

# Continuum of Learning & Inclusion for Schools

School Offer & Pathways for Students with  
Additional and Complex Needs



## Introduction

A significant emphasis on the Continuum of Learning and Inclusion has been placed on the universal offer for children and young people with additional/ complex needs. It is well established that there is not a specific teaching pedagogy for special educational needs, which means that the teaching methods used to support children with SEN are not significantly different from those used to teach all children (Davis and Florian, 2004). High quality classroom and subject based teaching should be the first response to target areas of weakness and where progress is not at expected levels (DfE, 2015).

### Identifying SEN:

A clear approach to identifying and responding to SEN is the responsibility of the class teacher, in coordination with the Inclusion Lead. Identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

#### **A child has a learning difficulty if -**

**A - they have a significantly greater difficulty in learning than the majority of children their age.**

**B - they have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of their age in provided schools.**

- This means that some children could have a greater difficulty in learning but not have SEN.
- This could be because although the child has a greater difficulty in learning than the majority of others of the same age, their educational needs can be met with provision generally available in maintained mainstream schools - what we provide under our Universal Offer.
- It is the extent of the support to be provided that determines whether a pupils greater difficulty in learning is significant (and therefore SEN) or not.

Every pupil identified as having a **significantly greater difficulty in learning**, which calls, for additional provision to be made, has as statutory plan (an IEP) specifying and securing the provision which those needs call for. The size and complexity for the IEPs produced by school are to be proportionate to the complexity of the need. This means a one page assessment and plan may be sufficient for one child, whereas another may require a detailed multi-agency plan.

**Four 'broad areas of need' are identified.**

## SEN Pathway and Assessment

### Identification

The school will use a range of assessment tools, including teacher assessments, observations, and external assessments, to identify students with SEND. This will be an ongoing process and will involve input from teachers, SENCO, parents, and external agencies where necessary.

Below are the internal assessments used within school.

Internal Assessments	
Infant Language Link Junior Language Link Speech Link	Assesses speech, language and communication needs. (SLCN)
GL Assessment - CoPs (4-7 yrs) GL Assessment - LASS (8-11 yrs)	Assess the literacy and cognitive skills of children who have a high probability of dyslexia and develop detailed profiles of their particular strengths and weaknesses.
PHAB2	This comprehensive battery of tests accurately identifies children who have significant phonological difficulties and need additional help to process sounds in spoken language.
YARK	Assess a pupil's phonological skills, alphabetic knowledge and word reading.
Boxhall	Social, emotional and behavioural difficulties assessment. Provides teachers and professionals working with children and young people with an insight into their world, allowing them to think about what might lie behind challenging behaviour and what their needs might be.
SDQ	Social, emotional and behavioural difficulties - Strength and Difficulties Questionnaire. The 25 personality attributes in the SDQ are made up of 5 scales of 5 items each. The scales are: emotional symptoms, conduct problems, hyperactivity/inattention, peer relationship problems, prosocial behaviour.
Dynamo	Aims to support pupils at risk of developmental dyscalculia and pupils performing significantly below their peers in maths.

## **Communication and interaction**

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.

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**

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.

## **Social and psychological wellbeing**

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

## **Physical, sensory, medical**

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. 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.

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.

## Universal Offer

**Quality First Teaching** - All teachers are responsible for providing high-quality teaching that is differentiated to meet the needs of all students, including those with SEND. This may involve adapting teaching methods, resources, and assessment strategies to ensure that all students can access the curriculum.

Universal Offer		
Environmental factors - seating, grouping, layout, proximity to board, room temperature, lighting. Displays - working walls, key vocab, visual support etc.	Individual and paired reading.	Calm corner accessible if needed.
Give access to a wide range of practical resources to support learning e.g hundred squares, number lines, numicon, cubes, sound buttons, letter mats, word mats, sound buttons.	Daily Monster Phonics (KS1 and Year 3) and additional intervention when needed.  Superhero Spelling (KS2)	Positive, welcoming approach; calm music to start morning and afternoon. Greeting children each morning and afternoon. Inclusive classroom environments
Foster an independent approach to their learning (with appropriate support given).	Variety of ways to carry out and present learning in order to engage all learners and set high expectations e.g. diagrams, mind maps, group work.	Teach the pupil how to reflect on and monitor their own behaviour through restorative conversation.
Use of AFL Strategies.	Visual timetable available - written, pictorial.	Whole class awareness of relaxation techniques (e.g listening to music, Go Noodle - flow, mindfulness, deep breathing, brain breaks) and access to a quiet place to go to relax
Activities/instructions to be broken down into manageable chunks.	Children are provided with meaningful and relevant learning opportunities across the curriculum. Teaching to the learning and not the lesson.	Positive relationships encouraged, modelled and fostered.
Mastery curriculum in all subjects Concept based Curriculum	Assisted technology available for children to use.	Active breaks - braing breaks, movement etc.

## Additional Support and Additional Support Plus

Children who require additional support, beyond the Universal Offer, will receive targeted interventions and will have an Individual Education Plan that is proportional to their level of need. These interventions and additional support will be tailored to address specific areas of need. Regular reviews will be conducted to monitor progress and determine the effectiveness of the interventions.

Additional Education Offer				
Cognition and Learning		Social and Psychological Wellbeing	Physical, Sensory, Medical	Social Communication and Interaction
Reading Eggs - set programme /target	Paired Reading	Thrive - Emotional Wellbeing Group	Smart Hands	Social Stories
Precision Teaching	Hornet / Reading Wasp	Lego Therapy	Write Dance	PEC's and visual aids
5 Minute Literacy Box	Monster Phonics - Intervention	Community Farm	Wobble cushion, standing desks, Slanted desks.	Lego Therapy
Higher-order reading skills by taking part in a guided reading group above their decoding level.	Assistive Technology e.g. Seeing AI application, Immersive Reader application	Isle of Play - Lester's Yard / Forest School	Clicker 8 Application	Circle of Friends
10 Minute Literacy Box	Clicker 8 Application	Circle of Friends	Fizzy Programme	Speech Therapy Support
5 Minute Maths Box	Memory Games	Sand Stories	Sensory Circuits	
10 Minute Literacy Box	Mathletics - Maths Intervention	Seasons for Growth		
Language Link Intervention Group	Language for Thinking	Panic Alarm		
		Drawing and Talking		

## **Complex Needs**

For children with more complex needs, the school will seek support from external specialists, such as educational psychologists, speech and language therapists, or occupational therapists. This will involve creating more detailed education plans to outline the specific support and provision required.