



**The Local Offer or Summary of Provision
for children and young people with special educational needs or disabilities (SEND)**

The Individual Needs department is committed to developing a truly inclusive school by ensuring that all Dixons Trinity students are able to climb the mountain to university or a real alternative, thrive in a top job and have a great life. We do whatever it takes for as long as it takes to ensure students reach their full potential.

We recognise that any student may require the support of the IN department at some point during their school career and that support may be temporary or long term. Support packages are individually tailored with a focus on the Academy's drivers of autonomy, mastery and purpose, and the core values of hard work, trust and fairness.

We work closely with academic departments, school leadership, outside agencies and families in order to develop independent and resilient learners who make rapid and sustained progress regardless of starting point, socio-economic background, personal circumstance, special educational need or disability.

We implement a graduated approach based on the [guidance from Bradford Metropolitan District Council's Children's Services for SEN](#). This is based on an Assess-Plan-Do-Review 3 range structure.

If a child has a Statement of Special Educational Needs or an Education, Health and Care Plan, then we provide the support detailed in the plan.

Our offer at Ranges 1 to 3 for each area of SEN-D is described hereafter:

City of Bradford MDC

www.bradford.gov.uk

		Range 1	Range 2	Range 3
Communication and Interaction Needs:	<p>Autistic Spectrum Conditions</p> <p>(Where a student with ASC also has speech, language and communication needs, please use this information in conjunction with the SLCN section below)</p>	<p>Assessment</p> <ul style="list-style-type: none"> • Whole school cycle of highly effective teaching and assessment [app. 1] • INCo may be involved in more specific assessments and observations. 	<p>Assessment</p> <ul style="list-style-type: none"> • As Range 1 plus use of more detailed NC assessment tools e.g. BSquared/PIVATS. • Involvement of education and non-education professionals as appropriate. 	<p>Assessment</p> <ul style="list-style-type: none"> • As Range 2 plus use of more specialised assessment tools e.g. SCERTs, ABA, TEACCH. • Staff within school as well as outside agencies will offer support as appropriate.
		<p>Planning</p> <ul style="list-style-type: none"> • Whole school cycle of highly effective teaching and assessment/QUALITY FIRST TEACHING. • Regular contact with parents/carers. • Students are involved in setting and monitoring targets. 	<p>Planning</p> <ul style="list-style-type: none"> • As Range 1 plus individual departments short and medium term plans, as well as seating plans and intervention planning, include individually focussed targets, interventions and support, especially relating to speech, language and communication. • Individual teachers' short term (lesson) planning reflects a student's need for 1:1 or small group attention where appropriate. 	<p>Planning</p> <ul style="list-style-type: none"> • Specialist assessment tools (see above) may be needed to support students to access the school day/curriculum. • Whole school understanding of student's needs and supporting his/her development.
		<p>Grouping for teaching</p> <ul style="list-style-type: none"> • Mainstream classes are set with double staffing in the bottom set in core subjects. • Targeted small group interventions (Lexia, McGraw Hill, Target, Catch-Up) provide opportunities for overlearning of key concepts. • Communication and interaction targets are shared with all staff. • Extra-curricular activities and compulsory after school clubs provide an opportunity for social development. 	<p>Grouping for teaching</p> <ul style="list-style-type: none"> • As Range 1 plus opportunity for individual and small group work/therapeutic sessions as necessary (no withdrawal from timetabled lessons). • Strategies in place to support students with sensory processing difficulties i.e. opportunity to leave noisy environments, a quiet space etc. • Seating plan reflects individual students' needs e.g. away from distractions such as windows/doors or an individual table to avoid unwanted contact. • Modification of the environment where necessary e.g. low stimulus, distraction free. 	<p>Grouping for teaching</p> <ul style="list-style-type: none"> • As Range 2 but with increased likelihood of individual and small group work/therapeutic sessions (no withdrawal from timetabled lessons). • As Range 2 but with modifications specified in medium and short term planning in advance.
		<p>Human resources and staffing</p> <ul style="list-style-type: none"> • Flexible use of resources and staffing. • Mainstream classes are set by ability with double staffing in the lowest set in core subjects. • Support available from IN department and Student Support (pastoral) for managing recording of homework, organisational skills and socio-emotional development. 	<p>Human resources and staffing</p> <ul style="list-style-type: none"> • Additional training of staff to support curriculum modification/differentiation and to support staff to meet students' individual targets. • IN department intervention and support (no withdrawal from timetabled lessons) with meeting targets e.g. Social Stories, Lego Therapy. • Support from other services as appropriate. 	<p>Human resources and staffing</p> <ul style="list-style-type: none"> • As Range 2.

