

**Cumberland
Council**

Post 16 Ordinarily Available Provision at SEN Support Guidance

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Version	Date	Author	Next Revision Due
V1.1	July 2024	SEND & Inc. Service	July 2026

Introduction

This guidance has been produced to set out the provision we in Cumberland, expect to be ordinarily available to all young people with SEND in post-16 education. This document has been developed to complement the school-age Ordinarily Available (OA) guidance. The school-age document, has many strategies and tools useful to post-16 students, depending on age and ability. This document has been developed with various key professionals and experts in specific areas. It aims to provide support, information and advice in a clear and accessible way.

Post-16 education covers formal education and formal training through study programmes and apprenticeships. The Raising of Participation legislation requires young people aged 16 - 18 years to continue their education/training after completing year 11 in school. Young people should continue education or training until they turn 18.

The post-16 education and training offer in Cumberland is varied. It encompasses schools with sixth forms (mainstream and special schools), general further education (FE) colleges, special post-16 institutions, and vocational learning and training providers in the private or voluntary sector.

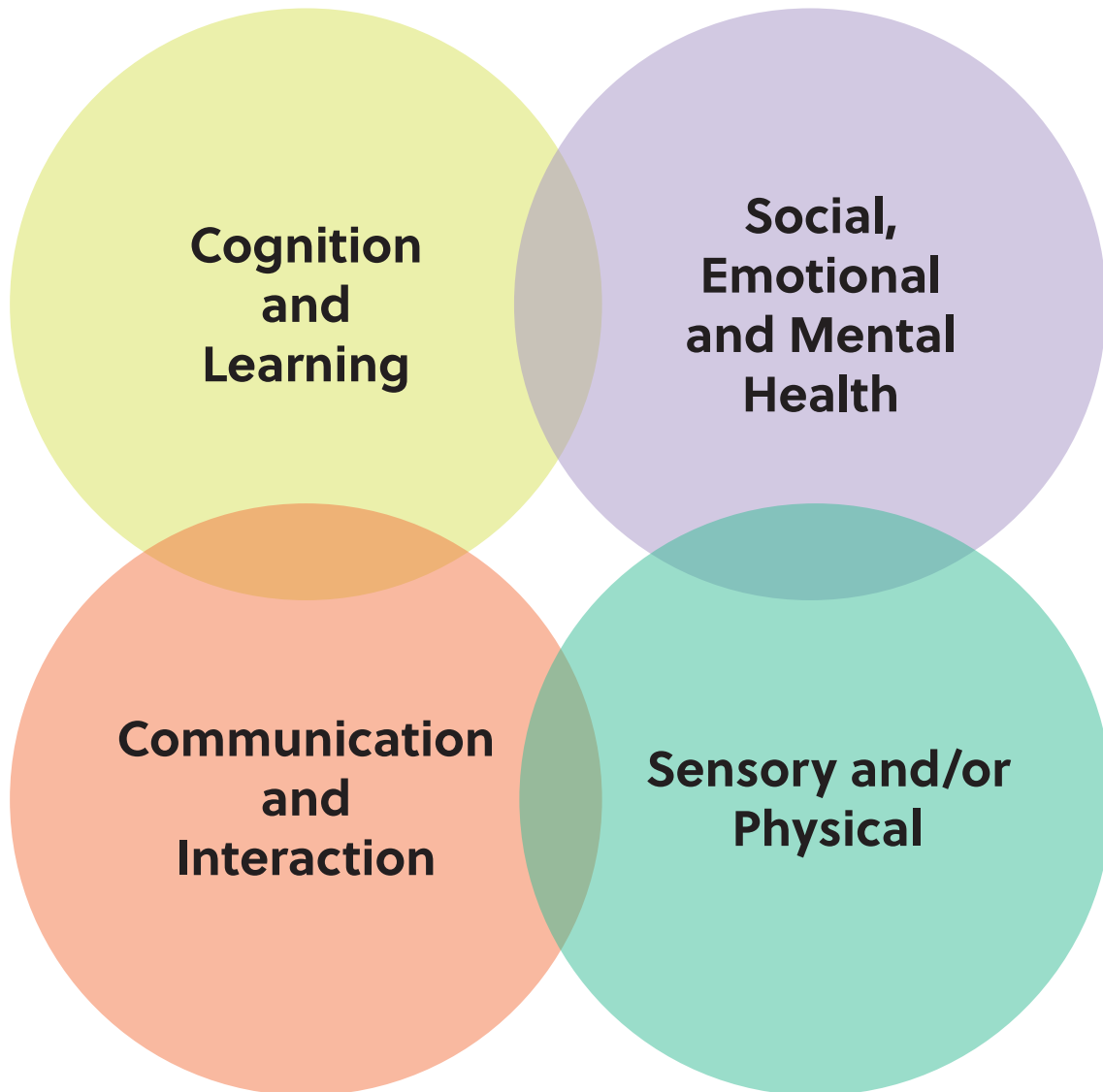
In Cumberland, we strive to ensure that all young people with SEND and their families, feel well-supported and have positive experiences in post-16 education. To achieve this, access to the right support, in the right place and at the right time is essential. Wherever young people live in the county, we want them to have their additional learning needs met. For most young people attending their local setting, with other young people from their community is the best way to ensure this happens. To achieve this for the young people in our county, all settings must have a core offer that meets the needs of all young people, including those with SEND.

More emphasis is placed on Preparing for Adulthood in post-16 education. The focus should be on supporting young people to progress and reach positive destinations in adult life.



Areas of Need

The Department for Education has identified four broad areas which cover a range of needs. These are defined in the [Special Educational Needs and Disability Code of Practice - 0-25 years, January 2015](#).



Cognition and learning

Where young people learn at a slower pace than others their age, they may:

- Have difficulty in understanding parts of the curriculum.
- Have difficulties with organisation and memory skills.
- Have a specific difficulty affecting a particular part of their learning such as in literacy or numeracy.

The term 'learning difficulties' covers a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple difficulties (PMLD). Specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia come under this term.

Social, emotional and mental health difficulties

Young people may experience many social and emotional difficulties that present themselves in many ways. They may:

- Have difficulty in managing their relationships with other people.
- Be withdrawn.
- Behave in ways that may hinder their and other young people's learning or that have an impact on their health and wellbeing.

This broad area includes attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder. It also includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression, self-harming and eating disorders.

Communication and interaction

Where young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Young people with Autism are likely to have difficulties with social interaction.

Sensory and/or physical needs

Young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

The following tables set out traits or behaviours that you may see in young people in each area of need. They provide suggestions of strategies and interventions a setting could implement to support these needs. These suggestions are not exhaustive and it is not expected that settings implement all of the suggested strategies/interventions. SEN practice should be varied according to the age and individual needs of each young person.



