

Tri-borough Education, Health and Care Assessment

**Special Educational Needs
Guidelines for Education Health and Care Plan Assessment**

WORKING DOCUMENTv14

Who do these guidelines apply to?

These guidelines have been written in accordance with paragraph 9:16 of the Special Educational Needs Code of Practice 2014 which provides:

“Local authorities may develop criteria as guidelines to help them decide when it is necessary to carry out an EHC needs assessment (and following assessment, to decide whether it is necessary to issue an EHC plan). However, local authorities must be prepared to depart from those criteria where there is a compelling reason to do so in any particular case and demonstrate their willingness to do so where individual circumstances warrant such a departure. Local authorities must not apply a ‘blanket’ policy to particular groups of children or certain types of need, as this would prevent the consideration of a child’s or young person’s needs individually and on their merits”.

Who these guidelines apply to:

These guidelines apply when considering requests for EHC Assessments. They do not apply to those children and young people with existing Statements of Special Educational Needs or Learning Disability Assessments at 1 September 2014.

Why are we implementing these guidelines?

These guidelines have been produced to assist the Local Authority in deciding whether it is necessary for the Local Authority to initiate an EHC Assessment. In addition to the guidelines, all requests for an EHC Assessment will be considered on an individual basis considering some or all of the following:

- (1) The views and evidence submitted by parents/carers
- (2) Where applicable, the views and evidence submitted by the young person
- (3) The evidence presented by the educational setting
- (4) The evidence presented by professionals
- (5) Any other relevant body with information about the child/young person

How will we review the effectiveness of these Guidelines?

During the next 12 months we will work closely with parents and Parent Representative Groups to review the effectiveness of the guidelines and will consider amendments as required.

The following guidance is for children aged 0-25 and specifically relates to the identification of whether a child/young person has Special Educational Needs.

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We recognise that there are also separate eligibility guidelines for access to Children's Social Care, Adult's Social Care and Health Services and that each of these guidelines will be referred to independently during the single assessment process. We have started a process of reviewing the guidelines for each of these services and understanding how they can be aligned in order to simplify the overall assessment process. The government recognise that this is a significant task that all local authorities will need to undertake during the period of transition, which runs until April 2018.

Who can make a request for an EHC Assessment?

A request for an Education, Health and Care assessment for a child or young person aged 0-25 years and with special educational needs and/or disabilities can be made by:

- The child's parent
- A young person aged 16-25 years
- A person acting on behalf of a school or post 16 institution
- Children and young people under 19 in youth custodial establishments have the right to request assessment for an EHC Plan.

Following a request for an EHC needs assessment or the child having otherwise been brought to its' attention, the Local Authority must determine whether an EHC needs assessment is necessary.

The Local Authority must make this decision and communicate the decision to the child's parent within six weeks of receiving the request.

Considering a Request for an EHC Assessment – The Legal Context

The Children and Families Act defines whether a child/young person has special educational needs and requires an Education, Health and Social Care Assessment.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 provision

A child of under compulsory school age has special educational needs if he or she is likely to fall within the definition above when he/she reaches compulsory school age or would do if special educational provision was not made for him/her.

In some exceptional circumstances, it may be possible for a combination of less severe special educational needs to have a cumulative effect on a child's educational progress. An EHC Assessment

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will be considered if the cumulative effect may call for special provision which cannot reasonably be provided within the resources normally available to mainstream settings

The four broad categories of needs as set out in the SEND Code of Practice 2014 form the basis for decision-making:

- Speech, language and communication
- Cognition and learning
- Social, emotional mental health
- Physical, sensory medical

In each of these areas the borough has produced guidelines to identify the significance of a child's difficulty and to identify whether there needs can be met through the resources that are available to mainstream school. The questions have been designed by professionals and they act as a guide only in deciding whether or not an EHC Assessment is necessary. The guidelines for each area will be completed by parents, the educational setting and professionals to identify the significance of the child's difficulties.

For each area of difficulty the child's parents/school/professional score the severity of the child's presenting difficulties. If the child reaches a certain score, the Council can use this information to determine whether the child's needs are significant to meet the guidelines for an EHC Assessment. It is important to state that the guidelines are not a diagnostic tool and are simply used to weigh how the child's difficulties are reported to impact on their education. In addition to the guidelines the Tri-Borough will also consider the information which is gathered as part of the EHC Request for an Assessment process.

Speech, Language and Communication

Speech, Language and Communication Scales

Specific Guidelines: Autistic Spectrum Disorders/Speech and Language Difficulties

Statutory Action	Social Communication	Social Interaction	Social Imagination	Receptive Language	Expressive Language	Motor/Organisational	
End of Foundation Stage	0 – 5 points	0 – 5 points	0 – 2 points	3 points or less	3 points or less	0 – 10 points	Working towards EYFS* levels 2 or more years below chronological age
End of KS1	5 points or less (where all ticks fall in the 'not at all', 'rarely' or 'sometimes' columns)	5 points or less (where all ticks fall in the 'not at all', 'rarely' or 'sometimes' columns)	2 points or less (where all ticks fall in the 'not at all' or 'rarely' columns)	7 points or less	11 points or less	10 points or less	At or below 2 nd centile speaking and listening P6 or below
End of KS2	15 points or less	15 points or less	10 points or less (where all ticks fall in the 'not at all', 'rarely' or 'sometimes' columns)	21 points or less	23 points or less	20 points or less	At or below 2 nd centile speaking and listening level 1C or below
End of KS3/4 and FE 14-25 years old	22 points or less	22 points or less	12 points or less (where all ticks fall in the 'not at all', 'rarely' or 'sometimes' columns)	24 points or less	28 points or less	24 points or less	At or below 2 nd centile speaking and listening level 2A or below

Pre-school	Working towards EYFS levels 2 or more years below chronological age and/or similarly recorded levels using alternative developmental checklists (e.g. Teaching Talking, Portage, PIP Checklist) in the area of language and communication skills.
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It is important to note the above relates to **specific guidelines for statutory action** and that a request for statutory assessment additionally requires considerable evidence of process guidelines being met.

* EYFS = Early Years Foundation Stage

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Specific Guidelines: Communication and Interaction

Please refer to guidance notes before completing this form.

Name:	Age:	Date:
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<i>Observed behaviour</i>	Not at all	Rarely	Some-times	Fairly often
SOCIAL COMMUNICATION	0	1	2	3
1. Responds when called by name.				
2. Follows verbal instructions in 1:1 setting.				
3. Follows verbal instructions in small group setting.				
4. Follows verbal instructions in whole class setting.				
5. Takes turn in conversations.				
6. Initiates conversation.				
7. Changes topic of conversation.				
8. Maintains an appropriate conversation.				
9. Shows awareness of the listener's needs.				
10. Gives appropriate non-verbal signals as a listener.				
11. Changes the topic or style of a conversation to suit the listener.				
12. Changes appropriately the volume and tone of voice.				
13. Recognises and responds to non-verbal cues eg: a frown.				
14. Understands implied meanings.				
15. Tells or writes an imaginative story.				
16. Relates a sequence of events.				
17. Gives a simple sequence of instructions.				

SOCIAL INTERACTION	0	1	2	3
18. Uses gesture, body posture, facial expression and eye-to-eye gaze in 1:1 situation.				
19. Uses gesture, body posture, facial expression and eye-to-eye gaze in group interaction.				
20. Follows social cues in 1:1 situation with adults.				
21. Follows social cues in 1:1 situation with other children.				
22. Follows social cues in group interaction.				
23. Shares an activity with other children.				
24. Shares an activity with an adult.				
25. Develops peer friendships.				
26. Seeks comfort/affection when upset.				
27. Offers comfort/affection to others.				
28. Shares in others' enjoyment/pleasure.				
29. Imitates other children.				
30. Imitates adults.				

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31. Shows different responses to different people in different situations.				
32. Responds appropriately to social praise.				
33. Responds appropriately to criticism.				

Observed behaviour	Not at all	Rarely	Some-times	Fairly often
SOCIAL IMAGINATION & FLEXIBLE THINKING	0	1	2	3
34. Has varied interests.				
35. Shares interests.				
36. Changes behaviour according to the situation.				
37. Accepts changes in rules, routines or procedures.				
38. Plays imaginatively when alone.				
39. Plays imaginatively with others.				
40. Accepts others' points of view.				
41. Generalises learning.				
42. Transfers skills across the curriculum.				
43. Plans an event or task.				
44. Suggests possible explanations for events.				
45. Uses inference and deduction.				

RECEPTIVE LANGUAGE (listening and understanding)	0	1	2	3
46. Listens 1-1.				
47. Listens in a small group.				
48. Listens in classroom context without visual cues.				
49. Follows instructions to carry out an activity step by step without visual cues.				
50. Is able to retain information from one lesson to another.				
51. Shows understanding of an age-appropriate story/text told to a large group of pupils.				
52. Shows understanding of where/when/how questions.				
53. Shows ability to predict outcomes.				
54. Shows ability to make inferences.				
55. Understands abstract concepts of time and sequence.				
56. Shows an appropriate understanding of words.				
57. Can understand how words are linked in categories.				

