

Further Education (Post 16) SEN Planning Tool

Young People with Learning Difficulties



	Funding	Descriptor Learning	Assessment and Planning	Teaching and Learning Strategies	Curriculum/Interventions	Resources (including staffing)
Best Endeavour	Main Stream Element 1	The YP experiences learning needs which are managed well in a mainstream class with appropriate differentiation of LSAsk and teaching style.	<ul style="list-style-type: none"> • The College is proactive in identifying individual needs and monitors that appropriate action is taken • Assessment for learning informs planning for suitably differentiated teaching • Routine College and class formative and summative assessments are used to tailor lesson objectives and teaching styles to needs • Robust whole College moderation systems assure accuracy of all teacher assessments • Normal College progress monitoring including: DataAnalysis; Student Progress meetings; Lesson observations and work scrutiny identify difficulties and inform provision planning. • Differentiated lesson plans are monitored as part of the College improvement process • The views of students and parents are valued. • Constructive feedback is given to the YP as part of AFL 	<ul style="list-style-type: none"> • The environment stresses positive achievements and the importance of developing self-esteem. • The teacher is held to account for the learning and progress of the YP within a mainstream class. • Best Endeavour meets the needs of all students and includes: <ul style="list-style-type: none"> - Flexible grouping arrangements. - Some differentiation of activities and materials - Differentiated questioning - Use of visual, auditory and kinaesthetic approaches. - Awareness that a YP may need more time to complete Tasks and that equality of access may mean that they need to do some things differently. - Resources and displays that support independence. - Routine feedback to students • Environmental considerations are made to meet the needs of all students e.g. seating position, personal space and classroom layouts, displays and signage. 	<ul style="list-style-type: none"> • The College can demonstrate an inclusive ethos that supports the learning and well-being of all students • A broad and balanced curriculum is planned for all students • Opportunities are provided for small group work based on identified need • The wider curriculum promotes positive examples of diversity. • Well-planned and stimulating • Anti-bullying is routinely addressed and students are confident in reporting incidents. • Pastoral arrangements are embedded in whole College practice • Other College pastoral interventions could include <ul style="list-style-type: none"> - Meeting and Greeting - Personal Learning Coaches (PLC) - Peer mentoring - Quiet lunch rooms • Other College interventions could include: <ul style="list-style-type: none"> - IT support e.g. Clicker; adaptations such as pencil grips, coloured overlays, interactive white board contrasts 	<ul style="list-style-type: none"> • The ALS/SENCO function is carried out according to the SEN Code of Practice and enough time is set aside for this. • Main provision by class/subject teacher with advice from Learning Support and advice from other professionals as appropriate • A regularly updated Learning Support policy details the effectiveness of the arrangements for Learning Support in the College. • A description of the Local Offer on the College website • The College employs additional adults to support the needs of all students e.g Personal Learning Coaches, Learning Support Assistants • All staff including LSAs have up to date job descriptions and are included in whole College appraisal systems. • Designated time is allocated for planning and liaison with teachers and LSAs • All staff have received training on SEN and understand how to support students with learning difficulties. • Whole College CPD has included use of the SEN Reforms and Person Centred Planning • College staff access training to keep informed on meeting the needs of YP. • Staff make use of a wide range of resources, including those produced within the LA, to inform their inclusive practice.