		Range 1	Range 2	Range 3
		<p>Curriculum & teaching methods</p> <ul style="list-style-type: none"> • QUALITY FIRST TEACHING. • Flexibility of expectations of the student to follow instructions/record work etc. in the same way their peers do. • Instructions supported by visual or written cues, broken down into manageable tasks etc. as appropriate. • Reduced amount of complex language used when giving instructions. • Clear and well established routines. • Preparation for any change (where possible). 	<p>Curriculum & teaching methods</p> <ul style="list-style-type: none"> • As Range 1 but may also include a more structured approach e.g. use of visual systems or timetables; reduced language/complexity of instructions etc. • Teaching approaches should take account of difficulties in the understanding of social rules and expectations within the classroom; slow processing of information; organisational issues; transfer of skills etc. 	<p>Curriculum & teaching methods</p> <ul style="list-style-type: none"> • As Range 2 plus opportunity for 1:1 or small group teaching (pre-teaching or over-teaching) of new concepts and to reinforce classroom routines and expectations. • Student may need enhanced PDS to ensure skills are embedded.
Communication and Interaction Needs:	Speech, Language and Communication Needs	<p>Assessment</p> <ul style="list-style-type: none"> • Whole school cycle of highly effective teaching and assessment [app. 1] • INCo may be involved in more specific assessments and observations. 	<p>Assessment</p> <ul style="list-style-type: none"> • As Range 1 plus use of more detailed NC assessment tools e.g. BSquared/PIVATS. • Involvement of education and non-education professionals as appropriate. 	<p>Assessment</p> <ul style="list-style-type: none"> • As Range 2 plus use of more specialised assessment tools as suggested by SALT. • Staff within school as well as outside agencies will offer support as appropriate
		<p>Planning</p> <ul style="list-style-type: none"> • Whole school cycle of highly effective teaching and assessment/QUALITY FIRST TEACHING. • Planning shows opportunities for small group/targeted talk and/or differentiated questions. • Regular contact with parents/carers. • Students are involved in setting and monitoring targets. 	<p>Planning</p> <ul style="list-style-type: none"> • As Range 1 plus individual departments short and medium term plans, as well as seating plans and intervention planning, include individually focussed targets, interventions and support, especially relating to speech, language and communication. • Individual teachers' short term (lesson) planning reflects a student's need for 1:1 or small group attention where appropriate. 	<p>Planning</p> <ul style="list-style-type: none"> • Specialist assessment tools (see above) may be needed to support students to access the school day/curriculum. • Whole school understanding of student's needs and supporting their development. • Opportunities for small group talk/targeted questioning are shown on short term (lesson) planning.
		<p>Grouping for teaching</p> <ul style="list-style-type: none"> • Mainstream classes are setted with double staffing in the bottom set in core subjects. • Targeted small group interventions (Lexia, McGraw Hill, Target, Catch-Up) provide opportunities for overlearning of key concepts. • Communication and interaction targets are shared with all staff. • Extra-curricular activities and compulsory after school clubs provide an opportunity for social development. • Implementation of SALT programme where there is one in place. • Use of Acoustic Toolkit where appropriate. 	<p>Grouping for teaching</p> <ul style="list-style-type: none"> • As Range 1 plus opportunity for individual and small group work/therapeutic sessions as necessary (no withdrawal from timetabled lessons). • Individual teachers' short term (lesson) planning reflects a student's specific targets and SALT programme as appropriate. • Use of Acoustic Toolkit where appropriate. 	<p>Grouping for teaching</p> <ul style="list-style-type: none"> • As Range 2 but with increased likelihood of individual and small group work/therapeutic sessions (no withdrawal from timetabled lessons). • As Range 2 but with modifications specified in medium and short term planning in advance. • Use of Acoustic Toolkit where appropriate.