EXPRESSIVE LANGUAGE (spoken language)	0	1	2	3
58. Uses intelligible connected speech.				
59. Uses familiar vocabulary appropriately.				
60. Uses phrases and statements to comment on ongoing				

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<i>activities.</i>				
<i>61. Finds words and joins them together with appropriate word order.</i>				
<i>62. Uses appropriate grammatical structures, taking into account local dialect.</i>				
<i>63. Recalls and describes in sequence activities that have been recently completed.</i>				
<i>64. Asks appropriate questions to obtain information.</i>				
<i>65. Gives meaningful instructions.</i>				
<i>66. Tells/retells a story or imagined events in chronological order.</i>				
<i>67. Contributes to discussion about behaviour or feelings in different situations.</i>				
<i>68. Gives an explanation of why events occur and predicts alternative endings/outcomes.</i>				
<i>69. Uses language appropriately in a variety of situations.</i>				

MOTOR & ORGANISATIONAL SKILLS	0	1	2	3
<i>70. Finds way around classroom.</i>				
<i>71. Finds way around school.</i>				
<i>72. Sits still.</i>				
<i>73. Sits amongst a small group.</i>				
<i>74. Sits amongst a large group eg: assembly.</i>				
<i>75. Finds and organises the equipment needed for a given task.</i>				
<i>76. Writes legibly and draws accurately.</i>				
<i>77. Gets changed without help eg: for PE.</i>				
<i>78. Organises movements for PE and games.</i>				

	SCORE
SOCIAL COMMUNICATION	
SOCIAL INTERACTION	
SOCIAL IMAGINATION & FLEXIBLE THINKING	
RECEPTIVE LANGUAGE (listening and understanding language)	
EXPRESSIVE LANGUAGE (Spoken language)	
MOTOR & ORGANISATIONAL SKILLS	

PLEASE ENSURE THAT THIS FORM IS COMPLETED AND RETURNED AS PART OF THE SUPPORTING EVIDENCE.

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Special educational needs and disability code of practice: 0 to 25 years - 2014:

6.28 Children and 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.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Threshold Guidelines for Statutory Assessment of Children with Learning Difficulties

Age of pupil	Year group	Guidelines for Learning Difficulties
5 years	R	Working towards early year foundation Stage Learning Goals 2 or more years below chronological age and/ or standardised assessment evidences progress towards developmental milestones within 2 nd Centile.
6 years	Y1	Working towards level 1 in all NC core subjects – P level 5 or below
7 years	Y2	Working towards level 1 in all NC core subjects – P level 6 or below
8 years	Y3	Working towards level 1 in all NC core subjects – P level 7 or below
9 years	Y4	Working towards level 1 in all NC core subjects – P level 8 or below
10 years	Y5	Mixture of working towards level 1 and working at level 1c in all NC core subjects
11 years	Y6	Mixture of working towards level 1 and working at level 1b in all NC core subjects
12 years	Y7	Level 1a in all NC core subjects
13 years	Y8	Mixture of level 1 and level 2c in all NC core subjects
14 years	Y9	Mixture of level 1 and up to level 2b in all NC core subjects
15 years	Y10	Working at 2a in all NC core subjects
16-25 years	Y11 - FE	Working at level 2a/3 in NC core subjects or Foundation Level 3

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References:

- P scales: attainment targets for pupils with SEN 2014
- National curriculum in England: English programmes of study 2014
- National curriculum in England: Mathematics programmes of study 2014
- 2014 Early Years Foundation Stage Profile – literacy, mathematics, communication and language
- Revised RBKC SEN Audit Criteria 2010
- Standardisations from the British Ability Scales, Third Edition 2011, Word Reading and Spelling
- Portage Early Education Checklist (incorporating the Wessex revised language checklist) Bluma, Shearer, Troman & Hillard 1998
- Feuerstein R and Feuerstein S (1991) Mediated learning experience –a theoretical review, in Dynamic Assessment and its potential for Educational Psychologists. Elliot, Lauchlan and Stringer EPIP Vol 12 No 3 1996
- Bloom B. (1950) Bloom’s Taxonomy of thinking skills & Anderson, L. (2001) Bloom’s Revised Taxonomy
- Biggs J and Collis K 1982 Evaluating the quality of learning. The SOLO Taxonomy (Structure of the observed learning outcome) Academic press.
- PIP Developmental Chart Jeffree and McConkey (1998)

5 years	YR	Working towards Early Year Foundation Stage Learning Goals, 2 or more years below chronological age and/ or standardised assessment evidences progress towards developmental milestones within 2nd Centile.				
		A YR pupil will still be experiencing difficulty with many of the areas of learning below:	Cannot yet do independently or with support	Sometimes can do with support and prompting	Mainly can do independently	Can do securely
		Listening to familiar stories with increasing attention and recall in a group setting				
		Joining in repeated words or phrases in rhymes or stories				
		Showing more than a fleeting interest in books				
		Giving meaning to marks as they draw and paint				
		Using some language of quantity such as ‘more’ and ‘a lot’				

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		Using any counting words				
		Completing jigsaws (up to 6 pieces) or inset boards (matching picture to picture)				
		Noticing simple shapes and patterns (in pictures)				
		Anticipating specific time-based events such as mealtimes or home time				
		Copying a circle or +				
		Matching 3 colours				
		Pointing to big and little on request				
		Stacking rings in order on a peg				
		Playing 'dressing up' in adult clothes and imitating simple play sequence e.g. looking after dolly				

: 6 years	Y1	P level 5 or below - Working towards level 1 in all NC core subjects				
		A Y1 child will still be experiencing difficulty with many of the areas of learning below:	Cannot yet do independently or with support	Sometimes can do with support and prompting	Mainly can do independently	Can do securely
		Answering a 2 key word question about a simple story e.g. Where's rabbit?				
		Matching objects to pictures and symbols e.g. choosing between 2 symbols to select a				

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		drink				
		Producing meaningful marks or symbols associated with their own name or familiar spoken words, actions, images, events				
		Tracing, over-writing shapes e.g. circle, square, rectangle, triangle; copying straight line patterns, circle and cross				
		Drawing their representation of a person with some recognisable features				
		Joining in with familiar number rhymes and games, showing awareness of at least one number				
		Demonstrating awareness of contrasting quantities e.g. '1', 'lots'				
		Exploring the position of objects e.g. Understanding terms like. 'Inside the box', 'Outside the box'.				
		Pointing to 10 parts of the body on request				
		Being able to match 1:1 from 3 or more objects and naming 3 shapes and 3 colours on request				
		Matching a sequence or pattern of blocks or beads				
		Acting out an experience in pretend play e.g. going to the doctor				
		Following rules without imitating actions of other children				

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7 years	Y2	P level 6 or below - Working towards level 1 in all NC core subjects				
		A Y2 pupil will still be experiencing difficulty with many of the areas of learning below:	Cannot yet do independently or with support	Sometimes can do with support and prompting	Mainly can do independently	Can do securely
		Responding to a simple question or direction and make him/herself understood in relation to matters of immediate interest				
		Recognising one or two written words other than his/her name e.g. 'mum', 'I'				
		Using 1:1 correspondence pointing as they 'read' a repetitive, simple text				
		Matching the same letters of the alphabet				
		Copying letter forms/symbols				
		Producing or writing their name in letters or symbols				
		Drawing a recognisable picture of a person				
		Demonstrating understanding of the concept of 'more'				
		Using 1:1 correspondence counting objects up to 3				
		Recognising and reciting numbers up to 5				
		Showing understanding of words/signs/symbols that describe positions e.g. in, on, under, behind				
		Recalling 4 objects seen in a picture				

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		Telling the time of day associated with familiar activities e.g. breakfast, bedtime				
		Repeating familiar rhymes				
		Naming 8 colours				
		Dressing up and pretending to be a fire fighter or teacher (with appropriate actions)				

8 years	Y3	P level 7 or below - Working towards level 1 in all NC core subjects				
		A Y3 pupil will still be experiencing difficulty with many of the areas of learning below:	Cannot yet do independently or with support	Sometimes can do with support and prompting	Mainly can do independently	Can do securely
		Asking questions and making relevant and meaningful contributions in small group situations				
		Recalling one verbal instruction and translating it into appropriate action in a familiar class situation				
		Recognising very familiar words including their own name				
		Recognising letters of the alphabet in their name and a few others				
		Understanding the conventions of reading (for example following text left to right, top to bottom, page following page)				
		Drawing a picture of a person with evidence of detail				

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		Writing their name			
		Understanding/awareness that we write for different purposes e.g. birthday card, shopping list, story book			
		With one to one correspondence counting up to 10			
		Continuing to rote count on from a given small number			
		Comparing sets of objects and saying which is the bigger or smaller group e.g. 3 blocks and 6 blocks			
		Making simple estimates e.g. strides across the room			
		Using everyday language to talk about size, weight, time and money			
		Recalling 5 facts from a familiar story (heard at least 3 times)			
		Telling colour of named object			
		Understanding and naming first/middle/last or beginning/middle/end			
		Sings 5 lines of a familiar song			