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<p>SEN Support Plan</p>	<p>Element 1 + low level ALS if appropriate</p>	<ul style="list-style-type: none"> YP has identified needs in the area of general learning which are highlighted to all staff with advice on support strategies provided and monitored by the ALS Team The YP has identified needs which require additional specific provision and/or advice which might include a detailed time limited programme, intervention, personalised timetable and/or resources. There may be co-existence of secondary needs. The YP is operating at a level below expected outcomes and there is evidence of an increasing gap between them and their peers Progress is at a very slow rate. Additional support is required to ensure progress and/or access the curriculum Moderate difficulties with concept development and logical thought which limits access to the curriculum. Well below average range for attainment Moderate but persistent difficulties in the acquisition / use of language literacy / numeracy skills. The YP may have difficulties with 	<ul style="list-style-type: none"> The College complies with SEN Code of Practice, Equality Act and local guidance including the Durham Indicative Provision Guidance to determine which students require additional and different provision. Underachievement is identified from data and discussed in student progress meetings Baseline of skills (initial and diagnostic testing) is undertaken to identify strengths and weaknesses Consultation between teacher and LS team considers in more detail the nature of any difficulties and explores ways to overcome the barriers to learning identified. There is an assess/plan/do/ review cycle in place and progress is routinely evaluated. This should include cycles on a termly basis and two cycles will be expected before requesting additional support. Parents are involved regularly and know how to support targets at home. Students are involved in setting and monitoring their targets. College trips are planned well in advance and take into consideration the needs of the YP The Learning Support undertakes more specialist assessment using tools relevant to area of difficulty e.g. reading assessments; receptive language; spelling; mathematical concepts. Results are discussed with those involved with the YP and used to inform personalised planning and target setting. The College plan is written in a person centred format. There is a commitment to developing independence with steps planned and agreed. Parent and student views are actively sought and acted upon. A graduated approach with plans developed and reviewed with the YP and with parents/carers A regularly evaluated plan sets out interventions, provision and outcomes Involvement of education and non- education professionals may be appropriate. Recommendations from specialists are included in planning for the YP. LSAs understand the purpose of the YP's plan and support the YP to achieve targets LSAs are provided with lesson plans and learning objectives in advance of the lesson to ensure their input is effective A careful review of needs is undertaken with parents and professionals in good time to plan for transitions between classes and to next key stage 	<ul style="list-style-type: none"> Inclusive teaching with emphasis on small step and graduated approach Increased differentiation by presentation, outcome, timing, scaffolding, and additional resources. Simplified level/pace/amount of teacher talk. Activities and time built into lesson planning to give opportunities for students to work on own targets Alternative forms of recording routinely offered and used e.g. ppts, oral presentation, posters, sound buttons, mind maps, matching labels to pictures, sorting into category etc. Mainstream class with regular targeted small group support On-going opportunities for 1:1 support focused on specific outcomes with reinforcement in whole class activities to aid transfer of skills Flexibility of groupings allows for buddy support / good role models /focused teaching. Further modification of level, pace, amount of teacher talk to address students' identified need. Advice from external agencies, e.g. Educational Psychologist, SEND team, is implemented in the classroom There may be need for very structured and multi-sensory approaches to learning. Pre tutoring is used to enable the student to engage with learning in the classroom. Enhanced opportunities to use technological aids Use of visual reminders, timers, resources and rewards to develop independence. 	<ul style="list-style-type: none"> Normal plans include individual/group targets. LSAs are used flexibly so that the teacher can focus on individuals and groups. Time limited proven interventions are matched to student need and delivered by suitably trained staff. Some use of small group or 1:1 activities planned by the teacher and facilitated by a LSA to address specific difficulties Progress in interventions is recorded and shared with teachers so that teaching can be planned to address any difficulties Opportunities are provided for skill reinforcement / over learning / revision / transfer and generalisation. Emphasis on increasing differentiation of activities and materials within an inclusive curriculum to individual student level Routine opportunities for over learning and practice of basic skills on a daily basis. Emphasis on automaticity, skill mastery, and generalisation of skills Regular monitoring and evaluation of programmes to measure outcomes. 	<ul style="list-style-type: none"> Main provision by class/subject teacher with advice from SENCO and advice from other professionals as appropriate Additional adults including trained LSAs are routinely used to support flexible groupings, differentiation, interventions and some 1:1. Planning and feedback between teacher and LSAs. Routine curriculum resources are made available including: writing frames; word banks; writing mats; practical equipment; visual cues; cue cards; alphabet cards/strips appropriate to both literacy and numeracy etc. Topic specific additional resources are routinely provided. Whole College systems evaluate the impact of interventions and monitor the quality of teaching and learning. Increasingly more individualised / personalised resources in order to meet need are made easily available at all times. College provides specific equipment resources and appropriate software and access to hardware Additional adult under the direction of teacher, provides sustained targeted support on an individual/group basis. Space is provided for ICT, individual work and storage for any specific equipment Planning and feedback includes written records and notes. Appropriate CPD opportunities for the teacher and LSAs are planned including specific training at an enhanced level. Shadowing, visits to other schools. There is regular liaison between College staff external agencies and parents. Dates for review meetings with parents/carers are planned well in advance to include input from other professionals. Progress and issues are discussed, action agreed and minuted.

		independence and organisation	e.g. FE, HE, employment or adult life			
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SEN Planning Tool for Young People with Learning Difficulties