	Range 1	Range 2	Range 3
	<p>Human resources and staffing</p> <ul style="list-style-type: none"> • Flexible use of resources and staffing. • Mainstream classes are setted with double staffing in the bottom set in core subjects. • Support available from IN department and Student Support (pastoral) for managing recording of homework, organisational skills and socio-emotional development. 	<p>Human resources and staffing</p> <ul style="list-style-type: none"> • Additional training of staff to support curriculum modification/differentiation and to support staff to meet students' individual targets. • IN department intervention and support (no withdrawal from timetabled lessons) with meeting targets. • Support from other services as appropriate. 	<p>Human resources and staffing</p> <ul style="list-style-type: none"> • As Range 2 with advice and support from INCo/IN department and outside agencies as appropriate.
	<p>Curriculum & teaching methods</p> <ul style="list-style-type: none"> • QUALITY FIRST TEACHING • Flexibility of expectations of the student to follow instructions/record work etc. in the same way their peers do. • Instructions supported by visual or written cues, broken down into manageable tasks etc. as appropriate. • Reduced amount of complex language used when giving instructions. • Resources to scaffold and support students in their responses. 	<p>Curriculum & teaching methods</p> <ul style="list-style-type: none"> • As Range 1 but may also include a more structured approach e.g. use of visual systems or timetables; reduced language/complexity of instructions etc. • Teaching methods adapted to suit individual's identified learning style where appropriate e.g. VAK. • Opportunity for further explanation/clarification and reinforcement of lesson content and language. 	<p>Curriculum & teaching methods</p> <ul style="list-style-type: none"> • As Range 2 plus opportunity for 1:1 or small group teaching (pre-teaching or over-teaching) of new concepts and to reinforce classroom routines and expectations. • Preferred learning style used to dictate teaching methods. • Emphasis on consolidation and lateral learning before introducing new skills. • Regular opportunities for explanation, clarification and reinforcement of lesson content and language. • Targets broken down into small steps within lessons and specific activities.

		Range 1	Range 2	Range 3
Cognition and Learning Needs:	Moderate Learning Needs	Assessment <ul style="list-style-type: none"> Whole school cycle of highly effective teaching and assessment [app. 1] INCo may be involved in more specific assessments and observations e.g. establishing accurate unsupported baselines. 	Assessment <ul style="list-style-type: none"> As Range 1 plus use of more detailed NC assessment tools e.g. BSquared/PIVATS. Involvement of education and non-education professionals as appropriate 	Assessment <ul style="list-style-type: none"> As Range 2 plus use of more specialised assessment tools as suggested by Ed.Psych and other outside agencies. Staff within school as well as outside agencies will offer support as appropriate.
		Planning <ul style="list-style-type: none"> Whole school cycle of highly effective teaching and assessment/QUALITY FIRST TEACHING. Regular contact with parents/carers. Students are involved in setting and monitoring targets. 	Planning <ul style="list-style-type: none"> As Range 1 plus individual departments short and medium term plans, as well as seating plans and intervention planning, include individually focussed targets, interventions and support. Individual teachers' short term (lesson) planning reflects a student's need for 1:1 or small group attention where appropriate. Progress may be tracked via an additional tracking system such as CASPA. 	Planning <ul style="list-style-type: none"> As Range 2 but with increased likelihood that progress is tracked using a system such as CASPA.
		Grouping for teaching <ul style="list-style-type: none"> Mainstream classes are setted with double staffing in the bottom set in core subjects. Targeted small group interventions (Lexia, McGraw Hill, Target, Catch-Up) provide opportunities for overlearning of key concepts. Individual targets, e.g. listening/thinking, are shared with all staff. Extra-curricular activities and compulsory after school clubs provide an opportunity for social development. 	Grouping for teaching <ul style="list-style-type: none"> As Range 1 plus opportunity for individual and small group work/therapeutic sessions as necessary (no withdrawal from timetabled lessons). Opportunities to work on specific targets set by INCo and/or Ed.Psych where appropriate. 	Grouping for teaching <ul style="list-style-type: none"> As Range 2 but predominantly working on modified curriculum tasks. Frequent opportunities for small group work based on identified need. Opportunities for 1:1 support focused on specific targets where appropriate.
		Human resources and staffing <ul style="list-style-type: none"> Flexible use of resources and staffing. Mainstream classes are setted with double staffing in the bottom set in core subjects. Support available from IN department and Student Support (pastoral) for managing recording of homework, organisational skills and socio-emotional development. 	Human resources and staffing <ul style="list-style-type: none"> Additional training of staff to support curriculum modification/differentiation and to support staff to meet students' individual targets. IN department intervention and support (no withdrawal from timetabled lessons) with meeting targets e.g. Lexia, McGraw Hill, Target, Catch-Up, homework support Support from other services as appropriate. 	Human resources and staffing <ul style="list-style-type: none"> As Range 2.
		Curriculum & teaching methods <ul style="list-style-type: none"> QUALITY FIRST TEACHING Differentiation by presentation, activity and 	Curriculum & teaching methods <ul style="list-style-type: none"> As Range 1 but may also include a more structured approach e.g. use of visual systems 	Curriculum & teaching methods <ul style="list-style-type: none"> Tasks and presentation increasingly individualised and modified in an inclusive

