Warwickshire County Council

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SEND Provision Matrix
(School age)
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April 2015

This document is a guide to what schools in Warwickshire offer to learners with Special Educational Needs and Disabilities (SEND) so that they can achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

It is designed to help parents understand what schools will be doing, and to help Special Educational Needs Coordinators in schools think about what extra support might be relevant, for learners who are not progressing at the rate they would expect.

The first section ('Universal provision') describes a range of support that is available to all learners.

The second section ('Targeted provision') describes what some learners will receive if they do not make expected progress with 'Universal provision'.

The third section ('Higher needs provision') describes the extra types of support that a few learners might receive if 'Targeted provision' does not enable them to make consistent progress. 'Higher needs provision' is divided into 4 sections (communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical needs).

We believe this document to be consistent with both the letter and the spirit of the Special Educational Needs and Disabilities Code of Practice 2015, which provides the legal framework for meeting the needs of learners with Special Educational Needs and Disabilities. It will be reviewed annually by Warwickshire SENDAR during July/August, and we welcome your thoughts on how it could be improved. Please email feedback to senfeedback@warwickshire.gov.uk at any time.

This document focusses on what schools provide, but there are many other organisations, both inside and outside the Local Authority, who can support learners, their schools and their families. You can find these listed at:

http://www.warwickshire.gov.uk/sendeducation
(services organised through the local authority)

http://www.warwickshire.gov.uk/fis
(support for families)

and

https://directory.warwickshire.gov.uk/index.php
(information about a wide range of local organisations, groups and agencies)

Element 1: Universal Provision
Warwickshire Schools will offer to all learners:

Element 1: Universal Provision	**Teaching and Learning**
	1.1 A culture that values and supports the learning and wellbeing of all learners (called an "inclusive school ethos").
	1.2 A positive classroom climate in which learners generally receive more praise than correction, and are given specific praise for appropriate behaviour as well as for academic work.
	1.3 Routines that promote emotional wellbeing, for example staff routinely 'meeting and greeting' all learners on entry to the classroom.
	1.4 Ongoing monitoring of their progress using assessments related to the curriculum, with additional standardized and/or diagnostic tests when needed.
	1.5 Short periods of specific extra support to help fill gaps in their learning, for example by following one-off, structured programmes which have been shown to be effective.
	1.6 Regular access to practical, hands-on activities in the classroom to help them learn.
	1.7 Activities, materials, and communication which take into account their individual needs and interests (this is called "differentiated teaching"). Classroom arrangements which ensure they have enough time to complete work.
	1.8 Regular daily routines, and clearly-taught ways of doing things (these are called "routines for transitions"), for example learners are taught how they are expected to get changed for PE, come into school in the morning, or go to lunch.
	Physical Environment
	1.9 Classroom layout and surroundings which take into account the needs of learners with SEND, for example seating arrangements, organization and labelling of teaching materials, consistent and meaningful use of a timetable that includes pictures (for the class in primary school; for the individual learner in secondary school).
	1.10 Active, meaningful use of extra supports for learning in the classroom, for example laptop computers, Widgit symbols[1].
	1.11 Access to named quiet areas in school and playground.
	Staffing
	1.12 School staff who have ongoing training in meeting the needs of learners with the most frequently-occurring Special Educational Needs and Disabilities, for example difficulties with communication and interaction, literacy, or sensory processing.
	1.13 One-off assessment by an external specialist, if needed, for example Specialist Teacher, Educational Psychologist, Speech and Language Therapist.
	1.14 Targeted and planned support from Teaching Assistants in the classroom when needed.
	1.15 Time set aside for Teaching Assistants and Teachers to plan and review learners' needs together.
	1.16 Trained staff available to support learners at break times and lunch times.
	1.17 Support for basic eating, medical or personal care tasks, for example assisting with toileting.
	Systems