Communication and Interaction Need

'Young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.'

(SEND Code of Practice, 2015, p.97.)

What you may see (The difficulty/barrier, how this presents and the impact on the learner)	What can help (Provision – strategies, interventions and resources)
<p>Expressive Language Difficulties (using language)</p> <ul style="list-style-type: none"> • Young people with C&I needs may be non-speaking. This may be because they haven't yet developed speaking skills or because they are unable to speak in some environments or situations. • Young people may present with speech production difficulties, for example, monotone speech, unclear speech, difficulties with sound production or finding the right words, stammering or dysfluency (breaks or disruptions that occur in the flow of speech). <p>This can lead to:</p> <ul style="list-style-type: none"> • The young person appears withdrawn or in a 'world of their own.' • Frustration, resulting in behaviours that challenge. • Limited progress not associated with a learning need. • Loss of self-esteem. 	<ul style="list-style-type: none"> • A multisensory approach. • Makaton. • Visual support. • All attempts to speak are supported. • Elkan Speech and Language Support for Post 16s training. • The selective Mutism Resource Manual - Maggie Johnson & Alison Wintgens. • Selective Mutism Association resources. • Pre-teaching of vocabulary where appropriate. <p>For young people who stammer:</p> <ul style="list-style-type: none"> • Time pressures should be reduced, giving enough time for the speaker to finish what they are saying. • Respond timely and appropriately to any negative reactions. • Seek alternatives and be flexible with oral tasks.
<p>Receptive Language Difficulties (understanding language)</p> <ul style="list-style-type: none"> • A young person may have difficulties listening and focusing on learning. • They may experience difficulties with following instructions. • They may need more time to process and understand multi-step instructions. • They may not understand specific vocabulary. 	<ul style="list-style-type: none"> • Use of prompting as appropriate • "Now (you are doing this) and Next (you are going to be doing that)" boards. • Use an audit tool to review whether the environment is 'communication friendly' such as those available from the Communication Trust and ensure that staff are aware of speech milestones by age. • Consider staff training in Speech & Language difficulties. • Use the learner's name to gain their attention before giving instructions.

What you may see (The difficulty/barrier, how this presents and the impact on the learner)	What can help (Provision – strategies, interventions and resources)
<ul style="list-style-type: none"> • Interpreting language literally; struggling to understand idioms, some jokes and sarcasm, which can lead to vulnerability and embarrassment. <p>This can lead to:</p> <ul style="list-style-type: none"> • The young person appears withdrawn or in a 'world of their own.' • Frustration, resulting in behaviours that challenge. • Limited progress not associated with a learning need. • Erosion of self-esteem and confidence. 	<ul style="list-style-type: none"> • Keep instructions concise. • Use visual supports, pictures, and symbols to support verbal communication. • Provide a simple 'tick list' of instructions for task. • Pre-teaching of vocabulary. • Developmental Language Disorder (DLD) Speech, Language and Communication Needs - SEND Handbook.
<p>Social Interaction Differences</p> <ul style="list-style-type: none"> • Young people may prefer to follow their own interests. • They may find it difficult to understand and use social conventions such as saying 'hello' and 'goodbye.' • They might find it difficult to work in a group without a specific structure. • They might find it difficult to interact during non-structured times such as breaks. • They can mistakenly be perceived as rude or aggressive. • There can be difficulties with boundaries, for example, open discussion of matters considered private or social taboos. • Struggling to differentiate or misinterpreting tone of voice. • Initiating interactions inappropriately - shouting out, touching others to get attention, interrupting. • Difficulty in understanding body language. • Difficulty in recognising and interpreting facial expressions. <p>This can lead to:</p> <ul style="list-style-type: none"> • Social isolation and vulnerability. 	<ul style="list-style-type: none"> • Autism Education Trust (AET) approaches. • Explicit teaching of social rules, the reasons and benefits of their use - in the correct context/setting. • Lunch/ break time clubs. • Grouping learners with social communication difficulties with socially competent peers. • Consider, in collaboration with the learner and parents/carers, peer awareness training. • Be aware of your own use of body language/tone of voice to communicate - this can be missed or misinterpreted. • Be aware that learners may not be able to read facial expression as a form of communication. • Awareness of own tone of voice (calm and not too loud). Awareness of the impact of language and social communication difficulties on peer relationships and potential vulnerability; careful consideration of grouping and be vigilant to misunderstandings leading to conflict or ridicule. • Social rules displayed visually around the building. • Use of the Cumberland Autism pathway resources. • The Autism Information and Support Hub.

What you may see (The difficulty/barrier, how this presents and the impact on the learner)	What can help (Provision – strategies, interventions and resources)
<p>English as an Additional Language (EAL)</p> <p>EAL needs are not considered a special educational need, although some EAL learners may also experience additional needs.</p> <p>In a learning situation the young person may:</p> <ul style="list-style-type: none"> • Have difficulties expressing themselves in English and understanding curriculum content. • Socialising with peers. <p>This can lead to:</p> <ul style="list-style-type: none"> • Isolation. • Underachievement. 	<ul style="list-style-type: none"> • Find out what the young person's language skills are like in their first language. • Integrate EAL learners into mainstream classes. • Provide visual supports. • Provide additional support for learning English. • The EAL Assessment Framework - The Bell Foundation can help assess English proficiency and track progress.

Cognition and Learning Need

'Support for learning difficulties may be required when young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD)... Specific learning difficulties (SpLD), affect one or more specific aspects of learning.

This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.'

(SEND Code of Practice, 2015, p.97.)

