children's] views about how they learn effectively..."

(Identification, Assessment and Provision by Schools, draft CoP)

"Inclusive schools have...clear strategies to seek and listen to the views of children to help inform how best to meet their needs."

(Inclusion of Children with SEND, draft CoP)

"Schools should take all reasonable efforts to ascertain the child's views about their strengths, learning difficulties and education..."

(Identification, Assessment and Provision by Schools, draft CoP)

"...encourage and help the child over compulsory school age to participate as fully as possible in the determination of what would be in the child's best interests."

(Children over Compulsory School Age, draft CoP)

Views of Children and Young People

This can be defined as the right for children/young people to:

- express opinions;
- participate in making decisions regarding their education; and
- receive support from those who can influence decisions.

Children and Young People may

- feel more valued and respected
- develop a sense of responsibility and ownership for their learning
- strengthen their relationships with school staff
- feel empowered and supported

Teachers can

- gain insight into what children and young people with SEN think and feel
- tailor their lessons to suit the child's needs
- adapt teaching strategies based on their preferences
- use children and young people's views to help identify concerns at an earlier stage

Schools will

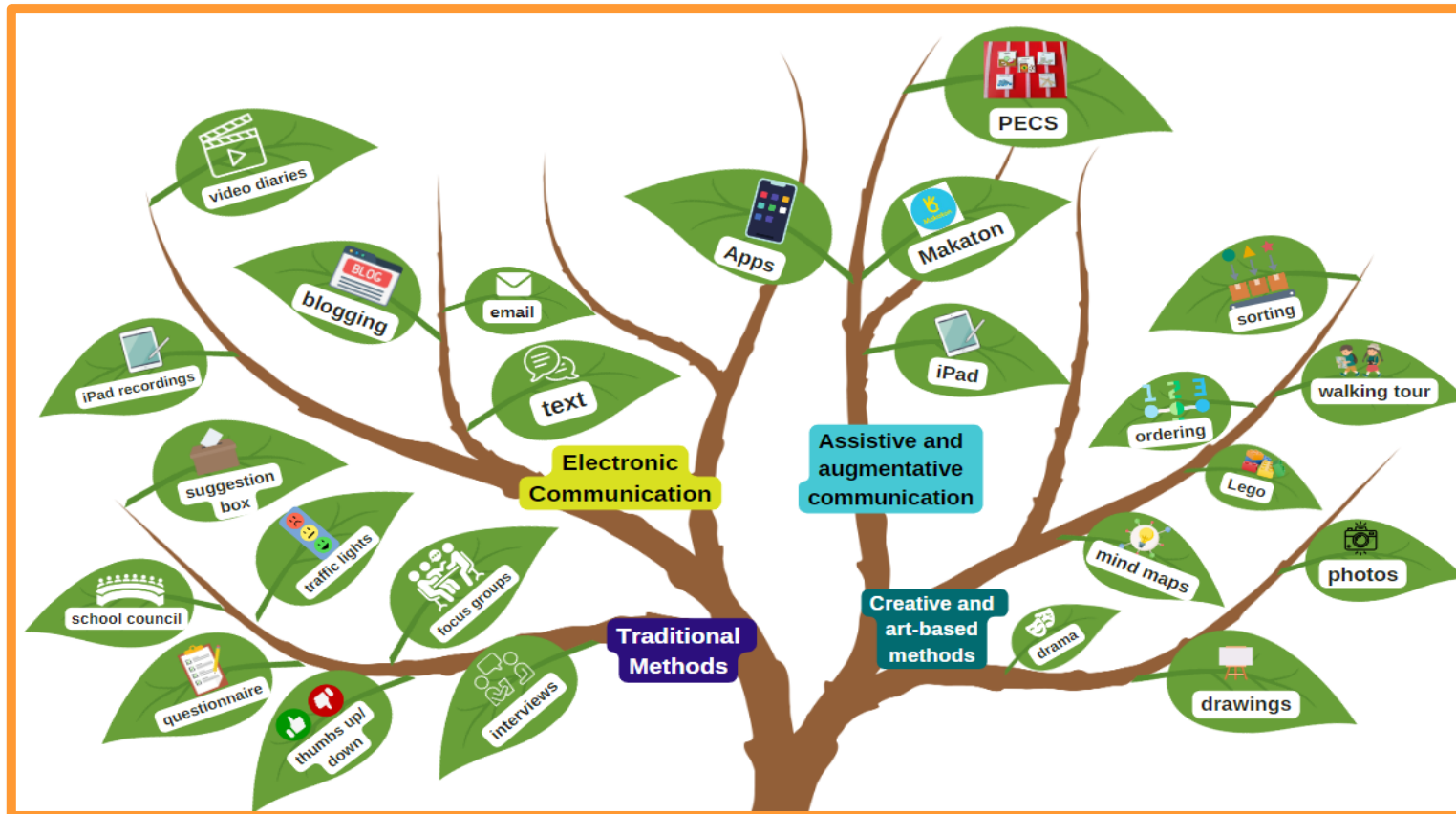
- create a more positive and inclusive school ethos
- experience better engagement between children and young people and staff
- use feedback to develop an experience that aligns with their interests
- create a culture of openness and respect



