



LOCATION : SCHOOL HANDBOOK, SECTION I, DOCUMENT 12

SPECIAL EDUCATIONAL NEEDS AUDIT

1. The SEN Audit represents a bid for resources by allowing the school to indicate its levels of pupil need relative to other schools. In order to demonstrate that this is done fairly the school is required to carry out an internal moderation and audit on an annual basis.
 - 1.1 Abbey Court School is a Rights Respecting School and puts the 54 articles of the Unicef Children's Charter at the heart of all school policy. This policy reflects that as a school we believe that we must do everything possible to ensure that through their learning, our pupils grow as healthy as possible, have their views listened to and be treated fairly.
Article 23 – A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support for disabled children.
Article 28 – Every child has the right to an education.
2. The Management of the Process
 - 2.1 At a Department meeting during the Autumn Term teachers are taken through the Audit Process. See next Section, 3.0 The Audit and Appendix I Audit Procedures.
 - 2.2 Departmental consultation takes place and the Department team work together to determine at what level each pupil has been or should be placed at to reach a standardised approach based upon the agreed LA criteria (The Department moderate individual teacher judgements).
 - 2.3 The Leadership Group then moderates the proposed judgements.
 - 2.4 Departmental consultation then takes place following the Leadership Group moderation and any agreed alterations are made by the department to their documentation (including change of audit level proformas if necessary).
 - 2.5 The audit level agreed is discussed with parents and the next Annual Review of the EHCP.
3. The Audit
 - 3.1 Each teacher uses the audit level descriptors (see appendices) for deciding on the level for each pupil in their class, also indicating which additional SEN each pupil has. This information is then taken to the agreed department meeting.
 - 3.2 The audit has statements which give a brief description of the levels of intervention required from level F - G (Level F, the least need at Abbey Court up to level G, the majority of pupils placed at Abbey Court School) along with a description of the main areas of difficulty as set out in the SEN code of Practice. At Abbey Court School we are concerned with levels F and G when auditing a pupil. In order to ascertain a level for a pupil the summary descriptors of

levels of intervention are provided by the audit team within Medway Education Department but in addition to these Abbey Court has produced level descriptors that use language more familiar to the teaching staff and the school's systems (See Appendix 2). Pupils at each level of need (see Appendix 2, level descriptor G) need to follow the correct procedure for assessing the level of need, linked to the Annual Review cycle and Abbey Court's pupil progress meetings. Without historical evidence of the level of need a move across levels cannot be considered. All proposed changes to a pupils audit level are approved by the leadership team and checked prior to updating the school's audit profile and progress tracker. Some pupils may require enhanced provision, G+, which is applied for outside of this audit process as and when the need is identified. The historical evidence continues to be a requirement for G+ applications.

- 3.3 Once staff are familiar with these descriptors, it is possible to look at the level you expect to audit a pupil at (e.g., a pupil with PMLD in level F) and to decide whether that description best fits the pupil and their needs. If the pupil does not fit the description, then the level below (or above) should be examined and a decision made on the best fit for that pupil.
- 3.4 The audited level will require evidence to reinforce the judgements made. This will be filed in the class files; see the Planning, Assessment, Recording and Reporting (PARR) Policy in the Curriculum Handbook. (All judgements made will have a secure evidence base). This will also include indicating the main area of difficulty as set out by the SEN code of practice (**Recording information on pupils' greatest or primary need and, where appropriate, their secondary need**)
- 3.5 Audit levels are an integral part of Abbey Court School's PARR Policy and are monitored throughout the academic year as part of the recording and reporting processes. Please refer to the PARR Policy in the Handbook.
- 3.6 Audit levels are discussed with parents annually at the pupil's Annual Review.
- 3.7 Updated audit levels are transferred to the school Progress Tracker.

