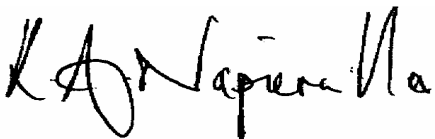


FOREWORD

These entry/exit criteria have been produced by Neath Port Talbot PI/SEN Services in consultation with other services and agencies in order to help schools meet their responsibilities in terms of identification, assessment and provision for children and young people who have special educational needs.

The SEN Code of Practice recommends a ‘graduated response’ to meeting the educational needs of children and young people in which action might be taken by the schools alone (**School Action**) or by the school with support from external agencies (**School Action Plus**). In a minority of cases, statutory assessment might be necessary and this may lead to a statement of special educational needs. For the vast majority of children and young people, it is the actions taken by their class teachers in ordinary settings that are key to helping them make progress and to raising achievement.



K A Napieralla
DIRECTOR OF EDUCATION, LEISURE & LIFELONG LEARNING

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INTRODUCTION

The Special Educational Needs Code of Practice for Wales 2002 (SEN Code of Practice) is intended to provide practical guidance on policies and procedures aimed at enabling children and young people with special educational needs (SEN) to reach their potential, to be fully included in their school communities and make a successful transition to adulthood.

The fundamental principles of the Code are that:

- A child with special educational needs should have their needs met.
- The special educational needs of children will normally be met in mainstream schools or settings.
- The views of the child should be sought and taken into account.
- Parents have a vital role to play in supporting their child's education.
- Children with special educational needs should be offered full access to a broad, balanced and relevant education based on the National Curriculum and for pre-school children the 'Desirable Outcomes for Children's Learning before Compulsory School Age'.

Practices and procedures essential in ensuring success are that:

- The culture, practice, management and deployment of resources in school or setting should be designed to ensure **all children's needs are met**.
- LEAs, schools and settings should work together to ensure that any child's special education needs are **identified early**.
- LEAs, schools and settings should exploit **good and best practice** when devising interventions.
- Those responsible for special educational provision should take into account **the wishes of the child** concerned, in the light of their age and understanding.

- Special educational professionals work in **partnership with parents** and take into account the views of individual parents in respect of their child's particular needs.
- Interventions for each child are **reviewed regularly** to assess their impact, the child's progress and the views of the child, their teachers and their parents.
- There is close co-operation between all the agencies concerned and a **multi-disciplinary approach** to the resolution of issues.
- LEAs must make assessments in accordance with the **prescribed time limits**.
- Where an LEA determines a child's special educational needs, statements must be **clear and thorough**, made within **prescribed time limits**, **specify monitoring arrangements**, and **be reviewed annually**.

A Graduated Response to Special Educational Needs

The SEN Code of Practice recommends a graduated response:

School Action: The triggers for intervention at **School Action** could be the teacher's or others' concern, (underpinned by evidence) about a child who despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment or advice by a specialist service
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

School Action Plus: The triggers for **School Action Plus** could be that, despite receiving an individualised programme and/or concentrated support under **School Action**, the child:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and numeracy skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Statutory Assessment

Where a request for a statutory assessment is made to a LEA, the child will have demonstrated significant cause for concern. The LEA will seek evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried. The LEA will need information about the child's progress over time, and will also need clear documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. In some cases there will be existing reports or written advice from external agencies which should be included in the documentation. The Neath Port Talbot Statutory Assessment: Schools Requests' pack will help schools to prepare a request for Statutory Assessment.

Ceasing to Maintain Statements of Special Educational Needs

The SEN Code of Practice states (paragraph 8:117) that:

“there should be no assumption that, once the LEA has made a Statement, they should maintain that Statement until they are no longer responsible for the young person. Statements should only be maintained where necessary”.

The SEN Code of Practice goes on to state that (paragraph 8:119) a decision may be made to cease maintaining a Statement if:

- the objectives of the Statement have been met
- the child’s needs can be met in future within the resources of a mainstream school
- the child’s special educational needs no longer significantly impede access to the National Curriculum
- the child no longer requires daily adult supervision or substantial adaptation of teaching materials to access the curriculum fully
- the child can cope with every day social interaction at school
- the child has no significant self help difficulties that require more provision than is normally available within the school.

COGNITION AND LEARNING DIFFICULTIES

A: GENERAL LEARNING DIFFICULTIES

DEFINITION

Children with general learning difficulties are those whose general level of academic attainment is significantly below that of their peers. In most cases they will have difficulty acquiring and/or retaining basic literacy and numeracy skills and many will have significant speech and language delays. Some may also have poor social skills or show signs of emotional and behavioural difficulties.

The Welsh Assembly SEN Thresholds (Draft) (2000) document suggests that learning difficulties may show themselves in different ways:

- Low levels of attainment across the board in all forms of assessment, including, for young children, baseline assessments.
- Difficulty in acquiring skills (notably in literacy and numeracy) on which much other learning in school depends.
- Difficulty in dealing with abstract ideas and generalising from experience.
- A range of associated difficulties, notably in speech and language (particularly for younger children) and in social and emotional development.
- Difficulty in functioning effectively within the learning environment of the classroom.

The following however, would not normally be included in this category of learning difficulty:

- Lack of appropriate pre-school experiences that can be compensated for by nursery and infant schooling.
- Lack of educational opportunity e.g. long periods of absence from school;
- English or Welsh being an additional language.
- Adverse home or family circumstances that have temporarily delayed normal development.
- Children who are underachieving for other reasons, for example, specific learning difficulties.

Children with general learning difficulties may require some, or all, of the following:

- Flexible teaching arrangements.
- Help with processing language, memory and reasoning skills.
- Help and support acquiring literacy skills.

- Help in organising and coordinating spoken and written English or Welsh to aid cognition.
- Help with sequencing and organisational skills.
- Help with problem solving and developing concepts.
- Programmes to aid development of fine and gross motor competencies.
- Support on the use of technical terms and abstract ideas.
- Help in understanding ideas, concepts and experiences when information cannot be gained through first hand sensory or physical experiences.

As most schools will include children with general learning difficulties, all teachers should have the knowledge and understanding to meet their needs.

SCHOOL ACTION

A child is placed at **School Action** if there is clear recorded evidence that:

- A child's learning ability is substantially below his/her peers across a range of contexts despite differentiation of work within the classroom. An initial baseline assessment carried out by the teacher as well as evidence collected from the parents / carers, supports the view that the child's rate of learning and powers of retention fall behind that of his/her peers resulting in low attainments.

At School Action:

- School should have discussed their concerns with parents / carers and their input into the Individual Education Plan (IEP) should be recorded.
- A school based IEP is formalised and implemented. The IEP should include:
 - The short-term targets for the child.
 - The teaching strategies used.
 - The provision to be put in place by the school.
 - When the plan is to be reviewed.
 - The outcome of the action taken by the school.
 - The IEP should be supported by appropriate literacy and numeracy programmes.

Criterion referenced and standardised tests*, as well as written teacher records over a reasonable period will be evidenced for review.

*** Assessment materials which can be used by school-based staff at School Action, School Action Plus and Statutory Assessment are listed in Appendix 1.**

The child will exit School Action if:

- He/she shows adequate progress as a result of intervention
- There is evidence over a period of at least two full terms incorporating a minimum of 2 reviews that the child is not making adequate progress.

Paragraph 6:49 of the SEN Code of Practice for Wales 2002 states that adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the pupil and the pupil's peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment base-line, but less than that of the majority of peers.
- Matches or betters the pupil's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the pupil's behaviour.
- Is likely to lead to appropriate accreditation.
- Is likely to lead to participation in further education, training and/or employment.

SCHOOL ACTION PLUS

Consideration is given to placing a child at **School Action Plus** provided there is clear recorded evidence from the second review in **School Action** that:

- Despite receiving an individualised programme and concentrated support, the **School Action** IEPs have not made an impact on the child's functioning.
- The child continues to work at National Curriculum levels significantly below that of the majority of children of the same age and continues to have difficulty in developing literacy and numeracy skills, as measured by:
 - National Curriculum assessments.
 - Other standardised and criterion referenced tests (See Appendix 1) undertaken by school staff and/or by external agencies.
 - Teachers' own recorded assessments of the child's classroom work, including any profiles of the child's work together with their responses to programmes specified in the previous IEPs.

There may also be evidence of involvement of an Educational Psychologist and/or other relevant services or agencies.

(See Table 1)

Table 1

ENTRY CRITERIA FOR SCHOOL ACTION PLUS

National Curriculum Year	Assessment or Screening Outcomes
Nursery	<ul style="list-style-type: none">• Ability or development on profiles below 0.75 x chronological age, For example, in cognitive, language and self-help skills.• Assessment material could include School Base Line supported by information from other professionals e.g. Health Visitor.
Reception	<ul style="list-style-type: none">• Ability or development on profiles below 0.75 x chronological age level, for example in cognitive, language and self-help skills.• Assessment material could include Neath Port Talbot School Base Line Assessment, Bury Infant Checklist, Early Mathematics Diagnostic Kit, Reading Progress Test, NFER Mathematics, QUEST – Mathematics and English Tests plus additional information from other professionals, e.g., OT, Speech Therapist.

Table 1

ENTRY CRITERIA FOR SCHOOL ACTION PLUS (Continued)

Year 1	<ul style="list-style-type: none">• Standardised scores of below 75 or below the 4th centile on assessment of cognitive, language and motor skills.• Limited or no measurable attainment on literacy and numeracy scales standardised for Key Stage 1• Standardised scores below 75 or below the 4th centile on school based standardised screening tests of reading and number.• Assessment material could include Bury Infant Checklist, Early Mathematics Diagnostic Kit, Reading Progress test, NFER Mathematics, NFER Middle Infant Screening Test, Aston Index plus additional information from other professionals, e.g., OT, Speech Therapist.
Year 2 and above	<ul style="list-style-type: none">• Standardised scores of below 75 or below the 4th centile on assessment of cognitive, language and motor skills• Standardised scores below 75 or below the 4th centile on school based standardised screening tests of reading and number. Underachievement in comparison to chronological age and recorded level of ability.• Assessment material could include Phonological Assessment Battery, CATS, NFER Group Reading /Maths, Suffolk Reading Test

At **School Action Plus**, therefore, schools should:

- Discuss their concerns with parents / carers.
- Seek input from external support agencies eg Physiotherapy, Occupational Therapy, Speech and Language Therapy, Educational Psychology, Advisory Staff.

These external support services can then advise on new and appropriate targets for the child's IEP and on accompanying strategies.

The resulting new IEP should set out fresh strategies for supporting the child's progress.

The IEP should be implemented as far as possible in the normal classroom setting.

The Neath Port Talbot Document '**Funding Arrangements for Children with Special Educational Needs**' will help schools to identify the level of support which can be provided from delegated resources.

A child will exit School Action Plus if:

- He/she shows adequate progress as a result of intervention.
- There is evidence over a period of at least two full terms incorporating a minimum of 2 reviews that the child is not making adequate progress.

Paragraph 6:49 of the SEN Code of Practice states that adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the pupil and the pupil's peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment base-line, but less than that of the majority of peers.
- Matches or betters the pupil's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.

- Demonstrates improvements in the pupil's behaviour.
- Is likely to lead to appropriate accreditation.
- Is likely to lead to participation in further education, training and/or employment.

REQUEST FOR STATUTORY ASSESSMENT

Consideration will be given to making a request for **Statutory Assessment** provided there is clear, recorded evidence that:

- Following the actions taken by school at **School Action** and **School Action Plus** the child has not made adequate progress.
- The child is working at a level significantly below the majority of children of the same age in any of the National Curriculum core subjects, as measured by:
 - National Curriculum assessments.
 - The teacher's own recorded assessment of a child's classroom work.
 - Evidence of standardised and criterion referenced tests (See Appendix 1), undertaken by school staff and/or by external agencies.
- There is evidence of involvement from the Educational Psychology Service and /or other relevant outside agencies.
- The advice and input of outside professionals has been sought and acted upon over a period of time.
- Consideration has been given to the outcomes of the IEPs at School Action Plus, implemented to date, over a period of at least 6 months.
- There have been regular reviews of progress with written outcomes including evidence of targets met and/or not achieved.
- The school has sought the views of, and involved the child and the parents / carers at each stage. The parents/carers should have had full opportunity to be actively involved in supporting the school staff in the implementation and evaluation of any IEP and intervention programme.