9 years	Y4	P level 8 or below - Working towards level 1 in all National Curriculum core subjects			
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			Cannot yet do independently or with support	Sometimes can do with support and prompting	Mainly can do independently	Can do securely
		A Y4 pupil will still be experiencing difficulty with many of the areas of learning below:				
		Recalling and following verbal instructions involving more than one idea or action within the context of the Year 4 classroom				
		Asking questions and making relevant and meaningful contributions in small and larger group situations				
		Responding appropriately to why or how questions about their experiences and in response to stories or events				
		Recognising all the letters of the alphabet				
		Using phonic knowledge to decode and read aloud some regular CVC words				
		Reading and understanding simple repetitive sentences, such as 'I like cats, I like apples' with pictures/photographs to support				
		Writing a simple sentence and being able to read it back				
		More than 33 months behind on a standardised reading test				
		More than 36 months behind on a standardised spelling test				
		Counting objects to 20				
		Placing in order numerals to 20				
		Saying which number is one more or one less than a given number				
		Estimating a small number up to 8 and checking by counting				

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		Using ordinal numbers (first second, third fourth) when describing the position of objects, people etc				
		Using everyday language to compare quantities and objects in relation to measurement e.g. size and weight				
		Naming the days of the week in order				
		Telling the day and month of birthday/name and address				
		Predicting what will happen next				
		Completing a simple maze and copying a diamond shape				
		Answering 'why' questions with an explanation				

10 years	Y5	Mixture of working towards level 1 and working at level 1c in all NC core subjects				
		A Y5 pupil will still be experiencing difficulty with many of the areas of learning below:	Cannot yet do independently or with support	Sometimes can do with support and prompting	Mainly can do independently	Can do securely
		Following instructions involving several ideas or actions in the context of a Year 5 classroom				
		Asking questions to clarify meaning				
		Making relevant and meaningful contributions in large group situations				
		Answering 'how' and 'why' questions about their experiences and in response to				

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	stories and events				
	Naming the letters of the alphabet in order				
	Using phonic knowledge to decode and read aloud accurately most of the 45 YR words				
	Reading and understanding more complex sentences (e.g. compound sentences) with visual support				
	Writing simple sentences which can be read by themselves and others – for example, making place-keeping errors, repeating and or skipping letters and words during sentence writing				
	Spelling up to half of the 45 reception class words and some others that are phonetically plausible				
	More than 42 months behind on a standardised reading test				
	More than 45 months behind on a standardised spelling test				
	Using objects - adding and subtracting two single digit numbers and counting on or back to find the answer				
	Solving problems, including doubling, halving and sharing with numbers up to 10				
	Using simple mathematical language to describe the characteristics of everyday objects and solid and flat shapes				
	Using everyday language to make comparisons involving measurement - e.g. size, weight, distance - to solve simple problems				
	Being able to apply a learned and familiar concept to a new/ unfamiliar learning activity				

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		Understanding the rules of simple board or cooperative group games				
		Being able to say the opposite e.g. push/pull, open/shut				
		Predicting what might happen next and answering 'what would happen if?'				

11 years	Y6	Mixture of working towards level 1 and working at level 1b in all NC core subjects				
		A Y6 pupil will still be experiencing difficulty with many of the areas of learning below	Cannot yet do independently or with support	Sometimes can do with support and prompting	Mainly can do independently	Can do securely
		Recalling verbal instructions and asking questions to clarify meaning in the context of a Year 6 classroom				
		Communicating for a range of purposes and for different audiences in the context of a Year 6 classroom				
		Responding with the correct sound to letter (or group of letters) for all 40+ phonemes				
		Reading most of the common irregular/exception words from YR				
		Linking what they read or hear read to their own experiences				
		Checking that the text makes sense to them as they read and re-reading to try and self-correct				
		Saying out loud what they are going to write about				

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		Re-reading what they have written to check it makes sense				
		Spelling common exception words				
		More than 49 months behind on a standardised reading test				
		More than 54 months behind on a standardised spelling test				
		Counting, reading and writing numbers from 1 – 20 in numerals				
		Adding and subtracting one-digit and two-digit numbers to 20 including zero				
		Comparing, describing and solving practical problems for lengths and heights, mass/weight and capacity and volume				
		Recalling previously learned information with frequent repetition, over learning and use of multi-sensory approaches				
		Telling a simple joke				
		Understanding the meaning of a learning activity/project, for example, being able to interpret and explain in their own words or using pictures/diagrams what steps they need to take to start, following clear simple instructions				
		Being able to rely on recall of familiar taught sequences such as days of the week and months of the year for example to help with problem solving				

12	Y7	Level 1a in all NC core subjects				
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years					
	<p>A Y3 pupil will still be experiencing difficulty with many of the areas of learning below:</p>	<p>Cannot yet do independently or with support</p>	<p>Sometimes can do with support and prompting</p>	<p>Mainly can do independently</p>	<p>Can do securely</p>
	<p>Recalling verbal instructions and asking questions to clarify meaning in the context of a Year 7 classroom</p>				
	<p>Communicating for a range of purposes and for different audiences in the context of a Year 7 classroom</p>				
	<p>Organising what they say to convey meaning</p>				
	<p>Participating in discussion about what is read to them, taking turns and listening to what others say</p>				
	<p>Reading accurately and fluently the YR and many Y1 words containing Grapheme Phoneme Correspondence (GPCs)</p>				
	<p>Reading common exception words from YR and Y1, noting unusual correspondence between spelling and sound and where these occur in the word</p>				
	<p>Reading words containing endings –s, -es, -ing,-ed, -er, -est</p>				
	<p>Checking that the text makes sense to them as they read, and correcting inaccurate reading</p>				
	<p>Discussing word meanings, linking new meanings to those already known</p>				
	<p>Spelling words containing each of the 40+ phonemes</p>				
	<p>Composing a sentence orally before composing it</p>				

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	Joining words and joining clauses using <i>and</i>				
	Punctuating sentences using a capital letter and a full stop.				
	More than 56 months behind on a standardised reading test				
	More than 58 months behind on a standardised spelling test				
	Reading and writing numbers from 1 – 20 in numerals and in words				
	Adding and subtracting two digit numbers, using quantities and objects, and counting on or back to find the answer				
	Counting to and across 100 forwards beginning at any number				
	Counting in multiples of 2s, 5s and 10s				
	Measuring and beginning to record: lengths and heights, mass/weight, capacity and volume				
	Recognising and knowing the value of different denominations of coins and notes				
	Understanding and following a simple procedure for completing a new activity, learning new skills, without frequent practice and repetition				
	Understanding the meaning of a learning activity/project, for example, explaining in their own words or using pictures/diagrams to represent what steps they need to take to start following clear simple instructions				
	Gathering information needed for activities in an accurate, thorough and precise manner				

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		Applying and implementing the information needed to solve the problem at a level expected of a pupil working within NC level 1a				
		Being able to express the reasoning behind a solution to a problem clearly and coherently following adult support at a level expected of a pupil working within NC level 1a				

13 years	Y8	Mixture of level 1 and level 2c in all NC core subjects				
		A Y8 pupil will still be experiencing difficulty with many of the areas of learning below:	Cannot yet do independently or with support	Sometimes can do with support and prompting	Mainly can do independently	Can do securely
		Recalling verbal instructions and asking questions to clarify meaning in the context of a Year 8 classroom				
		Communicating for a range of purposes and for different audiences in the context of a Year 8 classroom				
		Asking relevant questions to extend their understanding and knowledge				
		Reading accurately and fluently words comprising the Y1 GPCs				
		Blending sounds in unfamiliar words				
		Reading common exception words from Y1, noting unusual correspondence between spelling and sound and where these occur in the word				
		Checking that text at a Y1 level makes sense to them as they read, and correcting inaccurate reading				

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		Discussing word meanings, linking new meanings to those already known				
		Sequencing sentences to form short narratives				
		Discussing what they have written with the teacher or other pupils				
		Punctuating sentences using a capital letter and a full stop, question mark or exclamation mark				
		More than 66 months behind on a standardised reading test				
		More than 66 months behind on a standardised spelling test				
		Counting to and across 100 forwards and backwards beginning at any number				
		Comparing and ordering numbers from 0 up to 100				
		Calculating mathematical statements for multiplication and division within the multiplication tables and writing them using the multiplication (x) and divide (÷) and equals (=) signs				
		Recognising the place value of each digit in a two digit number (tens, ones)				
		Comparing and ordering lengths, mass, volume/capacity and record the results using >, < and =				
		Recognising and using symbols for pounds (£) and pence (p) and combining amounts to make a particular value				
		Developing fluency in applying new skills with frequent repetition, over learning and use of multi-sensory approaches				

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		Analysing tasks and working out key components				
		Distinguishing between fact and inference				
		Gathering information needed for activities in an accurate, thorough and precise manner				
		Applying and implementing the information needed to solve the problem at a level expected of a pupil working within NC level 2c				
		Being able to express the reasoning behind a solution to a problem clearly and coherently following adult support at a level expected of a pupil working within NC level 2c				