		Range 1	Range 2	Range 3
		<p>/or outcome.</p> <ul style="list-style-type: none"> • Simplified level/pace/teacher talk. • Emphasis on gaps highlighted by unsupported baseline. • Opportunities for pre learning, overlearning and lateral learning/generalisation/transfer of skill. 	<p>or timetables; reduced language/complexity of instructions etc.</p> <ul style="list-style-type: none"> • Opportunity for further explanation/clarification and reinforcement of lesson content and language. 	<p>curriculum.</p> <ul style="list-style-type: none"> • As Range 2 but with cues to support auditory information at all stages of delivery. • Individualised level/pace/amount of teacher talk. • Ensure transfer and generalisation of skills has occurred before teaching anything new. • Small steps targets within class/group programmes and/or 1:1.
Cognition and Learning Needs:	Specific Learning Difficulties	<p>Assessment</p> <ul style="list-style-type: none"> • Whole school cycle of highly effective teaching and assessment [app. 1] • INCo may be involved in more specific assessments and observations e.g. additional screening and testing. 	<p>Assessment</p> <ul style="list-style-type: none"> • As Range 1 with increased likelihood of use of additional screening tools such as GL assessments, Lucid Exact and the Irlen Screener pack. 	<p>Assessment</p> <ul style="list-style-type: none"> • As Range 2 but a greater range and/or more specific screening and assessment tools may be required to identify specific needs.
		<p>Planning</p> <ul style="list-style-type: none"> • Whole school cycle of highly effective teaching and assessment/QUALITY FIRST TEACHING. • Regular contact with parents/carers. • Students are involved in setting and monitoring targets. 	<p>Planning</p> <ul style="list-style-type: none"> • As Range 1 but individual teacher and department long, medium and short term (daily) plans reflect identified needs and targets of students. 	<p>Planning</p> <ul style="list-style-type: none"> • As Range 2.
		<p>Grouping for teaching</p> <ul style="list-style-type: none"> • Mainstream classes with opportunities for flexible grouping arrangements, small group work and time to work on identified need i.e. reading/writing. • Resources provided as appropriate e.g. coloured overlay or spellchecker tool. 	<p>Grouping for teaching</p> <ul style="list-style-type: none"> • As Range 1 but with regular, targeted small group work based on identified need (no withdrawal from timetabled lessons). • Advice from Ed.Psych or other relevant outside agencies is sought where appropriate and reflected in targets. 	<p>Grouping for teaching</p> <ul style="list-style-type: none"> • As Range 2 but with provision for alternative recording techniques. • Opportunities for additional revision and overlearning are incorporated.
		<p>Human resources and staffing</p> <ul style="list-style-type: none"> • Flexible use of resources and staffing. • Support available from IN department and Student Support (pastoral) for managing work load, visual stress, resources etc. 	<p>Human resources and staffing</p> <ul style="list-style-type: none"> • Additional training of staff to support curriculum modification/differentiation and to support staff to meet students' individual targets. • IN department intervention and support (no withdrawal from timetabled lessons) with identified need e.g. reading/writing. • Support from other services as appropriate. 	<p>Human resources and staffing</p> <ul style="list-style-type: none"> • As Range 2.
		<p>Curriculum & teaching methods</p> <ul style="list-style-type: none"> • Use of the OpenDyslexic (weighted) font for 	<p>Curriculum & teaching methods</p> <ul style="list-style-type: none"> • Specific multisensory, cumulative, structured 	<p>Curriculum & teaching methods</p> <ul style="list-style-type: none"> • As Range 2 but with tasks and presentation

		Range 1	Range 2	Range 3
		<p>iBoard and print outs.</p> <ul style="list-style-type: none"> Individual teachers' short term (daily) planning shows differentiation for areas of identified weakness. 	<p>programmes to support the acquisition of key literacy handwriting, numeracy and motor skills where appropriate.</p> <ul style="list-style-type: none"> Differentiated curriculum with some modification and alternative recording programmes including ICT if appropriate. At KS 3 and 4 focus on study skills. Opportunity for overlearning, rehearsing and revising. 	<p>increasingly individualised and modified in an inclusive curriculum.</p> <ul style="list-style-type: none"> Visual cues to support auditory information at all stages of delivery. Emphasis on consolidation and lateral learning before introducing new skills. Regular opportunities for explanation, clarification and reinforcement of lesson content and language.