The Neath Port Talbot '**Statutory Assessment: School Requests**' pack will help schools to prepare a request for Statutory Assessment.

Table 2

ENTRY CRITERIA FOR STATUTORY ASSESSMENT

National Curriculum Year	Assessment or Screening Outcomes
Nursery	<ul style="list-style-type: none">• Ability or development on profiles at or below 0.70 x chronological age, for example in cognitive, language and self-help skills.• Assessment for material could include School Baseline, BAS 11 Early Years, SOGS, Ruth Griffiths, Derbyshire Language Test, WPPSI.
Reception	<ul style="list-style-type: none">• Ability or development on profiles at or below the 0.70 chronological age, for example in cognitive, language and self-help skills.• Assessment material could include BPVS, SOGS, BAS II Early Years, Early Mathematical Concepts, Symbolic Play Test, Bury Infant Test, Ruth Griffiths, WPPSI, Neath Port Talbot Baseline Assessment.
Year 1	<ul style="list-style-type: none">• Standardised scores below 70 (ie below the 2nd centile) on tests of cognitive abilities administered by an educational psychologist.• No measurable attainment on literacy and numeracy scales standardised for Key Stage 1• Ability or development on profiles below the 4 year level, particularly in the areas of cognitive, language and self-help skills.• Standardised scores of below 70 (i.e. below the 2nd centile) on test of literacy/numeracy skills administered by an educational psychologist/advisory teacher. <p>Assessment material could include BPVS, SOGS, BAS II, Early Mathematical Concepts, Neath Port Talbot Baseline Assessment.</p>

Table 2

ENTRY CRITERIA FOR STATUTORY ASSESSMENT (Continued)

National Curriculum Year	Assessment or Screening Outcomes
Year 2 and above	<ul style="list-style-type: none">• Standardised scores below 70 (i.e. below the 2nd centile) on tests of cognitive abilities administered by an educational psychologist.• Standardised scores below 70 (i.e. below the 2nd centile) on test(s) of literacy/numeracy skills administered by an educational psychologist and/or advisory teacher.• Quotients or standardised scores below 70 (below 2nd percentile) on school-based standardised screening tests of reading and number. Underachievement in comparison to chronological age and recorded level of ability.• In some cases the standardised scores may be slightly above 70 but the child displays social / emotional development difficulties as indicated with a T score of 65 + on the internalising/externalising scales of the Achenbach checklist. <p>Assessment material could include BAS II, WISC-III, BPVS, WORD, WOLD, WOND, BAS II Attainment Scales</p>

EXIT CRITERIA/CEASING TO MAINTAIN THE STATEMENT

Consideration will be given to ceasing to maintain a Statement if there is evidence over a period of two full terms that the school has formulated, monitored and reviewed the IEP and the child's levels of attainment have improved such that they no longer meet criteria for **Statutory Assessment**.

NPT LEA in accordance with the advice given in the SEN Code of Practice for Wales 2002 will adhere to the following:

- 8.117** There should be no assumption that, once the LEA has made a statement, they should maintain that statement until they are no longer responsible for the young person. Statements should be maintained only when necessary. But a decision to cease to maintain a statement should be made only after careful consideration by the LEA of all the circumstances and after close consultation with parents.
- 8.118** The LEA may cease to maintain a statement for a child only if they believe that it is no longer necessary to maintain it. The LEA should consider the results of the recent annual reviews, whether the objectives of the statement have been achieved and whether the child's needs could be met in future within the resources of mainstream schools within the area without the need for continuing LEA oversight. The LEA should always, therefore consider whether, notwithstanding the achievement of some, or even all, of the objectives on the statement, the child's progress will be halted or reversed if the special educational provision specified in the statement or modified provision which justified the maintenance of a statement were not made.
- 8.119** The LEA may consider whether the following apply when considering if it is necessary to maintain a statement:
- (a) have the objectives of the statement been met
 - (b) can the child's needs be met in future within the resources of a mainstream school
 - (c) do the child's special educational needs no longer significantly impede access to the National Curriculum
 - (d) does the child no longer require daily adult supervision or substantial adaptation of teaching materials to access the curriculum fully
 - (e) can the child cope with everyday social interaction at school
 - (f) has the child no significant self-help difficulties that require more provision than is normally available within the school.

To cease a Statement for a child with general learning difficulties the following criteria will apply.

- The general learning difficulty is no longer impeding the social and emotional development of the child.
- The general learning difficulty is no longer significantly impeding access to the curriculum in that attainment levels match or are above those listed in Table 3.

Table 3

A 5 year old child who has attainments which are at or above the 4 year level
A 6 year old child who has attainments at or above the level of a 5 year old
A 7 year old child who is working at level 1 /attainments at the 5½ year level
An 8 year old child working at level 1 /attainments at the 6½ year level
A 9 year old child working at level 2 /attainments at the 7½ year level
A 10 year old child working at level 2 /attainments at the 8 year level
An 11 year old child working at level 2 /attainments at the 8½ year level
A 12 year old child working at level 2 /attainments at the 8½ year level
A 13 year old child working at level 3 /attainments at the 9 year level
A 14 year old child working at the level 3 /attainments at the 9½ year level

Table 3: Attainment levels at which a child would no longer require a statement.

The child will normally be placed at school action or school action plus following the ceasing of the statement, this could be following a period where there is a gradual planned reduction in support.

COGNITION AND LEARNING DIFFICULTIES

B: SPECIFIC LEARNING DIFFICULTIES

DEFINITION

Children with specific learning difficulties (SpLD) (for example dyslexia, dyscalcula, dyspraxia) may have significant difficulties in reading, writing, recording, spelling, manipulating numbers or spatial skills which are not typical of their general level of performance. The key factor of SpLD is the uneven profile presented by the child. Clusters of difficulties which contrast strengths with other areas need to be identified. The assumption is, therefore that children with SpLD show one or two areas of very specific difficulty with the basic skills curriculum, although these difficulties may affect access to other areas which rely on these skills.

The Welsh Assembly SEN Thresholds (Draft) (2000) document suggests that these specific learning difficulties may show themselves in different ways:

- Low attainments in one or more curriculum areas, particularly where this can be traced to difficulties in some aspect(s) of underlying literacy and/or numeracy skills.
- Indications that the low attainment is not global; these might include: higher attainments in other curriculum areas which do not make demands on the areas of weaknesses; higher performance measures of 'reasoning' or 'ability' which do not make demands on the areas of weakness; higher attainments in one mode of the recording or presentation than in another (for instance, better oral than written work).
- Difficulties with fine or gross motor skills.
- Evident difficulties in tasks involving specific abilities such as sequencing, organisation, phonological or short-term memory abilities or processing speed.
- In younger children particularly, language difficulties such as limited skills in verbal exchanges or in following instructions.
- Evident difficulties or delays in forming concepts, especially when information requires first hand sensory experiences.
- Signs of frustration and/or low self-esteem, taking the form, in some cases, of behaviour difficulties.

As with most areas of difficulty, specific learning difficulties are on a continuum, with almost all children having their needs met within mainstream schools without statements. Provision will vary from normal differentiation and support to specific teaching and support structures agreed in consultation with specialist services.

Children with SpLD may require some, or all, of the following:

- Flexible teaching arrangements.
- Help with processing language, memory and reasoning skills.
- Help and support in acquiring literacy skills.
- Help in organising and coordinating spoken and written English or Welsh to aid cognition.
- Help with sequencing and organisational skills.
- Help with problem solving and developing concepts.
- Programmes to aid improvement of fine and motor competencies.
- Support in the use of technical terms and abstract ideas.
- Help in understanding ideas, concepts and experiences when information cannot be gained through first hand sensory or physical experiences.

As most schools will include children with specific learning difficulties, all teachers should have the knowledge and understanding to meet their needs.

SCHOOL ACTION

A child is placed at **School Action** if there is clear recorded evidence that:

- A child's learning ability is below his/her peers across a range of contexts despite differentiation of work in the classroom. An initial baseline assessment carried out by the child's class teacher as well as evidence collected from the parents / carers support the view that the child's rate of learning and powers of retention fall behind that of his/her peers. There is felt to be a discrepancy between the child's attainments in different core subjects of the National Curriculum.
- The reasonable expectations for the child are significantly above his or her attainments.

At School Action:

- School should have discussed their concerns with parents / carers and their input into the IEP should have been recorded.
- A school based IEP is formalised and implemented. The IEP should include:
 - The short-term targets for the child.
 - The teaching strategies used.
 - The provision to be put in place by the school.
 - When the plan is to be reviewed.
 - The outcome of the action taken by the school.
- The school has taken action to make both the curriculum and the school day accessible to the child by alerting all teachers to the child's particular needs. This could include strategies such as helping the child develop appropriate practices for taking down and recording information, adopting appropriate policies promoting the use of such devices as personal dictionaries, dictaphones and ICT when appropriate and effective/appropriate use of a designated helper/Learning Support Assistant.

Criterion referenced and standardised tests*, as well as written teacher records over a reasonable period will be evidenced for review.

***Assessment materials which can be used by school-based staff at School Action, School Action Plus and Statutory Assessment are listed in Appendix 1.**

The child will exit School Action if:

- He/she shows adequate progress as a result of intervention.
- There is evidence over a period of at least two full terms incorporating a minimum of 2 reviews that the child is not making adequate progress.

Paragraph 6:49 of the SEN Code of Practice for Wales 2002 states that adequate progress can be defined in number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the pupil and the pupil's peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment base-line, but less than that of the majority of peers.
- Matches or betters the pupil's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the pupil's behaviour.
- Is likely to lead to appropriate accreditation.
- Is likely to lead to participation in further education, training and/or employment.

SCHOOL ACTION PLUS

Consideration is given to placing a child at **School Action Plus** provided there is clear recorded evidence from the second review at **School Action** that:

- Despite receiving an individualised programme and concentrated support, the **School Action** IEPs have not made an impact on the child's functioning.
- There are significant discrepancies between attainment in different core subjects of the National Curriculum or within one core subject, particularly English/Welsh. For example; there needs to be evidence that within the core subjects of English or Welsh, a child has attained average to high average levels in Speaking and Listening (oral in Welsh) but significantly lower levels in Reading and/or Writing. This will need to be measured by:
 - ? Teacher's own recorded assessments of the child's classroom work. This should include any profiles of the child's work and responses to programmes specified with the previous IEP. For Key Stage 3 and above evidence should be gathered across all subject areas from all the child's teachers.
 - ? National Curriculum assessments.
 - ? Other standardised and criterion referenced tests (Appendix 1).
 - ? For a child of Year 3 or above in Welsh Medium education, the school will need to ensure that a differentiated programme of work has been provided in English as well as Welsh.
- The school has explored the possible benefits of, and secured access to, appropriate information technology for the child, e.g. word processing facilities including spell checkers.

There may also be evidence of involvement of an Educational Psychologist and/or for other relevant services and agencies.

(See Table 4)

Table 4

ENTRY CRITERIA FOR SCHOOL ACTION PLUS

National Curriculum Year	Assessment or Screening Outcomes
Reception	<ul style="list-style-type: none">· Evidence of a significant weakness in a specific area.· Evidence of an area of weakness from diagnostic assessment.· Assessment material could include Neath Port Talbot Baseline assessment, Bury Infant Checklist, Early Mathematics Diagnostic Kit, Reading Progress Test, NFER Mathematics, QUEST – Mathematics and English Tests plus additional information from other professionals, e.g., OT, Speech Therapist.
Year 1	<ul style="list-style-type: none">· Evidence of a specific weakness in a particular area of the cognitive profile.· Evidence of an area of weakness from a diagnostic assessment.· Minimal attainment on literacy and or numeracy scales standardised for Key Stage 1.· Evidence of a discrepancy between attainments in different core subjects of the National Curriculum.· Assessment materials could include Bury Infant Checklist, Early Mathematics Diagnostic Kit, Reading Progress test, NFER Mathematics, NFER Middle Infant Screening Test, Aston Index plus additional information from other professionals, e.g., OT, Speech Therapist.