14 years	Y9	Mixture of level 1 and up to level 2b in all NC core subjects				
		A Y9 pupil will still be experiencing difficulty with many of the areas of learning below:	Cannot yet do independently or with support	Sometimes can do with support and prompting	Mainly can do independently	Can do securely
		Recalling verbal instructions and asking questions to clarify meaning in the context of a Year 9 classroom				
		Communicating for a range of purposes and for different audiences in the context of a Year 9 classroom				
		Asking relevant questions to extend their understanding and knowledge				
		Reading books written for a Year 2 readability level accurately and fast enough to understand what they are reading				

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		Reading most frequently encountered Year 2 words quickly and accurately, without overt sounding and blending.				
		Checking that texts at a Y2 level make sense to them as they read, including re-reading to correct inaccuracies				
		Making inferences - in the books they can already read accurately and those they listen to - both on the basis of what is being done and said				
		Understanding how writing can be different from how we speak				
		Re-reading their writing to check their meaning is clear				
		Writing down their ideas with some degree of accuracy and basic sentence punctuation.				
		More than 75 months behind on a standardised reading accuracy test				
		More than 75 months behind on a standardised spelling test				
		Comparing and ordering numbers up to 100 and using <, > and = sign				
		Reading, writing and interpreting mathematical statements involving addition (+), subtraction (-), the multiplication (x) and divide (÷) and equals (=) signs				
		Solving problems involving multiplication and division, (using either materials, visual arrays or repeated addition or mental methods or multiplication and division facts)				
		Writing simple fractions for example $\frac{1}{2}$ of 6 = 3 and recognising the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$				

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		Solving money problems in a practical context involving addition and subtraction of money of the same unit, including giving change				
		Telling and writing the time to five minutes, including quarter past/to the hour				
		Applying skills that are learnt in one context to a new and unfamiliar context				
		Identifying several relevant aspects of a task and connecting these to make sense of the subject				
		Gathering information needed for activities in an accurate, thorough and precise manner				
		Applying and implementing the information needed to solve the problem at a level expected of a pupil working within NC level 2b				
		Being able to express the reasoning behind a solution to a problem clearly and coherently following adult support at a level expected of a pupil working within NC level 2b				

15 years	Y10	Working at 2a in all NC core subjects				
		A Y3 pupil will still be experiencing difficulty with many of the areas of learning below	Cannot yet do independently or with support	Sometimes can do with support and prompting	Mainly can do independently	Can do securely
		Recalling verbal instructions and asking questions to clarify meaning in the context of a Year 10 classroom				
		Communicating for a range of purposes and for different audiences in the context of a				

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		Year 10 classroom				
		Asking relevant questions to extend their understanding and knowledge and to build their vocabulary				
		Reading books written for a Year 2/3 readability level accurately and fluently enough to understand what they are reading				
		Decoding and making a good approximation to the pronunciation of most new words outside their spoken vocabulary.				
		Checking that the texts at a Y2/3 level makes sense to them as they read, including re-reading to correct inaccuracies				
		Learning to read silently				
		Talking about the sequence of events in books and how items of information are related				
		Making inferences - in the books they can already read accurately and those they listen to - both on the basis of what is being said and done				
		Writing down their ideas with a reasonable degree of accuracy and with punctuation, including use of commas for lists and apostrophes				
		Checking their writing makes sense and making simple additions and corrections				
		Spelling the common Y3 words, including the common exception words				
		Joining their handwriting to write quickly enough to keep pace with what they want to say;				

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		More than 84 months behind on a standardised reading accuracy test				
		More than 84 months behind on a standardised spelling test				
		Adding and subtracting numbers with up to 3 digits using formal written methods of columnar addition and subtraction				
		Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables				
		Counting up and down in tenths and recognising that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10				
		Adding and subtracting amounts of money to give change, using both £ and p in practical contexts				
		Estimating and reading time to the nearest minute with reasonable accuracy				
		Transferring and generalising skills learned skills				
		Connecting several different aspects of a particular subject to show an understanding of the subject as whole, for example, describing, listing, sorting and combining				
		Gathering information needed for activities in an accurate, thorough and precise manner				
		Applying and implementing the information needed to solve the problem at a level expected of a pupil working within NC level 2a				
		Being able to express the reasoning behind a solution to a problem clearly and coherently following adult support at a level expected of a pupil working within NC level 2a				

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Special educational needs and disability code of practice: 0 to 25 years - 2014:

6.30 Support for learning difficulties may be required when children and 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), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health

Threshold Guidelines for Assessment for children with social, emotional and/or mental health needs

A small proportion of children will demonstrate severe and complex social, emotional difficulties over time despite appropriate interventions. These children will display a range of related behaviours to a severe degree, which would include at least three of the following:

- very poor social skills, including difficulties interacting with peers
- lack of self-esteem
- continual, high-level disruptive behaviour in the classroom
- poor concentration and organisation.

In addition, there would be evidence of at least two of the following:

- frequent, inappropriate challenging of authority, experienced as non-compliance
- regular confrontational interaction with adults
- violent or severely disruptive behaviour which is not confined to a particular teacher, class, task or set of circumstances
- regular aggressive or violent acts against people and/or property
- self-harming
- withdrawal, depressive or suicidal tendency.

The degree and complexity of these behaviours for any children will need to be assessed against:

- the inappropriateness of the presenting social emotional behaviour (particularly with regard to the age of the child and to the context in which the behaviour occurs)
- the frequency of the behaviour
- its intensity
- its duration
- its persistence over time

The evidence submitted with a request for an EHC assessment will need to demonstrate the degree to which a child's social emotional development has an effect on:

- access to the curriculum and learning
- the safety or welfare of the child or other children
- teacher attention and time

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Since context can play a significant part in determining the extent of a child's social emotional difficulties, a child who has recently moved from another school should be given the opportunity to settle before a statutory assessment request is initiated.

Evidence from the previous school, if this can be obtained, would be relevant.

The child's social, emotional difficulties may be experienced by those who have contact with him or her as non-compliant, confrontational and potentially threatening and/or as mental health needs. The young person's targeted intervention programme will have been in place for a reasonable period of time and reviewed in consultation with all staff working with the child, as well as with his or her parents.

Provision maps and/or pastoral support plans with specific measurable targets which show evidence of reviewing strategies and/or interventions relevant to the child's social, emotional difficulties over time with parents must be provided.

The evidence will also include completion of the Social Emotional Development Questionnaire with parents and evidence of tracking Well-being in response to intervention over time.

Children/young people would be likely to score 8 or less on any two parts of this scale and 14 or less on all three parts to meet the guidelines.

Tri-borough Social Emotional Development Questionnaire

Specific Guidelines for EHC Assessment
15 points or less where all ticks fall in the 'not at all' or 'rarely' columns.

USING THE SCALE - INSTRUCTIONS FOR COMPLETION

Each item is rated on a four-point scale from 'Not at all' to 'Fairly often' (0 – 3). When completing the assessment, an individual pupil's behaviour should be considered over the period of a term.

A practitioner who has worked closely with the child/young person should complete the form in liaison with the school's link EP, a specialist teacher and/or another specialist service. It would be expected that the school's SENCo would contribute to this process.

'**Not at all**' should be marked if the pupil has **not** shown the behaviour **at all** during the last three months.

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'Rarely' should be marked if the pupil has demonstrated the behaviour on only *a few occasions* during the last three months. It is helpful if in discussion with parents there is agreement about the definition of 'sometimes' and 'fairly often'.

Account should be taken of the age of the pupil and consideration given to expectations of social, emotional behavioural regulation for that age group.

Please note: When a member of school staff and/or parent makes a request to the Local Authority to carry out an EHC single assessment of special educational needs for a child/young person with Social Emotional Mental Health Needs it would be expected that, but not a requirement that:

- The nature and severity of the child/young person's needs would meet guidelines and that this would be evident from completion and submission of the Tri-borough Social Emotional Development Questionnaire
- The evidence of school-based, health and care intervention was matched to the child's identified need and had been reviewed regularly

When requesting single assessment of a child in the Early Years Foundation Stage it would be expected that, but not a requirement that evidence would be provided of EYFS assessment of personal, social, and emotional development showing a developmental gap of two or more years below chronological age.

Alternatively age appropriate checklists showing a similar social, emotional behavioural developmental pattern, such as Portage and/or PIP could be submitted as evidence, providing these have been shared with parents.

The current law, section 36(8) C&FA 2014 requires evidence only of probability both of the existence of special educational needs and of the necessity of an EHC plan:

"The local authority must secure an EHC needs assessment for the child or young person if, after having regard to any views expressed and evidence submitted under subsection (7), the authority is of the opinion that—

- (a) the child or young person has or may have special educational needs, and
- (b) it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan."

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Tri-borough Social, Emotional Development Questionnaire Please refer to guidance notes before completing this form.

