

OLDHAM'S INCLUSION FRAMEWORK A GUIDE TO SUPPORTING CHILDREN AND YOUNG PEOPLE WITHIN MAINSTREAM SCHOOLS

Primary and Secondary Settings

March 2022

Foreword

Welcome to Oldham's Inclusion framework. This is a co-produced document which outlines the minimum guarantee of support at universal and SEND support across our Oldham schools. It has been developed alongside support from NASEN / Whole School SEND and complements a series of workshops delivered for SENCOs and senior leadership; and the provision of 'SEND in a Nutshell' documents, which provide an overview of each individual school's SEND population and comparatives with national figures.

It is intended that this will provide an ambitious but achievable framework, which Oldham mainstream primary and secondary schools can aspire to; and which can facilitate constructive discussion within and between schools and partners, including the local authority, to self-reflect and focus development opportunities for staff and schools.

Inclusion is a crucial focus nationally and, it sits at the heart of Oldham's vision to prioritise education and skills for all. In an area of higher levels of deprivation and poverty, there is a need to ensure equality of provision across our schools, to reduce marginalisation and to embrace our collective and community responsibility for the children and young people of Oldham, to improve educational achievement and wider outcomes.

This framework aligns clearly with the SEND code of practice and school's statutory duties, including establishing a deeper understanding that every leader is a leader of SEND and every teacher a teacher of SEND. It places universal good practice, including high quality teaching at the centre of how we support our children and young people.

We hope this will be an invaluable tool for school in planning and supporting pupils and that it will contribute to ongoing, sector-led approaches to developing inclusion in Oldham.

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Contributors

We would like to thank all of the primary and secondary settings and local authority services who have contributed to this document:

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| NASEN | Crompton Primary | Limehurst Primary School | Medlock Valley Primary School |
| Oldham Council – QEST | Holy Trinity Primary School | Corpus Christi Primary School | Littlemoor Primary School |
| Oldham Council - Educational Psychology | Ivory Federation | St Mary's Primary School | Broadfield Primary School |
| Oldham Council – Early Years | Hodge Clough Primary School | Mather Street Primary School | Christ Church Denshaw Primary School |
| Oldham Council – SEND Service | Werneth Primary School | Corpus Christi Primary School | Greenfield St Mary's Primary School |
| Oldham Council – School Governors Service | Beal Vale Primary School | Greenacres Laugh and Learn | Blessed John Henry Newman RC College |
| Oldham Council – Hearing Impairment | Holy Cross Primary School | Shine a Light Day Nursery | Co-op Academy Failsworth |
| Oldham Council – Vision Impairment | Hey with Zion Primary School | Delph Primary School | Crompton House C of E School |
| Oldham Council – Physical Disability | Beever Primary School | Ambrose Nursery | Hathershaw College of Technology and Sport |
| Oldham Council – Virtual School | St Chads Primary School | St Hugh's CE Primary School | North Chadderton School |
| Community Paediatrics Service | Daisy Chains Pre School | Higher Failsworth Primary School | Oldham Academy North EACT |
| Oldham Parent Carer Forum | Greenhill Primary School | Panda Preschool Coppice | Royton and Crompton School |
| Bridgewater NHS | Mayfield Primary School | Woodlands Primary Academy | Oasis Academy (Oldham) |
| Mills Hill Primary | Greenacres Primary Academy | Medlock Day Nursery | Oasis Academy (Leesbrook) |
| Willowpark Primary Academy | Sunny Smiles Day Nursery | Swan Meadow Nursery Delph | Saddleworth School |
| St Thomas Werneth | The Nursery Oldham | Littlemoor Primary School | The Blue Coat School (Cranmer Trust) |
| Kingfisher Learning Trust | Stanley Road Primary School | Woodhouses VC Primary | The Radclyffe School |
| Alexandra Park Junior | Horton Mill Primary School | Greenhill Primary School | Waterhead Academy |

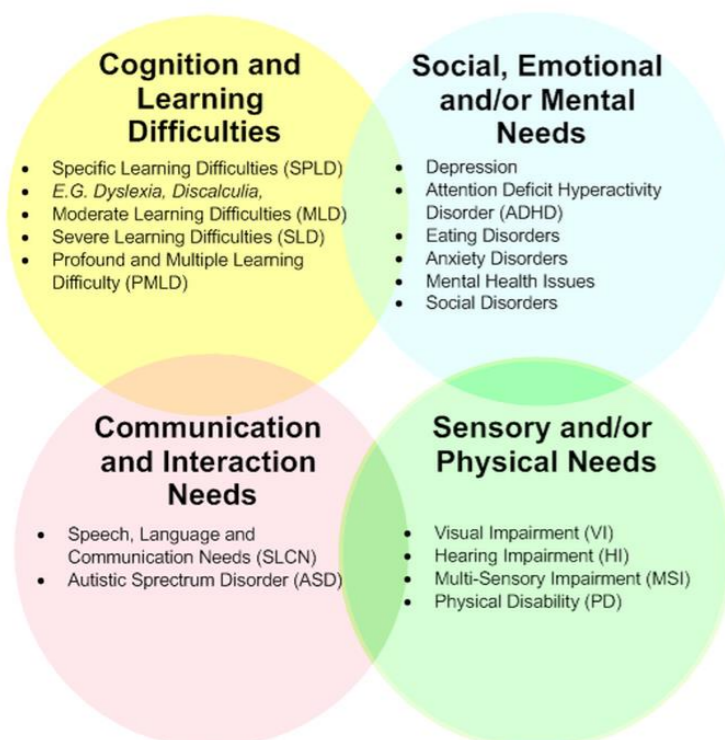
Introduction to the Oldham Inclusion Framework

Mainstream Primary & Secondary Schools

The **Oldham Inclusion Framework** is a key document co-produced by Oldham School Leaders and the LA SEND Partnership with support from Whole School SEND Leaders. This document is intended to describe the minimum guarantee of the universal and SEND support available for young people and their families.

When using the **Oldham Inclusion Framework** it is important to understand that although this document organises the Universal and SEND support offers in response to the 4 Broad Areas of Need as described within the Code of Practice (CoP - DfE, 2015) schools will be adopting a holistic approach, recognising that an individual pupils' SEND may be multiple and overlapping.

4 Broad Areas of Need:



- Holistic, child-centred approach
- SEND may be multiple and overlapping

The **Universal Offer** includes High Quality Teaching (HQT) - strategies, resources and adaptations to the curriculum and teaching and learning environment designed to remove barriers to learning. As the name suggests the universal offer is what the school will provide for all pupils and therefore any pupil who has their needs met by this provision would not be registered as having SEND. A comprehensive universal offer can meet needs before they become a barrier to learning and help a school to systematically identify pupils who may have greater needs and will require SEND support.