Table 4

ENTRY CRITERIA FOR SCHOOL ACTION PLUS (continued)

National Curriculum Year	Assessment or Screening Outcomes
Year 2 and above	<p>? Evidence of a discrepancy between the child's verbal and non-verbal abilities.</p> <p>? Evidence of an area of weakness in a particular cognitive profile that is otherwise average.</p> <p>? Attainments delayed but not below 2nd centile.</p> <p>? Evidence of discrepancy between attainments in different core subjects of the National Curriculum.</p> <p>? Discrepancy between receptive language/language comprehension and literacy attainment.</p> <p>? A discrepancy between a child's mechanical reading and reading comprehension skills.</p> <p>? Assessment material could include Phonological Assessment Battery, ABC Movement Checklist, CATS, NFER Group Reading/Maths Suffolk Reading Test.</p>

At **School Action Plus**, therefore, schools should:

- Discuss their concerns with parents / carers.
- Seek input from relevant external support agencies, including Physiotherapy, Occupational Therapy, Speech and Language Therapy, Educational Psychology and Advisory Staff.

These external support services can then advise on new and appropriate targets for the child's IEP and on accompanying strategies.

The resulting new IEP should set out fresh strategies for supporting the child's progress.

The IEP should be implemented as far as possible in the normal classroom setting. Additionally a programme may be implemented on an individual or a small group basis.

The Neath Port Talbot document '**Funding Arrangements for Children with Special Educational Needs**' will help schools to identify the level of support which can be provided from delegated resources.

The child will exit School Action Plus if:

- He/she shows adequate progress as a result of intervention
- There is evidence over a period of at least two full terms incorporating a minimum of 2 reviews that the child is not making adequate progress.

Paragraph 6:49 of the SEN Code of Practice for Wales 2002 states that adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the pupil and the pupil's peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment base-line, but less than that of the majority of peers.
- Matches or betters the pupil's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the pupil's behaviour.
- Is likely to lead to appropriate accreditation.

- Is likely to lead to participation in further education, training and/or employment.

REQUEST FOR STATUTORY ASSESSMENT

Consideration will be given to making a request for **Statutory Assessment** provided there is clear recorded evidence that:

- Following the actions taken at **School Action** and **School Action Plus** the child has not made adequate progress.
- The expectations for the child, as indicated by a consensus among those who have taught and/or closely observed him/her, are significantly above his/her attainments as measured by National Curriculum assessments and tests and/or the results of standardised reading, spelling or mathematical tests. (See Table 5).

N.B. the LEA considers a mechanical reading and/or spelling equivalent at the 10 year level to be the level of competence which should give access to most relevant curriculum materials.

- Evidence of extreme discrepancies between attainments in different core subjects of the National Curriculum or within one core subject, most notably English/Welsh. Here, a child with specific learning difficulties may have attained average or high levels in Speaking and Listening – (oral in Welsh) but significantly lower levels in Reading and/or Writing.

For a Year 3 child (and above) in Welsh Medium education, the school will need to ensure that a differentiated programme of work has been provided in English as well as Welsh.

- There is evidence of involvement from the Education Psychology Service and other relevant outside agencies
- The advice and input of outside professionals has been sought and acted upon over a period of time.
- Consideration has been given to the outcomes of the IEPs implemented to date, over a period of at least six months.
- There have been regular reviews of progress with written outcomes including evidence of targets met and/or achieved.
- The school has sought the views of, and involved the child and the parents/carers at each stage. The parents/carers should have had full opportunity to be actively involved in

supporting the school staff in the implementation and evaluation of any IEP and intervention programme.

- There is evidence that the school has:
 - Taken action to make the appropriate curriculum accessible to the child through differentiation, homework, teaching and pastoral support.
 - Explored the benefits of, and where appropriate secured access to, appropriate I.T.
 - Where appropriate made effective use of learning support assistant/adult helper.

The Neath Port Talbot '**Statutory Assessment: School Requests**' pack will help schools to prepare a request for Statutory Assessment.

Table 5

ENTRY CRITERIA FOR STATUTORY ASSESSMENT

National Curriculum Year	Assessment or Screening Outcomes
Reception	Given the graduated response to the child’s special educational needs and given the need for literacy / numeracy / motor development, a statement of Special Educational Need would be inappropriate for SpLD in Reception Class
Year 1	<ul style="list-style-type: none">• Evidence of a significant discrepancy between verbal and performance IQ.• A significant weakness in a specific area of the cognitive profile.• Evidence of a discrepancy between attainment in different core subjects of the National Curriculum.• A discrepancy between oral abilities and basic skills• No measurable attainments in literacy and/or numeracy scales standardised for Key Stage 1.• Assessment material could include BPVS, BAS11, BAS 11 Attainment Scales, WPPSI, WORD, WOND, Phonological Assessment Battery, Diagnostic Reading Test, ABC Movement Checklist plus additional information from other professionals, e.g., OT, Speech Therapist.

ENTRY CRITERIA FOR STATUTORY ASSESSMENT (continued)

National Curriculum Year	Assessment or Screening Outcomes
Year 2 and above	<ul style="list-style-type: none">• Evidence of a significant discrepancy between verbal and performance IQ.• A significant weakness in a specific area of the cognitive profile.• Evidence of a discrepancy between attainment in different core subjects of the National Curriculum.• Extreme discrepancy between cognitive ability and attainments.• A discrepancy between a child’s mechanical reading and reading comprehension.• A discrepancy between oral abilities and basic skills• Assessment material could include WISC-111, WORD, WOND, WOLD (exceptionally BAS11 and BAS11 attainment scales) Phonological Assessment Battery, ABC Movement Checklist plus additional information from other professionals, e.g., OT, Speech Therapist.

EXIT CRITERIA/CEASING TO MAINTAIN THE STATEMENT

Consideration will be given to ceasing to maintain a statement if there is evidence over a period of 2 full terms that the school has formulated, monitored and reviewed the IEP and the child's levels of attainment have improved such that they no longer met the criteria for **Statutory Assessment**.

NPT LEA in accordance with the advice given in the SEN Code of Practice for Wales 2002 will adhere to the following:

- 8.117** There should be no assumption that, once the LEA has made a statement, they should maintain that statement until they are no longer responsible for the young person. Statements should be maintained only when necessary. But a decision to cease to maintain a statement should be made only after careful consideration by the LEA of all the circumstances and after close consultation with parents.
- 8.118** The LEA may cease to maintain a statement for a child only if they believe that it is no longer necessary to maintain it. The LEA should consider the results of the recent annual reviews, whether the objectives of the statement have been achieved and whether the child's needs could be met in future within the resources of mainstream schools within the area without the need for continuing LEA oversight. The LEA should always, therefore consider whether, notwithstanding the achievement of some, or even all, of the objectives on the statement, the child's progress will be halted or reversed if the special educational provision specified in the statement or modified provision which justified the maintenance of a statement were not made.
- 8.119** The LEA may consider whether the following apply when considering if it is necessary to maintain a statement:
- (a) have the objectives of the statement been met
 - (b) can the child's needs be met in future within the resources of a mainstream school
 - (c) do the child's special educational needs no longer significantly impede access to the National Curriculum
 - (d) does the child no longer require daily adult supervision or substantial adaptation of teaching materials to access the curriculum fully
 - (e) can the child cope with everyday social interaction at school
 - (f) has the child no significant self-help difficulties that require more provision than is normally available within the school.

To cease a statement for a child with SpLD the following criteria will apply.

- Discrepancies between attainments in the core subjects of the National Curriculum have been reduced.
- The child is using strategies to enable him/her to access the curriculum despite any specific difficulties he/she may have in phonological awareness, processing speed, sequencing, working memory, visual perception and co-ordination.
- The emotional and behavioural difficulties sometimes associated with specific learning difficulties, including poor concentration and on-task behaviour, are such that they do not significantly impede access to the curriculum.
- Adequate progress in basic literacy and/or numeracy attainments has been made since the previous annual review to levels that match or surpass those listed in Table 6.

Table 6

A 7 year old child who is working at level 1 /attainments at the 5½ year level
An 8 year old child working at level 1 /attainments at the 6½ year level
A 9 year old child working at level 2 /attainments at the 7½ year level
A 10 year old child working at level 2 /attainments at the 8 year level
An 11 year old child working at level 2 /attainments at the 8½ year level
A 12 year old child working at level 2 /attainments at the 8½ year level
A 13 year old child working at level 3 /attainments at the 9 year level
A 14 year old child working at the level 3 /attainments at the 9½ year level

Table 6: Attainment levels at which a child no longer requires a statement.

The child will normally be placed in School Action or School Action Plus following the ceasing of a statement, this could be following a period where there is a gradual planned reduction in support.

COGNITION AND LEARNING DIFFICULTIES

C. SEVERE/PROFOUND AND MULTIPLE LEARNING DIFFICULTIES

DEFINITION

Severe Learning Difficulties (SLD)

Children with SLD will be functioning at a level significantly lower than that of their peers. They will have a global developmental delay and significant difficulties in other areas such as physical, sensory/social impairment, self help, and communication. They will have significant difficulty in accessing the curriculum without adult support and will require access to a range of professionals and therapists to meet all their needs.

Profound and Multiple Learning Difficulties (PMLD)

Children with PMLD will be functioning at a level significantly lower than that of their peers and at the earliest stages of development. They will have global difficulties which are profound and multiple and will be dependent on adults for all aspects of self-care and to gain any curricular access. They will require a highly specialised, usually sensory based individual programme across all areas of the curriculum. Children with PMLD are likely to have additional medical needs.

Where a child has a severe or profound developmental delay, the LEA will generally have a considerable body of knowledge as to the nature of his/her learning difficulties, available from assessment conducted from an early age. Such a child may well be the subject of a Statement before statutory school age and it is unlikely that they will progress through School Action and School Action Plus.

The following difficulties may be particularly evident for pupils with SLD and PMLD at pre-school level:

- Limited non-verbal and verbal communication skills.
- Very limited ability to communicate choice.
- Little or no spontaneous social interaction.
- Difficulty in exploring or interacting with people or objects independently.
- Limited sensory awareness in relation to familiar people, objects and contexts.

For older children with SLD and PMLD the following may be evident:

- Poor self help and independence skills.
- Limited social and communication skills.

Some children who have SLD and PMLD may also have a diagnosis of autism or autistic spectrum disorder [ASD]. The National Autism Plan For Children Report, 2003, estimated that close to 4 per 1,000 children have severe learning disability and that many of these children will have autism or ASD.

Ongoing multi-agency lifelong planning in partnership with parents / carers will be vital for all children with SLD/PMLD.

SCHOOL ACTION

SCHOOL ACTION PLUS

A child with SLD/PMLD will generally have been identified at an early age, and information may be provided at pre-school level, identifying the child's difficulties from Health, Social Services and other involved agencies. The nature of their difficulties will necessitate the merging of **School Action** and **School Action Plus**.

REQUEST FOR STATUTORY ASSESSMENT

A child with SLD/PMLD will generally have been identified prior to school entry. Given the severity of the child's difficulties it will be unlikely that there will be the need for evidence at School Action and School Action Plus in order to support a request for Statutory Assessment.

It is unlikely that the results from standardised tests will be suitable for the purpose of estimating overall ability where a child has SLD/PMLD. Information will generally be developmental in nature, using designated checklists, parental information, pre-school or school observations and baseline assessment, records of progress using adapted teaching methods and from involved agencies to include Health and Social Services, for example detailing specialist equipment requirements and so on, in addition to a child's medical needs. Direct comparisons with the child's chronological age should be used as a guideline applied to all developmental areas to build a picture of their needs. (See tables 7 and 8).

As a general guideline, children with SLD would be likely to be functioning **at least** 50% below their chronological age and children with PMLD **at least** 75% below their chronological age.

Table 7

ENTRY CRITERIA FOR STATUTORY ASSESSMENT

SEVERE LEARNING DIFFICULTIES	
Chronological Age	Level of Functioning [at least 50% delay]
2 years	6 months – 1 year
3 years	8 months – 1½ years
4 years	1 – 2 years
5 years	1¼ - 2½ years
6 years	1½ - 3 years
↓ ↓	↓ ↓

- Children with SLD will be functioning at the above levels in most or all areas of their development, i.e. language and communication, self-help, physical, sensory, social, cognitive.
- Assessment materials which could be used to determine a child’s level of functioning would include the Ruth Griffith Scales, P.I.P. charts and the Schedule of Growing Scales.
- The majority of children with SLD will be identified at an early age but there may be a very small number of older children who could be referred for statutory assessment in this category. These are children whose general development may have been adversely affected by severe illness, trauma etc.
- Children with SLD will require adult support to access a highly differentiated curriculum. They may also exhibit challenging behaviour, self harm and/or a lack of awareness of danger and may require additional adult input and supervision to ensure their own safety and the safety of others around them.
- Children with SLD will need some adult supervision and support when carrying out classroom activities. They will be able to work individually or in small groups for short periods.
- Children with SLD will be working at P Levels 4-8 (QCA, 1998).