Name:	Age:	Date:
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OBSERVED Social Responses	Not at all	Rarely	Some-times	Fairly often
	0	1	2	3
1. Behaves respectfully towards teacher/practitioner Eg respects teacher/practitioners and answers teacher/practitioners demonstrating age appropriate understanding of behavioural expectations, does not interrupt or deliberately annoy, does not show verbal aggression.				
2. Shows respect to other children/young people Eg interacts with other children/young people demonstrating age appropriate understanding of expected behaviour and does not tease, call names, swear, use psychological intimidation.				
3. Only interrupts and seeks attention appropriately Eg behaves in ways warranted by the classroom/setting activity. Does not disrupt unnecessarily, or distract or interfere with others, does not pass notes, talk when others are talking. Is not attention-seeking.				
4. Self-regulates social response Eg is not physically aggressive, avoids fights, is pleasant to other children/young people, is not cruel or spiteful, does not strike out in temper.				
5. Respects property Eg values and looks after property, does not damage or destroy property, does not steal.				
EMOTIONAL Response	0	1	2	3
6. Has empathy Eg is tolerant of others, shows understanding and sympathy, is considerate.				
7. Is socially aware Eg interacts appropriately with others, is not a loner or isolated, reads social situation well.				
8. Is happy Eg has fun when appropriate, smiles, laughs, is cheerful, is not tearful or depressed.				
9. Is confident Eg is not anxious, high self-esteem, relaxed, does not fear failure, is not shy or afraid of new things, is robust.				
10. Is emotionally well-regulated and shows self control Eg moods remain relatively stable, does not have frequent mood swings. Patient, not easily flustered, able to maintain emotional regulation. Can delay gratification (e.g. wait until finished activity)				
BEHAVIOUR for Learning	0	1	2	3
11. Is attentive and has an interest in schoolwork/activities Eg not easily distracted, completes work, keeps on task and concentrates, has good motivation, shows interest, enjoys schoolwork/activities.				
12. Good learning organisation Eg works systematically, at a reasonable pace, knows when to move onto next activity or stage, can make choices, is organised.				
13. Is an effective communicator Eg speech is coherent, thinks before answering.				
14. Works efficiently in a group Eg takes part in discussions, contributes readily to group tasks, listens well in groups, works collaboratively.				
15. Seeks help where necessary Eg can work independently until there is a problem that cannot be solved without the teacher/practitioner's intervention.				
				SCORE
	Social Response			
	Emotional Response			
	Behaviour for Learning			
	TOTAL			

Please return this form as part of the supporting evidence.

Guidance: using the Tri-borough Social, Emotional and Development Scale (TSEDS)

Parents/Teacher/practitioners/keyworkers are asked to focus on positive aspects of children/young peoples' social emotional development to effect change. It is only for speed and accuracy of assessment that the examples of negative behaviours are included below.

Social Response	
1. Prosocial behaviour /practitioner	
Positive	Negative
<p>The child/young person:</p> <ul style="list-style-type: none"> § respects the teacher/practitioner and is cooperative and compliant, responding positively to instruction § does not talk back to the teacher/practitioner or aim verbal aggression at the teacher/practitioner § interacts politely with the teacher/practitioner § will not be quarrelsome or deliberately try to annoy the teacher/practitioner § will not interrupt or answer the teacher/practitioner rudely. 	<p><i>The child/young person:</i></p> <ul style="list-style-type: none"> § <i>responds negatively to instruction</i> § <i>is uncooperative with the teacher/practitioner</i> § <i>aims verbal violence at the teacher/practitioner</i> § <i>answers the teacher/practitioner rudely</i> § <i>is quarrelsome with the teacher/practitioner</i> § <i>appears to deliberately annoy the teacher/practitioner.</i>
2. Prosocial children/young people	
Positive	Negative
<p>The child/young person:</p> <ul style="list-style-type: none"> § respects other children/young people and uses appropriate language, for example, not swearing or calling them names § treats other children/young people as equals and does not dominate them with the use of intimidation or abuse § respects the views or rights of other children/young people and avoids bullying or intimidation. 	<p><i>The child/young person:</i></p> <ul style="list-style-type: none"> § <i>aims verbal violence at other children/young people</i> § <i>uses psychological intimidation</i> § <i>shows social aggression</i> § <i>tries to dominate</i> § <i>uses unethical behaviour</i> § <i>uses inappropriate sexual behaviour</i>
3. Has effective strategies for seeking attention – does not disrupt inappropriately	
Positive	Negative
<p>The child/young person:</p> <ul style="list-style-type: none"> § does not seek to attract inappropriate attention in the classroom/setting; § acts in a manner appropriate to the classroom/setting situation and does not play the fool, try to make the class laugh, shout out smart remarks or show off in the classroom/setting; § does not display attention-seeking behaviour; § does not unnecessarily disrupt or interrupt other children/young people who are working; § does not verbally disrupt the class and keeps unauthorised talking to other children/young people to a minimum; § does not disrupt other children/young people using physical disruption such as nudging or poking. 	<p><i>The child/young person:</i></p> <ul style="list-style-type: none"> § <i>is verbally disruptive</i> § <i>throws things about during lessons</i> § <i>climbs on things</i> § <i>runs around classroom/setting</i> § <i>shouts in class</i> § <i>eats, sucks or drinks inedible substances</i> § <i>is hyperactive and/or excitable</i> § <i>shows concern for immediate rewards</i> § <i>needs excessive adult contact</i> § <i>does dangerous things without thinking</i>

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Emotional Response

4. Is physically self regulated

Positive

The child/young person:

- § does not show physical aggression towards adults or other children/young people
- § does not physically pick on others
- § is not deliberately unkind or hurtful to others
- § avoids getting into fights with others
- § does not strike out in anger, have temper tantrums or aggressive outbursts.

Negative

The child/young person:

- § fights
- § aims physical violence at other students
- § often loses their temper
- § yells and throws things
- § bullies
- § aims physical violence at teacher/practitioners
- § forces other students to do things against their will
- § is deliberately cruel
- § is spiteful.

5. Respects property

Positive

The child/young person:

- § respects the property of others – this may be seen by the child/young person taking good care of property
- § does not take part in acts of wilful damage or destruction
- § does not steal from others.

Negative

The child/young person:

- § has poor respect for property
- § destroys their own things
- § destroys others' things
- § damages school property
- § steals things.

6. Has empathy

Positive

The child/young person:

- § is tolerant and considerate towards others
- § understands how others are feeling and tries to act in a way appropriate to the situation
- § may try to comfort someone who is upset or hurt
- § displays emotions appropriate to the situation and is not emotionally detached
- § does not laugh at someone who is upset or injured.

Negative

The child/young person:

- § is intolerant of others
- § is emotionally detached
- § has no awareness of others' feelings.

7. Is socially aware

Positive

The child/young person:

- § is conscious of, and understands, the social interactions happening around them
- § interacts appropriately with other people both verbally and non-verbally
- § is not socially isolated and does not spend long periods of time sitting or standing alone
- § has friends among their peers, and is not a loner

Negative

The child/young person:

- § is inactive
- § is passive
- § is aloof
- § is out of touch with reality
- § is withdrawn and unresponsive to stimulation
- § does not participate in class activities

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<ul style="list-style-type: none"> § is not frequently daydreaming and staring into space § is actively involved in activities within the classroom/setting § does not seem aloof, inactive, passive or withdrawn. 	<ul style="list-style-type: none"> § lacks accurate perceptions of others § says or feels they do not have any friends § stares blankly § is listless § shows bizarre behaviours § lacks self-awareness.
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8. Is happy

Positive

The child/young person:

- § appears happy by smiling and laughing when appropriate
- § is able to have fun
- § is generally cheerful and not tearful and upset
- § is not discontented, sulky, morose or miserable.

Negative

The child/young person:

- § is depressed
- § is discontented
- § is unhappy
- § is distressed
- § talks about not wanting to live
- § is prone to emotional upset
- § is unable to have fun
- § is self-harming

9. Is confident

Positive

The child/young person:

- § is not anxious and is confident in most situations, while not showing bravado, recklessness or unrealistic expectations of their competence
- § is not afraid of new things and does not fear failure when taking on new tasks
- § is not self-conscious or shy in most situations and does not feel inferior to other children/young people
- § is willing to read out loud in class and put their hand up to answer or ask appropriate questions
- § is typically forthcoming in group/class discussions.

Negative

The child/young person:

- § acts as if extremely frightened to the point of crying
- § is anxious, tense or fearful
- § is upset by new people or situations
- § lacks confidence
- § fears failure
- § has feelings of inferiority
- § is negativistic
- § is afraid of new things
- § lacks self-esteem
- § is overly submissive.

10. Demonstrates effective emotional regulation

Positive

The child/young person:

- § remains relatively emotionally stable and does not frequently swing from positive to negative moods
- § soon returns to a stable frame of mind after being upset, shows good emotional resilience and is not moody
- § shows good self-control and is able to manage their feelings and actions to suit the situation
- § is not easily frustrated or flustered and does not show signs of being touchy or uneasy
- § is able to delay gratification when required, and can wait for rewards or pleasurable items for prolonged periods of time.

Negative

The child/young person:

- § displays inappropriate emotional reactions
- § has difficulty expressing needs and feelings
- § has frequent or strong mood changes
- § is unable to delay gratification
- § has little self-respect
- § over-reacts to normal situations
- § does not accept punishment or praise
- § instigates poor situations
- § is unable to accept responsibility for his/her actions.