1.18 A Special Educational Needs Coordinator (SENCO) who is a qualified teacher and has completed the National SENCO qualification or worked as a SENCO for at least 12 months before 1st September 2009[2].
1.19 Regular communication between staff and parents.
1.20 An effective school behaviour policy, including clear systems for giving rewards and sanctions, which are used in the same way by all staff.
1.21 A well-planned and structured PSHE (Personal, Social and Health Education) curriculum which is stimulating and effectively delivered[3].
1.22 An effective approach to managing conflict, for example Restorative Justice[4].
1.23 Regular anti-bullying activities across the whole school which mean that learners feel confident in reporting incidents.
1.24 Effective communication between adults during the school day, for example between office staff, classroom staff, and lunchtime supervisors.
1.25 Systems for learners to support each other, for which they are given appropriate training and ongoing adult support, for example playground buddies, 'bully buster' playground support, or peer mentoring.
1.26 Opportunities to take on responsibilities in school, for example as school council representatives, prefects, or classroom monitors.
1.27 Adaptations to transport for school trips and visits.
1.28 Arrangements for administering medicines, for example inhalers.
1.29 School policies and reports which are up to date, openly available on the school website, and which meet all current national requirements, for example Safeguarding, Intimate Care needs, Behaviour, Anti Bullying, Health and Safety including manual handling, SEN information report.
1.30 Systems for monitoring and reporting concerns about learners' health, safety and wellbeing.
1.31 Full records of attendance, internal and external exclusions.
1.32 Access to extended school provision, for example breakfast club, homework club, lunchtime clubs.

Element 2: Targeted Provision

Learners who make less than expected progress with Universal Provision will receive some of these types of support, according to their needs.

<table>
<tr><td rowspan="20">Element 2: Targeted Provision</td><td colspan="1">Provision additional to and different from previous element</td></tr>
<tr><td>Teaching and Learning</td></tr>
<tr><td>2.1 The use of language in the classroom which is simplified, and supported as necessary by pictures to see and/or objects to touch.</td></tr>
<tr><td>2.2 A plan which is personal to the learner (which might be called a "personalised provision map" or "individual education plan (IEP)"), on which specific, measurable targets are described and progress towards those targets is recorded.

The learner is involved in setting and monitoring their own targets which are continually reviewed and updated by teaching staff.

More formal reviews which involve parents/carers are held at least twice a year.</td></tr>
<tr><td>2.3 Regular, structured teaching or activities which are given to a small group of learners by trained staff to help them meet clearly-defined targets.

The progress the learner makes in these activities is written down both during and at the end of the programme.

This work is likely to follow programmes that have been shown to be effective, for example in the areas of social communication and interaction, problem-solving, language and communication, literacy, numeracy, or fine and gross motor skills.</td></tr>
<tr><td>2.4 Individual support to access the curriculum using strategies which are known to be effective, for example teaching of vocabulary in advance of a lesson, precision teaching[5] of literacy or numeracy skills, TEACCH[6] approaches to organisation of work, access to fiddle toys or ear defenders.</td></tr>
<tr><td>2.5 Extra support from adults to follow consistent, regular, daily routines, for example visual reminders, instructions which are broken down into shorter chunks.</td></tr>
<tr><td>2.6 Preparation for changes to routines/activities/staffing at a small group or individual level.</td></tr>
<tr><td>Physical Environment</td></tr>
<tr><td>2.7 Changes to the school or classroom environment based on advice from external agencies, for example, access to an individual workstation[7] or quiet area, reduction of sound/light/noise distractions, changes to lighting for pupil with visual impairment, detailed professional assessments of how well the learning environment meets the learner's needs (these are called 'audits', for example sensory audit, autism-friendly audit).</td></tr>
<tr><td>2.8 Regular access to supervised areas at unstructured times of the day, for example a safe place to go to for learners who find lunchtimes a challenge.</td></tr>
<tr><td>2.9 Appropriate environment for medical interventions and meeting personal hygiene needs.</td></tr>
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Staffing
2.10 Support from staff who have received training which is matched to the specific needs of the learner, for example in working with children with attachment difficulties.
2.11 Involvement of external specialist agencies to assess, provide advice, and review the learner's progress over time (following an assess, plan, do, review cycle), for example training, monitoring and review by the appropriate specialist to support staff to implement a daily, 30 minute Speech and Language/Occupational Therapy/Physiotherapy programme for a limited period.
2.12 Assessment by appropriately qualified staff of whether the learner is entitled to additional support for examinations such as additional time or the use of Information and Communication Technology.
2.13 Extra individual support for the learner at lunchtimes for a specific purpose, for example, 30 minutes a day to offer social support.
2.14 Support for medical/nutritional/personal care as advised by a suitably-qualified professional, for example giving insulin injections, epipens.
2.15 Support for physical movement (manual handling) as advised by a suitably qualified professional, for example by an IDS Physical Disability Teacher.
2.16 Non-directive, supportive and impartial counselling by an adult with appropriate training and regular professional supervision.