Table 8

ENTRY CRITERIA FOR STATUTORY ASSESSMENT

PROFOUND AND MULTIPLE LEARNING DIFFICULTIES	
Chronological Age	Level of Functioning [at least 75% delay]
2 years	Below 6 months
3 years	Below 8 months
4 years	Below 12 months
5 years	Below 15 months
6 years	Below 18 months
↓ ↓	↓ ↓

- Children with PMLD will be functioning at the above levels in most or all areas of their development, i.e. language and communication, self-help, physical, sensory, social, cognitive.
- Assessment materials which could be used to determine a child’s level of functioning would include the Ruth Griffiths Scales, P.I.P. Charts and the Schedule of Growing Skills.
- The majority of children with PMLD will be identified at an early age but there may be a very small number of older children who could be referred for statutory assessment in this category. These are children whose general development may have been severely and adversely affected by serious illness, trauma etc.
- Children with PMLD will require adult support for all aspects of their care and to ensure access to an individual programme within a highly differentiated curriculum. They may also exhibit challenging behaviour and / self harm and will require a very high level of adult input and supervision to ensure their own safety and that of others.
- Children with PMLD will rely on adults to direct and lead classroom activities, which will usually be practical and sensory in nature.

- The involvement of health professionals such as physiotherapists, occupational therapists and speech and language therapists will be an essential aspect of the learning programme for a PMLD child. Access to these therapists will be frequent, intensive and long-term.
- Children with PMLD may have a range of complex medical needs and they will require access to specialist aids and equipment.
- Children with PMLD will be operating at P Levels 1-3 (QCA, 1998).

EXIT CRITERIA / CEASING TO MAINTAIN THE STATEMENT

Although consideration should be given to ceasing a Statement, it is unlikely, given the severe, complex and long term nature of the child's learning difficulties, that the statement will cease before the child leaves school.

However, a pupil whose development progresses or deteriorates significantly over time may move from one category of learning difficulty to the next e.g. from SLD to PMLD or vice versa.

BEHAVIOUR, EMOTIONAL AND SOCIAL DEVELOPMENT DIFFICULTIES

DEFINITION

The SEN Code of Practice for Wales 2002 states that:

Children and young people who demonstrate features of emotional and behavioural difficulties (EBD) can exhibit the following behaviours:

- Withdrawn and isolated.
- Disruptive and disturbing.
- Hyperactive and lack of concentration.
- Have immature social skills.
- Present challenging behaviours arising from other complex special needs.

[It should be noted that ‘Social Development Difficulties’ will also be addressed under the category of ‘Communication and Interaction’].

The ACCAC (Qualification Curriculum and Assessment Authority for Wales) Document **‘Challenging Pupils: Enabling Access, Meeting the Curriculum needs of Pupils with Emotional and Behavioural Difficulties’ (2000)** stresses that pupils with EBD exhibit behaviour that challenges schools and teachers, but that this behaviour is usually within normal, albeit unacceptable bounds. EBD is on a continuum and is not a lifelong condition. It may be very episodic during a pupil’s time at school. Pupils with EBD are a minority; however, they often take up a disproportionate amount of teacher/school time because of the challenges their difficulties present.

Behaviour has to be considered in the context in which it occurs. Schools and teachers may inadvertently contribute to behavioural problems in pupils. Elements of the classroom structure, classroom organisation and classroom management can contribute to behavioural problems. These factors may include:

- Room layout.
- Classroom routines e.g. delay in starting a lesson.
- Managing transitions.
- Curriculum issues.

Behaviour can often be directly linked with:

- Well prepared and stimulating lessons.
- A prompt start and well organised lessons.
- Teacher style being matched to learning style of the individual or group.
- Early identification of learning difficulties.
- Appropriate interpretation of a young person's body language.

When teachers have the skills necessary for effective classroom and group management, behaviour problems become far less likely.

While poor relationships between parents and schools may not cause behaviour problems in the first place, they can contribute to maintaining or even worsening any existing behaviour problems.

Children and young people with behavioural, emotional and social difficulties may require some, or all, of the following:

- Flexible teaching arrangements.
- Help with development of social competence and emotional maturity.
- Help in adjusting to school expectations and routines.
- Help in acquiring the skills of positive interaction with peers and adults.
- Specialised behavioural and cognitive approaches.
- Re-channelling or re-focusing to diminish repetitive and self-injurious behaviours.
- Provision of class and school systems which control or censure negative or difficult behaviours and encourage positive behaviour.
- Provision of a safe and supportive environment.

The child or young person will display **a range** of behaviours at a significant level and which may include the following:

- **At a personal level:** destroys own work; pre-empts failure in tasks; constantly anxious; depression/severely withdrawn; extreme resentment/vindictiveness or continual defiance; self-injurious, or obsessive behaviour; significant difficulties establishing friendships with peers or adults in a range of different educational settings; lying and fantasising; extreme attention-seeking behaviour; acute anxiety and fear about attending school; inappropriate sexual behaviour.
- **At a verbal level:** persistent refusal to speak; extreme threats; continual interruption; extremely argumentative and/or abusive.

- **At a non-verbal level:** school refusal; continual failure to observe rules; extreme disruptiveness, destructiveness, aggression or violence.
- **At a work-skills level:** inability or unwillingness to work without direct supervision, to concentrate, to complete tasks or to follow instructions.

The significance of these behaviours for any child or young person will need to be viewed in the context of:

- The degree of inappropriateness (particularly with regard to the age of the child and to the context in which the behaviour occurs).
- The frequency of the behaviour.
- The intensity of the behaviour.
- The duration of the behaviour.
- The persistence over time.
- A clear analysis of the child's overall functioning.

In accordance with National Assembly for Wales Circular 3/99 **“Pupil Support and Social Inclusion”**, there is a range of strategies that should be undertaken by schools to prevent attendance and behaviour problems. The main principles of preventive action are Early Intervention; Working with Parents; Working with Other Agencies; Involving Pupils; Classroom Behaviour Management; Accessing the Curriculum; Study Support; Mentoring Schemes; Good Quality Careers Education and Guidance.

All staff should have regard to the school's Behaviour Policy in determining an appropriate response to children / young peoples' emotional and behavioural difficulties.

Some children may need the intervention provided by a Pastoral Support Programme (PSP). Guidelines regarding the implementation of a PSP are contained in detail in Circular 3/99. The PSP is a school-based intervention to help individual pupils better manage their behaviour. The PSP should identify precise and realistic behavioural outcomes for the child to work towards. The PSP is automatically activated if a pupil is at serious risk of permanent exclusion or disaffection. The school should have assessed the needs of the pupil, and have adopted a graduated response that has drawn on the wide range of expertise in the school. External support should already have been sought. The PSP requires the school to liaise with service providers and must allow sufficient time for them to respond.

As most schools will include children with behaviour, emotional and social development difficulties, all teachers should have the knowledge and understanding to meet their needs.

SCHOOL ACTION

A child is placed at **School Action** if there is clear recorded evidence that:

- The child presents with persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school.
- Samples of the child's work show deterioration in performance over time and/or a low level of response to an appropriately differentiated curriculum.
- The class teacher's written reports describe the child's deterioration in performance over time and/or low level of response to an appropriately differentiated curriculum.
- Records of incidents kept by teachers and/or a daily log of behaviour which document one or more of the following:
 - The child is withdrawn and isolated.
 - The child is disruptive and disturbing.
 - The child is hyperactive and lacks concentration.
 - The child has immature social skills.
 - The child presents challenging behaviours arising from other complex special needs.

At School Action:

- School should have discussed their concerns with parents / carers and their input into the Individual Education Plan (IEP) should have been recorded.
- A school based IEP is formalised and implemented. The IEP should include:
 - The short-term targets for the child.
 - The teaching strategies used.
 - The provision to be put in place by the school.
 - When the plan is to be reviewed.
 - The outcome of the action taken by the school.
 - The IEP should be supported by appropriate literacy and numeracy programmes when required.
- The child should receive assistance in line with the pastoral care system of the school. This may include a Pastoral Support Programme (PSP). Any PSP should not take the place of the IEP. (See Circular 3/99).

- Staff will be informed of the child's difficulties and a consistent positive approach to modifying these difficulties will be taken across the school.

Standardised tests and/or surveys of behaviour* across all areas of the curriculum and school day will be evidenced for review.

***Assessment materials which can be used by school-based staff at School Action, School Action Plus and Statutory Assessment are listed in Appendix 1**

The child will exit School Action if:

- He/she shows adequate progress as a result of intervention.
- There is evidence over a period of at least two full terms incorporating a minimum of 2 reviews that the child is not making adequate progress.

Paragraph 6:49 of the SEN Code of Practice for Wales 2002 states that adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the pupil and the pupil's peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment base-line, but less than that of the majority of peers.
- Matches or betters the pupil's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the pupil's behaviour.
- Is likely to lead to appropriate accreditation.
- Is likely to lead to participation in further education, training and/or employment.

SCHOOL ACTION PLUS

Consideration is given to placing a child at **School Action Plus** provided there is clear recorded evidence from the second review in **School Action** that:

- Despite receiving an individualised programme and concentrated support the **School Action** IEPs have not made an impact on the child's functioning.
- The child has emotional and/or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group despite having a behavioural IEP as evidenced by:
 - Reports/data/samples of work showing that the educational performance of the child or his/her peers is seriously and increasingly affected by the child's emotional and/or behavioural difficulties, despite receiving an appropriately differentiated curriculum.
 - Reports/data/samples of work showing that the child is increasingly and seriously disengaged from appropriate learning tasks.
 - Standardised tests and/or surveys of behaviour across all areas of the curriculum and school day undertaken by school staff and/or external agencies.

There may also be evidence of involvement of an Educational Psychologist and/or other relevant services or agencies, e.g. recent psychiatric or psychological evaluation, recent medical reports.

(See Table 1)

It should be stressed that there may be a small percentage of pupils who require a high level of input as a matter of urgency, despite no apparent record of previous significant difficulties, for example a child who has recently experienced a traumatic bereavement. **In this minority of cases a child may be placed directly at School Action plus.**

Table 9

ENTRY CRITERIA FOR SCHOOL ACTION PLUS

National Curriculum Year	Assessment or Screening Outcomes
Nursery/Reception	<ul style="list-style-type: none">• Reports/data/samples of work showing that the educational performance of the child or his/her peers is seriously and increasingly affected by the child's emotional and/or behavioural difficulties, despite receiving an appropriately differentiated curriculum.• Reports/data/samples of work showing that the child is increasingly and seriously disengaged from appropriate learning tasks.• Standardised tests and/or surveys of behaviour across all areas of the curriculum and school day.• Assessment material could include the school's own behaviour checklist or the NFER-Nelson Pre-School Behaviour Checklist (age 2 – 5 years), Neath Port Talbot School Baseline Assessment.
All Year Groups	<ul style="list-style-type: none">• Reports/data/samples of work showing that the educational performance of the child or his/her peers is seriously and increasingly affected by the child's emotional and/or behavioural difficulties, despite receiving an appropriately differentiated curriculum.• Reports/data/samples of work showing that the child is increasingly and seriously disengaged from appropriate learning tasks.• Standardised tests and/or surveys of behaviour across all areas of the curriculum and school day undertaken by school staff and/or external agencies.• Assessment material could include the school's own behaviour checklist, Toward Better Behaviour or the 'Pupil behaviour assessment system'.

At **School Action Plus**, therefore, schools should:

- Discuss their concerns with parents/carers.
- Seek input from external support agencies e.g. Physiotherapy, Occupational Therapy, Speech and Language Therapy, Educational Psychology, Advisory Staff, Child and Family Clinic, Pupil Parent Support, Social Services, Education Welfare Service, Youth Offending Team.

[**N.B.** referrals for Occupational Therapy assessment and Child and Family Clinic can be made through Health (e.g. GP, school doctor) and Education Psychology Service].

These external support services can then advise on new and appropriate targets for the child's IEP and on accompanying strategies.

The resulting new IEP should set out fresh strategies for supporting the child's progress.

The IEP should be implemented as far as possible in the normal classroom setting.

- Continue to provide appropriate assistance in line with the School's pastoral support system, including a PSP, if appropriate.