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Behaviour for Learning	
11. Is attentive and has an interest in schoolwork/activities	
Positive	Negative
<p>The child/young person:</p> <ul style="list-style-type: none"> § listens to the teacher/practitioner and is not easily distracted from the task in hand § does not find it difficult to work when others around are talking at a reasonable level § shows an interest in most schoolwork/activities § gets started on tasks without delay and has the motivation to carry them through § generally gets enjoyment from tasks and consequently completes them without complaint. 	<p><i>The child/young person</i></p> <ul style="list-style-type: none"> § <i>has trouble paying attention</i> § <i>finds it hard to sit still</i> § <i>does not concentrate on tasks</i> § <i>has a short attention span</i> § <i>is easily distracted</i> § <i>has a negative approach to schoolwork/activities in general</i> § <i>responds negatively to school</i> § <i>is frequently absent or arrives late at lessons</i> § <i>arrives late at school</i> § <i>is not keen to achieve.</i>
12. Good learning organisation	
Positive	Negative
<p>The child/young person:</p> <ul style="list-style-type: none"> § competently copes with individual learning situations § produces tidy work, at a reasonable pace § seems to have a good grasp of how to organise learning tasks so that they can be successfully completed. 	<p>(This item deals with organisation deficits, which significantly hamper the learning of the individual, rather than motivational deficits.)</p> <p><i>The child/young person:</i></p> <ul style="list-style-type: none"> § <i>is forgetful</i> § <i>has trouble organizing schoolwork/activities</i> § <i>rushes into things without thinking</i> § <i>appears confused about learning tasks</i> § <i>worries about things that cannot be changed</i> § <i>is occupied overly with one activity</i> § <i>is easily frustrated</i> § <i>has difficulty in making choices</i> § <i>complains of not being able to cope with schoolwork/activities.</i>
13. Is an effective communicator	
Positive	Negative
<p>The child/young person:</p> <ul style="list-style-type: none"> § shows good communication skills § is able to communicate effectively with adults and peers § is coherent § knows when it is appropriate to speak § is able to alter voice pitch and tone appropriately and uses non-verbal signals effectively, for example, eye contact, stance, distance § is able to organise communication in both individual and group situations. 	<p><i>This item refers to using or ignoring social communication and not medical problems, for example, stuttering.</i></p> <p><i>The child/young person:</i></p> <ul style="list-style-type: none"> § <i>does not use language to communicate</i> § <i>has repetitive speech</i> § <i>has incoherent speech</i> § <i>avoids looking others in the eye</i> § <i>has difficulty communicating</i> § <i>has a speech difficulty</i> § <i>has limited non-verbal support of speech</i> § <i>has difficulty planning behaviour and feedback and responding to feedback</i> § <i>has limited non-verbal communication of attitudes and</i>

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	<p><i>emotions</i></p> <p>§ <i>talks constantly.</i></p>
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14. Works efficiently in a group	
Positive	Negative
<p>The child/young person:</p> <ul style="list-style-type: none"> § works well in a group situation § works collaboratively with others and is an effective communicator in group discussions § listens to what others have to say and consequently adds positively to group discussions § is willing to take on responsibilities in a group context. 	<p><i>The child/young person:</i></p> <ul style="list-style-type: none"> § <i>refuses to share with another student</i> § <i>has trouble waiting their turn</i> § <i>refuses interactive games or tasks</i> § <i>is not willing to work collaboratively.</i>
15. Seeks help where necessary	
Positive	Negative
<p>The child/young person:</p> <ul style="list-style-type: none"> § seeks attention from the teacher/practitioner when appropriate § works independently unless a problem arises that cannot be solved without the teacher/practitioner's help. 	<p><i>The child/young person</i></p> <ul style="list-style-type: none"> § <i>is unable to work independently</i> § <i>constantly seeks help</i> § <i>makes excessive demands</i> § <i>does not seek information appropriately</i> § <i>does not ask relevant questions.</i>

Using the scale - Instructions for completion

Each item is rated on a four-point scale from 'Not at all' to 'Fairly often' (0 – 3).

When completing the assessment, children's social emotional development should be considered over a period of at least a term.

An appropriate practitioner such as a teacher or TA should complete the form in discussion with the child's parents..

'**Not at all**' should be marked if the pupil has **not** shown the social emotional response **at all** during the last three months.

'**Rarely**' should be marked if the pupil has demonstrated the response on only **a few occasions** during the last three months.

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Account should be taken of the age of the pupil and consideration given to expectations of social, emotional behavioural regulation at that age.

Special educational needs and disability code of practice: 0 to 25 years - 2014:

6.32 Children and 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 children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and 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 – see the References section under Chapter 6 for a link.

Physical Sensory Medical

SENSORY AND/OR PHYSICAL NEEDS

Most children with significant sensory and/or physical needs will be identified through developmental assessment pre-school. Children with severe sensory and/or physical disabilities are likely to require on-going adaptations to ensure curriculum and/or physical access.

These may take the form of:

- specialist equipment
- curriculum material modification
- teaching of specialist skills
- specialist support (eg. communicator/ brailist /intervenor)
- mobility training
- adaptation of environment

National Curriculum levels can be significantly affected in some or all areas. However, the key indicator will be that the child's sensory or physical need has long term and significant implications for access and learning. Where a child has a sensory or physical disability, the school should consider whether it has made appropriate adaptations under the Disability Discrimination Act (2005) before making a request for a single EHC assessment.

Special educational needs and disability code of practice: 0 to 25 years - 2014:

6.34 Some children and 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 children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

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Hearing Impairment

For Parents and SENCOs - Please ask your Specialist Teacher of the Deaf to assist you in completing this form

1. Level of hearing Impairment

Hearing loss reference table

The British Society of Audiology descriptors have been adopted for hearing loss. These descriptors are based on the average hearing threshold levels at 250, 500, 1000, 2000 and 4000Hz in the better ear where *no response* is taken to have a value of 130dBHL.

Mild Hearing Loss	Unaided threshold 21-40 dBHL Unilateral/Mild HI/Fluctuating conductive HI/CI functioning as mild HI	0
Moderate Hearing Loss	Unaided threshold 41-70 dBHL Moderate longstanding conductive-HI /Moderate HI/CI functioning as moderate HI Neo –natal conductive HI and throughout early years/Functional moderate loss due to auditory neuropathy	1
Severe hearing Loss	Unaided threshold 71-95 dBHL Late diagnosis of presumed congenital, permanent HI which continues to impact on language development Period from presumed onset: 6month to 2 years Period from presumed onset: Over 2 years	2
Profound Hearing Loss	Unaided threshold in excess of 95 dBHL Profound HI/Profound functional loss to due to auditory neuropathy	3

2. Qualified specialist level of intervention: Teacher of the Deaf (QTOD) (NatSip Criteria 2012)

Impact of HI on language and communication development and on access to	
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learning and the curriculum Score	
Language and communication match potential given appropriate management strategies and service monitoring and advice: at least termly/yearly	1
Language and communication require targeted support from the service in order for the learner to access the curriculum at least termly/yearly	2
Language and communication require a high level of targeted support from the service at individual learner level to establish and develop skills for learning at least termly/yearly	3

Multi-agency Liaison/role (including Child Protection) Score	
ToD contributes to multi-agency working for learner	0
ToD is lead professional for pre-school child or lead support worker for nursery/school-aged/post-16 learner requiring at least termly/yearly	1
ToD contributes to multi-agency working for learner with complex needs at least termly/yearly	2
ToD is lead professional and pupil requires weekly/fortnightly visits	3

3. Early Years Monitoring Protocol *Early Support Monitoring protocol for deaf babies and children tracks development and progress over the first three years after identification of a hearing difficulty or deafness*

Early Years Monitoring Protocol: There are 11 'B' stages looking at development in approximate developmental stages rather than specific ages.

B1	0-2 months after identification
B2	2-4 months after identification
B3	4-6 months after identification
B4	6-9 months after identification
B5	9-12 months after identification
B6	12-15 months after identification
B7	15-18 months after identification
B8	18-21 months after identification
B9	21-24 months after identification

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B10	24-30 months after identification
B11	30-36 months after identification
B12	36-48 months after identification

Early Years Monitoring Protocol Level in delay:

0-6 months delay behind chronological age	0
6-12 months delay behind chronological age	1
12-18 months delay behind chronological age	2
18-24 months delay behind chronological age	3

4. British Picture Vocabulary Scale: Third Edition 3-15 yrs of age - Level in delay

0-6 months delay behind chronological age	0
6-12 months delay behind chronological age	1
12-18 months delay behind chronological age	2
18-24 months delay behind chronological age	3

5. Speech Intelligibility Rating Scale attached (ref: The National Paediatric Bilateral Audit)

Connected speech is intelligible with little or no concentration on the part of the listener. The child is easily understood in interaction with an adult.	0
Connected speech is intelligible but there may be some difficulty to a listener with no experience of a deaf person's speech. Some concentration may be required on the part of the listener.	1
Connected speech is intelligible only if the listener concentrates hard. The listener may need to use lip-reading/contextual cues.	2
Phrases/sentences (connected speech) unintelligible. Intelligible speech has developed for single words only.	3
No intelligible speech or recognisable words but the child may be capable of verbalisation. The child's primary mode of everyday communication may be manual.	3