What you may see (The difficulty/barrier, how this presents and the impact on the learner)	What can help (Provision – strategies, interventions and resources)
<p>Difficulties with learning (where despite; appropriate teaching and learning opportunities, approaches and interventions, and as are result of developing an understanding of the learner's needs, the rate of progress is reducing or static and the gap between same-age peers with a similar starting point is increasing).</p> <p>Learners will have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delays, low self-esteem, low levels of concentration and underdeveloped social skills.</p> <p>They will have difficulties with problem solving.</p> <p>Difficulty with:</p> <ul style="list-style-type: none"> • Pace of whole class teaching and learning. • Acquiring basic numeracy skills. • Understanding basic mathematical concepts e.g., time. • Understanding and/or remembering classroom instructions. • Distinguishing between Who? What? Where? When? How? and Why? questions. • Understanding verbal explanations. • Memory (short-term, working or long-term). • Learning, remembering and using appropriate curriculum vocabulary. • Verbal and non-verbal problem solving • Executive functioning skills • Processing visual and verbal information rapidly. 	<p>Assessment through teaching to identify the areas of need in consultation with the learner and diagnostic assessment by the teacher to inform appropriate target setting.</p> <ul style="list-style-type: none"> • Clear and concise instructions, breaking down longer instructions and giving one at a time, supported by visual information where possible. • Visual timetable. • Visual cues and prompts. • Give time before a response is needed. • Pre-teaching – e.g., provision of a teacher or TA (overseen by a teacher) to help prepare the learner for the new topic. • Post-teaching opportunities built into units of work. • Shared next steps – so students know what to expect. • Differentiated resource – teach the curriculum appropriate to the young person, not their chronological age so that access to learning is sequential and appropriate. • Small group and individual support targeted in developing skills needed, building on what the young person can already achieve through small steps approach. For example, through study skills sessions. <p>Whole-setting approaches</p> <ul style="list-style-type: none"> • Ensure the curriculum promotes resilience and social and emotional development.

What you may see (The difficulty/barrier, how this presents and the impact on the learner)	What can help (Provision – strategies, interventions and resources)
<p>You may also see:</p> <ul style="list-style-type: none"> • A lack of confidence and reluctance to take risks with new learning situations. • Distractibility, passivity, or tiredness. • Low self-esteem. • High level of dependence on adult support. • A tendency to copy peers. • Reluctance or inability to ask for help. 	
<p>Difficulties with working memory:</p> <ul style="list-style-type: none"> • Struggles with the pace of teaching and learning. • Struggles to follow instructions - can do the first step. • Easily distracted. • Unable to complete assignments even if explained and differentiated. • Fails to complete tasks. • Poor organisation. • Copies/follow others. • Appears anxious and/or avoidant of tasks or activities. • May not ask for help or is highly dependent on adult support. 	<p>Give the 'big picture' and context at the start of a new topic and revisit it throughout.</p> <ul style="list-style-type: none"> • Note-taking as an approach for all. • Provide word maps, lists, checklists, task boards. • Visual support/reminders - multisensory approach. • Aim to provide 'check-in' support rather than constant individual attention. • Provide opportunities for repetition.
<p>Specific learning difficulties affecting one or more aspects of learning including reading, spelling, writing, handwriting, arithmetic, or mathematical reasoning and/or memory which significantly impacts the ability to learn and demonstrate learning.</p> <p>(N.B. A small number of young people may have a formal diagnosis/educational determination, for example, dyslexia, dyscalculia or dyspraxia. For all areas of need any provision or support should be provided in line with the needs of the child or young person and is NOT dependent on any formal diagnosis.)</p> <p>Difficulty with (some or all of the following):</p> <ul style="list-style-type: none"> • Auditory processing of sounds. • Phonological awareness - segmenting and blending phonemes. • Decoding words. • Reading - Inaccurate or slow. 	<ul style="list-style-type: none"> • Acknowledge and encourage good oral contributions whenever possible. • Metacognition approaches - learning to learn by trying to understand the learner's difficulty and asking them what helps. • Use strategies and approaches recommended in advice from assessments and consultations. • Make simple adaptations e.g., font, line spacing, coloured paper, lighting etc. • Encourage the learner to celebrate their strengths and achievements in all areas of life. <p>Reading:</p> <ul style="list-style-type: none"> • Allow extra time to read and absorb information. • Consider using Text-to-speech software. • Avoid asking the child to read in front of others unless they want to.

What you may see (The difficulty/barrier, how this presents and the impact on the learner)	What can help (Provision – strategies, interventions and resources)
<ul style="list-style-type: none"> • Visual processing of letters or numbers • Poor word recognition skills. • Writing - requires much effort. • Frequent and inconsistent spelling errors. • Handwriting and formatting on the page. • Copying from a worksheet, screen or board. • Acquisition and retention of mathematical concepts e.g., Place Value. • Remembering number facts and inability to use efficient calculation strategies to solve number problems e.g., counting on fingers rather than using number facts. • Mathematical reasoning. • Working memory. 	<ul style="list-style-type: none"> • Teach strategies to help track words on the page. <p>Spelling:</p> <ul style="list-style-type: none"> • Mark written work on content rather than spelling. • Highlight/tick the correct parts of the word rather than errors. • Use inbuilt accessibility features of tablets, phones or laptops e.g., speech-to-text functions. • Use dyslexia-friendly software. • Use colour to highlight spelling patterns.
<p>Difficulties with working memory:</p> <ul style="list-style-type: none"> • Struggles with the pace of teaching and learning. • Struggles to follow instructions – can do the first step. • Easily distracted. • Unable to complete assignments even if explained and differentiated. • Fails to complete tasks. • Poor organisation. • Copies/follow others. • Appears anxious and/or avoidant of tasks or activities. • May not ask for help or is highly dependent on adult support. 	<ul style="list-style-type: none"> • Give the 'big picture' and context at the start of a new topic and revisit it throughout. • Note-taking as an approach for all. • Provide word maps, lists, checklists, task boards. • Visual support/reminders – multisensory approach. • Aim to provide 'check-in' support rather than constant individual attention. • Provide opportunities for repetition.
<p>Specific learning difficulties affecting one or more aspects of learning including reading, spelling, writing, handwriting, arithmetic, or mathematical reasoning and/or memory which significantly impacts the ability to learn and demonstrate learning. (N.B. A small number of young people may have a formal diagnosis/educational determination, for example, dyslexia, dyscalculia or dyspraxia. For all of need any provision or support should be provided in line with the needs of the child or young person and is NOT dependent on any formal diagnosis.)</p>	<ul style="list-style-type: none"> • Acknowledge and encourage good oral contributions whenever possible. • Metacognition approaches – learning to learn by trying to understand the learner's difficulty and asking them what helps. • Use strategies and approaches recommended in advice from assessments and consultations. • Make simple adaptations e.g., font, line spacing, coloured paper, lighting etc. • Encourage the learner to celebrate their strengths and achievements in all areas of life.