'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.' (CoP 6.37)

SEND Support is the first stage of support available for learners with SEND, the offer should be 'additional to' or 'different from' provision made for all pupils. SEND Support may also be referred to as **targeted support**. Pupils in need of SEND support will be recorded on the school's SEND register as 'K' (the letter does not stand for anything other than a learner needing support which is 'additional to' or 'different from' the universal offer for all.)

*'Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the **graduated approach**. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.'* (CoP 6.44)

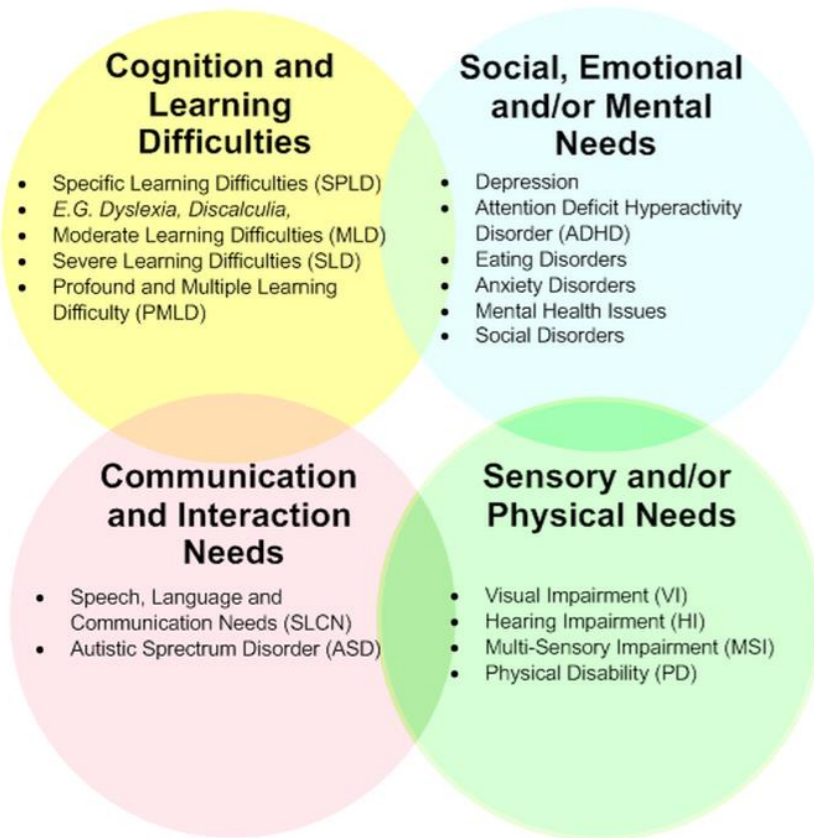
Funding for the universal and SEND support offer are from the schools' budget share. As at present, under the new place-plus approach to high needs funding, mainstream schools and Academies **will continue to receive a clearly identified budget for SEN**. This will be their notional SEN budget.

Using their notional SEN budget, mainstream schools and Academies will be expected to:

- a. meet the needs of pupils with low-cost, high-incidence SEN; and

- Identify primary need
- Personalisation - meeting all needs

4 Broad Areas of Need:



- Holistic, child-centred approach
- SEND may be multiple and overlapping
- Identify primary need
- Personalisation - meeting all needs

b. contribute, up to a certain level set by the local authority, towards, the costs of provision for pupils with high needs (including those with high-cost, low-incidence SEN)

'Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget. (CoP 6.96)
It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEN. The SENCO, headteacher and governing body or proprietor should establish a clear picture of the resources that are available to the school. They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium. (CoP 6.97)
This will enable schools to provide a clear description of the types of special educational provision they normally provide and will help parents and others to understand what they can normally expect the school to provide for pupils with SEN. (CoP 6.98)

Specialists can be valuable in supporting schools in the design of their universal and SEND support offer. Specialist health teams also provide specialist targeted support. 'Schools may involve specialists at any point to advise them on early identification of SEN and effective support and interventions' (CoP 6.59)

All schools must publish an annual **SEND Information Report**. This is an opportunity to celebrate their universal and SEND support offers and helps parents and young people to understand what to expect from the school. 'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014' (CoP 6.79)

All schools are legally required to have an **Accessibility Plan** in place which is under regular review and to ensure pupils with disabilities are included not disadvantaged. 'Section 3(1)The responsible body of a school in England and Wales must prepare an accessibility plan; 2)An accessibility plan is a plan for, over a prescribed period: (a)increasing the extent to which disabled pupils can participate in the school's curriculum; (b)improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and (c)improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled; (3)The delivery in sub-paragraph (2)(c) must be:(a)within a reasonable time; (b)in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents; (4)An accessibility plan must be in writing; (5)The responsible body must keep its accessibility plan under review during the period to which it relates and, if necessary, revise it; (6)The responsible body must implement its accessibility plan. Section 4 4(1) In preparing an accessibility plan, the responsible body must have regard to the need to allocate adequate resources for implementing the plan. (Equality Act, 2010) Schools and settings should also understand their role and duties to support pupils with medical conditions outlined in ' [Supporting Pupils with Medical Conditions](#)' (DfE, 2017).

Writing and publishing the **Local Offer** is a Local Authority's (LA) responsibility although to do this effectively LAs will need to understand what is happening in schools. All health teams support the update and development of the information held on the [Local Offer](#) and [Graduated Response Toolkit](#) site. 'Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans.(CoP 4.1)

THE FRAMEWORK – An Overview

The **Oldham Inclusion Framework** is a key document co-produced by Oldham School Leaders and the LA SEND Partnership with support from Whole School SEND Leaders. This document is intended to describe the minimum guarantee of the universal and SEND support available for young people and their families.

The following framework provides:

- A set of strategies / approaches which are appropriate at the universal level for all areas of need.
- A guide for identification of CYP within each of the four primary areas of need. This includes those CYP whose needs would fit within the universal offer of school and those whose needs require support which is additional from and different to and therefore at SEND Support, to support distinction between the two.
- A guide to the strategies and approaches which it would be expected are on offer in all Oldham mainstream schools. Again, these are divided into those strategies / approaches (which might generically be termed interventions) for CYP who are within the universal population and those whose needs are at SEND support.

This framework sets out to be ambitious and is intended to support schools in planning for and meeting the needs of their individual CYP, but also for identifying areas of SEND where there may be a need for further development, resources and / or CPD within school.

It is intended to complement the Graduated Response Toolkit.

Council services are available to support with developing both whole school provision and individual needs.