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6. AB Word List/Manchester Word List

Average 10-15% errors: 0

15-25% errors: 1

25-50% errors: 2

In excess of 50% errors: 3

	Conversational Voice 60dB			Quiet Voice 40dB
	Level	Score %	Level	Score %
Aided + Lipreading				
Aided – Lipreading				
Unaided + Lipreading				
Unaided - Lipreading				

7. Comprehension

ACE comprehension/Expression 6-11 yrs of age

The main test includes five subtests:

Sentence Comprehension

Inferential Comprehension

Naming

Syntactic Formulation and Semantic Decisions

The extended test includes these five subtests plus an additional two subtests:

Non-Literal comprehension

Narrative

	Average	Low Score	Moderately Low	Extremely Low
Sentence Comprehension	0	1	2	3
Inferential Comprehension	0	1	2	3
Naming	0	1	2	3
Syntactic-formulation	0	1	2	3
Semantic Decisions	0	1	2	3
Non Literal Comprehension	0	1	2	3

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Narrative	0	1	2	3
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8. BSL Receptive/Expressive Scale

	SCORE
Attends to adult when prompted	3
Signals to attract attention	3
Conveys emotions by expression	3
Signals reactions of dislike	3
Watches other people	3
Brief eye contact	3
Engages readily in eye contact	3
Points to object or event	3
Copies facial expressions	3
Reads signs referring to Familiar people	2
Produces 1 / 2 signs that are meaningful	2
Uses 2 to 5 referential signs	2
Produces about 10 signs	2
Has a range of 20 signs	2
Uses known signs to refer to an object	2
Uses signs for a concept or phrase	1
Uses a variety of phrases	1
Uses forms of modulating signs	1
Begins to position signs	1
Indicates sequences of events of signs	1
Sustains a limited exchange with a signing adult	1
Converses fluently with known signing adult	0

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Converses fluently with unknown signing adult	0
Shows understanding of signed commentaries	0
Uses interpreters to converse with non-signing people	0

9. Specialist Equipment

Use of personal hearing aids or cochlear implant (ref NatSip 2012)

Learner uses personal aids/CI/other technology at home and/or in educational placement in a way that enables the child or young person to make good progress and achieve good outcomes	1
Learner uses personal aids/CI/other technology effectively and consistently but does not independently manage personal aids/CI/other technology.	2
Learner has received CI within the last two years	2
Learner uses personal aids/CI/other technology reluctantly/ineffectively/inconsistently or does not use prescribed amplification and this affects access to the curriculum	3
Learner recently issued with personal aids; use of equipment still being assessed/established	3
Support for effective user of the specialist equipment by learner (E.G FM systems) and key staff support for effective use of specialist equipment by learner	
Low level of support – e.g equipment checks needed 3 x per year	1
Moderate level of support – e.g equipment checks needed 6 x per year	2
New user of equipment	3
High level of support – e.g at least monthly equipment checks and support for use of equipment needed	3

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10. Scoring: This will give an indication of where quality first teaching and the LA local offer of specialist support services are able to well meet the needs of Children and Young People 0-25 yrs with a hearing impairment without recourse to additional resources.

0s	School reasonable adjustment
0s & 1s	School reasonable adjustment
1s	HI Team monitoring
1s & 2s	HI Team monitoring
2s	HI Team monitoring
2s & 3s	EHC
3s	EHC

Special educational needs and disability code of practice: 0 to 25 years - 2014:

6.30 Support for learning difficulties may be required when children and 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), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

6.34 Some children and 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 children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.

Visual Impairment

For Parents and SENCOs - Please ask your Specialist Teacher for pupils with a visual impairment to assist you in completing this form

1. Level of Visual Impairment (*Ref:NatSip 2012*)

Mild vision loss	Within the range 6/12 - 6/18 Snellen/Kay (LogMAR 0.3 – 0.48) Monocular/Mild/Fluctuating VI (with reasonable vision for a considerable amount of time)	0
Moderate vision loss	Less than 6/18 - 6/36 Snellen/Kay (LogMAR 0.5 – 0.78) Moderate VI/Functional moderate loss due to cerebral VI	1
Severe vision loss	Less than 6/36 - 6/60 Snellen/Kay (LogMAR 0.8 – 1.00) Severe VI/Functional severe loss due to cerebral VI Late diagnosis of permanent VI - period from presumed onset: 6mths – 2 yrs - period from presumed onset: over 2 yrs	2
Profound vision loss	Less than 6/60 Snellen/Kay (LogMAR 1.02) Profound VI/ Profound loss due to cerebral VI Continuing assessment of VI required eg fluctuating condition, deteriorating/degenerative/progressive loss Recently acquired permanent VI (within last 6 months)	3

2. Qualified specialist level of intervention (QTVI) (*NatSip 2012*)

QTVI contributes to multi-agency working for the CYP	0
QTVI contributes to multi-agency working for the CYP with low level of liaison and joint working with other professionals (at least termly or twice yearly)	1
QTVI is lead professional identified for CYP with moderate level of liaison and joint working with other professionals (at least monthly/twice termly)	2
QTVI is lead professional for CYP with high level of liaison and joint working with other professionals (at least weekly/fortnightly)	3

3. Key Developmental areas

(Reference: The Developmental Journal for babies and children with a visual impairment)

The Developmental journal is presented as stages. Stages represent a grouping together of the skills and behaviours that can normally be expected to emerge at a roughly similar developmental age. The order used in the Developmental Journal is roughly that which can be expected for a 'typically developing', or steadily advancing child with limited vision – within the limits of current knowledge.

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Developmental Stages

- The 'stages' are in sequence of generally expected order of achieving goals
- The current developmental stage builds on the previous stages and is the 'stage of readiness' for new learning
- Overlap of approximate developmental ages to allow for variation in visual level and different rates of development

Stages Approx Age ('average' child with VI)

1a	0 – 6 months
1b	4 – 12 months
2	8 – 18 months
3	15 – 24 months
4	21 – 30 months
5	27 – 36 months+

<i>Developmental Skills</i>	Delayed 0-6 months	Delayed 6-12 months	Delayed 12-18 months	Delayed 18-24 months
<i>Social and emotional development</i>	0	1	2	3
<i>Communication, Language and Meaning</i>	0	1	2	3
<i>Play and Learning (including using hands)</i>	0	1	2	3
<i>Movement and Mobility</i>	0	1	2	3
<i>Self-Care</i>	0	1	2	3
<i>Social and emotional development</i>	0	1	2	3

4. Curriculum Access:

- **Progress within the curriculum at lower levels than might be expected from measures of cognitive skills**
- **Inhibited progress within the curriculum 5-19, or for very young child (0-5) within expected/predicted milestones without the use of specialist materials and equipment**

<i>can access materials presented at a distance e.g. copy from the board</i>	0
<i>can see detail in pictures or display</i>	0
<i>can assess what is happening in the distance e.g. across the playground</i>	0
<i>can read normal print, small scale print and complex diagrams</i>	0
<i>can write legibly</i>	0
<i>Requires short-term programme delivered by a QTVI to develop skills eg: touch typing, developing independence and self advocacy</i>	1

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<i>Difficulty reading ordinary print so that magnification, enlargement or technological aids might be necessary</i>	1
<i>Difficulty writing legibly or reading handwriting</i>	1
<i>Unable to access materials presented at a distance</i>	2
<i>Unable to see detail in pictures</i>	2
<i>Unable to differentiate colour and low contrast</i>	2
<i>Difficulty participating in some PE or practical lessons</i>	2
<i>Difficulty with accessing large amounts of text so that audio formats are required</i>	2
<i>Safety issues with regard to PE and practical science, DT, cooking</i>	3
<i>Requires support for effective use of specialist equipment eg CCTV, LVA, Braille, tactile and speech access</i>	3
<i>Difficulties in making and sustaining peer relationships leading to social isolation</i>	3
<i>Demonstrates isolation during lunch and social times</i>	3
<i>Emotional and/or behavioural difficulties including periods of withdrawal, disaffection and reluctance to attend</i>	3

5. Use of technology and specialist equipment

<i>Screen magnification</i>	0
<i>Screen review software</i>	0
<i>Scanned material access</i>	0
<i>Low Vision Aids</i>	0
<i>Speech access</i>	1
<i>CCTV & magnification scanning system</i>	2
<i>Symbol cane</i>	2
<i>Braille access</i>	3
<i>Long Cane</i>	3

6. Support for effective use by CYP of specialist equipment

<i>Low level of support – eg equipment checks needed 3 x per year</i>	1
<i>Moderate level of support – eg equipment checks needed 6 x per year</i>	2
<i>High level of support – eg equipment checks at least monthly and additional support for use of equipment New user of equipment</i>	3