What you may see (The difficulty/barrier, how this presents and the impact on the learner)	What can help (Provision – strategies, interventions and resources)
<p>Difficulty with (some or all of the following):</p> <ul style="list-style-type: none"> • Auditory processing of sounds. • Phonological awareness - segmenting and blending phonemes. • Decoding words. • Reading - Inaccurate or slow. • Visual processing of letters or numbers • Poor word recognition skills. • Writing - requires much effort. • Frequent and inconsistent spelling errors. • Handwriting and formatting on the page. • Copying from a worksheet, screen or board. • Acquisition and retention of mathematical concepts e.g., Place Value. • Remembering number facts and inability to use efficient calculation strategies to solve number problems e.g., counting on fingers rather than using number facts. • Mathematical reasoning. • Working memory 	<p>Reading:</p> <ul style="list-style-type: none"> • Allow extra time to read and absorb information. • Consider using Text-to-speech software. • Avoid asking the child to read in front of others unless they want to. • Teach strategies to help track words on the page. <p>Spelling:</p> <ul style="list-style-type: none"> • Mark written work on content rather than spelling. • Highlight/tick the correct parts of the word rather than errors. • Use inbuilt accessibility features of tablets, phones or laptops e.g., speech-to-text functions. • Use dyslexia-friendly software. • Use colour to highlight spelling patterns.
<p>Avoidant or disruptive behaviour when being asked to engage in literacy- or numeracy-based tasks.</p> <ul style="list-style-type: none"> • Variation in performance day by day. • Poor organisation skills. • Anxiety when asked to read out loud. • Poor written expression with a limited quantity of writing when compared to verbal expression. 	<p>Writing/Handwriting:</p> <ul style="list-style-type: none"> • Reduce written task requirements. • Allow and encourage alternative methods other than handwriting when recording work. • Provide relevant spellings for the young person. • Encourage and support word processing for written work where possible. • Check suitability of chair/desk, posture and paper placement. <p>Working memory:</p> <ul style="list-style-type: none"> • Chunk instructions one step at a time and check understanding throughout the task. • Allow extra time for the young person to write down written instructions or give assistance. • Provide and teach how to use word maps, lists, checklists, task board templates as appropriate. • Provide opportunities for repetition and over-learning.

What you may see (The difficulty/barrier, how this presents and the impact on the learner)	What can help (Provision – strategies, interventions and resources)
	<ul style="list-style-type: none"> • Support learners by providing a personal copy of what is displayed on the board to have on their desk. • Aim to provide “check-in” support rather than constant individual attention. • Give assignments and important instructions in pictorial or written form. • Encourage use of different coloured pens to highlight work and provide markers. • Allow learners to take photographs of anything written on a board which they need • Provide learners with electronic notes of lessons. <p>Mathematics:</p> <ul style="list-style-type: none"> • Teach the language of maths. • Talk through number concepts aloud, communicating thinking in a verbal, diagrammatic and written form. • Follow a structured approach to build an understanding of concepts. • Acknowledge and encourage good oral contributions whenever possible. • Metacognition approaches - learning to learn by trying to understand the learner’s difficulty and asking them what helps. • Use strategies and approaches recommended in advice from assessments and consultations. • Evidence-based interventions to develop skills. • Make simple adaptations e.g., font, line spacing, coloured paper, lighting etc. • Encourage the learner to celebrate their strengths and achievements in all areas of life.

Social, Emotional and Mental Health Need

'Young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Schools and colleges should have clear processes to support young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools...'

(SEND Code of Practice 2015, p.98.)

What you may see (The difficulty/barrier, how this presents and the impact on the learner)	What can help (Provision – strategies, interventions and resources)
<p>Behaviour is a form of communication. It is important to understand that communication, in order to be able to put in place effective interventions which result in long term change.</p> <p>All of the descriptions provided represent how behaviours or presentations can be perceived by others. It is important to see these behaviours within the context of survival instincts, anxiety and underpinned by possible language and or learning needs.</p> <p>Flight responses:</p> <ul style="list-style-type: none"> • Verbal and physical aggression. • Violence towards property and/or people. • Inappropriate language. • Blaming others. • Pushing friends away. • Inflexibility and/or unable to follow rules or instructions. • Disrespectful. • Self-harming/self-sabotaging behaviours. • Refusal to follow instructions or comply with behavioural norms. • Stealing. • May appear to be being dishonest. • Moving to another area without notice or permission (absconding). • Hiding. • Inability to manage unstructured/free time. 	<ul style="list-style-type: none"> • Consider movement breaks. • Support co-regulation. • Consider learning breaks. • Access to mentors and Progress and Welfare Coaches. • Develop exit strategies with tutors. • Develop risk assessments & positive behaviour plans with relevant parties. • Ensure consistent rules, boundaries and schedules whilst remaining willing to offer some flexibility. • Offer a safe place within the classroom and offer to co-regulate when necessary. • Use of restorative conversations • Offer a 'safe' and familiar task when emotions are heightened. • Assessment through teaching, e.g., are there parts of the curriculum that they find easier to manage than others? Use these to develop confidence. • Giving responsibility for looking after someone else. • Unpicking the behaviours - negative and positive behaviours - what lies behind them? • Seek advice around self-harming or risk-taking behaviours - a multi-professional approach. • Identifying what is not right through engagement with the learner.

What you may see (The difficulty/barrier, how this presents and the impact on the learner)	What can help (Provision – strategies, interventions and resources)
<ul style="list-style-type: none"> • Avoiding tasks and activities. • Hyperactive. • Hypervigilant. • Agitated. • Fidgety. • Immature behaviours, tone of voice. • Withdrawal from social engagements. • Passive with neutral expression. • Compliant - which can lead to vulnerability. • Providing only 'yes' and 'no' answers. • Self-harm. • Unable to accept praise. • Unable to show enjoyment of seemingly positive experiences. <p>Freeze behaviours:</p> <ul style="list-style-type: none"> • Unable to absorb information and act upon it - forgetful. • Distracted, difficulties with concentration and engagement. • Not listening or interacting. • Appears confused. • Physical symptoms that are medically unexplained, e.g. stomach pains. 	<ul style="list-style-type: none"> • Looking back, when did the behaviour start to change? • Liaison and collaboration with home is essential in understanding the wider picture. • Provide substitutes for self-harming behaviours, e.g., elastic bands. • Direct teaching to support understanding and managing of emotions. • Keep a log and analyse patterns or trends to identify triggers. • Liaison with Health and parents to identify the cause.
<p>Attention difficulties including ADHD and ADD and any neurodevelopmental disorder.</p> <ul style="list-style-type: none"> • Inattentiveness: • Hypervigilant • Having a short attention span and being easily distracted. • Appearing forgetful or losing things. • Being unable to stick to tasks that they perceive as tedious or time-consuming, but concentrates well on tasks which they enjoy and are interested in. • Appearing to be unable to listen to or carry out instructions. • Mind too busy to hear and process complex instructions. • Constantly changing activity or task. • Having difficulty organising tasks. • Relies on visual processing. 	<ul style="list-style-type: none"> • Understanding the reasons - is there a pattern? • Allowing plenty of time for movement or frequent small concentration periods. • Have a clear structure to the day. • Work with learners to develop strategies eg. using alarms, timers and apps. Have clear expectations regarding behaviours and a clear and consistent response to behaviours mirroring those required for employment - via motivational interviews, disciplinaries with associated workplace consequences. • Being aware of times of the day that may be more difficult. • Make reasonable adjustments that need to be made in line with Equalities Legislation.