		Range 1	Range 2	Range 3
Behavioural, Emotional and Social Development:	Behavioural, Social and Emotional Needs	Assessment <ul style="list-style-type: none"> Whole school cycle of highly effective teaching and assessment [app. 1] INCo may be involved in more specific assessments and observations e.g. additional screening and testing. Student self assessment methods used to monitor behaviour, social and emotional needs. Records kept and reviewed in order to identify frequency, triggers and successful management techniques of incidents. 	Assessment <ul style="list-style-type: none"> As Range 1 but with more detailed and targeted observation e.g. interval sampling. May begin to investigate other additional needs such as a speech, language and communication need, learning difficulty or Autistic spectrum condition. Determine engagement of necessary education/non-educational support services (possibly leading to a CAF). 	Assessment <ul style="list-style-type: none"> As Range 2 plus more systematic assessment and observation. Involvement of education and non-educational professionals as appropriate through CAF processes.
		Planning <ul style="list-style-type: none"> Information gathered is used to inform a programme of support e.g. report card, evolve health mentor input or structuring of unstructured time. Close liaison and common approach with parents/carers. Students are involved in setting and monitoring targets. IBP in place where appropriate. 	Planning <ul style="list-style-type: none"> As Range 2 but with increased likelihood of an IBP being in place. Report card/student self-assessment methods should be linked to IBP. 	Planning <ul style="list-style-type: none"> CAF multi-agency planning process specifies contribution of individual services and a lead practitioner. Inter-agency communication established and maintained. Exclusion/PRU prevention placements co-ordinated and managed through joint school/PRU support programmes and/or secondary panel. Access to additional resources are accurately accounted for.
		Grouping for teaching <ul style="list-style-type: none"> Mainstream class with particular attention paid to seating plan and environment. Opportunities for small group work to practice appropriate behaviour for learning. Systems in place for students to have 'cool off' time or to be able to walk away from potential conflict. 	Grouping for teaching <ul style="list-style-type: none"> As Range 2 but with tasks designed to develop specific behaviours related to IBP targets e.g. social interaction, self-regulation etc. Encouragement and inclusion in extra-curricular activities. 	Grouping for teaching <ul style="list-style-type: none"> As Range 2 plus PRU prevention placements offering intensive individual and small group support.
		Human resources and staffing <ul style="list-style-type: none"> Flexible use of resources and staffing. Support available from IN department and Student Support (pastoral) for classroom management and implementing IBP where there is one. Key work identified and allocated e.g. Evolve Health mentor. Staff presence on corridors and in communal spaces during transition and free time. 	Human resources and staffing <ul style="list-style-type: none"> As Range 1 with structured, ongoing support throughout the day e.g. meeting with mentor at key transition times. Increased parent/carer involvement and multi-agency support services to plan and regularly review IBP. 	Human resources and staffing <ul style="list-style-type: none"> Additional CPD/training of key staff in order to support students with individual identified needs on a daily basis. Increased access to a combination of individual, small group and whole class activities.

		Range 1	Range 2	Range 3
		<p>Curriculum & teaching methods</p> <ul style="list-style-type: none"> • Implementation of the academy behaviour policy. • High expectations for behaviour. • Positive framing. • Whole school cycle of highly effective teaching and assessment/QUALITY FIRST TEACHING. • Increased emphasis on teaching to preferred learning styles e.g. VAK. • Some use of specific 1:1 or small group programmes where appropriate e.g. Lego Therapy. • Preparation for any change and the need for clear routines. 	<p>Curriculum & teaching methods</p> <ul style="list-style-type: none"> • As Range 1 but teaching approaches should take account of the difficulties in the understanding of social rules and expectations in the classroom. • Consideration of alternative, differentiated elements of the curriculum according to emotion-developmental needs including potentially non-chronologically appropriate activities. • Student may need enhanced PDS to ensure skills are embedded. 	<p>Curriculum & teaching methods</p> <ul style="list-style-type: none"> • As Range 2 but teaching focused on both curriculum and SEBD outcomes and PR prevention targets throughout the school day. • Targets are monitored with the student throughout the day. • Small steps targets within class/group programmes and/or 1:1.

