



BARNSLEY
Metropolitan Borough Council

**Post 16 Providers,
parents/carers
and other practitioners for the
Identification and Provision
for Learners with Additional
Learning Needs**

S4.1

Background

The work has been undertaken within the national and local context of:

- the Government's Strategy on SEN, 'Removing Barriers to Achievement';
- the Green Paper: Support and aspiration: A new approach to special educational needs and disability
- a joint DfES and Cabinet Office report on reducing bureaucracy in schools, those elements specifically focused on SEN;
- School Funding Reform: Next steps towards a fairer system;
- BMBC's Inclusion Strategy;
- the changes, from September 2013, in funding learners with additional learning needs.

One of the priorities in developing the SEN Strategy has been to establish Guidance for the Identification and Provision for Learners with Additional Learning Needs.

Barnsley Metropolitan Borough Council has worked closely with local Post 16 providers, relevant professionals and parent/carer representatives to provide a framework that is open and transparent and reflects the national changes to the funding of learners with additional learning needs. (A sincere thank you to all those involved.)

The following principles were applied:

- 1 The procedures must meet the requirements of the new SEN Code of Practice (draft form promised from DfE Spring 2013).
- 2 The guidance should reflect the best practice locally and nationally.
- 3 The guidance should be consistent with the target setting process for educational settings.
- 4 The documentation should be the minimum necessary to support effective provision.

The Process

- 1 All teachers prepare, deliver and review differentiated lessons. They monitor and review the progress of all learners and are using the target setting cycle. Where a learner is failing to make progress against the predicted targets, the teacher should consider different and additional strategies and notify the parent/carer at the earliest opportunity. Consultation with the learner and parent/carer is paramount to guiding a more personalised pathway.
- 2 An assessment of the learner's current level of functioning is undertaken. In addition there will be a detailed assessment of the learners specific additional support needs in order to identify any modifications that can be made to the curriculum. The assessment should also include information on attendance, behaviour, vision, hearing, other medical information and any changes in personal circumstances that may cause barriers to a pupil's learning.
- 3 In a small number of cases, it is important to consider if there is an undiagnosed medical condition contributing to the special educational need. In particular, where a sudden change in learning behaviour is not explained by 'social circumstances' or where there is an unexplained continuing deterioration over time. Parents/carers should then seek medical advice. Parents and carers may need support to seek this advice.
- 4 This information should be checked against the provider's Inclusion and Equality Policies. The provider's policies need to take into account of Barnsley Metropolitan Borough Council's procedures for identifying and funding learners with high needs and the requirements of the

To be reviewed 2017-18

SEN Code of Practice and any other relevant national guidance and legislation.

- 5 If the decision is that the learner has additional educational needs, then that must be recorded and fully discussed with the learner (if appropriate) and parent/carer ensuring that the parent/carer is confident that the actions are appropriate for addressing the young person's needs.
- 6 In the majority of cases, the identified learner will be offered additional support which is additional to and different from that offered to all learners. An Individual Education Plan (IEP) will be written and shared with parents/carers (as soon as possible after the discussion) ensuring that parents/carers have confidence that the provider is quickly responding to reducing the barriers to learning.
- 7 The IEP should only specify additional and different provision and should have:
 - a. Short term targets (usually 3 or 4 targets)
 - b. Teaching strategies
 - c. Details of the provision
 - d. A review date
 - e. Success criteria
 - f. Outcomes recorded at the review

This IEP should be review up to four times per year.

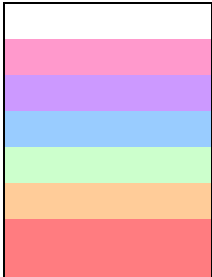
- 8 A record of the learner's progress against the IEP targets should be kept and regularly shared and discussed with parents/carers.⁴
- 9 At the review meeting, the learner's progress against the IEP targets will be evaluated. (Parents/carers and the learner (if appropriate) must be involved). The IEP will provide a running record for the review and should be attached.⁵
- 10 The following outcomes are possible:
 - a. The learner's special or additional educational needs have been met and the learner is working independently within the planned work for the teaching group, (Range 0).
 - b. Some targets have not been achieved and new strategies need to be considered (Range 1-3).
 - c. New targets are set and new actions are recorded on a new IEP (Range 1-3).
 - d. No significant progress has been made and the additional and different provision is increased (Moving up a range.)
- 11 The new IEP is implemented and should follow a review cycle.
- 12 If the learner is not making progress then the education provider would organise a case conference inviting in all external agencies, the learner and the parents / carers to discuss the concerns and any changes in circumstances. This is a holistic approach where all aspects of the learner's life would be explored and discussed. Strategies would be implemented to try and break down any barriers to learning and aid the continuation of learning within the educational setting. The external agencies would further explore how they could support and involve other professionals where necessary. As part of this process the IEP would be reviewed and usually there would be a new IEP action and targets. A date would be organised to review if these strategies were working. It may be necessary at this stage to initiate a CAF. The educational provider should consider input from external services (eg Integrated Inclusion Services, Social Care Services, Health Services etc) to carry out further assessments (possibly more specialised assessments) and make recommendations for new IEP actions and targets.
- 13 Specialist advice can be obtained from a range of agencies including :