Methods for Seeking views

Many children and young people, particularly those with SEN, can find it difficult to articulate their views and participate in making decisions. Teachers and other education support staff should demonstrate creativity, flexibility, and adaptability, using a range of traditional and technologically assisted methods, when seeking views of children and young people. This is especially important when views may not be able to be elicited verbally.

Section 4 in the [Personal Learning Plan guidance documents](#) (*EA SDS PLP Folder*) for Nursery, Primary and Post-Primary contains a range of strategies and methods that can be used to help seek the views of children and young people.



Children and Young People's Participation

Participation extends the definition of 'view'. As well as listening to the child's thoughts and feelings about a particular issue, it involves providing them with the necessary advice or resources to enable them to develop their skills to participate in situations where decisions are required to be made.

Models of participation can help schools to identify how they currently involve children and young people, including those with SEND, in decision-making, and can highlight areas for improvement.

The Useful Links section of the [Views of the Child Booklet](#) includes some tools and strategies which might help to ensure that we are gathering the child/young person's views and giving them a voice.

Matching strategies to the child/young person's strengths, interests and communication, interaction and developmental level is important when determining the model of participation.

Hart (1992) Ladder of Participation

- Non-participation
- Partial Participation
- Full Participation

Shier (2001) Pathways to Participation

- Openings
- Opportunities
- Obligations

Lundy (2007) Model of Participation

- Space
- Voice
- Audience
- Influence



Strategies and Resources to Support Participation

The [*Views of the Child Booklet*](#) contains a comprehensive list of suggested tools and strategies to support participation (Appendix 7 Pg 38). It also contains links to numerous other useful resources to both help elicit views and encourage participation of children and young people.

The booklet contains a sample audit document to help schools determine where they are in relation to seeking the views of children and young people, and supporting their participation in the management of their SEND (Appendix 8, Pg. 42).

Further Useful Links:

[highland-council-psychological-service-tools-for-gathering-the-views-of-children-and-young-people-may-2020.pdf \(education.gov.scot\)](#): comprehensive list of strategies, pages 5-16

[Involve Me: Practical guide \(mencap.org.uk\)](#): for children and young people with profound and multiple learning disabilities (PMLD)



Specialist Provision in Mainstream Schools

The Graduated Response



What is a Specialist Provision in a mainstream school?

A Specialist Provision in a mainstream school is educational provision in a small group environment within a mainstream school. Pupils who are placed in the Specialist Provisions are registered pupils of the mainstream school.



Who are Specialist Provisions for?

Specialist Provisions are predominantly for children and young people with a statement of special educational need(s) which indicates that specialist teaching within a small group setting is most appropriate to meet their needs. The Statutory Assessment and Review Service (SARS) will offer placements in consultation with the school and parents. These provisions cater for pupils with a range of special educational needs e.g. Cognition and Learning Needs, Down Syndrome, Autism, Social, Behavioural and Emotional Well-being Needs, complex medical needs, and Global Developmental Delay.

Each provision is resourced with its own full-time teacher and full-time classroom assistant(s) to provide an extra level of support for pupils depending on need. Pupils follow the Northern Ireland Curriculum at a level which suits their individual needs and abilities. Each child's educational journey is based on assessment of need, involving professional advice and input from the school, parents, and carers. In particular, the views of children and young people must be given serious consideration.

One of the key benefits of Specialist Provisions is the ability to facilitate mainstream integration of pupils who secure a place in the Specialist Provision Class, for periods of time, in line with their development and ability. The school can also use the expertise that develops within the Specialist Provision setting to support mainstream pupils through peer support for teachers or reverse integration of mainstream pupils into the Specialist Provision setting for short periods of time for targeted support.

For more information on an overview of Specialist Provisions, please click the [video link](#).



What support is available for Specialist Provisions?