Universal reasonable adjustments for all types of need:

- **Inclusive school culture** with a focus and value on effort. Inclusive classrooms 'it's ok to be different' where **adaptive teaching**¹ and personalisation are normalised.
- Appropriate support to fully access learning given to pupils with English as an additional language (**EAL is not a Special Educational Need** although some learners with EAL may also have underlying SEND).
- All staff expected to be fully inclusive in adapting the environment and curriculum by making reasonable adjustments, **including reasonable adjustments to the behaviour policy**.
- Curriculum support on personal and social development building confidence and maintaining self-esteem.
- All teaching staff are expected to demonstrate HQT strategies with appropriate adaptive teaching and adaptation of resources as required.
- Clear predictable routines, placement of resources to support independence.
- Supporting learning needs at an appropriate level
- Providing alternative methods of teaching, learning and recording, including Low level assistive technology.
- Ensuring visual supports are provided to support understanding and communication needs
- Ensuring access arrangements are robust
- Use of appropriate assessment and **evaluation tools**.
- Pre-teaching key new vocabulary, e.g. through multi-sensory approaches.
- Assessment cycles for all that mirror – plan, do, assess and review & use of the **Graduated Response Toolkit** to support this
- **Use of specialist council services preventatively** at the earliest stage possible to improve the Universal Offer.

¹ Adaptive teaching has broadly replaced the term differentiation. It refers to the need for teachers to adapt their teaching in order to meet the needs of all learners, rather than *relying solely* on producing alternative tasks / resources. There is a focus on scaffolding and retaining high ambitions and breath / quality of curriculum. However, it is important that it is not understood purely as all pupils being able to access the same materials in the same way. Its application can be wide, for example, for a learner with a specific literacy difficulty adapting teaching can be anything up to and including working on a Learning Objective from an earlier key stage. A useful explanation can be found [here](#).

Cognition and Learning Difficulties

Identification and Assessment:

Level of Curriculum Achievement, rate of progress and potential areas of presenting need

Universal Offer All Pupils

Cognitive abilities within broad to low average range.

Curriculum achievements (including standardised reading assessments) average or maybe below average within 12-18 months of age-related expectations.

Pupils may present with some learning delay, showing difficulties with understanding in some parts of the English and Maths curriculum.

Pupils may have weak phonics skills and/or comprehension; decoding may be laboured, and pace may be slower than that of peers.

Pupils may have shorter attention spans than peers.

Pupils may have some difficulty generating verbal responses and/or recording their ideas in writing.

Pupil may show a difference between verbal understanding and written work.

Pupils may have a spikey profile across subject areas, with underperformance either in literacy or numeracy-based subjects.

Pupil may have slight memory/ organisational difficulties.

Pupil may respond well to short- and medium-term interventions.

Rate of progress may be lower than average but should be consistent with projected 'flightpath'.

Targeted SEND Support (Element 2-Funding) 'additional to' or 'different from'(Code K)

Moderate difficulties in learning across all areas of the curriculum. Curriculum achievement is typically 18 months -2 years below age-related expectations and not explained by other factors. Pupils may have difficulties mastering basic skills with below average reading and spelling ages.

Specific difficulties in learning with significant underperformance across either literacy or numeracy-based subjects.

Delay in reasoning, problem solving, attention and concentration skills. Require support to extract information from texts and verbal input and making links between existing and new knowledge.

Difficulties in making inferences, generalisation of what has been learned and transferring skills to new tasks.

Working memory deficit – recall of strings of letters or numbers, retaining information and using and applying skills

Difficulties with organisation and presentation skills. May require prompts to return to task.

Pupil may show a difference-between verbal understanding and written work.

Pupils may demonstrate some specific learning difficulties (dyslexic features such as difficulties in reading fluency, inaccurate spelling, difficulties with organising and recording work.

Rate of progress below that of peers, despite additional and different adjustments being in place through Assess, Plan, Do, Review process (SEND Code of Practice 6.44-6.55). If progress is not being made or progress is limited outcomes and provision should be reviewed to ensure they are appropriate. Any review should be person-centred follow the assess, plan, do and review process and consider learner views to inform future planning and discussed with parent/carer/young person.

Wellbeing:

Impact on learner well-being

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| <p>May need additional encouragement/ mentoring to remain motivated.</p> <p>Develop a good relationship and understand the whole child.</p> <p>Whole school mental health and well-being strategies 'The Whole School Approach' – Universal Offer'</p> <p>Emotional health and well-being offer in Oldham</p> <p>Graduated Response Toolkit – identifying mental health and well-being needs</p> <p>Graduated Response Toolkit – meeting mental health and well-being needs</p> | <p>Self-confidence may be at risk causing the child/young person to withdraw or become distracted from completing tasks if not supported appropriately and sensitively. Young person may divert attention from difficulties with completing a task by demonstrating low level disruptive behaviours; may be impact on attendance as well as engagement.</p> |
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Educational Provision

Which should include universal reasonable adjustments for all types of need

Universal Offer All Pupils

Targeted SEND Support (Element 2-Funding) 'additional to' or 'different from'(Code K)

Universal reasonable adjustments for Cognition and Learning difficulties:

Whole school trained in High Quality Teaching (HQT) for high incidence Cognition & Learning needs (MLD/ Dyslexia), including adaptive teaching, pace and use of questions.

Access to short term 'universal' interventions individual/small group identified and delivered as part of the Universal Offer (examples of these are included under High Quality Teaching in the Cognition and Learning section of the [Graduated Response Toolkit](#)

Ensure language used is clear and simple. Support provided in the form of verbal, written or visual prompts, scaffolding, writing frames or alternative methods of recording.

Whole school strategies around curriculum areas e.g. Reading / Literacy Strategy.

Provision of tech to support recording in lessons.

Cognition and Learning SEND support (provision that is 'additional to' or 'different from' the schools' Universal Offer):

Use of multi-sensory strategies (using sight, touch, smell, hearing) required to support learning and opportunities for over learning through repetition.

Adaptation of timetable where required to allow for pre- and post- teaching of concepts to secure knowledge.

Adapting curriculum planning, delivery and resources where needed or providing relevant support through targeted high-quality teaching and additional interventions to promote access to and engagement with the curriculum delivered²

Request and implement specialist advice, if this is not already available within school or from peer/cluster group support, to enable full access to the curriculum. Specific programmes to

² It is acknowledged that the exact nature of how this is achieved may differ between primary and secondary schools and the specific curriculum content. However, it is accepted that there will be a level of support or adaptation around curriculum which is greater than that described at Universal but lower than that which requires an Education, Health and Care Plan in both sectors.