The Neath Port Talbot Document '**Funding Arrangements for Children with Special Educational Needs**' will help identify the level of support which can be provided from delegated resources.

For a small number of pupils an alternative strategy at School Action Plus may be for school to consider placement in a **Pupil Referral Unit (PRU)**. A PRU is specially organised to provide education for children of compulsory school age who may not for any period receive suitable education unless such arrangements are made for them. At Key Stage 1, 2 and 3 this is a short term placement of one or two terms to help the child as part of a managed school strategy

Plans for reintegration into mainstream school must be in place at the beginning of the PRU placement.

The child will exit School Action Plus if:

- He/she shows adequate progress as a result of intervention.
- There is evidence over a period of at least two full terms incorporating a minimum of 2 reviews that the child is not making adequate progress.

Paragraph 6:49 of the SEN Code of Practice for Wales states that adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the pupil and the pupil's peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment base-line, but less than that of the majority of peers.
- Matches or betters the pupil's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the pupil's behaviour.
- Is likely to lead to appropriate accreditation.
- Is likely to lead to participation in further education, training and/or employment.

REQUEST FOR STATUTORY ASSESSMENT

Consideration will be given to making a request for **Statutory Assessment** provided there is clear, recorded evidence that:

- Following the actions taken by school at **School Action** and **School Action Plus** the child has not made adequate progress.
- The child continues to have emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group despite having a behavioural IEP as evidenced by:
 - ? Reports/data/samples of work showing that the educational performance of the child or his/her peers is significantly affected by the child's emotional and/or behavioural difficulties.
 - ? Reports/data/samples of work showing that the child is significantly disengaged from appropriate learning tasks.
 - ? Standardised tests and/or surveys of behaviour across all areas of the curriculum and school day undertaken by school staff and/or appropriate external agencies (see appendix 1)
- There is evidence of involvement from the Educational Psychology Service and/or other relevant outside agencies.
- The advice and input of outside professionals has been sought and acted upon over a period of time.
- Consideration has been given to the outcomes of the IEPs implemented to date, over a period of at least 6 months.
- There have been regular reviews of progress with written outcomes including evidence of targets met and/or not achieved.
- The school has sought the views of, and involved the child and the parents/carers at each stage. The parents/carers should have had full opportunity to be actively involved in supporting the school staff in the implementation and evaluation of any IEP and intervention programme.

The Neath Port Talbot '**Statutory Assessment: School Requests**' pack will help schools to prepare a request for statutory assessment.

Table 10

ENTRY CRITERIA FOR STATUTORY ASSESSMENT

National Curriculum Year	Assessment or Screening Outcomes
All Year Groups	<ul style="list-style-type: none">• Continuing emotional and/or behavioural difficulties which substantially and regularly interfere with the child’s own learning or that of the class group. This may include one or more of the following: withdrawn, isolated, disruptive, disturbing, hyperactive, lack of concentration, immature social skills, challenging behaviours arising from other complex special needs.• Reports/data/samples of work showing that the educational performance of the child or his/her peers is significantly affected by the child’s emotional and/or behavioural difficulties.• Reports/data/samples of work showing that the child is significantly disengaged from appropriate learning tasks.• Standardised tests and/or surveys of behaviour across all areas of the curriculum and school day undertaken by school staff and/or appropriate external agencies (see appendix 1)• Assessment material could include NFER-Nelson Pre-school Behaviour Checklist, Pupil behaviour assessment system, Positive Behaviour Management (McNamara), Boxall Profile, Achenbach Behaviour Checklists, Bristol Social Adjustment Guidelines (BSAG), Connors’ Parent and Teacher Rating Scales, Rogers’ Personal Adjustment Inventory – revised (RPAI-R), Primary/Secondary Assessment Profile.

EXIT CRITERIA/CEASING TO MAINTAIN THE STATEMENT

Consideration will be given to ceasing to maintain a Statement if there is evidence over a period of two full terms that the school has formulated, monitored and reviewed the IEP and that the child's emotional, behavioural and social difficulties no longer meet the criteria for **Statutory Assessment**.

NPT LEA in accordance with the advice given in the SEN Code of Practice for Wales 2002 will adhere to the following:

8.117 There should be no assumption that, once the LEA has made a statement, they should maintain that statement until they are no longer responsible for the young person. Statements should be maintained only when necessary. But a decision to cease to maintain a statement should be made only after careful consideration by the LEA of all the circumstances and after close consultation with parents.

8.118 The LEA may cease to maintain a statement for a child only if they believe that it is no longer necessary to maintain it. The LEA should consider the results of the recent annual reviews, whether the objectives of the statement have been achieved and whether the child's needs could be met in future within the resources of mainstream schools within the area without the need for continuing LEA oversight. The LEA should always, therefore consider whether, notwithstanding the achievement of some, or even all, of the objectives on the statement, the child's progress will be halted or reversed if the special educational provision specified in the statement or modified provision which justified the maintenance of a statement were not made.

8.119 The LEA may consider whether the following apply when considering if it is necessary to maintain a statement:

- (a) have the objectives of the statement been met
- (b) can the child's needs be met in future within the resources of a mainstream school
- (c) do the child's special educational needs no longer significantly impede access to the National Curriculum
- (d) does the child no longer require daily adult supervision or substantial adaptation of teaching materials to access the curriculum fully
- (e) can the child cope with everyday social interaction at school
- (f) has the child no significant self-help difficulties that require more provision than is normally available within the school.

To cease a Statement for a child with behaviour, emotional and social developmental difficulties the following criteria will apply:

- The child's behaviour has reduced in severity to such an extent that it is no longer significantly impeding his or her ability to access the curriculum, or significantly impeding other children's access to the curriculum.
- Levels of confidence and ability to form purposeful relationships have been improved and the child no longer shows inappropriate aggressive behaviour towards peers or is no longer severely withdrawn.
- The child can cope with everyday social interaction, but may find some difficulty in particular circumstances e.g. coping with conflict, responding to negative feedback.
- School attendance is regular and non-attendance adequately explained.
- Any obsessional eating habits are resolved.
- Substance or alcohol mis-use is resolved.
- Bullying at school, neglect and/or abuse at home and/or major difficulties at home have been effectively dealt with such that they do not present a barrier to learning at school.
- Any significant mental or physical health problem has been dealt with through appropriate treatment and no longer causes a significant barrier to learning at school.
- The child does not have significant difficulties impeding access to the curriculum in that attainment levels match or are above those in **Table 11**.

In relation to the criteria above, where a child experiences a problem in one of the areas above but this does not cause any significant difficulty with learning the statement may be ceased.

Table 11

A 5 year old child who has attainments which are at or above the 4 year level
A 6 year old child who has attainments at or above the level of a 5 year old
A 7 year old child who is working at level 1 /attainments at the 5½ year level
An 8 year old child working at level 1 /attainments at the 6½ year level
A 9 year old child working at level 2 /attainments at the 7½ year level
A 10 year old child working at level 2 /attainments at the 8 year level
An 11 year old child working at level 2 /attainments at the 8½ year level
A 12 year old child working at level 2 /attainments at the 8½ year level
A 13 year old child working at level 3 /attainments at the 9 year level
A 14 year old child working at the level 3 /attainments at the 9½ year level

Table 11: Attainment levels at which a child would no longer require a statement.

The child would normally be placed at school action or school action plus following the ceasing of the Statement, this could be following a period where there is gradual planned reduction in support.

COMMUNICATION AND INTERACTION DIFFICULTIES

A: SPEECH AND LANGUAGE DIFFICULTIES

DEFINITION

Children with speech and language difficulties will have weaknesses in one, some or all of the areas of speech, language and communication. The range of difficulties will encompass children with speech and language delay, impairment or disorder. These children will not have reached their expected competence in communication in their first language and their learning will consequently be affected.

The Welsh Assembly SEN Thresholds (Draft) (2000) document states that speech and language difficulties may show themselves in the following ways:

- Problems with the production of speech.
- Difficulty in finding words and joining them together in meaningful and expressive language.
- Problems in communicating through speech and other forms of language.
- Difficulties or delays in understanding or responding to the verbal cues of others.
- Difficulties with the acquisition and expression of thoughts and ideas.
- Difficulty in understanding and using appropriate social language.
- Frustrations and anxieties arising from a failure to communicate, possibly leading to apparent behavioural difficulties and deteriorating social and peer relationships.

N.B. This does not preclude children with other associated difficulties

Speech and Language Delay

A speech and language **delay** may be defined as a child understanding and using speech and language at a level usually associated with a younger child, but with the development of speech and language following the normal pattern.

Speech and Language Disorder.

A speech and language **disorder** may be defined as the acquisition of speech and language that does not follow the normal pattern of development. It does **not** include children who fail to develop language because of mental or physical disability, hearing loss, emotional disorder or environmental deprivation.

Children and young people with speech and language difficulties may require some, or all, of the following:

- A differentiated curriculum.
- Help in acquiring, comprehending and using language.
- Help with articulation.
- Help in acquiring literacy skills.
- Help in using augmentative and alternative means of communication.
- Help to use different means of communication confidently and competently for a range of purposes including formal situations.
- Help in organising and coordinating oral and written language.

As most schools will include children with speech and language difficulties, all teachers should have knowledge and understanding to meet their needs.

SCHOOL ACTION

A child is placed at **School Action** if there is clear recorded evidence that:

- A child's expressive and/or receptive language skills (e.g. communication or understanding as well as articulation problems) are at a level substantially below his/her peers. These difficulties are felt to be impacting on the child's access to the National Curriculum and the child requires specific individual interventions in order to access learning.

At School Action

- Schools should have discussed their concerns with parents and their input into the Individual Education Plan (IEP) should have been recorded.
- School should collect all known information about the child and liaise with outside agencies e.g. School Health Service, Speech and Language Therapist, Early Years providers, EPs, Peripatetic/Advisory teachers
- School should formalise and implement an IEP which targets the child's speech and language difficulties, e.g. expanding a child's vocabulary, verbal categorization skills, verbal fluency, listening skills. The IEP should include:
 - The short-term targets for the child.
 - The teaching strategies used.
 - The provision to be put in place by the school.
 - When the plan is to be reviewed.
 - The outcome of the action taken by the school.

Criterion-referenced and standardised tests* as well as written teacher records over a reasonable period will be evidenced for review.

***Assessment materials which can be used by school-based staff in the School Action, School Action Plus and Statutory Assessment stages are listed in appendix 1.**

The child will exit School Action if:

- His/her speech and language skills show adequate progress as a result of intervention.
- There is evidence over a period of at least two full terms, incorporating a minimum of 2 reviews, that the child is not making adequate progress in the area of speech and language.

Paragraph 6:49 of the SEN Code of Practice for Wales 2002 describes adequate progress in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the pupil and the pupil's peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment base-line, but less than that of the majority of peers.
- Matches or betters the pupil's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the pupil's behaviour.
- Is likely to lead to appropriate accreditation.
- Is likely to lead to participation in further education, training and/or employment.

SCHOOL ACTION PLUS

Consideration is given to placing a child at **School Action Plus** provided there is clear recorded evidence from the second review in **School Action** that:

- Despite receiving an individualised programme and concentrated support, the **School Action** IEPs have not made an impact on the child's speech and language skills and little or no progress has been made over a long period (usually at least two terms).
- The child continues to work at National Curriculum levels significantly below that of the majority of children of the same age and continues to have difficulty in developing speech and language skills, as measured by:
 - National Curriculum assessments.
 - Other standardised and criterion referenced tests (See Appendix 1) undertaken by school staff and/or by external agencies.
 - Teachers' own recorded assessments of the child's language work, including any profiles of the child's work and responses to programmes specified in the previous IEPs.

There may also be evidence of involvement of an Educational Psychologist and/or other relevant services or agencies.

(See Table 12)

Table 12

ENTRY CRITERIA FOR SCHOOL ACTION PLUS

National Curriculum Year	Assessment or Screening Outcomes
Nursery	<ul style="list-style-type: none">• Language development on profiles at or below the 2 year level.• Speech usually unintelligible to unfamiliar people.• Assessment material could include language checklists such as ‘Teaching Talking’ and the AFASIC Language checklist, Pre-Verbal Communication Schedule.
Reception	<ul style="list-style-type: none">• Language development on profiles at or below the 3 year level.• Speech usually unintelligible to unfamiliar people.• Assessment material could include language checklists such as ‘Teaching Talking’, Bury Infant check, Pre-Verbal Communication Schedule, AFASIC Language Checklist, LEA Baseline Assessment.