Where specialist provisions are set up within a mainstream school, it is extremely important that the staff are provided with high quality specialist professional learning and support.

The Specialist Setting Support Team (SSST) is a regional multi-service team providing integrated support for specialist provisions in mainstream schools. SSST staff work across multiple schools to provide professional learning opportunities, advice and on the ground support to leaders, teachers, and classroom assistants.

The model is designed to complement current service delivery models and ensure a connected approach across EA services to streamline support for settings.

The team work in partnership with existing services and draw on best practice from established settings.

Support is provided before and after setting up a new specialist provision including support for both school staff and parents as well as specialist support for children and young people.



What support is available for Specialist Provisions?



For more information click below :

[Supporting Specialist Provisions](#)

For further information and support for mainstream schools with Specialist Provisions or those who may wish to establish a new specialist provision – please click [here](#).

Link Support

Each Specialist Provision will be allocated an Advisory Teacher as a point of contact with the team for support, signposting, and advice.

Professional Learning Development

A comprehensive professional learning and development programme is available, delivered by SSST both online and in person for senior leadership, teachers, classrooms assistants and parents across all phases (Early Years, Primary and Post Primary), designed to support settings with curriculum and assessment, quality of provision, staff development and leadership.

Teachers in Specialist Provisions may access specific [professional learning](#).



Psychology Service

The Graduated Response



The Educational Psychology Service

The Educational Psychology Service (EPS) undertakes a range of work aimed at promoting progress, psychological well-being and inclusion for children and young people.

The EPS supports children and young people, from pre-school age to post-primary education, with Special Educational Needs (SEN) arising from difficulties in the following SEN Categories:

- Cognition and Learning (C&L)
- Social, Behavioural, Emotional and Well-being (SBEW)
- Speech, Language and Communication Needs (SLCN)
- Sensory (SE)
- Physical Needs (PN)

For school-aged children and children in statutory nursery settings, requests for EP involvement come from the child's school. For other pre-school children with complex needs, the EPS is the single point of entry into the EA and referrals are agreed at triage in consultation with health trust colleagues, particularly Consultant Paediatricians.

EPs work collaboratively with children and young people, parents/carers, educational staff, EA colleagues and other professionals with the aim of bringing about positive change for children and young people.



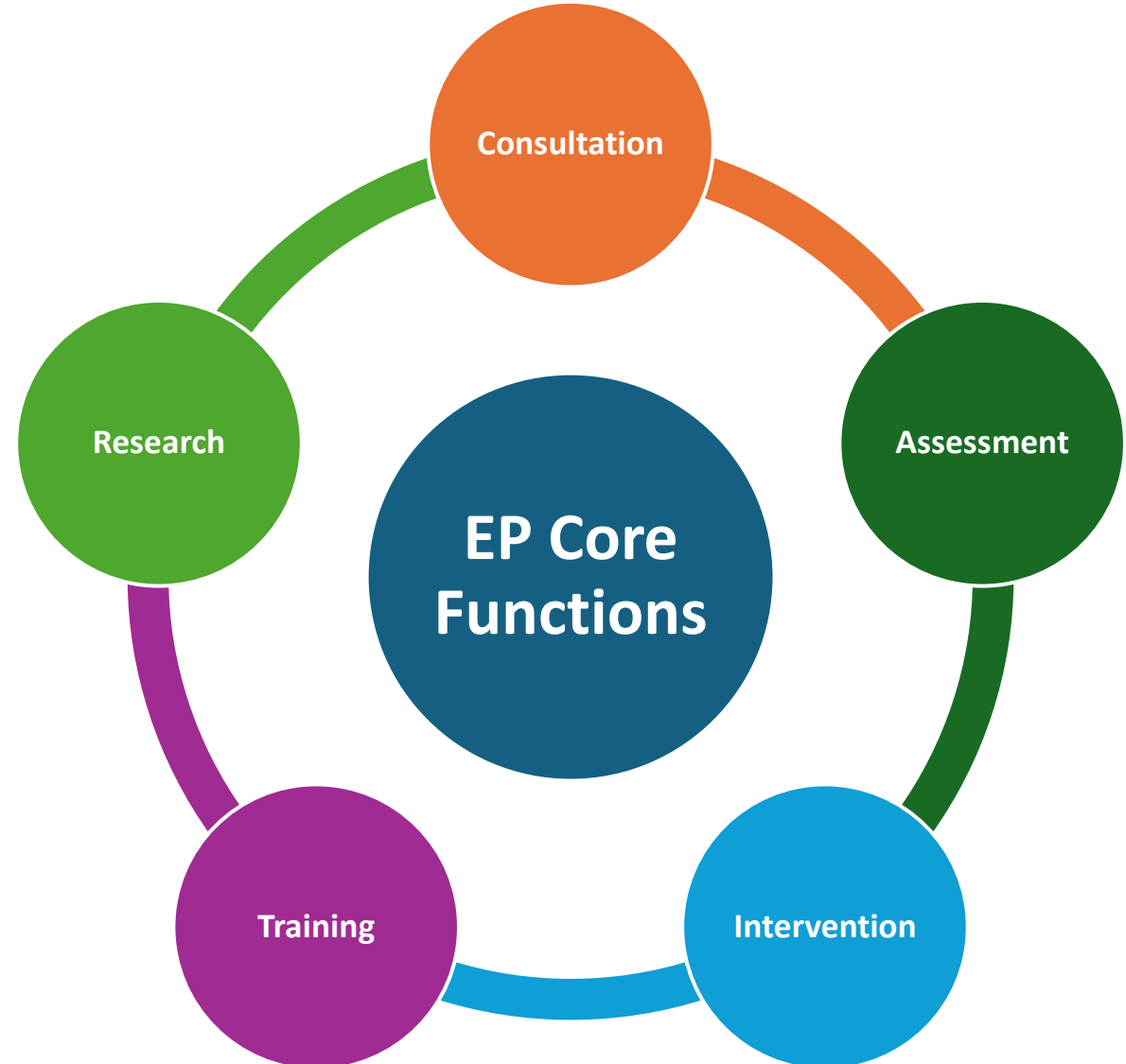
The work of the Educational Psychologist