		Range 1	Range 2	Range 3
Sensory and Physical Needs:	Hearing Impairment	Assessment <ul style="list-style-type: none"> Whole school cycle of highly effective teaching and assessment [app. 1] 	Assessment <ul style="list-style-type: none"> As Range 1 with possible use of speech audiometry and other specialist tools to assess access to spoken language in class on request to HI team as appropriate. 	Assessment <ul style="list-style-type: none"> As Range 2 but may require modification to the presentation of assessments. Use of speech audiometry and other specialist tools to assess access to spoken language in class.
		Planning <ul style="list-style-type: none"> Whole school cycle of highly effective teaching and assessment/QUALITY FIRST TEACHING. Attention given to seating, lighting and acoustics. 	Planning <ul style="list-style-type: none"> As Range 1 with long, medium and short term (daily) planning reflecting students' individual needs. 	Planning <ul style="list-style-type: none"> As Range 2 with planning reflecting levels of achievement and includes individually focused targets.
		Grouping for teaching <ul style="list-style-type: none"> Mainstream classes. Attention given to seating, lighting and acoustics. 	Grouping for teaching <ul style="list-style-type: none"> As Range 1. 	Grouping for teaching <ul style="list-style-type: none"> As Range 2 but may require opportunities for small group and 1:1 (peer) work.
		Human resources and staffing <ul style="list-style-type: none"> Staff have access to written advice from CCG and STDC on effects of hearing loss and classroom management. Advice given by HI team followed where appropriate. 	Human resources and staffing <ul style="list-style-type: none"> As Range 1 with HI team referral/visit, contact with family/hospital and advice to staff as necessary. 	Human resources and staffing <ul style="list-style-type: none"> As Range 2. Annual electroacoustic hearing aid checks where appropriate. Monitoring visit from HI team. Monitor radio aid use where appropriate. Up to 6 visits per year from ToD where appropriate. Possible input from other outside agencies such as SALT.
		Curriculum & teaching methods <ul style="list-style-type: none"> Full inclusion. 	Curriculum & teaching methods <ul style="list-style-type: none"> As Range 1 with teaching methods which facilitate access to the curriculum, social/emotional development and class participation. 	Curriculum & teaching methods <ul style="list-style-type: none"> As Range 1 but with further opportunities for explanation, clarification and reinforcement of lesson content and language. Specific interventions for speaking, listening and teaching of phonics where appropriate.
Sensory and Physical Needs:	Visual Impairment	Assessment <ul style="list-style-type: none"> Whole school cycle of highly effective teaching and assessment [app. 1] 	Assessment <ul style="list-style-type: none"> As Range 1 with possible use of resources e.g. magnifying glass, prescription dark glasses, iPad/iPad mini to facilitate learning. 	Assessment <ul style="list-style-type: none"> As Range 2 with planning reflecting current visual performance and prognosis of possible changes in degenerative and/or treatable cases.
		Planning <ul style="list-style-type: none"> Whole school cycle of highly effective 	Planning <ul style="list-style-type: none"> As Range 1 with long, medium and short term 	Planning <ul style="list-style-type: none"> As Range 2 with planning reflecting levels