Ensure all cross-curricula reading resources (e.g. power points and handouts) are accessible or scaffolded appropriately.

Ensure pupils are positioned well, good eye contact, acoustics etc.

Staff CPLD and Induction programme supports inclusive practice, teachers' ownership of all their children, successful C&L HQT strategies.

be introduced to develop skills and increase rate of progress on a regular basis (likely to be focussed on Maths, English or communication skills).

Some specialist qualified dyslexia/ MLD specialist teaching support: 1-1/ small group/ advice and support to classroom staff. Systematic, evidence-informed intervention as advised by specialist with a focus on strengthening underlying skills: working memory, sequencing, decoding, reading comprehension, fluency, numeracy.

Personalisation of strategies for pupil including Pupil Passports.

Assistance with recording and/or alternative methods of recording and assistive technology.

Individual adult mediation at the start of tasks and frequent check-ins to support completion.

Individualised motivational strategies and mentoring.

Individual mediation to support personal organisation, e.g., weekly check-up 'clinic', meet and greets, extra organisational scaffolds.

Access arrangements considered.

Access intervention specific training for staff.

Social, Emotional and/or Mental Health Needs

Identification and Assessment:

Impact on the child's social participation, interaction, independence.

Ability to participate in education, recreation/play, social activities and successfully access the school environment.

Universal Offer All Pupils

Pupil may experience low level/low frequency difficulties with social interaction and may demonstrate some difficulties with emotional well-being for example calling out, maintaining friendships and poor self-esteem.

Emotional needs in relation to general well-being may be seen through disengagement or frustration and lack of confidence as a learner.

As a result of trauma/ fear of failure, low self-esteem or limited self-awareness may experience some difficulties with: making and/or sustaining friendships; complying with adult directions; independent working; staying motivated without requiring frequent encouragement to stay on task; sustained concentration, engagement and participation in learning,

Social vulnerability due to lack of understanding and knowledge of social behaviour which may cause withdrawal or overly intrusive social behaviours which can include bullying.

May need prompting to begin/end tasks and follow personal hygiene routines.

Difficulties forming and maintaining friendships with peers.

Attendance may be below expected levels due to minor health issues- frequent coughs, colds etc.

Occasional non-attendance due to emotionally based needs.

SEND Support (Element 2-Funding) 'additional to' or 'different from'(Code K)

Have a range of assessments (e.g. Speech and Language/ Cognition and Learning Assessment – [\(included in the Graduated Response Toolkit\)](#) been completed prior to movement to SEND support? SEMHs needs can be secondary to wider SEND.

Have difficulty with concentration, engagement and participation in learning, which requires more frequent encouragement; this maybe as a result of fear of failure, low self-esteem or limited self-awareness.

Social vulnerability due to lack of understanding and knowledge of social behaviour which may cause withdrawal.

May need support to follow personal hygiene routines.

Difficulties forming and maintaining friendships with peers.

Attendance may be below expected levels due to minor health issues.

Occasional non-attendance due to due to emotionally based needs.

Seek support from services in understanding the individual profile of the child or young person.

Wellbeing:

Impact on learner well-being

Self-esteem and/or confidence may be affected and noticed

Pupil may avoid or become upset when faced with new/unfamiliar tasks which requires reassurance could be interpreted as refusal/ unsafe or uncooperative behaviour. May be at risk of isolation or becoming socially vulnerable.

Difficulty expressing feelings without support/taught strategies in place

Low self-esteem leads to inappropriate responses in need of attention.

Seeks affection, approval and reassurance repeatedly and appears to remain insecure.

Refusing to accept requests comply with instructions and/or consequences and has difficulty understanding and accepting responsibility for actions

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| <p>Low self-esteem; may demonstrates inappropriate responses in need of attention.</p> <p>Seeks affection, approval and reassurance repeatedly and appears to remain insecure.</p> <p>Refusing to accept requests to comply with instructions and/or consequences and may have difficulty understanding and accepting responsibility for actions</p> <p>Whole school mental health and well-being strategies 'The Whole School Approach' – Universal Offer'</p> <p>Emotional health and well-being offer in Oldham</p> <p>Graduated Response Toolkit – identifying mental health and well-being needs</p> | |
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| <p style="text-align: center;"><u>Educational Provision</u> Which should include universal reasonable adjustments for all types of need</p> | |
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| <p style="text-align: center;">Universal Offer All Pupils</p> | <p style="text-align: center;">SEND Support (Element 2-Funding) 'additional to' or 'different from'(Code K)</p> |
| <p>Social factors identified and appropriate referrals undertaken if appropriate, e.g. Early Help and Team Around the Family (TAF) approach.</p> <p>Whole school trained in High Quality Teaching for SEMH, strategies implemented e.g. de-escalation. Social and emotional learning embedded and implemented throughout school. These are delivered as part of the Universal Offer (examples of these are included under High Quality Teaching in the Social Emotional and Mental Health section of the Graduated Response Toolkit).</p> <p>High quality PSHE curriculum.</p> <p>Access to an alternative range of activities during unstructured times.</p> <p>Differentiated Curriculum with opportunities for self-regulation as required.</p> <p>Robust whole-school Pastoral approach - identification and support systems in place. Inclusive Behaviour Policy explicit reference to adaptive teaching for pupils with additional needs.</p> <p>All exclusions (internal and external) monitored and SENCo involved in discussions.</p> <p>Trauma-informed practice approaches adopted as whole school.</p> <p>Ensure behavioural expectations are clear (exemplify what 'good behaviour' looks like).</p> | <p>Strategies in place to focus on difficulties during less structured/ supervised times of day (e.g. break/lunchtimes) which impact on learning opportunities and access to the curriculum. Key worker to support transitions.</p> <p>Intervention programmes in place to develop:</p> <ul style="list-style-type: none"> -Appropriate social skills -Empathy and awareness of the needs of others -Ability to maintain attention -Emotional regulation -Coping strategies for dealing with difficult situations -Independence in a learning environment <p>Early advice sought/ reference to guidance on Emotionally based School Avoidance (EBSA) in order to reduce attendance difficulties.</p> <p>Implement a robust functional behavioural analysis approach</p> <p>Access to a safe space/ time out area to calm down as and when required.</p> <p>Support to develop a sense of danger and personal safety/Risk assessments completed as required.</p> <p>TAF in place and regularly reviewed to support the child/young person and their family.</p> |