In line with the Graduated Response, the EPS offers a continuum of support. The EPS offers psychological input across all stages of the Code of Practice, delivered through the core EP functions.

EPs can provide support at different systemic levels depending on the purpose of their involvement.

An EP may provide support:

- to an individual child or young person
- at a group level (to meet the needs of a wider number of children whilst building capacity)
- at a whole school or strategic level (such as staff training and development work, action research and project-based work).



EPS delivery in context of the Graduated Response

Consultation

Effective consultation, using well researched psychological frameworks and approaches, is at the core of Educational Psychology service delivery at all levels of the graduated response. Educational Psychologists have specific training, skills and expertise which they can use in consultation with education staff, parents/carers, children and young people, and other professionals to achieve positive and practical outcomes.

The consultation model used by the Educational Psychology Service aligns well with the six-part cycle of **identify, plan, action, monitor, evaluate and review (IPAMER)** outlined in the Graduated Response framework, as the EPS consultation model is focused on:

- Joint investigation
- Joint problem-solving emphasising a 'solution- oriented' stance
- Joint planning and intervention
- Joint evaluation, review and reflection



Some of the ways in which EPs use **consultation** are as follows:

- Engaging in planning discussions and consultation with SENCos and school senior management
- Using a consultative, problem-solving approach to support casework with children and young people.
- Facilitating psychologically informed group process consultation with groups of staff to help them to reflect on and explore the best way forward in relation to issues causing concern.
- Consultation and collaboration with other professionals within the EA and partner agencies, such as Health Trust staff, to help inform decision making in relation to children/young people with SEN.

EPS delivery in the context of the Graduated Response

Assessment and intervention

Assessment and intervention are core elements of EPS service delivery, carried out with children and young people. **Assessment** typically takes place following an initial consultation where it is agreed that there is a clear rationale for EP assessment.

EP assessment builds on information already available and is based on the needs of the child and the professional judgement of the EP. Assessment can include a range of activities such as psychological consultation, observation, psychometric testing, gathering information from other professionals involved with the child, data gathering and analysis via checklists or rating scales, and direct work with the child or young person.

Assessment of children and young people is inextricably linked to **intervention** as the assessment process leads to psychological formulation which informs recommendations about how situations can be improved.



Following assessment and depending on the support required, EPS staff may undertake a time bound intervention with a child or young person, or they may recommend specific strategies or interventions to be delivered by school staff to support progress.

EPS staff may deliver, or support school staff to deliver, interventions at a group or whole class level e.g. to address issues around anxiety, to support emotional regulation skills or to promote psychological wellbeing.

In developing, delivering, and advising on interventions, EPS staff draw on psychological knowledge, experience and evidence-based practice. EPs may draw on therapeutic psychological approaches such as cognitive behavioural therapy or solution focused brief therapy approaches. EP staff may co-design interventions with school staff or others.