Systems
2.17 Involvement of parents/carers in identifying the learner's strengths, difficulties and areas in which support is needed.
2.18 Regular, scheduled, solution-focussed meetings with parents/carers as part of a personalised plan working towards clear goals.
2.19 Information about the learner's strengths, needs, targets and successful strategies is shared with all relevant staff, including supply and non-teaching staff (for example through a 'learner passport' document). Parental and/or learner consent is sought to share sensitive information. All staff know the individual targets for the learner they support.
2.20 Personalised reward systems which are known to all staff who have contact with the learner, and which are used consistently across the curriculum.
2.21 Extra arrangements for communication and/or transitions between home and school, for example meet and greet, emotional check-ins, use of a home-school book, face to face updates between parent/carer and teacher or teaching assistant at regular, agreed intervals.
2.22 Access to a nurture group provision run by 2 members of staff who are trained and accredited by the Nurture Group Network[8].
2.23 Use of Common Assessment Framework (CAF) system to bring together multiple professionals who are working with the child. or child protection procedures to support the family.
2.24 Support for the learner's family/carers, which might be accessed through a Common Assessment Framework (CAF), or through safeguarding procedures.
2.25 Frequency records of behaviour which are kept over time and analysed to consider triggers/patterns.

2.26 When a learner's behaviour can put themselves or others at risk of harm, a learner-specific plan for keeping the situation as safe as possible (this is called a 'positive handling plan'), which is carried out by staff with appropriate training and regularly reviewed.

WCC guidelines on the Use of Force and Physical Intervention (available at www.warwickshire.gov.uk/wscbresources) are followed at all times, and clear records are kept.

2.27 Careful planning for moves between key stages (primary school to secondary school and secondary school to college). Extra support for these transitions, for example additional visits, advance photographs of staff/classrooms.

Element 3: Higher Needs Provision – Communication and Interaction
The types of support that a few learners may receive as well as Targeted Provision, if Targeted Provision alone does not enable them to make consistent progress

Element 3: Higher needs provision, Communication and interaction	**Provision additional to and different from previous element**
	Teaching and Learning
	3.1 Ongoing, regular, structured small group or 1:1 teaching or activities delivered 3 or more times per week by trained staff with ongoing advice and guidance from an external specialist, for example language programme, social scripts, social communication groups.
	3.2 Activities and teaching to help learners use skills in different situations throughout the day, following ongoing advice and review from an external specialist, for example use of word banks, sentence planners, symbols[1], picture exchange systems[9], Makaton[10] signs.
	3.3 Highly structured routines with individual support and/or prompts, for example the use of objects of reference (such as a toilet roll to cue the learner to go to the toilet).
	Physical Environment
	3.4 Learner-specific changes to the school or classroom environment, following advice from an external specialist.
	3.5 Regular, frequent access to a calm place when needed, for example when the learner is overwhelmed by noise or distractions. This is called a 'Low Arousal Area'[11].
	3.6 Frequent access to, or exclusive use of, a Quiet Room[12] for example to help the learner to manage their own emotional state, reduce risks to staff or other learners and/or reduce the need for prolonged use of physical intervention.
	Staffing
	3.7 A key member of school staff with appropriate training and supervision available to support the learner when needed.
	3.8 Ongoing support, advice and training from appropriately qualified professionals, for example Speech and Language Therapist, Specialist Teacher.
	Systems
	3.09 Enhanced transition arrangements between home and school, for example hand to hand transfer at beginning and end of day.
	3.10 A plan for how adults will manage issues of extreme concern (this might be called a "Care Plan"), for example self-harming, smearing of faeces.