ENTRY CRITERIA FOR SCHOOL ACTION PLUS (continued)

National Curriculum Year	Assessment or Screening Outcomes
Year 1	<ul style="list-style-type: none"> • Limited or no measurable attainment on literacy and numeracy scales standardised for Year 1. • Standardised scores below 80 or below the 10th centile on school based standardised screening tests of vocabulary and language. • Speech usually unintelligible to unfamiliar people. • Evidence from school-based diagnosis assessment of an area of weakness in speech and language. • Assessment material could include language checklists such as ‘Teaching Talking’, AFASIC Language Checklist, BPVS.
Year 2 And Above	<ul style="list-style-type: none"> • Standardised scores below 80 or below the 10th centile on language and verbal tests • Evidence from school-based diagnostic assessment of an area of weakness in speech and language. • Evidence of a discrepancy between attainments in different core subjects of the National Curriculum. • Limited measurable progress in standardized attainments in literacy and numeracy for his/her Key Stage. • Speech usually unintelligible to unfamiliar people. • Assessment material could include BPVS, Teaching Talking checklist, Aston Index, AFASIC checklist.

At **School Action Plus**, therefore, schools should:

- Discuss their concerns with parents / carers.
- Seek input from external support agencies e.g. Speech and Language Therapy, Educational Psychology, Advisory staff.

These external support services can then advise on new and appropriate targets for the child's IEP and on accompanying strategies.

The resulting new IEP should set out fresh strategies for supporting the child's progress, e.g. the arrangement for implementation of a language programme or strategies aimed at developing the child's social communication skills.

The IEP should be implemented as far as possible in the normal classroom setting.

The Neath Port Talbot document '**Funding Arrangements for Children with Special Educational Needs**' will help schools identify the level of support which can be provided from delegated resources.

A child will exit School Action Plus if:

- He/she shows adequate progress as a result of intervention.
- There is evidence over a period of at least two full terms incorporating a minimum of 2 reviews that the child is not making adequate progress.

Paragraph 6:49 of the SEN Code of Practice for Wales 2002 describes adequate progress in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the pupil and the pupil's peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment base-line, but less than that of the majority of peers.
- Matches or betters the pupil's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.

- Demonstrates improvements in the pupil's behaviour.
- Is likely to lead to appropriate accreditation.
- Is likely to lead to participation in further education, training and/or employment.

REQUEST FOR STATUTORY ASSESSMENT

Whilst most speech and language difficulties will have been identified before a child reaches school, further assessment through School Action and School Action Plus may serve to highlight the child's continuing problems which may necessitate more specialist provision and long-term need.

For some children, speech and language difficulties will be part of a general learning difficulty or contribute to or constitute a specific learning difficulty. Consideration of **Statutory Assessment** for those children will be made under the criteria for general learning difficulties or specific learning difficulties.

Consideration will be given to making a request for **Statutory Assessment** provided there is clear, recorded evidence that:

- The actions taken by school at **School Action** and **School Action Plus** have not made a significant impact upon the child's speech and language development-this would include the ways in which the curriculum has been made accessible to the child by means of differentiation, resources, homework (where appropriate), teaching and pastoral support.
- The child is working at a level significantly below the majority of children of the same age in any of the National Curriculum core subjects, as measured by:
 - National Curriculum assessments.
 - The teacher's own recorded assessment of a child's classroom work.
 - Evidence of standardised and criterion referenced tests (see Appendix 1) undertaken by school staff and/or by external agencies.
- A multi-agency assessment of the child's needs has been carried out which identifies severe speech and language difficulties as the child's prime area of educational need. This will include assessment from an Educational Psychologist and a Speech and Language Therapist. A report from a specialist Speech and Language Teacher may also be available.
- The child's speech and/or language difficulties severely impair progress within the National Curriculum, their ability to take part in particular classroom activities or participation in aspects of school life.
- The advice and input of outside professionals has been sought and acted upon over a period of time.

- Consideration has been given to the outcomes of the IEPs implemented to date, over a period of at least 6 months.
- There have been regular reviews of progress with written outcomes including evidence of targets met and/or not achieved.
- The school has sought the views of, and involved the child and the parents/carers at each stage. The parents/carers should have had full opportunity to be actively involved in supporting the school staff in the implementation and evaluation of any IEP and intervention programme.

The '**Statutory Assessment : School Requests**' pack will help schools to prepare a request for statutory assessment.

N.B. Some language difficulties cannot be reported in centiles or as a difference in months from the norm either because specific means are not available (as in language usage) or because the child's language is disordered in a way that cannot be described adequately by developmental norms. In such cases, language samples should be analysed and the child's overall language behaviour documented, with deviations in various contexts, to indicate severity.

Table 13

ENTRY CRITERIA FOR STATUTORY ASSESSMENT

National Curriculum Year	Assessment or Screening Outcomes
All Year Groups	<ul style="list-style-type: none">• Severe specific difficulty or disorder affecting one or more of the following areas: expressive language, comprehension, phonology, syntax, semantics, pragmatics and articulation.• Non-verbal ability usually in the average range or above.• Standardised scores below 5th centile on the majority of tests of verbal or language abilities.• Evidence of a significant discrepancy between attainments in different core subjects of the National Curriculum.• Limited measurable progress in standardised attainments in literacy and numeracy for his/her Key Stage.• Assessment materials could include BPVS, BAS II, WISC III, CELF, Reynell, TROG, WOLD, South Tyneside Assessment of Syntactic Structure, Renfrew Action Picture Test, Renfrew Test of Word Finding, Test of Word Knowledge, Pre-school Language Scale, WORD, Revised Neale Analysis, Test of Pragmatic Language, Pragmatic Profile, Profion Glannau Menai, Assessment of Comprehension and Expression.

EXIT CRITERIA/CEASING TO MAINTAIN THE STATEMENT

Consideration will be given to ceasing to maintain a Statement if there is evidence over a period of two full terms that the school has formulated, monitored and reviewed the IEP and the child's levels of attainment have improved such that they no longer meet criteria for **Statutory Assessment**.

NPT LEA in accordance with the advice given in the SEN Code of Practice for Wales 2002 will adhere to the following:

- 8.120** There should be no assumption that, once the LEA has made a statement, they should maintain that statement until they are no longer responsible for the young person. Statements should be maintained only when necessary. But a decision to cease to maintain a statement should be made only after careful consideration by the LEA of all the circumstances and after close consultation with parents.
- 8.121** The LEA may cease to maintain a statement for a child only if they believe that it is no longer necessary to maintain it. The LEA should consider the results of the recent annual reviews, whether the objectives of the statement have been achieved and whether the child's needs could be met in future within the resources of mainstream schools within the area without the need for continuing LEA oversight. The LEA should always, therefore consider whether, notwithstanding the achievement of some, or even all, of the objectives on the statement, the child's progress will be halted or reversed if the special educational provision specified in the statement or modified provision which justified the maintenance of a statement were not made.
- 8.122** The LEA may consider whether the following apply when considering if it is necessary to maintain a statement:
- a) have the objectives of the statement been met
 - b) can the child's needs be met in future within the resources of a mainstream school
 - c) do the child's special educational needs no longer significantly impede access to the National Curriculum
 - d) does the child no longer require daily adult supervision or substantial adaptation of teaching materials to access the curriculum fully
 - e) can the child cope with everyday social interaction at school
 - f) has the child no significant self-help difficulties that require more provision than is normally available within the school.

To cease a Statement for a pupil with speech and language difficulties the following criteria will apply:

- Expressive and/or receptive language development has improved to within the average range for the child's age, defined as not more than one standard deviation below the norm for the age range.
- The child has developed social interaction skills which enable him/her to form some purposeful relationships with adults and peers.
- The child's speech and language difficulties no longer significantly impede access to the National Curriculum in that attainments match or are above those listed in Table 14.

Table 14

A 5 year old child who has attainments which are at or above the 4 year level
A 6 year old child who has attainments at or above the level of a 5 year old
A 7 year old child who is working at level 1 /attainments at the 5½ year level
An 8 year old child working at level 1 /attainments at the 6½ year level
A 9 year old child working at level 2 /attainments at the 7½ year level
A 10 year old child working at level 2 /attainments at the 8 year level
An 11 year old child working at level 2 /attainments at the 8½ year level
A 12 year old child working at level 2 /attainments at the 8½ year level
A 13 year old child working at level 3 /attainments at the 9 year level
A 14 year old child working at the level 3 /attainments at the 9½ year level

Table 14: Attainment levels at which a child would no longer require a statement.

The child would normally be placed at school action or school action plus following the ceasing of the statement. This could be following a period where there is a gradual planned reduction in support.

COMMUNICATION AND INTERACTION DIFFICULTIES

B: AUTISTIC SPECTRUM DISORDERS

DEFINITION

The Welsh Assembly SEN Thresholds (Draft) (2000) document states that autistic spectrum disorders (ASD) are characterised by a triad of impairments in social awareness, social communication and imaginative thought. They may show themselves in different ways:

- Difficulties in attuning to social situations and responding to normal environmental cues.
- Evidence of emerging personal agendas which are not amenable to adult direction.
- A tendency to withdraw from social situations and a passivity and absence of initiative.
- Repressed, reduced or inappropriate social interactions extending to highly egocentric behaviour with an absence of awareness of the needs or emotions of others.
- Impaired use of language, either expressive or receptive; this may include odd intonation, literal interpretations and idiosyncratic phrases and may extend to more bizarre expressive forms and limited expression, reducing the potential for two way communication.
- Limitations in expressive or creative peer activities extending to obsessive interests or repetitive activities.
- Resistance to change.
- Rigidity of thought and/or behaviour.

ASD affects more males than females and the prevalence rate is at least 60 per 10,000 children under 8 years (National Autism Plan for Children Report, 2003). The basic impairments can occur with varying degrees of severity. Close to 4 per 1,000 children have severe learning disability and many of these children will have autism or ASD. Approximately 25 per 1,000 additional children have moderate learning difficulty and many of these will also have ASD. As with other developmental disorders, children diagnosed with ASD may also have other special educational needs.

Asperger Syndrome is a condition which is thought to fall within the spectrum of autism. Those with Asperger Syndrome are often of average and above average ability and have good language skills. However they also show impairments in the 3 areas of social communication, social interaction and social imagination. They may also have additional problems with organisation and motor coordination.

Concerns about more able children, or those with Asperger Syndrome, may not develop until children are exposed to the greater social demands of the school environment. Indeed, prior to school entry, some may have been thought to be well advanced in their development because of their special interests and precocious vocabulary.

Impairments may be specific, such as an inability to understand the use of metaphor.

Children with disorders on the autistic spectrum can only be identified by means of a detailed multi-agency assessment. However a diagnosis of ASD does not always imply special educational needs that are so complex and severe as to warrant provision to be made by the LEA.

Children with ASD may require some, or all, of the following:

- Flexible teaching arrangements.
- Help in acquiring, comprehending and using language.
- Help in acquiring literacy skills.
- Help to use different means of communication confidently and competently for a range of purposes including formal situations.
- Help in organising and coordinating oral and written language.
- Support to compensate for the impact of a communication difficulty on learning in English or Welsh as an additional language.
- Help in expressing, comprehending and using their own language, where English or Welsh is not the first language.
- Support to aid their social integration with peers, in and out of the classroom.

As most schools will include at some time, children with autistic spectrum disorders, all teachers should have the knowledge and understanding to meet their needs.

SCHOOL ACTION

A child may be placed at **School Action** if there are concerns regarding their performance in each of the following areas:

- **Social Awareness/Interaction**

For example:

- The child conforms with prompting and some adaptation to the curriculum and classroom environment.
- The child demonstrates persistent pre-occupation with objects/ restricted pattern of interests.
- The child does not develop appropriate social awareness.

- **Social Communication and Language**

For example:

- The child does not develop peer relationships.
- There is some concern about the child's use of language in relation to progress in other areas of development and a literal response to verbal communication.
- There is a difficulty with receptive language.

- **Imagination and Rigidity of Thought**

For example:

- Some concerns are expressed about symbolic play in younger children and the ability to understand symbolism in literature in older children.
- There may be limited peer play.
- There is some concern about the child's ability to see things from another person's perspective.