March 2021 - John Bosley

Appendices:

Appendix 1: Audit Procedures

Appendix 2: Areas of need and Level descriptors

Appendix I - AUDIT PROCEDURES - AUTUMN TERM INSET

Annual department meeting on SEN Audit to incorporate:

1. Exploring the documentation, particularly focusing on the identification and assessment sections.
2. Discussing as a group, pupils who we feel to be secure at levels, F and G and, therefore, identifying for all teaching staff, the level of need and provision that the school expects at level F and G. We will also discuss the different levels as a continuum, and make some agreed judgements on individual pupils from across the school regarding whether they are at the lower or upper end of the continuum for a particular level. We also spend time looking at these differences within levels across class and key stage groups.
3. The Key Stage Leaders will then go through expected changes in the audit for any particular year in regard to completion of documentation and requirements of the audit.
4. The Key Stage Leaders stress the importance of consistency and the arrangements for the actual completion of the audit information and the systems that we will use to ensure cross department consistency.

The audit information will look like this:

Level	Surname	Name	SEN	NC Year
F	Rudden	Vicky	SLD & PD	11
G	Bosley	John	PMLD & MSI	6

Appendix 2 - Areas of need and Level descriptors

Areas of need

(Taken from, LEA/0220/2003, DFES)

The main areas of difficulty or need are set below. These are:

- A. Cognition and Learning Needs
 - Severe Learning Difficulty (SLD)
 - Profound and Multiple Learning Difficulty (PMLD)
- B. Behaviour, Emotional and Social Development Needs
 - Behaviour, Emotional and Social Difficulty (BESD)
- C. Communication and Interaction Needs
 - Speech, Language and Communication Needs (SLCN)
 - Autistic Spectrum Disorder (ASD)
- D. Sensory and/or Physical Needs
 - Visual Impairment (VI)
 - Hearing Impairment (HI)
 - Multi-Sensory Impairment (MSI)
 - Physical Disability (PD)

How to decide

We are aware that many pupils have more than one type of difficulty. **We are therefore asking you to record information on pupils' greatest or primary need and, where appropriate, their secondary need.**

If the pupil has a statement, their needs will have been formally assessed and will be described in Part 2 of the statement. The type or types of need recorded should reflect this.

In addition, the short descriptions that follow are intended to help you to decide which types of special educational needs are the most appropriate to record.

A. COGNITION AND LEARNING NEEDS

Severe Learning Difficulty (SLD)

Pupils with severe learning difficulties have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills. Pupils with severe learning difficulties will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations. Their attainments may be within the upper P scale range (P4-P8) for much of their school careers (that is below level 1 of the National Curriculum).

Profound and Multiple Learning Difficulty (PMLD)

Pupils with profound and multiple learning difficulties have complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition. Pupils require a high level of adult support, both for their learning needs and also for their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye

pointing or symbols, others by very simple language. Their attainments are likely to remain in the early P scale range (P1-P4) throughout their school careers (that is below level 1 of the National Curriculum).

B. BEHAVIOUR, EMOTIONAL AND SOCIAL DEVELOPMENT NEEDS

Behavioural, Emotional and Social Difficulty (BESD)

Pupils with behavioural, emotional and social difficulties cover the full range of ability and a continuum of severity. Their behaviours present a barrier to learning and persist despite the implementation of an effective school behaviour policy and personal/social curriculum.

Pupils should only be recorded as BESD if additional educational provision is being made to help them to access the curriculum.

At the milder end of the continuum, pupils may have difficulties with social interaction and find it difficult to work in a group or cope in unstructured time. They may have poor concentration, temper outbursts and be verbally aggressive to peers and adults.

Other pupils may provoke peers and be confrontational or openly defiant and sometimes physically aggressive towards peers and adults. They are often off task and have a very short concentration span. Their self-esteem is low and they find it hard to accept praise or to take responsibility for their behaviour.

Some pupils may not be able to function at all in group situations and exhibit persistent and frequent violent behaviour which requires physical intervention. Other pupils may display similar signs of low esteem, under achievement and inappropriate social interaction, but without outwardly challenging behavioural outbursts. They will be withdrawn, quiet and find it difficult to communicate.

Pupils with attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD) should be recorded in this group if additional educational arrangements are being made to support them. Pupils with ADD may have reduced attention and impulsivity. Pupils with ADHD may also show signs of hyperactivity.

C. COMMUNICATION AND INTERACTION NEEDS

Speech, Language and Communication Needs (SLCN)

Pupils with speech, language and communication needs cover the whole ability range.

They should only be recorded as SLCN if additional educational provision is being made to help them to access the curriculum.