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| <p>Support provided in the form of verbal or written prompts, visual reminders. Task organisers available.</p> <p>Emotionally Based School Avoidance strategies considered and used as appropriate to support consistent full-time attendance.</p> <p>Use of services provided by the Mental Health in Education Team to support school's universal offer.</p> <p>Effective use of a school based trained professional (e.g. a Mental Health First Aider)</p> <p>Initial investigation of patterns of behaviour e.g. ABC approach.</p> <p>Whole school approach to restorative practices.</p> <p>Staff SEMH CPD and Induction Programme: supports inclusive practice, teachers' ownership of all their children, successful SEMH HQT strategies.</p> <p>School has staff appropriately trained/being trained in leading a mentally healthy school.</p> <p>School has Mental Health first aiders (MFA) on their staff.</p> <p>All school staff - understanding impact of Adverse Childhood Experiences (ACEs) & trauma.</p> <p>Supervision is in place for frontline staff dealing with pupils with SEMH.</p> | <p>Referral to appropriate Mental Health service, this may be via Mental Health Support Teams, TOGMIND or Healthy Young Minds (HYM).</p> <p>Referrals for ADHD can go to HYM or community paediatrics <i>If difficulties are in the context of the family situation early help can provide family intervention.</i></p> <p>Targeted services including bereavement support are available from St Mary's Medical Centre or from the LGBT Foundation for Oldham.</p> |
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Communication and Interaction Needs

Speech, Language and Communication Needs

Identification and Assessment:

Level of Curriculum Achievement, rate of progress and potential areas of presenting need

Universal Offer All Pupils

Language communication skills within average range. Generally, 'Confident Communicators' (Oldham's SEND Strategy) . May have age-appropriate non-verbal skills.

May have occasional, mild difficulties with receptive and/or expressive language, speech, social interaction, literal interpretation, inference, social use of language, sensory triggers and thought processes.

May have occasional difficulty following instructions; there may be some mild intelligibility issues with speech that might impact on phonic knowledge;

Occasional difficulties with comprehension and ability to follow instructions may have difficulties in giving accounts of events, conveying more abstract and complex thoughts.

SEND Support (Element 2-Funding) 'additional to' or 'different from'(Code K)

Mild / Moderate impairment.

Difficulty with receptive and/or expressive language, speech, social interaction, literal interpretation, inference, social use of language, sensory triggers and thought processes.

Literal use and interpretation of language.

Experiencing unusual aspects of speech such as unusual intonation, pitch, volume, rate, echolalia (copying/repeating)

Example tools to support identification of need can be found in the [Graduated Response Toolkit](#) site.

Wellbeing:

Impact on learner well-being

Common connections with SEMH needs due to inability to express or communicate information, views or feelings that may lead to frustration.

Teachers should monitor willingness to contribute in whole class/ group discussions.

Whole school mental health and well-being strategies '[The Whole School Approach](#)' – Universal Offer'

[Emotional health and well-being offer in Oldham](#)

Graduated Response Toolkit – [identifying mental health and well-being needs](#)

Graduated Response Toolkit – [meeting mental health and well-being needs](#)

Self-confidence and social integration limited by communication difficulties, may respond inappropriately in social and/or learning environment.

Educational Provision

Which should include universal reasonable adjustments for all types of need

Universal Offer All Pupils

Universal reasonable adjustments for Speech Language difficulties:
 All teaching staff are expected to demonstrate SLCN High Quality Teaching strategies. These are delivered as part of the Universal Offer (examples of these are included under in the Communication and Interaction section of the [Graduated Response Toolkit](#). e.g. Using task analysis to manage cognitive and language load of tasks)

All adults to modify language used, simplify and break down instructions.

Visual aids: visual timetable/ now and next boards used as required to support communication.

Access to short term 'universal' interventions individual/small group identified and delivered as part of general tracking (examples of these are included in the Graduated Response Tool Kit).

Support to facilitate effective communication, interaction and curriculum access to ensure thoughts, feelings, wants and needs are communicated effectively.

Support to ensure understanding of instructions and tasks by the pupil using verbal/written/visual prompts and asking pupil to confirm the task requested.

Staff CPLD and Induction programme supports inclusive practice, teachers' ownership of all their children, successful SLCN HQT strategies that complement existing strategies.

SEND Support (Element 2-Funding) 'additional to' or 'different from'(Code K)

School to implement **Speech Language Communication Needs (SLCN)** strategies and specialist advice and access targeted SLCN training if required.

School to implement and evaluate individual or small group targeted interventions (Refer to the [Graduated Response Toolkit](#) site)

Implementation and evaluation of an individual communication programme and/ or strategies recommended by specialist teacher and / or Speech and Language Therapist (SALT) as required.

Social Communication and Interaction Needs including Autistic Spectrum Disorder (ASD)

Identification and Assessment:

Level of Curriculum Achievement, rate of progress and potential areas of presenting need

Universal Offer All Pupils

Pupil may have identified social communication delay/difficulties and/or a diagnosis of Autism/ASD, but can manage with the expectations of school life with reasonable adjustments/ adaptive teaching e.g. time out card, additional processing time etc.

Pupil may experience low level difficulties with following: routines in school, responding to social situations such as turn taking, working in a group/team, making/ initiating/ sustaining friendships and sharing of resources.

Has difficulties managing change and transitions. May need prompting to begin and end tasks and relies on visual support.

SEND Support (Element 2-Funding) 'additional to' or 'different from'(Code K)

Identified social communication difficulties with or without a diagnosis of Autism such as:

- Difficulties with social communication skills and social understanding which can lead to anxiety, withdrawal, frustration or distress and impact on the child's/young person's ability to engage in classroom activities.
- Lack of awareness of personal space, sitting/standing too close to others

National Autistic Society [advice on diagnosis](#)

May experience difficulty in:

- managing change
- organising self
- making appropriate choices
- initiating and sustaining friendships

May experience difficulties/ unusual responses to sensory experiences (Under/Over responsive to sensory stimuli).

Vulnerability due to difficulties with social understanding and knowledge of social behaviour. This may cause withdrawal/isolation or socially inappropriate attempts at interaction.

May experience problem solving difficulties and use behaviour as a way of communicating anxiety.

Responds to targeted intervention but cannot independently transfer skills into 'real life' situations.

Difficulties initiating and sustaining friendships with peers. Lack of shared attention which impacts on ability to work collaboratively with others.

May need additional support to follow personal hygiene routines.