Element 3: Higher Needs Provision – Cognition and Learning

The types of support that a few learners may receive as well as Targeted Provision, if Targeted Provision alone does not enable them to make consistent progress

	Provision additional to and different from previous element
Element 3: Higher Needs Provision – Cognition and Learning	**Teaching and Learning**
	3.11 Highly personalised curriculum which is reviewed and monitored each half term, needed because learner is working 1 key stage or more below typically-developing peers, for example P levels at end of year 2, National Curriculum Level 1 or equivalent at end of year 6, Level 2 at end of year 9 and Level 3 at end of year 11.
	3.12 Specific teaching and practice of skills that are needed for everyday living.
	3.13 Intensive, ongoing, 1:1 support for learning, likely to involve individually-targeted teaching for significant parts of the school day, for example direct teaching of 1 skill at a time, daily practice, and learning tasks broken down into their smallest steps.
	3.14 Highly structured routines with individual support and/or prompts, for example using objects of reference.
	Physical Environment
	3.15 Regular, active and creative use of Information and Communication Technology.
	Staffing
	3.16 Regular liaison between external professionals and school staff (which should usually be termly) about specific programmes and targets for the learner. This may be coordinated through the Common Assessment Framework (CAF) system.
	3.17 Ongoing assessment, support, advice and training for school staff from appropriately-qualified professionals, such as a Specialist Teacher or Educational Psychologist.
	Systems
	3.18 Enhanced transition arrangements between home and school, for example hand to hand transfer at beginning and end of day.
	3.19 Extra pastoral care support to enable the learner to take part in extra-curricular activities, for example a peer buddy.
	3.20 Enhanced home-school liaison, for example an ongoing home-school diary which is completed daily.

Element 3: Higher Needs Provision – Social, Emotional and Mental Health

The types of support that a few learners may receive as well as Targeted Provision, if Targeted Provision alone does not enable them to make consistent progress

<table>
<tr><td rowspan="20">Element 3: Higher Needs Provision – Social, Emotional and Mental Health</td><td colspan="2">**Provision additional to and different from previous element**</td></tr>
<tr><td colspan="2">Teaching and Learning</td></tr>
<tr><td colspan="2">3.21 A highly-personalised approach to the curriculum informed by the social, emotional, and mental health needs of the learner, and which is reviewed half-termly to ensure progress is being made towards specified outcomes. This is likely to include significant adaptations to teaching style and provision.</td></tr>
<tr><td colspan="2">3.22 A personalised timetable which is introduced in partnership with the learner, parents/carers and staff, and which may include temporary withdrawal from some activities (such as assembly and non-core lessons) and offsite opportunities that focus on developing the learner's resilience and ability to engage in learning.

In Years 10 and 11, this may include access to alternative curriculum opportunities such as vocational/college placements.

The timetable is reviewed and monitored half-termly to ensure progress towards specified outcomes.</td></tr>
<tr><td colspan="2">3.23 Daily teaching of skills by experienced staff to address agreed targets on the learner's pastoral support/behaviour action plan, for example 1:1 observations of the learner's interactions with others with immediate helpful feedback.</td></tr>
<tr><td colspan="2">3.24 Access to ongoing, 1:1 therapeutic support from suitably trained and supervised staff, such as art therapy, play therapy, or work focussed on links between thoughts, feelings and behaviour.</td></tr>
<tr><td colspan="2">3.25 A personalised PSHE programme, including (as age-appropriate) drugs education, internet safety, sex and relationships education, practical life skills.</td></tr>
<tr><td colspan="2">Physical Environment</td></tr>
<tr><td colspan="2">3.26 Highly structured routines communicated with visual supports and prompts.</td></tr>
<tr><td colspan="2">3.27 Access to a workstation[7] to reduce emotional and sensory arousal when appropriate.</td></tr>
<tr><td colspan="2">3.28 Prioritised access to an attractive, small, space which feels safe to the learner and which is never used as a punishment.</td></tr>
<tr><td colspan="2">3.29 Frequent access to, or exclusive use of, a Quiet Room[12] for example to help the learner to manage their own emotional state, reduce risks to staff or other learners and/or reduce the need for prolonged use of physical intervention.</td></tr>
<tr><td colspan="2">3.30 A tailor-made environment at break and lunchtimes. This could include 'zoning off' particular areas of space, or access to structured play areas inside the school building.</td></tr>
<tr><td colspan="2">Staffing</td></tr>
<tr><td colspan="2">3.31 Access to a key member of school staff in the classroom with relevant training and/or experience who is emotionally available to the learner, able to remain attentive and to 'tune in' to their emotional and safety needs.</td></tr>
</table>