What you may see (The difficulty/barrier, how this presents and the impact on the learner)	What can help (Provision – strategies, interventions and resources)
<ul style="list-style-type: none"> • Hyperactivity/impulsiveness • Being unable to sit still, often fidgeting. • Struggling to concentrate on tasks. • Poor working memory. • Excessive physical movement. • Excessive talking. • Being unable to wait their turn. • Appearing to act without thinking. • Interrupting conversations. • Appearing to have little or no sense of danger. • Spontaneous and goal orientated. 	
<p>Attachment Difficulties (including Attachment Disorder)</p> <ul style="list-style-type: none"> • Appears anxious. • Appears withdrawn. • May experience intense and overwhelming emotions exhibited as anger or 'loss of control'. • May appear to lack inhibitions e.g., hugging people they don't know or appearing to be 'over friendly' towards adults. • Finding it difficult to join in with play or interactive games. • Appearing to 'sabotage' situations where things are going well. • May avoid eye contact. • Struggles with impulse control. • Struggle with cause and effect thinking. • Lacks self-belief and confidence (has low self-esteem). 	<ul style="list-style-type: none"> • Pastoral support via progress and welfare coaches/mentors. • Liaise with parents and carers for shared understanding (after obtaining the young person's permission). • Robust and careful transition when the young person begins their post-16 placement. • Consideration of reasonable adjustments to and changes that could be made to the discipline procedures/behaviour policies (On a case-by-case basis). • Consideration of family context e.g., adopted, forces children, looked after children. • Liaison with external professionals. • ACEs and trauma-informed approaches

What you may see (The difficulty/barrier, how this presents and the impact on the learner)	What can help (Provision – strategies, interventions and resources)
<ul style="list-style-type: none"> • Seek to make relationships but have difficulty sustaining them due to their own emotional needs and difficulties understanding the needs of others. • Can be unpredictable and responses to situations may be inconsistent. • Need to feel in control of their world as a survival mechanism. • Have difficulties managing emotions as they may not have had appropriate modelling of regulation in younger years. • Feel insecure and may not feel confident to follow guidance of others. • Looks to belong socially but may make wrong friendship choices as they seek acceptance. 	
<p>Low-level Disruption or Dysregulation Behaviours</p> <p>Behaviours that appear to want to draw attention, e.g., talking out of turn, frequent interruptions to learning, fiddling with objects.</p>	<ul style="list-style-type: none"> • Differentiated use of voice, gesture and body language. • Focus on reducing anxiety and thereby behaviours, e.g. Allowing for physical movement around the room or a fixed amount of time out of the lesson. • Positive reinforcement of expectations through verbal scripts and visual prompts. • Time out/quiet area in the setting.
<p>Difficulty in making and maintaining healthy relationships.</p>	<ul style="list-style-type: none"> • Use of tutorial sessions, progress and welfare coaches/mentors to support Personal Social and Emotional development. • Restorative approaches. • Lunch/break time clubs.
<p>Other useful resources</p>	<ul style="list-style-type: none"> • MindEd is a free educational resource on children, young people, adults and older people’s mental health. • YoungMinds - Mental health charity for children & Young people. • Writing for mental health toolkits from Action for Children. • Reading Well for mental health provides helpful information and support for managing common mental health conditions.

Sensory and/or Physical Needs

Some young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time.

Many young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support from a specialist teacher with a mandatory qualification (MQ) in VI/HI/MSI) and/or equipment to access their learning or habilitation [e.g., mobility and independent living skills] support. Young people with an MSI have a combination of vision and hearing difficulties.

What you may see (The difficulty/barrier, how this presents and the impact on the learner)	What can help (Provision – strategies, interventions and resources)
<p>Physical Needs</p> <p>Learners may experience not being able to:</p> <ul style="list-style-type: none"> • Independently get around the school building easily or at all, e.g., past furniture in the classroom, down corridors, into all outside areas with friends or unable to read signs and posters due to visual needs. • Be safe in case of a fire (not using lift) • Going to a care suite for personal care because learner needs: <ul style="list-style-type: none"> • to be hoisted by an adult • to use special toilet equipment • to take a long time in the toilet • help with catheterisation • to hold onto rails. • Having to go to a different place from friends because of need to: <ul style="list-style-type: none"> • keep warm • avoid sunlight • Use equipment such as scissors and cutlery easily. 	<ul style="list-style-type: none"> • Complete college/post-16 accessibility plan. • Ensure accessibility is on the school development plan. • Ensure student has practised emergency evacuations and that all staff are trained and aware of the procedures (PEEP completed for individual students). • Building resilience approaches. • Complete an intimate care agreement with the child or young person. • Seek advice from appropriate external professionals on suitability of equipment. • Listen to the learner’s voice and allow out-of-lesson breaks. • Careful timetabling for the learner which may involve remote learning/access to online virtual learning platforms. • Consider use of footrests. • Ensure learner has access to adapted equipment.
<p>Curriculum Access</p> <p>Have difficulties with written work:</p> <ul style="list-style-type: none"> • Recording ideas may be very slow. • May be difficult to read. • Never be finished. • Full of mistakes. • May need to use assistive technology. <p>During learning tasks, learners may:</p> <ul style="list-style-type: none"> • Appear confused. 	<ul style="list-style-type: none"> • Plan and provide opportunities for success with a focus on the learner’s strengths and areas of interest. Consider multi-sensory learning opportunities. • Ensure that learners have easy access to the equipment they require. • Ensure that differentiation of tasks and adaptation of resources is undertaken with close collaboration between the learner, teacher and any support staff. • Check in with the learner regularly.

