

**Additional to and different from: Producing the local offer**

**Why should schools engage in this process?**

- Help to ensure the entitlement and improve pupil-level outcomes for all learners at a risk of underachieving by ensuring that a range of effective universal strategies and targeted/special interventions is generally available and regularly evaluated.
- To support statutory SEND report delivery Section 317(5) amended by paragraph 2 of Schedule 18 to the Education Act 2005 (c.18) <http://preview.tinyurl.com/8gfjt8q>
- To demonstrate to external evaluators, (e.g. Ofsted, external verifiers) the school's commitment to school improvement and inclusive principles.
- Ensure there is a clear rationale and evidence base for the 'reasonable steps' that are planned and taken by the school to improve both access to, and the quality of, educational provision for all.
- Facilitate auditing of the needs of the pupil cohort and to enable systematically planning of how best to use the school's resources to meet those needs.
- Allow gap analysis of resources and staffing skills that will be required to meet the needs of pupils.
- Facilitate the sharing of best practice between schools/other settings and develop a common language for thinking about factors that contribute to pupil level outcomes.
- Reduce bureaucracy
- Ensure that parents/carers and others in the local community are better informed about what is available within local educational settings and how it may be accessed.

## 1) Entitlement

Reflecting on the provision that the school makes as entitlement to all pupils i.e. the differentiated curriculum offer at Wave 1 and 2. The SEN Code, legislation and guidance emphasises the need for effective and evaluated whole school approaches to reduce the impact specific barriers to learning may have on learning and social outcomes. This whole school approach forms part of a graduated response, which begins with a differentiated curriculum that measurably brings about success for all pupils. The more effective this basic entitlement is, the fewer pupils will need additional support.

### Questions (Proforma 1)

Have you recorded what the school provides as entitlement to pupils with:

Communication and Interaction Needs:

- Autistic Spectrum Disorders
- Speech, Language and Communication Needs

Cognition and Learning Needs:

- General Learning Needs
- Specific Learning Difficulties

Behavioural, Emotional and Social Development Needs:

- Behavioural needs
- Emotional and mental well-being needs
- Social needs

Sensory and Physical Needs:

- Hearing Impairment
- Visual Impairment
- Multi-Sensory Impairment
- Physical and Medical Needs

School entitlement offer to pupils with additional needs

<p>Communication and Interaction Needs:</p>	<p>Autistic Spectrum Disorders</p>	<ul style="list-style-type: none"> <li>• Whole school policies ( e.g. literacy and numeracy) are evaluated annually to ensure they measurably increase both the inclusion and progress of pupils with SEND</li> <li>• Governors undertake CPD in relation to SEND and are able to offer support and guidance to the school in ensuring school improvement</li> </ul>
<p>Cognition and Learning Needs:</p>	<p>Speech, Language and Communication Needs</p>	<ul style="list-style-type: none"> <li>• Parents are involved in the completion and evaluation of statutory duties relating to SEND e.g. production of SEN policy and Accessibility Plan.</li> <li>• The school has an effective assessment process that results in barriers to learning being identified upon entry and provides appropriate action to reduce any impact on success</li> </ul>
	<p>General Learning Needs</p>	<ul style="list-style-type: none"> <li>• Support and advice is sought and implemented from external experts to ensure barriers to success are identified and responded to</li> <li>• All staff have completed CPD in meeting the needs of pupils with SEND at Wave 1 (Inclusion Development Programme) and skills are updated through staff mentoring programmes</li> </ul>
	<p>Specific Learning Difficulties</p>	<ul style="list-style-type: none"> <li>• The SENCo has completed specialised CPD in meeting the needs of pupils with SEN, has completed the Post Graduate Certificate in Special Educational Needs Coordination and provides advice and guidance to staff that has a measurable impact on outcomes</li> <li>• Access to teaching and learning for pupils with SEND is monitored through data tracking, work scrutiny, classroom observation, learning walks and parental feedback.</li> <li>• Behaviour and anti-bullying policy are evaluated annually for the impact they have on the inclusion of pupils with SEND.</li> <li>• Out of lesson activities are evaluated for their positive impact on the learning and success of pupils with SEND ensuring inclusion</li> <li>• Communication with parents is judged to be effective by them and has a measurable impact on positive learning outcomes for pupils with SEND and their families</li> <li>• Teaching resources are routinely evaluated to ensure they are accessible to all pupils</li> <li>• Small group targeted programmes, including catch-up programmes, are delivered to pupils to improve skills in areas that include literacy and numeracy where and when appropriate</li> <li>• IT is consistently used to reduce barriers to learning e.g. access to read aloud software</li> <li>• Quality Marks evidencing school commitment to inclusion have been completed e.g. Basic Skills Mark, Dyslexia Friendly Full Status</li> </ul>