Pupils with speech, language and communication needs may have difficulty in understanding and/or making others understand information conveyed through spoken language. Their acquisition of speech and their oral language skills may be significantly behind their peers. Their speech may be poor or unintelligible.

Pupils with speech difficulties may experience problems in articulation and the production of speech sounds. They may have a severe stammer.

Pupils with language impairments find it hard to understand and/or use words in context. They may use words incorrectly with inappropriate grammatical patterns, have a reduced vocabulary or find it hard to recall words and express ideas. They may also hear or see a word but not be able to understand its meaning or have trouble getting others to understand what they are trying to say.

Please note that pupils whose first language is not English should not be recorded as SLCN unless they also have a special educational need in this area.

Autistic Spectrum Disorder (ASD)

Autistic spectrum disorder is a relatively new term which recognises that there are a number of sub-groups within the spectrum of autism. Pupils with autistic spectrum disorder find it difficult to:

- understand and use non-verbal and verbal communication
- understand social behaviour - which affects their ability to interact with children and adults
- think and behave flexibly – which may be shown in restricted, obsessional or repetitive activities.

Pupils with ASD cover the full range of ability and the severity of their impairment varies widely. Some pupils also have learning disabilities or other difficulties, making diagnosis difficult.

Pupils should only be recorded as ASD if additional educational provision is being made to help them to access the curriculum.

Pupils with autistic spectrum disorders may have a difficulty in understanding the communication of others and in developing effective communication themselves. Many are delayed in learning to speak and some never develop meaningful speech.

Pupils find it difficult to understand the social behaviour of others. They are literal thinkers and fail to understand the social context. They can experience high levels of stress and anxiety in settings that don't meet their needs or when routines are changed. This can lead to inappropriate behaviour.

Some pupils with autistic spectrum disorders have a different perception of sounds, sights, smell, touch and taste and this affects their response to these sensations. They may have unusual sleep and behaviour patterns.

Young pupils may not play with toys in a conventional and imaginative way but instead use toys rigidly or repetitively e.g. watching moving parts of machinery for long periods with intense concentration. They find it hard to generalise skills and have difficulty adapting to new situations and often prefer routine.

Pupils with Asperger's syndrome should be recorded in this category. These pupils share the same triad of impairments but have higher intellectual abilities and their language development is different from the majority of pupils with autism.

(Further information about ASD can be found in Autistic Spectrum Disorders – Good Practice Guidance, DfES & DH, 2002. Ref: DfES/597/2002)

D. SENSORY AND/OR PHYSICAL NEEDS

Visual Impairment (VI)

Visual impairment refers to a range of difficulties from minor impairment through to blindness. Pupils with visual impairments cover the whole ability range. For educational purposes, a pupil is considered to be visually impaired if they require adaptations to their environment or specific differentiation of learning materials in order to access the curriculum.

Pupils should only be included if additional educational provision is being made to help them to access the curriculum. Pupils whose vision is corrected by spectacles should not be recorded as VI.

Pupils who are blind or have very limited useful sight require tactile methods of learning, such as Braille and 3-D representations, together with making optimal use of their hearing. Partially sighted pupils also need differentiated materials and may use enlarged print or a mix of learning methods.

Hearing Impairment (HI)

Pupils with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range.

For educational purposes, pupils are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum.

Pupils should only be recorded as HI if additional educational provision is being made to help them to access the curriculum.

A number of pupils with a hearing impairment also have an additional disability or learning difficulty.

Hearing loss may be because of conductive or sensori-neural problems and can be measured on a decibel scale. Four categories are generally used: mild, moderate, severe and profound. Some pupils with a significant loss, communicate through sign instead of, or as well as, speech.

Multi-Sensory Impairment (MSI)

Pupils with multi-sensory impairment have a combination of visual and hearing difficulties. They are sometimes referred to as deafblind but may have some residual sight and/or hearing. Many also have additional disabilities but their complex needs mean that it may be difficult to ascertain their intellectual abilities.

Pupils should only be recorded as MSI if their sensory impairment is their greatest need.

Pupils with multi-sensory impairment have much greater difficulties in accessing the curriculum and the environment than those with a single sensory impairment. They have difficulties in perception, communication and in the acquisition of information. Incidental learning is limited. The combination can result in high anxiety and multi-sensory deprivation. Pupils need teaching approaches which make good use of their residual hearing and vision, together with their other senses. They may need alternative means of communication.