	3.32 Access to a trusted adult at break and lunchtimes to enable and support social interaction with peers, for example through the provision of structured activities that develop the learner's social skills/experience.
	3.33 Opportunities for staff working with the learner to build relationships with them away from learning demands.
	3.34 Ongoing assessment, support, advice and training for school staff from appropriately-qualified professionals, for example Specialist Teacher, Educational Psychologist or Child and Adolescent Mental Health Services as appropriate.
	Systems
	3.35 Enough time and space dedicated to joint planning (for example CAF meetings) with the learner, parents/carers, staff and other agencies to make a family-centred approach possible.
	3.36 Enhanced transition arrangements between home and school, for example hand to hand transfer at beginning and end of day.
	3.37 A pastoral support plan[13] and/or behaviour management plan in place, which is followed by all relevant staff, and reviewed at least half-termly.
	3.38 Extra planning and support for changes of school or key stage ("transitions"), including a personalised transition plan from Year 9 to 14 which is updated at least annually.
	3.39 Individual risk assessments to identify any dangers and inform when and how the learner needs extra support.
	3.40 Proactive planning for non-routine situations, to inform individual adaptations or preparation, for example for educational visits, Christmas productions.
	3.41 A network to support the adults who are supporting the learner, to increase the resilience of the system, for example the School Pastoral Leader and/or SENCO supports the teachers and teaching assistants; a multi-agency team supports the Pastoral Leader/SENCO, and helps them plan and review interventions.
	3.42 Involvement of appropriate multi-agency partners to address specific needs such as substance abuse, self harm, sexual exploitation, extremism and radicalisation.

Element 3: Higher Needs Provision – Sensory and Physical Development
(including visual, hearing and multisensory impairment and sensory processing difficulties)

The types of support that a few learners may receive as well as Targeted Provision, if Targeted Provision alone is not sufficient to enable them to make consistent progress

	Provision additional to and different from previous element
Element 3: Higher Needs Provision – Sensory and Physical Development	**Teaching and Learning**
	3.43 Fundamental changes to teaching and learning methods to meet the individual needs of the learner, for example: use of hand over hand support, support for moving, low vision aids, individual touch screen.
	3.44 Individual teaching from an appropriately-trained adult of skills which are specific to the learner, for example, touch typing, Braille reading, orientation to a visually-impaired learner.
	3.45 Significant individual adaptations to curriculum and/or learning materials, for example because learner has a severe visual impairment or sensory processing difficulties.
	3.46 Use of an alternative communication system for a learner with significant hearing loss, for example British Sign Language/Sign Supported English or focused verbal therapies.
	3.47 Intensive support for social interactions, for example: use of British Sign Language or Signed Support for learner with hearing loss in both ears.
	3.48 Individually tailor-made curriculum, for example because learner has a range of physical/sensory needs including significant difficulties moving around.
	Physical Environment
	3.49 Learner-specific changes to the school or classroom environment to enable the learner fully to join in with the whole curriculum both on and off site, for example in response to a visual/hearing environmental audit.
	3.50 Access to aids and equipment for mobility and learning.
	3.51 Suitable, identified areas for personal care, physiotherapy programmes, quiet areas, stress breaks, counselling etc.
	Staffing
	3.52 Access throughout the school day to staff who are trained to meet the specific needs of the learner and increase their independence, for example the use of low vision aids, enhanced hearing equipment, manual handling, Braille, meeting health needs, offering reassurance and emotional support.
	3.53 Individual 1:1 support when needed.
	3.54 Ongoing assessment, support, advice and training for school staff from appropriately-qualified professionals, for example Speech and Language Therapists, Qualified Teachers for the Visually or Hearing Impaired, Occupational Therapists or Physiotherapists.