7. Mobility & Orientation skills

<i>CYP learns regularly used environments without assistance</i>	0
<i>CYP demonstrates age-appropriate travel in unfamiliar environments</i>	0
<i>CYP occasionally requires visual supervision to maintain safety for travel in the school environment but has an age-appropriate level of independence in familiar areas.</i>	1
<i>CYP requires visual supervision to ensure safety for age-appropriate travel in hazardous environments eg. pavements, public transport</i>	1
<i>CYP requires visual supervision to ensure safety throughout the school environment and may not see changes of depth or poorly contrasted objects.</i>	2
<i>CYP requires visual and verbal supervision to travel in hazardous areas, eg. pavement, public</i>	2

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<i>transport and may not see changes of depth or visually detect unexpected objects.</i>	
<i>CYP cannot travel in the school environment without close supervision or sighted guide and does not have an age-appropriate level of independence as a result of their visual impairment or its interaction with other disabilities.</i>	3
<i>CYP cannot travel in hazardous environments eg. pavements, public transport without close supervision or sighted guide and does not have age-appropriate independence as a result of their visual impairment or its interaction with other disabilities.</i>	3

8. Independent Living Skills

<i>Independent Living Skills</i>	Delayed 0-6 months	Delayed 6-12 months	Delayed 12-18 months	Delayed 18-24 months
<i>Dressing skills</i>	0	1	2	3
<i>Personal care skills</i>	0	1	2	3
<i>Managing food and eating skills</i>	0	1	2	3
<i>Managing and using money</i>	0	1	2	3
<i>Engaging in appropriate leisure activities</i>	0	1	2	3
<i>Personal safety skills</i>	0	1	2	3
<i>Self-advocacy skills</i>	0	1	2	3

Reference – Texas School for the Blind Independent Living Curriculum

9. Scoring

This will give an indication of where quality first teaching and the LA local offer of specialist support services are able to well meet the needs of Children and Young People 0-25 yrs with a visual impairment without recourse to additional resources.

0s	School reasonable adjustment
0s & 1s	School reasonable adjustment
1s	VI Team monitoring
1s & 2s	VI Team monitoring
2s	VI Team monitoring
2s & 3s	EHC
3s	EHC

PLEASE ENSURE THAT THIS FORM IS COMPLETED AND RETURNED AS PART OF THE SUPPORTING EVIDENCE.

Special educational needs and disability code of practice: 0 to 25 years - 2014:

6.30 Support for learning difficulties may be required when children and 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), severe learning difficulties

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(SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

6.34 Some children and 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 children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.

Multi-Sensory Impairment

For Parents and SENCOs - Please ask your Specialist Teacher for pupils with a multi-sensory impairment to assist you in completing this form

1. Level of Multi-Sensory Impairment *(Ref: NatSiP 2012)*

Mild multi-sensory impairment	Dual impairment with a mild loss in both modalities (i.e. hearing and vision and making good use of at least one modality)	0
Moderate multi-sensory impairment	Dual impairment with a moderate loss in both or the most affected modalities	1
Severe multi-sensory impairment	Dual impairment with a severe loss in both or the most affected modalities. Late diagnosis of permanent MSI	2
Profound multi-sensory impairment	Dual impairment with a profound loss in both or the most affected modalities Continuing assessment of MSI required e.g. fluctuating condition, deteriorating/degenerative/progressive loss (e.g. metabolic disorder; Usher's Syndrome) Recently acquired sensory loss (within last 6 months)	3

2. Qualified specialist level of intervention (Teacher for MSI) Ref: *(NatSiP 2012)*

Specialist teacher for MSI contributes to multi-agency working for learner with complex needs	0
Specialist teacher for MSI is lead professional identified for school aged/post 16 learner (at least termly/twice a year)	1
Specialist teacher for MSI is lead professional identified for pre-school or lead support worker for nursery/ school aged/post 16 learner with high level of liaison and joint working with other professionals (at least monthly or twice termly)	2

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Specialist teacher for MSI is lead professional for learner with complex needs requiring a high level of liaison and joint working with other professionals (at least weekly/fortnightly)	3
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3. Key Developmental areas

(Reference: A Curriculum for Multi-Sensory Impaired Children. From MSI unit, Victoria School, Birmingham)

The MSI curriculum is separated into eight areas and the pupil profiles are divided into four phases.

Generalised: the learner consistently uses this ability in all appropriate situations, although prompting may be required in unfamiliar settings or activities

Achieved in specific contexts: the learner consistently uses this ability in some but not all of the situations in which it could be used

Aware 1: the learner has relevant pre-knowledge and has fleetingly used the ability on occasions

Aware 2: the learner shows signs of being ready to learn this ability eg. attentive although not yet active

Developmental Skills	Generalised	Specific contexts	Aware 1	Aware 2
Social relationships and emotional development	0	1	2	3
Communication	0	1	2	3
Conceptual development	0	1	2	3
Sensory responses	0	1	2	3
Understanding of time and place	0	1	2	3
Orientation, movement and mobility	0	1	2	3
Ownership of learning	0	1	2	3
Responses to routines and change	0	1	2	3

4. Curriculum Access:

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- **Progress within the curriculum at lower levels than might be expected from measures of cognitive skills**
- **Inhibited progress within the curriculum 5-19, or for very young child (0-5) within expected/predicted milestones without the use of specialist materials and equipment**

CURRICULUM ACCESS	
Compensatory strategies well developed and learner requires	0
Compensatory strategies require targeted intervention to improve visual and auditory functioning to access learning	1
Compensatory strategies require high level of intervention to enable optimum sensory function and access to information	2
Functional hearing/vision needs high level of targeted support by MSI specialist teacher at individual teacher level to establish and develop skills for learning	3

5. SUPPORT FOR EFFECTIVE USE OF SPECIALIST EQUIPMENT

Low level of support – eg equipment checks needed 3 x per year	1
Moderate level of support – eg equipment checks needed 6 x per year	2
High level of support – eg equipment checks at least monthly and additional support for use of equipment New user of equipment	3

6. TECHNOLOGY/SPECIALIST EQUIPMENT

Screen magnification	0
Screen review software	0
Scanned material access	0
Low Vision Aids	0
Speech access	1
Hearing aids/ Cochlear Implant/ Other technology	1
CCTV & magnification scanning system	2
Symbol cane	2
Soundfield system/ Radio Aid	

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Braille access	3
Long Cane	3

7. MOBILITY & ORIENTATION SKILLS/INDEPENDENT TRAVEL SKILLS

<i>CYP learns regularly used environments without assistance</i>	0
<i>CYP demonstrates age-appropriate travel in unfamiliar environments</i>	0
<i>CYP occasionally requires visual supervision to maintain safety for travel in the school environment but has an age-appropriate level of independence in familiar areas.</i>	1
<i>CYP requires visual supervision to ensure safety for age-appropriate travel in hazardous environments eg. pavements, public transport</i>	1
<i>CYP requires visual supervision to ensure safety throughout the school environment and may not see changes of depth or poorly contrasted objects.</i>	2
<i>CYP requires visual and verbal supervision to travel in hazardous areas, eg. pavement, public transport and may not see changes of depth or visually detect unexpected objects.</i>	2
<i>CYP cannot travel in the school environment without close supervision or sighted guide and does not have an age-appropriate level of independence as a result of their visual impairment or its interaction with other disabilities.</i>	3
<i>CYP cannot travel in hazardous environments eg. pavements, public transport without close supervision or sighted guide and does not have age-appropriate independence as a result of their visual impairment or its interaction with other disabilities.</i>	3

8. INDEPENDENT LIVING SKILLS

	Delayed 0-6 months	Delayed 6- 12 months	Delayed 12-18 months	Delayed 18-24 months
<i>Dressing skills</i>	0	1	2	3
<i>Personal care skills</i>	0	1	2	3
<i>Managing food and eating skills</i>	0	1	2	3
<i>Managing and using money</i>	0	1	2	3
<i>Engaging in appropriate leisure activities</i>	0	1	2	3
<i>Personal safety skills</i>	0	1	2	3
<i>Self-advocacy</i>	0	1	2	3

9. Scoring:

This will give an indication of where quality first teaching and the LA local offer of specialist support services are able to well meet the needs of Children and Young People 0-25 yrs with a multi-sensory impairment without recourse to additional resources.

0s	School reasonable adjustment
0s & 1s	School reasonable adjustment
1s	Monitoring by Specialist Teacher
1s & 2s	Monitoring by Specialist Teacher
2s	Monitoring by Specialist Teacher
2s & 3s	EHC plan
3s	EHC plan

PLEASE ENSURE THAT THIS FORM IS COMPLETED AND RETURNED AS PART OF THE SUPPORTING EVIDENCE.

Special educational needs and disability code of practice: 0 to 25 years - 2014:

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with

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appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

6.34 Some children and 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 children and young people with vision impairment (VI), hearing impairment (HI) or a **multi-sensory impairment (MSI)** will require specialist support and/or equipment to access their learning, or habilitation support.

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Notes

1. Speech, Language and Communication

Communication and Interaction scales were developed by working groups of education and health professionals. The association between scores gained and age related guidelines for statutory assessment are included in the document.

2. Cognition and learning

3. Social, Emotional Development

The Social, *Emotional Development Scale* is adapted for use with individual children/young people from *Supporting School Improvement – emotional and behavioural development* (QCA 2001).

Instructions for completion of the scale are included in the document itself.

4. Physical sensory medical