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| | Difficulties recognising and communicating own emotions and understanding the emotions of others. |
| Wellbeing: Impact on learner well-being | |
| <p>Will feel/show some anxiety in social situations, involving group/team work.</p> <p>Demonstrate withdrawal, embarrassment or frustration when uncomfortable or unable to understand expectations.</p> <p>May struggle to see others' points of view</p> <p>Challenge at school may impact on home behaviour.</p> <p>Whole school mental health and well-being strategies 'The Whole School Approach' – Universal Offer'</p> <p>Emotional health and well-being offer in Oldham</p> <p>Graduated Response Toolkit – identifying mental health and well-being needs</p> <p>Graduated Response Toolkit – meeting mental health and well-being needs</p> | <p>Self -confidence and social integration limited by communication difficulties, may respond inappropriately in social and/or learning environment.</p> <p>Difficulties recognising and communicating own emotions and understanding the emotions of others.</p> |

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| Educational Provision Which should include universal reasonable adjustments for all types of need | |
| Universal Offer All Pupils | SEND Support (Element 2-Funding) 'additional to' or 'different from'(Code K) |
| <p>Universal reasonable adjustments for Social Communication and Interaction difficulties: All teaching staff expected to demonstrate SC&I/ASD Quality First Teaching. All staff expected to make adaptations to reduce barriers to learning. All teaching staff are expected to demonstrate ASD High Quality Teaching strategies. These are delivered as part of the Universal Offer (examples of these are included under High Quality Teaching in the Communication and Interaction section of the Graduated Response Toolkit).</p> <p>Learning Environments to be ASD friendly (e.g. low distraction areas/ good visual support).</p> <p>Strong relationships between home and school – taking a person-centred approach to ensure that school is not impacting on home.</p> <p>Modification of language used, simplify and break down instructions.</p> | <p>Implementation of strategies advised by an Educational Psychologist or Advisory Teacher to support pupils with Social Communication difficulties/ Autism Spectrum Disorder AND/OR support from a Specialist school, Resourced provision, Speech and Language Therapy</p> <p>Appropriate Plan Do Review cycles are completed.</p> <p>Support during less structured times (break times) and some curriculum work to understand and follow instructions.</p> <p>Meet and greet at the beginning/end of the school day for pupils who may struggle require support for transitions.</p> |

Whole class visual timetable and visual prompts used together with verbal instructions.

Say 'name first' to ensure pupils knows when he/she needs to engage.

Support provided in the form of verbal or written prompts, scaffolding, writing frames or alternative methods of recording. Task organisers available.

Support for personal development /self-help and independence.

Visual aids including now and next (TEACCH structures)
Support to manage transitions and less structured times through specified strategies.

Awareness of sensory needs.

Low arousal, purposeful learning environments.

Staff CPLD and Induction programme supports inclusive practice, teachers' ownership of all their children, successful ASD HQT strategies.

All staff expected to have attended autism awareness training.

Enabled to access to an identified area when starting to feel anxious or upset in order to prevent anxiety escalating and provide space for calming.

Sensory strategies assessment and implementation.

ASD and neurodevelopmental conditions can be assessed by Healthy Young Minds (HYM) or community paediatrics through a multi-disciplinary team approach.

Early Help can offer family intervention and support.

POINT can support ASD needs and signposting.

TOGMIND, Mental Health Support Teams or HYM for mental health needs

Sensory and/or Physical Needs

Vision Impairment (VI)

Identification and Assessment:

Presenting area of need/ degree of impairment

Impact on development and progress

Impact on learning, ability to participate in education, recreation/ play, social activities and successfully access the school environment

Universal Offer All Pupils

SEND Support (Element 2-Funding) 'additional to' or 'different from'(Code K)

Diagnosed permanent mild vision impairment with minimal impact on functioning with reasonable adjustments in place e.g. monocular vision, patching for squints or mild colour blindness.

Mild vision impairment (i.e. pre specialist threshold) which can be met through the universal High Quality Teaching offer.

Some reasonable adjustments may be required such as seating position in class and changes to lighting to enable independent learning.

Minimal impact on participation, interaction or independence with reasonable adjustments in place.

School should be aware of CYP's visual status and ensure good use of glasses, etc. and alert parents of any concerns.

Vision needs may be assessed and monitored by Sensory and Physical Support Service (SAPSS).

Advice to be reviewed and shared at periods of transition to a new setting

School staff can contact SAPSS for advice and training around identification of need.

Permanent visual condition impacting on learning and access to the school environment and curriculum.

CYP will have a diagnosed eye condition.

They **may**:

- have assessed mild to moderate vision loss that cannot be corrected
- be registered as sight impaired
- have acuities within the range 6/12 to 6/36
- have difficulties with near vision which means that they may require print enlarging up to N24
- have a diagnosis of cerebral visual impairment by an Ophthalmologist
- have significant visual field loss e.g. hemianopia
- have a fluctuating visual condition such as nystagmus

Progress and outcomes should be broadly in line with typical norms.

Vision needs are to be assessed and monitored by Sensory and Physical Support Service (SAPSS).

Advice provided to, and training available for, all staff working with the CYP.

May require short term or ongoing programmes delivered by, or in conjunction with, the SAPSS.

Learning and Curriculum Access

Outcomes should be broadly in line with typical norms.

Ability to participate fully in all school activities possible with reasonable adjustments as advised by Qualified Teacher of Children and Young People with Vision Impairment (QTVI).

Visual needs hinder ready access to the curriculum; use of technology and compensatory skills largely mitigate this.

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| | Trained adult support is required in some lessons to ensure pupil accesses the curriculum, makes progress and develops independence. Reasonable adjustments to specified curriculum subjects required. |
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Wellbeing:
Impact on learner well-being

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| <p>Minimal impact on wellbeing.</p> <p>This should be monitored as some pupils with mild difficulties with vision require physical intervention (e.g. short-term patching) which can impact negatively on well-being.</p> <p>Whole school mental health and well-being strategies 'The Whole School Approach' – Universal Offer'</p> <p>Emotional health and well-being offer in Oldham</p> <p>Graduated Response Toolkit – identifying mental health and well-being needs</p> <p>Graduated Response Toolkit – meeting mental health and well-being needs</p> | <p>Vision impairment impacts on pupils' confidence, independence, ability to take initiative, resilience, self-esteem, social skills, mobility and social networks.</p> <p>Reassurance and guidance required to maintain self -esteem and confidence, independence, resilience, social skills, mobility and social networks.</p> <p>Pupil may need support to develop and sustain friendships.</p> <p>Essential to consider environmental factors to ensure accessibility to the environment.</p> |
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Educational Provision
Which should include universal reasonable adjustments for all types of need

| Universal Offer All Pupils | SEND Support (Element 2-Funding) 'additional to' or 'different from'(Code K) |
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| <p>Universal reasonable adjustments for Vision Impairment: All reasonable adjustments made for the pupil to access the curriculum and environment according to the Equality Act 2010 and reasonable adjustments advice from the Equality and Human Rights Commission (EHRC).</p> <p>High Quality Teaching Strategies for the inclusion of learners with HI. These are delivered as part of the Universal Offer (examples of these are included under High Quality Teaching in the Sensory and Physical section of the Graduated Response Toolkit)</p> <p>Qualified Teacher of Children and Young People with Vision Impairment (QTVI) can provide support and advice on all aspects of the universal offer including creating supportive visual environments.</p> <p>School environment should be well lit, without glare.</p> | <p>Permanent vision-impairment is classed as a disability under the Equality Act 2010</p> <p>Implementation of strategies as advised by Qualified Teacher of Children and Young People with Vision Impairment (QTVI).</p> <p>Specialist Intervention and support: May require advice only from a Qualified Teacher of Children and Young People with Vision Impairment (QTVI) or may require short term or ongoing programmes delivered by, or in conjunction with, the SAPSS. ..</p> <p>Print Modification Some modification of printed materials to ensure readability up to N24.</p> |