What you may see (The difficulty/barrier, how this presents and the impact on the learner)	What can help (Provision – strategies, interventions and resources)
<ul style="list-style-type: none"> • Not able to copy from the board. • Be very tired. • Unable to get started. <p>May have gaps in learning due to:</p> <ul style="list-style-type: none"> • Illness and/or medical appointments. • Time out of class for personal care or therapy need. 	<ul style="list-style-type: none"> • Take account of activities that the learner cannot participate in during planning to avoid exclusion and ensure activities are differentiated/modified to enable the learner to participate. • Ask the learner and their family what helps in lessons and at home. • Where possible, reduce assignment tasks to help manage fatigue. • Provide pre and post-teaching to consolidate any missed teaching points - These may be outside the learner’s normal timetable. Resources available via online virtual learning platforms. • Provide online access to resources where possible if out of the educational setting for a prolonged period (should the course allow for this). • In liaison with the learner and parents/ carers, consider reducing the curriculum load. Extend learning time for course completion if appropriate.
<p>Visual Impairment</p> <p>A young person may have a visual impairment which cannot be fully corrected by glasses or contact lenses.</p> <p>This may mean:</p> <ul style="list-style-type: none"> • They experience difficulties with standard print size. • They require specialist computer software. • They need to be supervised or supported when they are accessing environments that are unfamiliar. <p>They may have difficulties with writing tasks.</p>	<ul style="list-style-type: none"> • Access to enlarged print and/or assistive technology. • Access to other specialist equipment, for example, magnifier, sloping reading/ writing boards, dark pens. • Modification of work. • Always provide verbal explanations.
<p>Hearing Impairment</p> <p>This can be a permanent or temporary hearing loss. There may be observed difficulties with speech (see communication and interaction for strategies). The young person:</p> <ul style="list-style-type: none"> • May not be able to hear teaching input. • May have hearing aids or cochlear implants. • May have a personal radio aid system. • May misinterpret information. 	<ul style="list-style-type: none"> • All staff who work with young people with a radio aid system will need to access appropriate training. Daily checks of the equipment will also be needed. • Encourage the young person to sit where they can see the tutor. • Make sure you have the young person’s full attention before providing important information. • Provide additional visual prompts. • Minimise background noise.

What you may see (The difficulty/barrier, how this presents and the impact on the learner)	What can help (Provision – strategies, interventions and resources)
<p>Sensory Differences</p> <p>The young person may:</p> <ul style="list-style-type: none"> • Appear clumsy or bump into things. • Regulate using noises or fiddling with objects. • Chew objects such as writing implements or clothing. • Dislike noises, textures, or smells. • Experience proprioception difficulties (understanding where their bodies are in relation to other people or objects). <p>Not recognise when they are hot or cold.</p>	<ul style="list-style-type: none"> • Maintain a clear and uncluttered learning environment. • Adapt the environment as needed, for example, by adjusting lighting, minimising strong smells. • Ensure learner has access to resources to support sensory needs, for example, fiddle objects, headphones and breaks.
<p>Social and emotional impact of difficulties:</p> <ul style="list-style-type: none"> • May seek out adults. • May play with younger pupils. • May be socially isolated. • May wish to get away from my close adult support. • Find that alternative activities are offered that are not fun. • Feel sad that they cannot travel, meet with friends or have them stay out of school. • May negatively impact approach and attitude to learning experience varied mood because: - their condition is getting worse - sometimes have a lot of pain. • Friends have 'moved on' leading to a sense of being left behind. 	<ul style="list-style-type: none"> • Mentoring. • Allocation of a progress and welfare coach/mentor. • Close liaison with parents/carers about overall well-being (with the young person's permission). • Seek guidance and advice from other professionals involved in the care of the learner to ensure a full understanding of the impact on the 'whole person' of the condition or disability. • Seek young person's views about their inclusion in special events and trips.
	<p>Other useful resources:</p> <ul style="list-style-type: none"> • Comprehensive information on Blind or Vision Impairment (B/VI) SEND Handbook • Comprehensive information Deafness & Hearing impaired - SEND Handbook • Comprehensive information on Physical/ Medical Difficulties - SEND Handbook • National Deaf Children's Society (NDCS). • Phonics Guidance; National Sensory Impairment Partnership (NatSIP) • Royal National Institute for the Deaf (and hard of hearing) www.rnid.org.uk • For those with complex disabilities SENSE Children's Occupational Therapy Service Sensory Education Session