September 2014

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SEN Support Plan <ul style="list-style-type: none"> This student should be on a Foundation Level programme 	Element 1 + low level ALS. May be considered for HNF depending of level of support	<ul style="list-style-type: none"> The YP has significant primary needs in learning areas which impact on progress requiring long term involvement of educational and non-educational professionals. Possibly some complexity of other needs The YP is operating at a level significantly below expected outcomes and there is evidence of an increasing gap between them and their peers The YP has significant and enduring difficulties with concept development and logical thought Well below average range for attainment Significant and persistent difficulties in the acquisition/use of language / literacy / numeracy skills. Significant difficulties with organisational skills and independent learning. Self-esteem may have suffered and behaviour problems linked to frustration may have resulted. 	<ul style="list-style-type: none"> Specialist assessments by Educational Psychologist (EP) and/or Specialist Teacher Long term involvement of educational and non-educational professionals Assessments lead to a detailed student profile being developed which demonstrates relevant and purposeful action Plans set out individualised interventions and outcomes Planning by teacher and LSA ensures that YP gets a balance of individual/group and whole class learning experiences. A detailed learning programme, focusing on the acquisition of basic skills, provides opportunities for over learning Robust monitoring systems ensure that progress is made and sustained Student profile is reviewed regularly in a multi-agency person centred meeting External advice is evident in the strategies that are in place. 	<ul style="list-style-type: none"> The class/subject teacher is accountable for the progress of the YP within the mainstream class, predominantly working on modified curriculum tasks. Flexible seating arrangements enable the YP to interact and learn with a range of peers Additional adults, under the direction of the teacher, <ul style="list-style-type: none"> supports student working on modified curriculum tasks; provides regular opportunities for small group work and daily 1:1. encourage independence create opportunities for peer to peer interaction. Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement 	<ul style="list-style-type: none"> Curriculum planning reflects levels of achievement Substantial adaptations may be required in at least the core subject to allow the YP to work and be assessed on programmes of study appropriate to the YP rather than the key stage Presentation and delivery may require modification and support through the use of real objects. An individualised learning programme is developed with support from Learning Support and advice from education and non-education professional as appropriate. Qualified and experienced teachers and directed LSA deliver aspects of the programme acting on advice from external specialists to include Frequent opportunities for small group work based on identified need. Daily opportunities for 1:1 support focused on specific ILP targets. 	<ul style="list-style-type: none"> Learning Support provides information to teacher and LSAs and take responsibility for arranging appropriate specialist CPD. Increased levels of personalisation and differentiation according to need. Access to additional adult support Close regular liaison between College and home (formal and informal) Reviews using a Student and Family Centred Approach which may involve other Agencies.

	Funding	Descriptor Physical Medical	Assessment and Planning	Teaching and Learning Strategies	Curriculum/Interventions	Resources (including staffing)
EHCP	Element 1 + Probable access to HNF	<ul style="list-style-type: none"> YP present with a range of issues and an accumulation of layered needs The YP will experience severe, significant, complex persistent and enduring learning difficulties related to a level of general ability that is well below the average range These learning difficulties may co-exist with a medical condition and/or physical or sensory difficulties There may be associated behaviour difficulties including attention difficulties and/or self-esteem issues. 	<ul style="list-style-type: none"> Specialised assessments relevant to characteristics of medical condition, physical difficulties and/or sensory needs. Risk assessments identify dangers and needs for additional support. Personalised timetable includes sessions for interventions, where these are required as part of the YP's daily/weekly plan. Long term on-going involvement of educational and non-educational professionals as part of EHC plan Completion of assessments as part of Annual Review processes 	<ul style="list-style-type: none"> Main provision by class/subject teacher with support from Learning Support and advice from education and non-education professional as appropriate. Appropriate modification of the delivery of the curriculum in consultation with Learning Support and educational and non-educational professionals Learning style determines teaching methods. 	<ul style="list-style-type: none"> Tasks and presentation personalised to student's needs. Individualised level/pace/amount of teacher talk. Significant emphasis on consolidation and lateral progress before introducing new skills. Small steps targets within group programmes and/or 1:1 Development of automaticity should be facilitated through overlearning opportunities 	<ul style="list-style-type: none"> Further increased levels of personalisation and differentiation according to learning need and any relevant medical characteristics. Additional adult, under the direction of the teacher, supports student working on modified curriculum Tasks; provides regular opportunities for small group work and daily 1:1. This is likely to include some activities related to difficulty. CPD training at specialist level.

	Funding	Descriptor Physical Medical	Assessment and Planning	Teaching and Learning Strategies	Curriculum/Interventions	Resources (including staffing)
EHCP	Element 1 + access to HNF and specialist provision	<ul style="list-style-type: none"> The YP will experience profound, complex life-long learning difficulties, and will require specialised provision, with personalised programmes of support delivered by staff with a high level of expertise 	<ul style="list-style-type: none"> Multi-agency assessments will need to be undertaken in a cohesive and non-intrusive manner, being sensitive to the communication preferences of the YP. 		<ul style="list-style-type: none"> Requires additional staff support to access learning in a specialist setting/mainstream due to high level of vulnerability presented by the YP. 	<ul style="list-style-type: none"> Requires additional staff support in a specialist setting due to high level of vulnerability presented by the YP. Staff have access to regular consultations with support services e.g. SALT, OT, CAMHS.