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| <p>Contrast should be evident in décor, furnishings and signage.</p> <p>Printed materials should be of good size and contrast</p> <p>Low vision aids, conventional magnifiers, magnification software, iPads/laptops must be provided by schools as reasonable adjustments under the requirements of the Equality Act.</p> <p>Access to supportive IT: Screen sharing & changing font and colour on interactive whiteboard.</p> <p>Environmental audit to inform Accessibility Plan. Following environmental audit, setting will need to follow specialist advice and make all reasonable adjustments to the environment, as required by the Equality Act 2010 to ensure equality of access with peers.</p> <p>Staff CPLD and Induction programme supports inclusive practice, teachers' ownership of all their children, successful VI HQT strategies.</p> | <p>Schools are responsible for providing low volume enlarged print and modification of visual materials e.g. maps and graphs.</p> <p>Because of low incidence disability, school staff may require training from a VI specialist to produce resources to meet VI need.</p> <p>May require access to enlarged or modified large print exam papers.</p> <p><u>Specialist Equipment</u> Curriculum access possible with some specialist equipment, such as low vision aids, adaptation and school-based intervention and support to show appropriate progress.</p> <p><u>Habilitation - developing independence in and mobility</u> Independently mobile but may require short term programmes delivered by a habilitation specialist.</p> <p>May need some supervision and additional adjustments in unfamiliar environments depending on visual condition. May have some difficulties with spatial awareness</p> <p><u>Auxiliary Aids/Specialist Equipment</u> Under Equality Act legislation Local Authorities and schools have a duty to supply auxiliary aids and services as reasonable adjustments where these are not provided through EHCPs.</p> <p>Qualified Teacher of Children and Young People with Vision Impairment (QTVI) can provide support and advice on all aspects of the curriculum.</p> |
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Hearing Impairment (HI)

Identification and Assessment:

Level of Curriculum Achievement, rate of progress and potential areas of presenting need

Universal Offer All Pupils

SEND Support (Element 2-Funding) 'additional to' or 'different from' (Code K)

Hearing loss in the normal range – below 21dB or with temporary or fluctuating hearing loss.

Unilateral loss (one ear working normally)

Hearing-aid may be dispensed by clinical audiologists to manage fluctuating or temporary hearing-loss.

Progress and outcomes typical for age.

No impact on participation, interaction or independence with reasonable adjustments in place.

Hearing and listening needs may be assessed by QTOD Advice and training available for all staff working for CYP

Permanent bilateral mild or moderate hearing-loss resulting in mild functional difficulties, language delay and access requirements.

Late diagnosis of permanent mild or moderate hearing loss

Progress and outcomes may be in line or slightly below expected compared to age related norms.

Hearing and language needs will be assessed by QTOD and advice and training will be provided to all staff working with CYP.

Learning, inclusion and curriculum Quality First practice for hearing impairment will ensure inclusive practice.

Ability to participate fully in all school activities possible with reasonable adjustments as advised by Qualified Teacher of the Deaf (QTOD) and Speech and Language Therapist where appropriate.

Specialist Equipment:

Requires the use of a hearing aid/bone conduction aid where viable and may require an assistive listening device (radio/cochlear implant) to support listening in the classroom.

Wellbeing:

Impact on learner well-being

Minimal impact on wellbeing. This needs to be monitored as even a fluctuating hearing loss and the requirement to wear aids can have a significant impact on wellbeing, especially in secondary school.

Whole school mental health and well-being strategies '[The Whole School Approach](#)' – Universal Offer'

[Emotional health and well-being offer in Oldham](#)

Graduated Response Toolkit – [identifying mental health and well-being needs](#)

A significant number of children with hearing impairment will experience mental health problems related to their disability. Reassurance and guidance required to maintain self – esteem, confidence, independence, resilience, social skills and social networks.

May need support to develop and maintain friendships

Educational Provision

Which should include universal reasonable adjustments for all types of need

Universal Offer All Pupils

SEND Support (Element 2-Funding) 'additional to' or 'different from'(Code K)

Universal reasonable adjustments for all types of need:

Universal reasonable adjustments for Hearing Impairment:

All reasonable adjustments made for the pupil to access the curriculum and environment according to the Equality Act 2010 and reasonable adjustments advice from the Equality and Human Rights Commission (EHRC).

Reasonable adjustments to the school environment

Following an **Acoustic Survey** (if appropriate) carried out by a specialist teacher for hearing-impairment or Educational Audiologist, the school is required to follow specialist advice and make all reasonable adjustments to ensure appropriate acoustic conditions and optimal listening environments as required by the Equality Act 2010.

Staff CPLD and Induction programme supports inclusive practice, teachers' ownership of all their children, successful HI HQT strategies.

Permanent hearing-loss is a disability under the Equality Act 2010

Specialist Intervention and Support :

May request advice only from specialist HI Service or may require short term or ongoing programme of support delivered in conjunction with QTOD

Implementation of strategies advised by qualified Teacher for Hearing Impairment (QTOD) or educational audiologist or Speech and Language Therapist.

May need special arrangements for exams

Further advice available from the [Graduated Response Toolkit](#) site.

Ensure staff working with the pupil have received appropriate training e.g. in audio loop systems / sign language

Physical Disability

Identification and Assessment:

Level of Curriculum Achievement, rate of progress and potential areas of presenting need

Impact on the child's ability to participate in education, play, social activities and successfully access the school environment independently.

Universal Offer All Pupils

SEND Support (Element 2-Funding) 'additional to' or 'different from'(Code K)

Physical health and development within normal levels.
Pupil attempts all physical activities within normal school day.
May need time and space to rest when tired/fatigued due to physical needs

Poor fine motor development (Affecting handwriting speed/accuracy) and/or gross motor skills, which requires support additional to and different from their peers including additional help to carry, move or use equipment required throughout the school day.
And/or
Pupil Physical/Sensory needs means they are likely to have difficulties with new/specific environments, which will require planning and adaptations.