In line with best practice, and in accordance with the graduated response, EPs will ensure that intervention outcomes are appropriately monitored, evaluated and reviewed. In all assessment and intervention activities, Educational Psychologists adhere to the guidance provided in the Code of Ethics and Conduct provided by the British Psychological Society (BPS) and the Standards of Practice of the Health and Care Professions Council (HCPC).

Training, Staff Development & Capacity Building

EPS may be involved in developing and delivering bespoke training or staff development to address training/development needs identified through planning, discussion and consultation with schools.

In line with the graduated response, this can support whole school educational provision, inclusive practice, high quality teaching and school-delivered special educational provision. Any training or professional development provided by the EPS will be based on psychological theory and research evidence.

Examples of training available:

- **Emotionally Based School Avoidance (EBSA)**
- **Acquired Brain Injury**
- **School staff wellbeing training**

Through strategic projects, the EPS has established teams of EPs who work closely with special schools, nurture settings and early years settings to assist in building the capacity of staff to support children with significant and complex needs.

Research and Strategic development

A growing area of Educational Psychology Service core work is that of research, contributing to an evidence base for educational practice and informing policy and strategy.

EPs have specific knowledge and skills in research design and analysis and are trained to take a constructively critical stance to research findings.

EPs can support schools to evaluate strategies and approaches and can provide advice about research and evidence-based interventions and strategies.



Collaboration and Multi-Disciplinary Working

EPs work with other professionals within the EA and partner agencies such as Health Trust staff to help inform decision making in relation to children and young people with SEN.

In line with DE/EA guidance, EP representation (typically Senior or Principal EPs) is mandatory on decision making panels for:

- **Education Other Than at School (EOTAS) Placement -Primary & Post Primary**
- **Exceptional Teaching Arrangements (ETA)**
- **Statutory Assessment Decision Process (SADP)**
- **Preschool Triage**
- **Language & Community Provision**

EPS Senior management link with DE workstreams in relation to SEN. At a strategic level EPS Senior management is involved in the DE-led Academic Professional Advisory Group (APAG)



A

AAIS - Autism Advisory Intervention Service

AHP - Allied Health Professional

AR Portal - Annual Review Portal

B

BD - Blind

BoG - Board of Governors

C

CA - Classroom Assistant

CoP - Code of Practice

CoSCA - Children over Compulsory School Age

CSID - Communication and Social Interaction Difficulties

D

DARS - Dispute Avoidance and Resolution Service

DDA - Disability Discrimination Act

DE - Department of Education

DENI - Department of Education, Northern Ireland

DLD - Developmental Language Disorder

DoH - Department of Health

DYC - Dyscalculia

DYL - Dyslexia

E

EA - Education Authority

EOTAS – Education Other Than At School

EP – Educational Psychologist

EPS – Educational Psychology Service

ESaGS – Every School a Good School

ETI – Education and Training Inspectorate

EWD – Emotional and Well-being Difficulties

G

GPG – Good Practice Guidelines

GR – Graduated Response

H

HQT – High Quality Teaching

HSCT – Health and Social Care Trust

I

IEP – Individual Education Plan

INSET – In-Service Training

IPAMER – Identify, Plan, Action, Monitor, Evaluate, Review

L

LD - Language Disorder associated with a differentiating biomedical condition

LSC – Learning Support Coordinator

M

MAST - Multi-Agency Support Team

MLD – Moderate Learning Difficulties

MMHI – Mild/Moderate Hearing Impairment

MSI – Multi-Sensory Impairment

P

P – Primary setting

PLP – Personal Learning Plan

PM - Provision Mapping

PMLD - Profound & Multiple Learning Difficulties

PN - Physical Needs

PP – Post Primary Setting

PS – Partially Sighted

R

RA – Reasonable Adjustments

RoC – Record of Concern

S

SA - Statutory Assessment

SBD - Social and Behavioural Difficulties

SCB - Severe Challenging Behaviour associated with SLD or PMLD

SEN - Special Educational Needs

S

SENCO- Special Educational Needs Co-ordinator

SEND - Special Educational Needs and Disability

SENDIST - Special Educational Needs and Disability Tribunal

SENDO - Special Educational Needs and Disability Order

SENIS - Special Educational Needs Inclusion Service

SpEP - Special Educational Provision

SEP - Senior Educational Psychologist

SLD - Severe Learning Difficulties

SMS - School Management System

SMT - Senior Management Team

SPHI - Severe/Profound Hearing Impairment

SpLD - Specific Learning Difficulty

W

WEP – Whole School Educational Provision