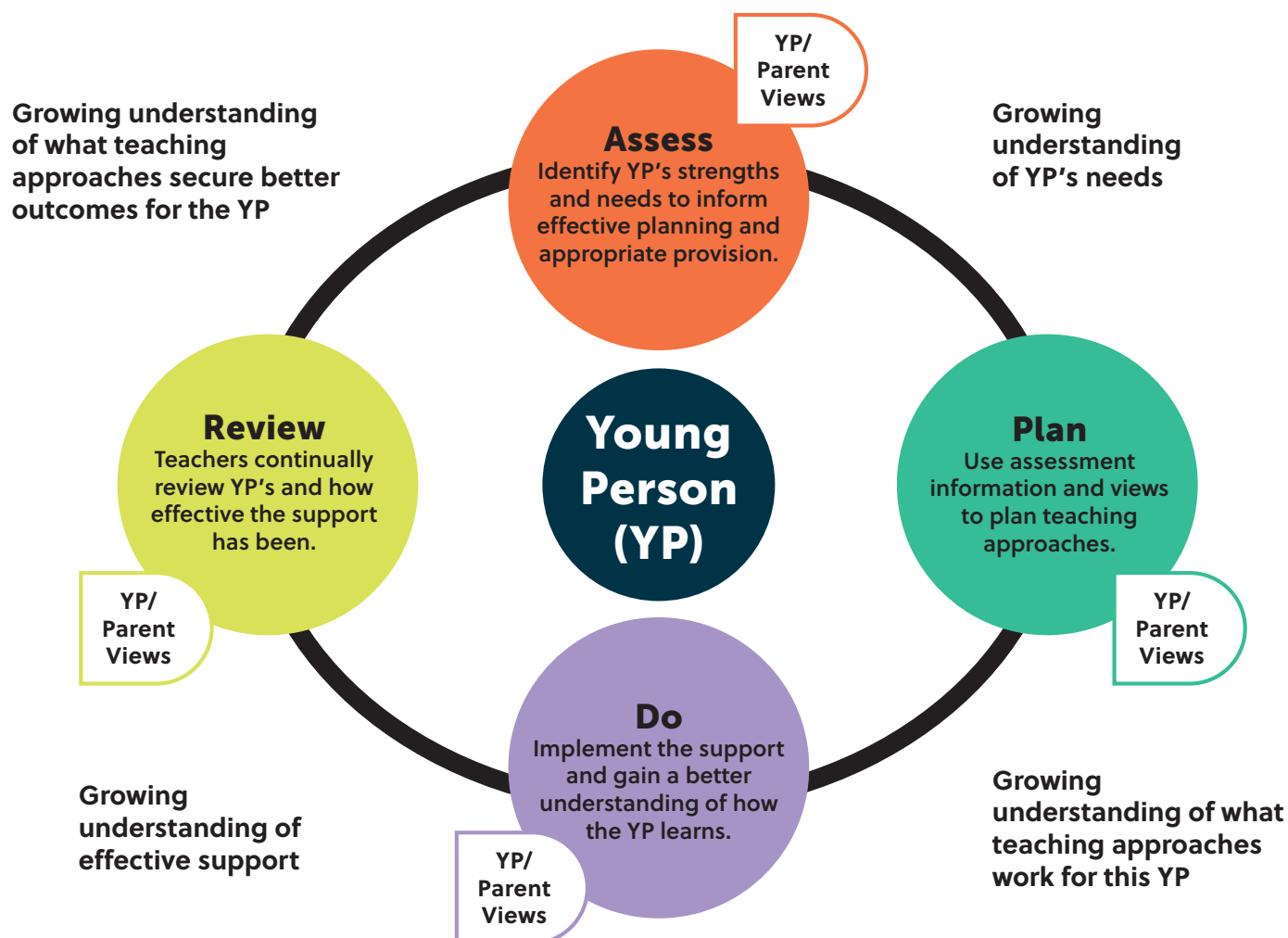
Education, Health and Care Plans

An EHC plan is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the young person to achieve what they want to in their life.

An EHC needs assessment should **not** normally be the first step in the process. If, despite the interventions put in place, and the completion of at least two cycles of the assess, plan, do, review (following advice from specialists) cycle, the young person does not make expected progress, the setting or young person (if age 16 or over) may consider requesting an Education, Health and Care plan.

For more information on EHCPs see Cumberland's [Local Offer](#)

The Graduated Approach - Assess, Plan, Do, Review



Part 2 – Key Information & Roles and Responsibilities

Key Information

Settings MUST publish key information about the support and adjustments they offer. The 2014 SEND reforms placed a legal duty on schools and settings to publish information about the available extra support for young people. This information must be clear and meaningful so parents can use it to understand how their child will access support if they need it.

The main sources of SEND information for parents to access from a school are:

- SEND Information report.
- SEND Policy.
- Accessibility Policy.

Note: A school's SEN Information Report and SEN Policy are two distinct documents.

SEND Information Report - Required to be updated Annually

A [SEND information report](#) must be published. It should provide details on the provision and support settings provide for young people with special educational needs and disabilities (SEND). The information to be included in the SEN information report is set out in the [Special Educational Needs and Disability Regulations 2014 Schedule 1](#). The SEN information report should be updated annually. Any changes occurring during the year should be updated as soon as possible. All schools and colleges must publish this information on their website so that young people, parents and other professionals can find it easily. A template/model SEND information report can be found on the [Key Leaders website](#).

SEND Policy

A SEND policy contains technical information and details. It should explain the school/college's mission, values, vision and aims for young people with extra support needs. It should include information about the laws and rules that affect the day-to-day processes of the school. Examples and templates can be found on the Key Leaders website

Accessibility Plan

Every educational setting must have an accessibility plan. The plan should show how settings plan to improve accessibility for SEND pupils and when these improvements will be made. The plan must be published. It must outline how the school will:

- Improve the physical environment.
- Make improvements in the provision of information.
- Increase access to the curriculum.

The plan must be reviewed at least every 3 years.

For more information on Accessibility plans, see the SEND Toolkit section 5.3.

Responsibilities Within Post-16 Settings

The Governing Body (or academy trust) will:

- Have an understanding of the legal responsibilities relating to equality and the statutory duties of post-16 institutions as specified under [section 41 of the Children & Families Act 2014](#).
- Ensure that there is a named Link Governor for SEND and they can carry out their duties, including accessing training.
- Be fully involved in developing and monitoring the college's SEND Policy through the designated Link Governor for SEND.

The Senior Leadership team will ensure that:

- All staff receive training on their responsibilities under the [Equality Act](#).
- All staff are aware of the settings SEND policy and the demands it places on them.
- Data is available and analysed as part of equality monitoring.
- Ensure SEND provision is an integral part of the college self-assessment.
- Ensure that the quality of SEND provision is continually monitored, and any concerns are addressed as a matter of urgency.
- Ensure that there is a departmental CPD plan which develops the understanding of SEND and equips staff for their role concerning learners with SEND.

The SENDCO/Inclusive Learning Leader (or equivalent)

Post-16 Providers should ensure that there is a named person with oversight of SEN provision to ensure coordination of support, similar to the role of the SENDCo in schools e.g. have an Inclusive Learning Leader, Learning support manager etc. This person should contribute to the strategic and operational management of the College. Curriculum and support staff in the college should know who to go to if they need help in identifying a student's SEN, are concerned about their progress or need further advice. (SEND Code of Practice 2015, pp.116-117.)

The SENDCO/Inclusive Learning Leader will:

- Support SLT to ensure that this policy is effectively implemented.
- Carry out Quality Assurance activity
- Create and implement effective systems and procedures for the recording and delivery of learning support across the setting.
- Create and implement effective processes for the identification of SEND and referral for support.
- Ensure that the delivery of support across the setting, at the very least, meets the statutory requirements for all learners with SEND.
- Work with schools, colleges, local authorities and HE institutions to ensure effective transition between stages of education.
- Ensure that statutory duties regarding EHCP processes are adhered to.

Curriculum Staff will:

- Develop a curriculum that meets the needs of learners, including those with SEND.
- Allocate resources to enable [reasonable adjustments](#) to be made to meet the needs of learners who have a disability.
- Monitor the quality of provision to learners with SEND within their departments, and their progress.
- Deliver a differentiated curriculum enabling all learners to make progress.
- Promote an inclusive atmosphere within the teaching and training space.
- Ensure any materials used are accessible to all learners.
- Work in collaboration with any support staff who are allocated to learners in their classes.
- Undertake CPD that supports the development of their knowledge and understanding of SEND.

The Learning Support Team will:

- Work as the link with schools to support the smooth transition for all SEND learners into college.
- Deliver differentiated SEND Support Strategies enabling all learners to make progress.
- Promote an inclusive atmosphere within the teaching and training space.
- Maintain effective working links with the Delivery teams, ensuring learning-based reasonable adjustments needed are implemented.
- Undertake CPD that supports the development of their knowledge and understanding of SEND.

Learners will:

- Take responsibility for disclosing their needs at the earliest possible opportunity.
- Attend support meetings and reviews.
- Act on agreed support strategies.
- Inform the college of any changes to need.

Consequences: Redress

Young people have the following rights of redress, should the school/college, governors or local authority fail in its duty to provide, or if the young person disagrees with a decision, or feels that there is discriminatory practice:

- The setting or local authority complaints procedure
- Disagreement resolution service
- An appeal to the SEN and Disability Tribunal following mediation
- A complaint to OFSTED
- A complaint to the local government and social care ombudsman
- A complaint to the Secretary of State for Education.