At School Action:

- School should have discussed their concerns with parents and their input into the IEP should have been recorded.
- A school based IEP is formalised and implemented. The IEP should include:
 - The short-term targets for the child.
 - The teaching strategies used.
 - The provision to be put in place by the school.
 - When the plan is to be reviewed.
 - The outcome of the action taken by the school.

Criterion-referenced and standardised tests* as well as written teacher records over a reasonable period will be evidenced for review.

***Assessment materials which can be used by school-based staff at School Action, School Action Plus and Statutory Assessment are listed in Appendix 1.**

The child will exit School Action if:

- He/she shows adequate progress as a result of intervention.
- There is evidence over a period of at least two full terms incorporating a minimum of 2 reviews that the child is not making adequate progress.

Paragraph 6:49 of the SEN Code of Practice for Wales 2002 states that adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the pupil and the pupil's peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment base-line, but less than that of the majority of peers.
- Matches or betters the pupil's previous rate of progress.
- Ensures access to the full curriculum.

- Demonstrates an improvement in self help, social or personal skills.
- Demonstrates improvements in the pupil's behaviour.
- Is likely to lead to appropriate accreditation.
- Is likely to lead to participation in further education, training and/or employment.

SCHOOL ACTION PLUS

Consideration is given to placing a child at **School Action Plus** provided there is clear recorded evidence from the second review at School Action that:

- Despite receiving an individualised programme and concentrated support the **School Action** IEPs have not made an impact on the child's communication and interaction skills.
- The child is able to participate in most aspects of ordinary classrooms but has some difficulties in following instructions, classroom routines and in maintaining attention on task.
- The child presents with a reliance on teacher support and needs careful structuring of activities to enable him/her to engage successfully in group work and/or social activities.
- The child shows a tendency to display obsessive behaviours and/or inappropriate language likely to result in the child losing friends or distracting teaching staff.
- The child is making progress within the curriculum, but this is greater in some areas than in others because of difficulties in particular aspects of learning such as writing, language or practical activities.

Clear recorded evidence regarding the child's progress in each of the following areas would also be necessary:

- **Social Awareness/Interaction**

For example:

- The child shows clear difficulty in responding to social situations and adult direction. There is a lack of social and emotional reciprocity.
- The child presents with restricted repetitive and stereotypical patterns of behaviour. There is an apparent inflexible adherence to specific non-functional routines.
- The child appears to experience difficulty understanding the rules of general life.
- The child tends towards disruptive behaviour.
- The child displays reduced awareness of danger.
- Planned approaches are needed to enable the child to remain within the class group, specific IEPs are developed to reduce disruption.

- **Social Communication and Language**

For example:

- The child has difficulty with peer interaction and using language for communication in the context of the child's developmental pattern.
- The child has a tendency to isolation.
- The child may present with a reduced awareness of others needs or emotions.
- Where social interaction appears to be developing, it may be egocentric and restricted to child's own focus of interest.
- The child has a literal interpretation of language which leads to misunderstandings.
- The child has difficulty with more abstract aspects of language or linguistic concepts.
- The child presents with limited use of expressive language eg talks about obsessive interests, repeats chunks from videos or stories, uses repetitive questions or phrases.
- The child shows marked impairment in the ability to initiate, sustain or end appropriately a conversation with others.

- **Imagination and Rigidity of Thought**

For example:

- The child presents with reduced symbolic and make believe play.
- The child has obsessive interests in specific objects or toys.
- The child displays islets of ability, good memory, precocious knowledge of numbers, letters, shapes and so on.

In the context of the child's development pattern, there may be an inability to show empathy or predict and understand the emotional response of others.

(See Table 15 – a child would need to meet some or all of the criteria statements in each age section)

Table 15

ENTRY CRITERIA FOR SCHOOL ACTION PLUS

National Curriculum Year	Assessment or Screening Outcomes
Nursery, Reception and Year 1	<ul style="list-style-type: none">• Significant impairment in the areas of social awareness, social communication and imaginative thought as assessed by an educational psychologist /speech and language therapist/ paediatrician and/or other involved agency.• Significant delay in developmental areas below 0.75 x chronological age, for example, in cognitive, receptive and expressive language, social and self-help skills.• Assessment material could include Schedule of Growing Skills, AFASIC Language checklists, Baseline Assessment, Social Communication Checklist (Cumine et al 1998), Teaching Talking, Pragmatics Profile.
Year 2 and above	<ul style="list-style-type: none">• Significant impairment in the areas of social awareness, social communication and imaginative thought as assessed by an educational psychologist/speech and language therapist/ paediatrician and/or other involved agency.• Limited progress in standardised attainments in literacy and numeracy for their Key Stage.• Ability or development on profiles at or below the 4th centile (or SS 74) particularly in the areas of cognitive, language, social and self help skills.• Assessment material could include Pragmatics Profile, Social Communication Checklist (Cumine et al, 1998), Teaching Talking.

At **School Action Plus**, therefore, schools should:

- Discuss their concerns with parent / carers.
- Seek input from external support agencies. This should include a request for an assessment by the Speech and Language Therapy Service, the Education Psychology Service and any other relevant support service(s).

These external support services can then advise on new and appropriate targets for the child's IEP and on accompanying strategies.

The resulting new IEP should set out fresh strategies for supporting the child's progress.

The IEP should be implemented as far as possible in the normal classroom setting.

The Neath Port Talbot document '**Funding Arrangements for Children with Special Education Needs**' will help schools identify the level of support which can be provided from delegated resources.

The child will exit School Action Plus if:

- He/she shows adequate progress as a result of intervention.
- There is evidence over a period of at least two full terms incorporating a minimum of 2 reviews that the child is not making adequate progress.

Paragraph 6:49 of the SEN Code of Practice for Wales 2002 describes adequate progress in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the pupil and the pupil's peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment base-line, but less than that of the majority of peers.
- Matches or betters the pupil's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self help, social or personal skills.
- Demonstrates improvements in the pupil's behaviour.
- Is likely to lead to appropriate accreditation.

- Is likely to lead to participation in further education, training and/or employment.

REQUEST FOR STATUTORY ASSESSMENT

Consideration will be given to making a request for **Statutory Assessment** provided there is clear recorded evidence that the child is experiencing:

- Significant difficulties in following instructions, classroom routines and in maintaining attention on-task which make it impossible for them to participate in most ordinary classroom activities without a high level of structure and adult support.
- A high level of atypical behaviour (obsessive, challenging and/or withdrawn).
- A high level of inappropriate use of language, difficulties in motor imitation and control, abnormal responses to sensory experiences and signs of distress or emotional disturbances without obvious cause.
- A high level of inappropriate behaviour leading to social isolation and rejection by peers.
- Little or no progress within the curriculum except perhaps in very specific areas of strength.
- (See Table 16 – A child would need to meet one or more of the criteria statements in each section).

The child would also be likely to experience difficulties in each of the following areas:

- **Social Awareness/Interaction**

For example:

- The child has significant difficulties in responding to social situations and adult direction.
There is a significant lack of social and emotional reciprocity.
- The child displays inflexible adherence to specific, non-functional routines and behaviour.
- The child displays stereotyped and repetitive actions/mannerisms.
- The child shows restricted patterns of behaviour that are abnormal either in intensity or focus.
- The child has little or no awareness of danger.
- The child exhibits extremes of activity or inactivity.
- The child displays disruptive behaviour.

- The child is unable to participate fully in particular aspects of the school's curriculum without close adult supervision and/or substantial adaptation of teaching materials and environment.

- **Social Communication and Language**

For example:

- The child has severely impaired social communication skills, marked impairment in the use and understanding of non-verbal behaviours such as eye-to-eye gaze, facial expressions, body postures and gestures to regulate social interaction.
- The child has a delay in, or total lack of development of spoken language with no compensatory alternative.
- The child displays stereotyped and repetitive language which does not conform to conversational rules.
- The child requires adaptations of communication by adults, for example visual prompts and signalled routines.

- **Imagination and Rigidity of Thought**

For example:

- The child has a lack of varied spontaneous make believe play or socially initiated play appropriate to developmental level, although certain imaginary scenarios e.g. copied from videos or cartoons, may be frequently re-enacted alone.
- The child displays a lack of spontaneity in seeking to share enjoyment of interests or achievements with other people.
- Difficulty in organising self in relation to unstructured space (e.g. hugging the perimeter of playground, halls).
- Inability to cope with change or unstructured situations, even ones that other children enjoy, such as school trips.

There will also need to be clear recorded evidence that:

- Action has been taken to make the appropriate curriculum accessible to the child.
- Steps have been taken to meet the pastoral needs of the child and, if necessary, appropriate advice sought to meet any social, emotional or behavioural needs.
- Following the actions taken by school at **School Action** and **School Action Plus** the child has not made adequate progress.
- There is evidence of involvement from the Education Psychology Service and / or relevant outside agencies.

- The advice and input of outside professionals has been sought and acted upon over a period of time.
- Consideration has been given to the outcomes of the IEPs at School Action Plus, implemented to date, over a period of at least 6 months.
- There have been regular reviews of progress with written outcomes including evidence of targets met and/or not achieved.
- The school has sought the views of, and involved the child and the carers at each stage. The parents/carers should have had full opportunity to be actively involved in supporting the school staff in the implementation and evaluation of any IEP and intervention programme.

The Neath Port Talbot **‘Statutory Assessment: School Requests’** pack will help schools to prepare a request for statutory assessment.

Table 16

ENTRY CRITERIA FOR STATUTORY ASSESSMENT

N.B children may meet one or more of the listed assessment or screening outcomes in the table below

National Curriculum Year	Assessment or Screening Outcomes
Nursery, Reception and Year 1	<ul style="list-style-type: none">• Significant impairment in areas of social awareness, social communication and imaginative thought as assessed by some or all of the following professionals :<ul style="list-style-type: none">- Classteacher and/or Peripatetic Teacher- Educational Psychologist- Speech and Language Therapist- Paediatrician and/or specialist in CAMHS- Occupational Therapist <p>Reports may also be available from a Physiotherapist, Child Care Disability Team and staff in pre-school provision.</p> <ul style="list-style-type: none">• Significant delay in one or more developmental areas, e.g. cognitive, language, social, self-help skills.• Pre-literacy and pre-numeracy skills at or below the baseline/foundation level.• Unusual profile of skills/deficits, e.g. social and motor skills very poorly developed whilst general knowledge, reading or vocabulary skills are well above chronological/mental age.

Table 16

ENTRY CRITERIA FOR STATUTORY ASSESSMENT (Continued)

<p>Year 2 and above</p>	<ul style="list-style-type: none">• Significant impairment in areas of social awareness, social communication and imaginative thought as assessed by some or all of the following professionals :<ul style="list-style-type: none">- Class teacher and/or Peripatetic Teacher- Educational Psychologist- Speech and Language Therapist- Paediatrician and/or specialist in CAMHS- Occupational Therapist <p>Reports may also be available from a Physiotherapist and from the Child Care Disability Team.</p> <p>Unusual profile of skills/deficits, e.g. social and motor skills very poorly developed whilst general knowledge, reading or vocabulary skills are well above chronological/mental age.</p>
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EXIT CRITERIA/CEASING TO MAINTAIN THE STATEMENT

Consideration will be given to ceasing to maintain a statement if there is evidence over a period of two full terms that the school has formulated, monitored and reviewed the IEP and the child's social and communication difficulties no longer impede access to the curriculum, such that they no longer meet criteria for **Statutory Assessment**.

Neath Port Talbot LEA, in accordance with the advice given in the SEN Code of Practice for Wales 2002 will adhere to the following:

- 8.117** There should be no assumption that, once the LEA has made a statement, they should maintain that statement until they are no longer responsible for the young person. Statements should be maintained only when necessary. But a decision to cease to maintain a statement should be made only after careful consideration by the LEA of all the circumstances and after closer consultation with parents.
- 8.118** The LEA may cease to maintain a statement for a child only if they believe that it is no longer necessary to maintain it. The LEA should consider the results of the recent annual reviews, whether the objectives of the statement have been achieved and whether the child's needs could be met in future within the resources of mainstream schools within the area without the need for continuing LEA oversight. The LEA should always, therefore consider whether, notwithstanding the achievement of some, or even all, of the objectives on the statement, the child's progress will be halted or reversed if the special educational provision specified in the statement or modified provision which justified the maintenance of a statement were not made.
- 8.119** The LEA may consider whether the following apply when considering if it is necessary to maintain a statement:
- (a) have the objectives of the statement been met
 - (b) can the child's needs be met in future within the resources of a mainstream school
 - (c) do the child's special educational needs no longer significantly impede access to the National Curriculum
 - (d) does the child no longer require daily adult supervision or substantial adaptation of teaching materials to access the curriculum fully
 - (e) can the child cope with everyday social interaction at school
 - (f) has the child no significant self-help difficulties that require more provision than is normally available within the school.