Educational Psychologists
Dyslexia specialist teachers
Alpha to provide specialist BSL support
Sensory Impairment Services

The Guidance

- 1 There are two sections to the guidance:
 - The 'Attainment Profile Grid (see page 6)'
 - Post 16 Threshold Descriptors for:
 - General Learning Difficulties S4.2
 - Social, emotional and behavioural difficulties S4.3
 - Autism S4.4
 - Hearing Impairment S4.5
 - Visual Impairment S4.6
 - Physical Difficulties S4.7
 - Multi-sensory impairment S4.8
 - Specific Learning Difficulties S4.9
 - Speech, Language and Communication Needs S4.10
- 2 The Attainment Profile Grid indicates the range of attainment of pupils from the end of Year 7 to the end of the 16-19 Study Programme. The colour coded cells guide the user to identify the nature of the provision to be made.

Please note: this may not be applicable for some learners (e.g. a learner with Asperger's Syndrome) in which case please refer to the individual threshold descriptors for further guidance.

	Average learners
Range 0	Within normal differentiation
Range 1	Additional interventions
Range 2	Additional interventions supported by external advice
Range 3	Personalised interventions
Range 4	High level of need
Range 5	Complex and/or severe needs which may require a more specialist placement

- 3 The Threshold Descriptors describe the provision to be made from 'Range 0'. It is expected that educational providers will be making 'Range 0' provision as part of their 'normal differentiation'.

Notes

- 1 A working group has been established to make any necessary revisions to the Attainment Profile Grid and Threshold descriptors. It is anticipated that this work will be completed by June 2013..
- 2 The Grid and Guidance documents including the Threshold Descriptors will need to change over time to reflect feedback from educational settings; working in a consultative way.
- 3 The material is deliberately called 'Guidance' **NOT** 'Criteria'. This is because each element treats a discrete aspect of a young person's learning. It is important to synthesise this evidence with other information about the young person to obtain a 'holistic' picture before deciding on the appropriate provision. The focus will be on the progress of the learner and barriers that they may be experiencing to learning.
- 4 The documents follow a similar but not identical format. This reflects the different approaches to each area of need.

- 5 Ranges in each document have been kept consistent to develop a transparent process that can be understood by practitioners and parents/carers.
- 6 Parents/carers must be fully involved and consulted at all stages of the process.

The following guidance is provided to help Post 16 providers decide whether or not to request Top Up funding from BMBC's High Needs Block








For learners considered to have high needs; the process set out below should be used in conjunction with the detailed guidance provided in the previous sections.

- 1 The Post 16 provider (if invited) would attend the Year 11 Transition Review and feed into whether they felt that they could meet the learner's additional learning needs within it's own resources (i.e. up to £10,000 provision).
- 2 The educational provider would read and assess the Learning Disability Assessment.
- 3 The learner and parents / carers would be invited in to conduct an informal interview to discuss the learners needs and if necessary complete an assessment.
- 4 The provider informs BMBC if it is able to support the learner and whether Top Up funding request is considered necessary.
- 5 The provider has done all it can to meet the educational needs of the learner within the nominal £10,000 identified by the Education Funding Agency or the provider has evidence that the learner has high needs and that any appropriate provision identified will cost more than its delegated resources?
- 6 At this stage there may be a need for further specialist assessment.
- 7 The cost to support the learner would need to be calculated.
- 8 It may be that the learner needs to consider an alternative course or provider where appropriate. A provider would need to provide detailed information about why they were unable to meet the learners needs.

(With Acknowledgement to Christine Harrison for the original idea)

Attainment Profile Grid for English and Mathematics

LEVEL	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	Post 16
7C								G		AA	A	GCSE C
6A							G		AA	A	A	GCSE D
6B								WAA	A	A	A	
6C						G	WAA	AA	A	A	A	
5A						WAA	AA	A	A	A	A	GCSE E
5B					G	AA	AA	A	A	A	BA	
5C					WAA	AA	A	A	A	BA		
4A				G	AA	A	A	BA	BA			GCSE F
4B				WAA	AA	A		WBA	WBA			
4C		G	G	AA	A	A	BA	WBA				
3A		WAA	WAA	AA	BA	BA	WBA	WBA				Entry 3 / GCSE G
3B		WAA	AA	A	WBA	WBA	WBA	WBA				
3C		WAA	AA	BA	WBA	WBA	WBA	WBA				
2A	G	AA	A	WBA	WBA							Entry 2
2B	WAA	A	BA	WBA								
2C	AA	BA	WBA									
1A	A	WBA	WBA									Entry 1 Achievement continuum (Encounter-Application)
1B	BA	WBA										
1C	BA	WBA										
P8	WBA											
P7												
P6												
P5												
P4												
P1-3												

	Average students	
	Range 0	Within normal differentiation
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Note : The finance required to fund for Ranges 0 to 3 is within the school budget. Range 4 provision may require additional financial support from Barnsley Local Authority. This could be provided through a Statement of Special Educational Needs. The school's SEN policy will determine the provision made at each range