Support for Young People/Parents/Carers

If you would like support attending meetings at a setting or want advice about how to approach your child's setting with questions or concerns, [Cumberland's SEND Information, Advice and Support Service](#) offer impartial information, advice and support to young people with special educational needs and or disabilities and their parents and carers.

Preparing for Adulthood & Employability

Working with Inspira

All learners should have access to career advice and guidance services. For our SEND and EHCP learners, we work closely with [Inspira](#). This ensures that we provide accurate information about services, career opportunities, and pathways to employment. For a learner with an EHCP, Inspira attends the annual review meeting. They let our learners and their families know about services outside of post-16 education. These services enrich education and job opportunities.

Health and Wellbeing Team

The [Health and Wellbeing Team](#) are available to those 16 and over. They work with those who want to make positive changes to their life. Their primary role is to coach you to improve factors that influence wellbeing. This could include improving social wellbeing, physical health and mental health. The team is made up of Health and Wellbeing Coaches and Health and Wellbeing Officers who are all trained to offer support and guidance through coaching.

Exam Access Arrangements

Some learners with SEND may be eligible for [Exam Access Arrangements](#). These will often have been identified in Year 9 at school and will follow a young person to post-16 education. They allow learners with SEND or temporary injuries to take part in exams. This is without changing the demands of the test. They are based on evidence of need. The need is shown by assessment and tutors' descriptions of difficulties. They must be appropriate to the learner and exam.

Adult Social Care

The Care Act 2014 includes a section on young people who may need to access adult services. A [transitional assessment](#) usually happens before age 18 but can happen at other times. It helps get the necessary support in place. For young people with EHCPs, adult social care services can help with:

- Supported living.
- Day activities and respite care.
- Travel assistance.
- Support provided by a Personal Assistant (PA).

Referrals can be made by calling **0300 303 3589** or emailing workingtonssd@cumbria.gov.uk or whitehavenssd@cumbria.gov.uk

Young People with an Education, Health Care Plan (EHCP)

For young people with an EHCP, their learning journey can continue until the age of 25 (so long as progress is being made). If a post-16 learner has an EHCP, a review should happen yearly. It should focus on preparing for adulthood. Preparing for adulthood means that a young person is supported to:

- Prepare for further/higher education and employment.
- Prepare for independent living.
- Maintain good health in adult living.
- Take part in society, including support in maintaining friendships and relationships etc.

The right education and preparation for adulthood outcomes in a young person's EHCP is crucial at this stage. It aids the decision of whether continued education at 19+ is beneficial and required.

Post-19 Learning

For many young people with EHCPs, further education will have ended by 19. EHCPs are not automatically maintained beyond this age. Some young people have not yet finished their learning journey. They need more time to do so, to consolidate learning and further develop employment skills.

If a young person is studying at a level 4 or above or at university then they are not eligible for an EHCP. A separate system supports young people with SEND in higher education.

It includes [Disabled Students' Allowance \(DSAs\)](#). These are non-repayable grants that help with additional costs incurred by those with SEN and/or disabilities. DSA fund a range of support, including help with the cost of:

- Specialist equipment.
- Travel.
- Non-medical helpers e.g. sign language interpreters.

Help with daily living and personal care is usually funded by adult social care.

For example:

- If a learner does not have a reader or a scribe in class, they would not be eligible for this in an exam.
- A learner with literacy difficulties may need extra time for written exams. But they may not need it for practical ones.



List of Abbreviations

AAC - Augmentative and Alternative Communication

ABC - Antecedent, Behaviour and Consequence

ACE - Adverse Childhood Experiences

ADD - Attention Deficit Disorder

ADHD - Attention Deficit Hyperactivity Disorder

AET - Autism Education Trust

ASC - Autism Spectrum Condition

BSL - British Sign Language

B/VI - Blind or Vision Impairment

C and L - Cognition and Learning

CAMHS - Child and Adolescent Mental Health Service

CCC - Cumberland County Council

CCG - Clinical Commissioning Group **CDC** - Child Development Centre **CiC** – Children in Care

CoP - Code of Practice

CP - Child Protection

CPD - Continuous Professional Development **CPFT** - Cumberland Partnership Foundation

CSE - Child Sexual Exploitation

CYP - Young People

D/HI - Deafness and Hearing Impairment

DfE - Department for Education **DAF** - Disability Access Funding **DLA** - Disability Living Allowance

DLD - Developmental Language Disorder **ESFA** - Education and Skills Funding Agency

EHCP - Education Health and Care Plan

ELSA - Emotionally Literate Support Assistants

EMH - Emotional Mental Health

ENT - Ear Nose and Throat

EP - Educational Psychologist

ERT - Edinburgh Reading Test

FE - Further Education

HHTS - Hospital and Home Tuition Service **HLTA** - Higher Level Teaching Assistant **IBP** - Individual Behaviour Plan

IEP - Individual Education Plan **ILR** - Individual Learning Record **LA** - Local Authority

LSA - Learning Support Assistant

MLD - Moderate Learning Difficulty **NDCS** - National Deaf Children's Society **NHS** - National Health Service

NICE - National Institute for Health and Care Excellence

OT - Occupational Therapy

P.E.E.P. - Personal Emergency Evacuation and Plan

PD - Physical Disability

PECS - Picture Exchange Communication System

PEP - Personal Education Plans

PHAC - Paediatric Hearing Aid Clinic

PIVATS - Performance Indicators for Valued Assessment and Target Setting

PMLD - Profound and Multiple Learning Difficulties

PRU - Pupil Referral Unit

PSD - Personal Social Development

PSP - Pupil Support Plan

QFT - Quality First Teaching

SATs - Specialist Advisory Teachers

SDQ - Strengths and Difficulties Questionnaire **SEAL** - Social and Emotional Aspects of Learning **SEMH** - Social Emotional and Mental Health **SEN** - Special Educational Needs

SENDCO - Special Educational Needs/Disabilities Coordinator

SEND - Special Educational Needs and Disability

SEND IASS - Special Educational Needs and Disability Information Advice Support Service

SEND TST - Special Educational Needs and Disability Teaching Support Team

SFA - Skills Funding Agency

SLCN - Speech, Language, Communication Needs

SLD - Severe Learning Difficulties

SaLT - Speech & Language Therapist **SpLD** - Specific Learning Difficulties **SRP** - Strategically Resourced Provision

TA - Teaching Assistant

TaMHS - Targeted Mental Health in Schools

ToD - Teacher of the Deaf

TVI - Teacher of Young People with Vision Impairment