In addition:
Pupil may have physical needs making it difficult to undertake practical tasks independently, which require additional support

May have Physical/Medical condition which impact on access to the academic and social curriculum.

Wellbeing:

Impact on learner well-being

Well-being and self-esteem supported through the universal offer.

Whole school mental health and well-being strategies '[The Whole School Approach](#)' – Universal Offer'

[Emotional health and well-being offer in Oldham](#)

Graduated Response Toolkit – [identifying mental health and well-being needs](#)

Graduated Response Toolkit – [meeting mental health and well-being needs](#)

Physical differences may impact on the pupil's emotional well-being which requires individual monitoring support to maintain confidence.

Educational Provision

Which should include universal reasonable adjustments for all types of need

Universal Offer All Pupils

SEND Support (Element 2-Funding) 'additional to' or 'different from'(Code K)

All reasonable adjustments made for the pupil to access the curriculum and environment according to the Equality Act 2010 and reasonable adjustments advice from the Equality and Human Rights Commission (EHRC).

Strategies in place to develop self-help and organisational skills. The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements for pupils with medical needs with regard to the statutory guidance 'Supporting pupils at school with medical conditions' Support to reinforce health professional programmes and health care plans e.g. asthma, allergies, diabetes, regular medication and monitoring.

Accessibility Plan

Pupils who have medical needs do not automatically need to be recorded on the SEND register.

Staff CPLD and Induction programme

Ongoing universal offer reasonable adjustments in place in addition to:

Implementation of advice from Occupational Therapist
Physiotherapists. Strategies to maintain fine and gross motor skills integrated throughout the day. Support for mobility and healthcare plans.

Guidance and support to develop self-help and independence skills. Modification of resources and materials for recording written work (Writing slopes, pencil grips, fiddle tools, adapted scissors)

Access to suitable equipment to ensure access to curriculum and postural care following assessment by physiotherapist – standing frame, walking aids and OT – specialist seating. Staff will require training by physiotherapist/OT re use of equipment.

Access to hoisting facilities and moving and handling training for staff to meet moving and handling needs of child including access/assistance for toileting – Oldham Council Physical Disability Coordinator can advise.

Adult support/supervision to access playground, PE and outside environments. Adult assistance as required at lunch to carry lunch tray and assistance with dressing/undressing for PE.

Completion of exercise programmes as advised by the physiotherapist, to be supported by education staff, to ensure the development of gross motor skills.

Liaison with Oldham Council Physical Disability Coordinator re fire risk assessment to ensure referral to other agencies as required to ensure provision of appropriate equipment e.g. wheelchair, splints.

Multi-Sensory Impairment

Identification and Assessment:

Level of Curriculum Achievement, rate of progress and potential areas of presenting need

Impact on the child's ability to participate in education, play, social activities and successfully access the school environment independently.

Universal Offer All Pupils

SEND Support (Element 2-Funding) 'additional to' or 'different from'(Code K)

MSI is typically identified prior to secondary education. However, it can develop in adolescence as a result of accident or illness.

Very mild vision and hearing impairment which can be met through the universal High Quality Teaching offer.

Minimal impact on participation, interaction or independence with reasonable adjustments in place.

Identified mild issues with speech and language, articulation, reading and recording.

Diagnosed permanent mild multi-sensory impairment is likely to require targeted specialist support.

Pupils requiring significant support with a MSI may need guidance and support to develop self-help and independence skills, alternative recording methods.

Wellbeing:

Impact on learner well-being

Minimal impact on wellbeing if MSI is very mild and adaptations are effective.

This should be monitored as some pupils with mild MSI can easily become socially disengaged from their peers.

Any young person developing MSI in adolescence is likely to require counselling and support to manage this change.

Whole school mental health and well-being strategies '[The Whole School Approach](#)' – Universal Offer'

[Emotional health and well-being offer in Oldham](#)

Graduated Response Toolkit – [identifying mental health and well-being needs](#)

Graduated Response Toolkit – [meeting mental health and well-being needs](#)

Mental Health issues are common in young people with any level of MSI as they can feel 'cut off' from their peers.

Reassurance and guidance required to maintain self-esteem and confidence, independence, resilience, social skills, mobility and social networks.

Pupil may need support to develop and sustain friendships.

Educational Provision

Which should include universal reasonable adjustments for all types of need

Universal Offer All Pupils

Universal reasonable adjustments for Multi-Sensory Impairment:

All reasonable adjustments made for the pupil to access the curriculum and environment according to the Equality Act 2010 and reasonable adjustments advice from the Equality and Human Rights Commission (EHRC).

Reasonable adjustments to the school environment

Limit changes being made to the classroom layout as this can significantly reduce independence.

Qualified Teacher of the Vision Impaired alongside Qualified Teacher of the Deaf can provide support and advice on all aspects of the universal offer including creating supportive visual and acoustic environments.

Following an **Acoustic Survey** carried out by a qualified teacher of the deaf, the school is required to follow specialist advice and make all reasonable adjustments to ensure appropriate acoustic conditions and optimal listening environments as required by the Equality Act 2010.

Environmental audit to inform Accessibility Plan.

Low vision aids, conventional magnifiers, magnification software, iPads/laptops must be provided by schools as reasonable adjustments under the requirements of the Equality Act.

SEND Support (Element 2-Funding) 'additional to' or 'different from'(Code K)

Permanent multi-sensory impairment is classed as a disability under the Equality Act 2010

Advice should be sought from a QTVI alongside a QTOD.

Specific interventions to develop other senses.

Implementation of strategies as advised by Qualified Teacher of Children and Young People with Vision Impairment (QTVI) and Qualified Teacher of the Deaf (QTOD) working in conjunction.

Specialist Intervention and support:

May require short term or ongoing programmes delivered by, or in conjunction with, the SAPSS.

May require modification of print resources

Specialist Equipment

Curriculum access possible with some specialist equipment, such as low vision aids, assistive listening devices, adaptation and school-based intervention and support to show appropriate progress.

Habilitation - developing independence in and mobility

Independently mobile but may require short term programmes delivered by a habilitation specialist

May need some supervision and additional adjustments in unfamiliar environments depending on visual condition. May have some difficulties with spatial awareness

Auxiliary Aids/Specialist Equipment

Under Equality Act legislation Local Authorities and schools have a duty to supply auxiliary aids and services as reasonable adjustments where these are not provided through EHCPs.

Sensory and Physical Support Service (SAPSS) for moving and Handling advice