Behavioural, Emotional and Social Development Needs:	<p>Behavioural needs</p> <p>Emotional and mental well-being</p> <p>Social needs</p>	<ul style="list-style-type: none"> <li>• The behaviour policy identifies reasonable adjustments to ensure the need for pupil exclusion is very rare and well below national levels</li> <li>• The school ethos is one where all pupils are valued and their diverse abilities equally celebrated</li> <li>• Sanctions are based on restorative justice principles and result in pupils making more positive decisions about behavioural choices. School embraces Art of Brilliance and its ethos for positivity and bouncbackability!</li> <li>• Risk assessment processes effectively ensure that action is taken to increase the safety and inclusion of all pupils in all activities</li> <li>• Support is offered and signposted to families in need to reduce the impact disadvantage has on outcomes</li> <li>• The school provides effective pastoral care for all its pupils and this is judged to be supportive of their needs by pupils themselves</li> <li>• Access to information and support is provided within school in regard to pupils behavioural, social and emotional needs</li> <li>• External support is sought and advice implemented to ensure that pupils with emotional needs are effectively responded to</li> <li>• Pupil voice mechanisms demonstrably lead to changes in school policies and procedures and therefore greater autonomy</li> <li>• The delivered curriculum ensures that Social, Moral, Spiritual and Cultural (SMSC) development is central to all teaching</li> <li>• The school has effective systems for ensuring that peer friendships are maintained and no pupil feels isolated</li> </ul>
Sensory and Physical Needs:	<p>Hearing Impairment</p> <p>Visual Impairment</p> <p>Multi-Sensory Impairment</p> <p>Physical and Medical Needs</p>	<ul style="list-style-type: none"> <li>• Advice and guidance would be sought and implemented from the Sensory Impairment/Inclusion team to ensure that barriers to success are reduced or removed e.g.</li> <li>• Advice and guidance would be sought and implemented from Key Learning Services (KLC) and Physical Disability Support Services (PDSS)</li> <li>• The school has a room that can be used to provide discreet support to pupils who require this</li> <li>• Advice and guidance has been sought and implemented to respond to pupils who have significant medical needs e.g. asthma, diabetes, etc</li> <li>• Relevant staff have completed mandatory training to ensure safety in moving and handling</li> <li>• All staff understand and implement the medicine administration policy and this measurably increases pupils' safety and parents' confidence</li> <li>• The SENCo has completed additional specialist CPD to increase their effectiveness in offering advice and guidance to staff in meeting the needs of pupils with sensory, physical and/or medical needs</li> </ul>

## **2) Additional to and different from**

Reflecting on the provision that the schools makes that is additional to and different from the school's differentiated curriculum offer.

This support may be provided for identified groups of pupils within the school. These groups might include:

- pupils with special educational needs and disabilities (SEND)
- pupils for whom English is an Additional Language (EAL);
- young people in public care;
- traveller pupils;
- refugee and asylum seeker pupils;
- minority ethnic and faith groups;
- pupils with medical needs;
- young carers;
- pupils from families under stress;
- pupils who are at risk of exclusion;
- pupils from different gender groups.

### **Questions:** (Proforma 2)

- Are you aware who in the school is responsible for ensuring the success of these different cohorts of vulnerable pupils?
- Are you involved with distributing the Pupil Premium and evaluating its impact on pupils who are eligible for FSM, who are in public care or have parents in the armed services?
- Are you aware of the attainments of pupils in these groups that attend your school and of any gap between their attainment and the rest of the school population?
- Have you identified those pupils who have multi-risks to under-attainment i.e. belong to two or more groups listed above?
- Are you confident that your school policies (e.g. teaching and learning, behaviour, homework, accessibility plan, equality objectives) enable staff to reduce the impact of barriers to success for pupils who belong to the groups above?
- Are you confident that your school is able to offer effective and evaluated resources to pupils who require additional to and different support from the differentiated curriculum to meet the specific challenges arising from their grouping/s?

School offer to pupils who require “additional to and different from support”

Vulnerable cohorts	pupils with SEND	Small group, personalised tuition in literacy, numeracy e.g Dyslexia Centre follow up work, individual spellings, precision teaching activities. Work undertaken with parents and families e.g.... Specialist resources or equipment e.g Wordshark, Numbershark, Clicker 5, I Can boxes in each classroom, visual timetables, pictures and symbols on all labels, cream paper used on all displays, reading rulers. Partnership working with other settings e.g Dyslexia Centre Specific and targeted CPD at advanced level completed e.g Post Graduate Certificate in SEN Coordination
	pupils with EAL	As 1 plus involvement of Ethnic Minority Achievement Unit (EMAU)
	young people in public care;	As 1 plus involvement of virtual headteacher
	traveller pupils;	As 1 plus involvement of traveller team
	refugee and asylum seeker pupils;	As 1 plus involvement of EMAU team
	minority ethnic and faith groups;	As 1 plus involvement of EMAU team
	pupils with medical needs;	As 1 plus involvement of Health services, Key Learning Services and PDSS
	young carers;	As 1 plus involvement of Social Care teams
	pupils from families under stress;	As 1 plus involvement of Families First and Local Support Teams
	pupils at risk of exclusion;	As 1 plus involvement of Educational Psychology Service, Behaviour Support Teams, Behaviour and attendance team, Short Stay schools, District support teams,
pupils from different gender groups.	As 1	