		Range 1	Range 2	Range 3
		teaching and assessment/QUALITY FIRST TEACHING.	(daily) planning reflecting students' individual needs.	of achievement and includes individually focused targets.
		Grouping for teaching <ul style="list-style-type: none"> Mainstream classes. Attention given to seating, lighting and acoustics. 	Grouping for teaching <ul style="list-style-type: none"> As Range 1. 	Grouping for teaching <ul style="list-style-type: none"> As Range 2 but may require opportunities for small group and 1:1 (peer) work.
		Human resources and staffing <ul style="list-style-type: none"> Staff have access to written advice on effects of vision impairment and classroom management. Advice given by VI team followed where appropriate. 	Human resources and staffing <ul style="list-style-type: none"> As Range 1 with VI team referral/visit, contact with family/hospital and advice to staff as necessary. 	Human resources and staffing <ul style="list-style-type: none"> As Range 2. Monitoring visit from VI team. Monitor radio aid use where appropriate.
		Curriculum & teaching methods <ul style="list-style-type: none"> Full inclusion. 	Curriculum & teaching methods <ul style="list-style-type: none"> As Range 1 with teaching methods which facilitate access to the curriculum, social/emotional development and class participation. Oral description of visual material where necessary. Use of resources (examples given above) and differentiated (e.g. enlarged) materials as appropriate. 	Curriculum & teaching methods <ul style="list-style-type: none"> As Range 1 but with further opportunities for explanation, clarification and reinforcement of lesson content and visuals, and extra time given where appropriate.
Sensory and Physical Needs:	Multi-Sensory Impairment	SEE HI AND VI GUIDANCE	SEE HI AND VI GUIDANCE	Assessment and planning <ul style="list-style-type: none"> Part of school and class assessments. Visual and hearing assessments. Functional sensory assessment . As appropriate to needs; ongoing assessment of communication, cognition, mobility, social and emotional development. Individual targets set and shared on basis of above ongoing assessments.
				Grouping for teaching <ul style="list-style-type: none"> Daily opportunities for small group work and individual support to ensure access to new experiences and afford opportunities to complete work, preview and review lessons.
				Human Resource and Staffing <ul style="list-style-type: none"> Daily access to individual support, trained to meet the needs of pupils with MSI.

		Range 1	Range 2	Range 3
				<ul style="list-style-type: none"> Frequent visits from QTMSI. Input from mobility/rehabilitation officer. Input from other educational and non-educational professionals as appropriate. Need for balanced approach to support and intervention to facilitate social inclusion.
				<p>Curriculum & Teaching Methods</p> <ul style="list-style-type: none"> Significant modification to learning materials and curriculum delivery Individual mobility and independence/life skills programmes as appropriate.
Sensory and Physical Needs:	Physical Difficulties	<p>Assessment</p> <ul style="list-style-type: none"> Whole school cycle of highly effective teaching and assessment [app. 1] Additional assessment of fine and gross motor skills where appropriate. 	<p>Assessment</p> <ul style="list-style-type: none"> As Range 1 with advice from appropriate healthcare professionals where necessary. 	<p>Assessment</p> <ul style="list-style-type: none"> As Range 2 but with a full mobility and curriculum access assessment carried out by both educational and health professionals.
		<p>Planning</p> <ul style="list-style-type: none"> Whole school cycle of highly effective teaching and assessment/QUALITY FIRST TEACHING. Regular contact with parents/carers. Students are involved in setting and monitoring targets. 	<p>Planning</p> <ul style="list-style-type: none"> As Range 1 with appropriate care and handling plans in place as appropriate. 	<p>Planning</p> <ul style="list-style-type: none"> Curriculum planning closely linked to individual targets. Alternative curriculum for physical/outdoor activities where appropriate OR modified to support individual targets.
		<p>Grouping for teaching</p> <ul style="list-style-type: none"> Mainstream class with flexible approach to seating arrangements for access and to facilitate social inclusion. 	<p>Grouping for teaching</p> <p>As Range 1</p>	<p>Grouping for teaching</p> <ul style="list-style-type: none"> As Range 2.
		<p>Human resources and staffing</p> <ul style="list-style-type: none"> Support from staff/peers in accessing the building and resources where necessary. (plan and risk assessment in place when this is regular/frequent). 	<p>Human resources and staffing</p> <ul style="list-style-type: none"> As Range 1 with additional staff and training as per the advice of healthcare professionals and /or as laid out in care or handling plans. 	<p>Human resources and staffing</p> <ul style="list-style-type: none"> As Range 2 but with outside agency and therapeutic sessions in place as appropriate e.g. OT or physio.
		<p>Curriculum & teaching methods</p> <ul style="list-style-type: none"> Full inclusion. Curriculum and access modified/facilitated where necessary. 	<p>Curriculum & teaching methods</p> <ul style="list-style-type: none"> As Range 1 but may require specialist equipment e.g. seating, comfy grip pens etc. Access to appropriately adapted equipment such as large size computer keyboards, height adjustable tables, non-slip mats (for cookery/technology etc.) as appropriate. 	<p>Curriculum & teaching methods</p> <ul style="list-style-type: none"> As Range 2.

Appendix 1

Cycle of Highly Effective Teaching & Assessment