	Systems
	3.55 Additional arrangements for movements within school and/or between home and school, for example hand to hand transfer, daily meet and greet with an identified member of staff.
	3.56 Extra planning and support for changes of school ("transitions"), such as primary to secondary school or secondary to college.
	3.57 Individual risk assessments to inform when and how the learner needs extra support.

Notes

1. Widgit symbols are pictures which make writing and instructions easier to understand (http://www.widgit.com/index.php). There are different symbol systems, but Widgit symbols (also called 'Communicate in Print') are the preferred system for Warwickshire. All Warwickshire schools can access these symbols through a Warwickshire-wide licence.

2. Time allocated for SENCO duties should follow the recommendations of the National Union of Teachers; full guidance for which is available at http://www.teachers.org.uk/files/active/0/SENCO_CHARTER_2_JE.pdf). They recommend that time is allocated to SENCO duties according to the following formula: take the notional SEN budget allocated to the school to the nearest thousand (e.g. School F has a notional SEN budget of £67,755 = 68 points). Add 5 x the number of pupils at SEN support level and those with statements or EHC plans (e.g. School F has 10 pupils at SEN support, and 6 pupils with EHC plans = 80 points. Total = 68 + 80 = 148 points). Every 40 points = 1 hour of SENCO time per week (e.g. the SENCO for school F is recommended to have 3½ hours weekly).

3. For example Social and Emotional Aspects of Learning (SEAL) or Promoting Alternative Thinking Strategies (PATHS). Information about PSHE activities and resources is available at: https://www.pshe-association.org.uk and http://sealcommunity.org.

4. Restorative Justice: approaches to resolving conflict which are more refined than saying sorry, for example by asking What happened? What were you thinking about at the time? What have your thoughts been since? Who was affected? In what way have they been affected? What needs to happen to put things right? Free resources are available at http://www.restorativejustice4schools.co.uk/wp/?page_id=45.

5. Precision teaching is a specific, intensive teaching method that has been shown to be highly effective in helping learners remember facts such as letter sounds and times tables. Adults receive specific training so that they can deliver it effectively.

6. TEACCH is a way of organizing ideas, materials and activities which is particularly well-suited to the characteristic patterns of thinking and behaviour seen in many individuals with autism spectrum disorders (see http://teacch.com/about-us/what-is-teacch).

7. Depending on the needs of the learner, an individual workstation might be a quiet, sheltered working area at the side of the classroom, or it may be a desk with high sides to provide a secure, unchanging environment which is free from distraction.

8. Further information about nurture groups is available at http://www.nurturegroups.org/. Accredited training is coordinated locally by Warwickshire Educational Psychology Service.

9. Picture exchange systems (PECS) are ways of using pictures and symbols to help a learner communicate their wants and needs. They help to develop the learner's initiative and independence by reducing the need for spoken prompts.

10. Makaton is a way of communicating that uses speech, hand signs and pictures.

11. The use of Low Arousal Areas should follow Warwickshire County Council guidance, which is available at www.warwickshire.gov.uk/wscbresources.

12. The use of Quiet Rooms should follow Warwickshire County Council guidance, which is available at www.warwickshire.gov.uk/wscbresources.

13. A pastoral support plan is a plan which helps adults know how to respond to learners' behaviour in helpful ways. Schools can access advice about how to develop useful pastoral support plans from their Educational Psychologist or Specialist Teacher.

This version of the Warwickshire SEND Matrix was produced during the 2014/15 academic year by a working party with the following members:

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