Physical Disability (PD)

There is a wide range of physical disabilities and pupils cover the whole ability range. Some pupils are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need. For others, the impact on their education may be severe.

In the same way, a medical diagnosis does not necessarily mean that a pupil has SEN. It depends on the impact the condition has on their educational needs. (See SEN Code of Practice 7.64 ref: DfES 581/2001)

Pupils should only be recorded as PD if additional educational provision is being made to help them to access the curriculum.

There are a number of medical conditions associated with physical disability which can impact on mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, muscular dystrophy. Pupils with physical disabilities may also have sensory impairments, neurological problems or learning difficulties.

Some pupils are mobile but have significant fine motor difficulties which require support. Others may need augmentative or alternative communication aids.

LEVEL F DESCRIPTORS

MSI/PMLD

Pupils at level F will in many cases be identified at birth or early months of life due to severe Multi-sensory Impairment/Profound and Multiple Learning Difficulties. These pupils will be characterised by extensive care needs, access to a sensory/foundation curriculum.

Mobility/SLD

The school may work with some pupils who experience SLD and severe mobility difficulties. Where there is evidence of extensive one-to-one and 2:1 support being required in order to access the curriculum and daily living requirements (more than 8 hours 1:1 support in order to provide for physical programmes, partial or total care needs, mobility and access to curriculum) pupils may be identified at level F.

Autism/Challenging Behaviour

Some pupils may present a need for a sensory/foundation curriculum through the severity of their autism. These pupils will fall within the National Curriculum levels of attainment for level F but in addition may present levels of challenging behaviour that require a high level of skilled staff support in order to maintain pupil and staff safety. These pupils will require 1:1 or 2:1 pupil/adult support at this level. Support will include a range of approaches including highly structured communication, TEACCH, PROACT-SCIPr-UK ® physical interventions if required.

LEVEL G DESCRIPTORS

Pupils who will be identified at this level are those who present highly significant and potentially life threatening medical problems, highly significant challenging behaviour or a combination of both, for the all or the majority of their time in school.

Audit Level G descriptors apply to all such pupils with the additional descriptors below:

Medical:

A) Roles and responsibilities

* multi professional support and monitoring is required from a wide range of specialist agencies.

B) Identification and assessment

* the child has identified complex / degenerative medical needs requiring constant medical care and supervision. The level of need requires that specialist trained staff are constantly present to ensure child safety at all times within the school environment.

* continued monitoring / recording of child's state of health is required consistently throughout the day and life saving interventions maybe required.

C) Medical Support Plan

* school needs to respond flexibly by weekly monitoring and review of individual health care plans of pupils whose prognosis is that their medical condition will remain severe throughout their lives.

D) Monitoring and review

* half termly review of Statement with increased frequency for pupils with deteriorating conditions;

* a high level of multi-agency support for all review

Challenging behaviour and autistic spectrum

A) Roles and responsibilities

* will require 1:1 teaching by specialist staff

B) Identification and assessment

* curriculum will require total adaptation and differentiation and to be under constant review of appropriate teaching and learning strategies.

* specialist learning environment also requires constant review and assessment must be continuous.

C) Curriculum

* within a highly specialised facility, there will be further need for greater differentiation of the curriculum and adaptations to the learning environment.

D) Support Plan

* needs to take account of the individual child and health and safety needs of pupils and adults sharing the same educational environment;

* full time 1:1 specialist adult intervention is necessary at all times;

* additionally, full time primary care need support is required e.g. a child who smears faeces may requires 1.5 adults to meet primary care needs.

E) Monitoring and Review

* will require continuing evaluation and recording of progress and continuing review of appropriate educational targets;

* should the child's needs change significantly there must be the opportunity for a strategy meeting with the full support of the LEA and other discipline to discuss ongoing educational provision.

LEVEL G+ DESCRIPTORS

For pupils whose needs may exceed the previous descriptors, an application may be made to the SEN Department at Medway Council to request additional support. This may be for a pupil who has extreme challenging behaviours or complex, life threatening medical needs. The request to Medway would need to identify the nature of needs and specify the support required and can take place across the year rather than during the audit process.