Although consideration should be given to ceasing a statement, at the more severe and complex end of autistic spectrum it is unlikely that the statement will be ceased before the child leaves school.

To cease a statement for a child with autistic spectrum difficulties the following criteria will apply:

- The social and communication difficulties are no longer impeding access to the curriculum.
- The child can cope with everyday social interaction, but may find some difficulty in particular circumstances e.g. coping with changes in routine responding to conflict or group work.
- The child's levels of attainment match or are above those listed in Table 17.

Table 17

A 5 year old child who has attainments which are at or above the 4 year level
A 6 year old child who has attainments at or above the level of a 5 year old
A 7 year old child who is working at level 1 /attainments at the 5½ year level
An 8 year old child working at level 1 /attainments at the 6½ year level
A 9 year old child working at level 2 /attainments at the 7½ year level
A 10 year old child working at level 2 /attainments at the 8 year level
An 11 year old child working at level 2 /attainments at the 8½ year level
A 12 year old child working at level 2 /attainments at the 8½ year level
A 13 year old child working at level 3 /attainments at the 9 year level
A 14 year old child working at the level 3 /attainments at the 9½ year level

Table 17: Attainment levels at which a child would no longer require a statement.

The child will normally be placed at school action or school action plus following the ceasing of the statement, this could be following a period where there is a gradual planned reduction in support.

SENSORY AND PHYSICAL DIFFICULTIES

A: HEARING IMPAIRMENT

DEFINITION

The SEN Code of Practice for Wales 2002 notes that hearing impairments range from profound and permanent through to lesser levels of loss, which may only be temporary. They may also be unilateral or bilateral and can fluctuate. A hearing loss may be sensori-neural, conductive or mixed.

The category of hearing loss is dependent upon the decibel threshold at which a child can hear:

<u>CATEGORY OF HEARING LOSS</u>	<u>dB THRESHOLD</u>
MILD	20 -40
MODERATE	40 - 55
MOD –SEVERE	55 -70
SEVERE	70 - 90
PROFOUND	>90

(From the **Comprehensive Dictionary of Audiology**)

Hearing impairments may become apparent in the following ways:

- Changes in certain areas of academic performance, tonal changes in speech, progressive failures to respond to verbal cues or increasing requests for the repetition of instructions;
- Physical changes such as persistent discharges from the ears, tilting of the head to maximise aural input, excessive efforts to focus on the teacher's face when instructions are being relayed;
- Increased reliance on peers for the understanding or relaying of instructions;
- Signs of frustration with themselves or with others leading to emotional or behavioural problems not previously observed and for which there are no obvious causes.

It is possible for specialists to assess and quantify a child's hearing loss and in many cases this will have been done before children reach statutory school age. Every child with a hearing aid, whether unilateral or bilateral, is referred to the Hearing Impaired service by Audiology. These children will require assessment of their functional hearing in the classroom.

Where a child has a severe or profound hearing impairment, the LEA will generally have a considerable knowledge as to the nature of his/her hearing impairment, available from assessment conducted from an early age. Such a child may well be subject of a Statement before statutory school age and it is unlikely that they will progress through school action and School Action Plus.

The level of hearing loss alone however does not determine the level of difficulty which children and young people experience in school. It has to be set alongside other indicators more directly related to the classroom.

Children who experience a hearing impairment may require some or all of the following:

- Flexible teaching arrangements.
- Appropriate acoustic conditioning.
- Adaptations to the physical environment of the school.
- Adaptations to school practices and procedures.
- Access to alternative or augmented forms of communication.
- Access to different amplification systems.
- Access in all areas of the curriculum through specialist aids or equipment.
- Regular and frequent specialist support.

As most schools will include, at some time, children with hearing impairments, all teachers should have the knowledge and understanding to meet their needs.

SCHOOL ACTION

A child is placed at **School Action** if there is evidence that he/she has been identified by audiological assessment as having a mild – moderate hearing loss and may, in addition, experience the following difficulties:

- Hears their name and simple instructions (particularly where situational cues are available) but little else.
- Misunderstands or ignores instructions or frequently asks for repetitions.
- Watches faces closely (A child with even a quite mild hearing loss may depend upon watching the face of a speaker in order to comprehend speech fully).
- Frequently seeks assistance from neighbours.
- Is reluctant to speak freely eg a nod or shake of the head rather than saying “yes” or “no”.
- Speaks very softly (Sometimes this happens with conductive hearing losses where their own voice appears quite loud to them).
- Appears uninterested.
- Appears withdrawn into a personal and private world.
- Inattentive.
- Displays behavioural problems and poor social adjustment.
- Presents troublesome and disruptive behaviour in the classroom (A child who is not hearing well may try to relieve boredom by annoying neighbours).
- Delay in key skills.
- Low scores in dictation work and oral mental arithmetic but good results elsewhere.
- Persistent colds and catarrh.
- Complaining of earache.

- Discharging ears.
- Speech defects.

At School Action:

- Schools should have discussed their concerns with parents / carers and their input into the IEP should have been recorded.
- There will be monitoring at least on annual basis by the Hearing Impaired Service.

A school based IEP is formalised and implemented. The IEP should include:

- The short-term targets for the child.
- The teaching strategies used.
- The provision to be put in place by the school.
- When the plan is to be reviewed.
- The outcome of the action taken by the school.

Criterion-referenced and standardised tests* as well as written teacher records over a reasonable period will be evidenced for review.

***Assessment materials which can be used by school-based staff in the School Action, School Action Plus and Statutory Assessment stages are listed in appendix 1.**

The child will exit School Action if:

- He/She shows adequate progress as a result of intervention.
- There is evidence over a period of at least two full terms, incorporating a minimum of 2 reviews, that the child is not making adequate progress.
- Audiological assessment confirms significantly improved hearing levels.

Paragraph 6:49 of the SEN Code of Practice for Wales 2002 states that adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the pupil and the pupil's peers.
- Prevents the attainment gap growing wider.

- Is similar to that of peers starting from the same attainment base-line, but less than that of the majority of peers.
- Matches or betters the pupil's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the pupil's behaviour.
- Is likely to lead to appropriate accreditation.
- Is likely to lead to participation in further education, training and/or employment.

It is imperative that details of any hearing loss are passed on to new staff/schools even if the child exits School Action.

SCHOOL ACTION PLUS

Consideration is given to placing a child at **School Action Plus** if there is audiological evidence that the child's hearing loss is at least moderate in nature and there is clear recorded evidence from the second review at **School Action** that:

- Despite receiving an individualised programme and concentrated support the **School Action** IEPs have not made an impact on the child's functioning.
- In addition the child:
 - ? Exhibits significant difficulties with aspects of learning and / or development related to language / verbal skills – limited vocabulary, immature syntax and reduced speech intelligibility.
 - ? Could manifest inappropriate social / emotional behaviour.
 - ? May require additional amplification by way of a radio hearing aid, provided by the Educational Advisory Service for the Hearing Impaired.
 - ? Requires additional regular support from the Educational Advisory Service.
 - ? Requires necessary informal modifications in assessments.
 - ? May need augmented modes of communication for example; sign.

Evidence would include:

- The child becoming increasingly out of step with levels of attainment by comparison with normally hearing peers.
- The child having little or no confidence to attempt tasks set.
- Assessment of the child's language on standardised assessment tests is found to be delayed/disordered.
- The child requiring additional support in all aspects of communication.
- The child increasingly using additional strategies to facilitate communication and/or access to the National Curriculum.
- The child displaying increasing learning and interactional problems.

At **School Action Plus**, therefore, schools should:

- Discuss their concerns with parent / carers.
- Seek input from external support agencies. e.g. Advisory Staff, Educational Psychology, Speech and Language Therapy.

These external support services can then advise on new and appropriate targets for the child's IEP and on accompanying strategies.

The resulting new IEP should set out fresh strategies for supporting the child's progress.

The IEP should be implemented as far as possible in the normal classroom setting.

The Neath Port Talbot Document '**Funding Arrangements for Children with Special Educational Needs**' will help schools to identify the level of support which can be provided from delegated resources.

The child will exit School Action Plus if:

- He/she shows adequate progress as a result of intervention.
- There is evidence over a period of at least two full terms incorporating a minimum of 2 reviews that the child is not making adequate progress.
- Audiological assessment confirms significantly improved hearing levels.

Paragraph 6:49 of the SEN Code of Practice in Wales 2002 states that adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the pupil and the pupil's peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment base-line, but less than that of the majority of peers.
- Matches or betters the pupil's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the pupil's behaviour.

- Is likely to lead to appropriate accreditation.
- Is likely to lead to participation in further education, training and/or employment.

These children will require at least annual monitoring by the Hearing Impaired Service. They will also need specific arrangements in the classroom and are therefore unlikely to be placed below School Action.

REQUEST FOR STATUTORY ASSESSMENT

Consideration will be given to making a request for **Statutory Assessment** if there is audiological evidence that the child has at least a moderate - severe hearing loss and, in addition, that:

- Following the actions taken by school at **School Action** and **School Action Plus** the child has not made adequate progress.
- The child is working at a level significantly below the majority of children of the same age in any of the National Curriculum core subjects, as measured by:
 - National Curriculum assessments.
 - The teacher's own recorded assessment of a child's classroom work.
 - Evidence of standardised and criterion referenced tests (See Appendix 1), undertaken by school staff and/or by external agencies.
- The child may have been identified as having a marked speech and language delay.
- The child may be partly dependent on sign language.
- The child may experience difficulties in social interaction with peers, resulting in emotional/behavioural difficulties.
- There is evidence of involvement from the Educational Psychology Service and /or other relevant outside agencies.
- The advice and input of outside professionals has been sought and acted upon over a period of time.
- Consideration has been given to the outcomes of the IEPs implemented to date, over a period of at least 6 months.
- There have been regular reviews of progress with written outcomes including evidence of targets met and/or not achieved.
- The school has sought the views of, and involved the child and the parents/carers at each stage. The parents/carers should have had full opportunity to be actively involved in supporting the school staff in the implementation and evaluation of any IEP and intervention programme.

The Neath Port Talbot '**Statutory Assessment: School Requests**' pack will help schools to prepare a request for Statutory Assessment.

EXIT CRITERIA/CEASING TO MAINTAIN THE STATEMENT

Consideration will be given to ceasing to maintain a Statement if there is evidence over a period of two full terms that the school has formulated, monitored and reviewed the IEP and the child's levels of attainment have improved such that they no longer meet criteria for **Statutory Assessment**.

The advice given in the SEN Code of Practice for Wales 2002 is as follows:

- 8.117** There should be no assumption that, once the LEA has made a statement, they should maintain that statement until they are no longer responsible for the young person. Statements should be maintained only when necessary. But a decision to cease to maintain a statement should be made only after careful consideration by the LEA of all the circumstances and after close consultation with parents.
- 8.118** The LEA may cease to maintain a statement for a child only if they believe that it is no longer necessary to maintain it. The LEA should consider the results of the recent annual reviews, whether the objectives of the statement have been achieved and whether the child's needs could be met in future within the resources of mainstream schools within the area without the need for continuing LEA oversight. The LEA should always, therefore consider whether, notwithstanding the achievement of some, or even all, of the objectives on the statement, the child's progress will be halted or reversed if the special educational provision specified in the statement or modified provision which justified the maintenance of a statement were not made.
- 8.119** The LEA may consider whether the following apply when considering if it is necessary to maintain a statement:
- (a) have the objectives of the statement been met
 - (b) can the child's needs be met in future within the resources of a mainstream school
 - (c) do the child's special educational needs no longer significantly impede access to the National Curriculum
 - (d) does the child no longer require daily adult supervision or substantial adaptation of teaching materials to access the curriculum fully
 - (e) can the child cope with everyday social interaction at school
 - (f) has the child no significant self-help difficulties that require more provision than is normally available within the school.

To cease to maintain a Statement for a child with hearing impairment the following criteria will apply:

- The hearing difficulty has been resolved through the provision of appropriate communication aids.
- The hearing difficulty has improved to the level of mild to moderate loss.
- The hearing difficulty no longer requires special educational provision which cannot be produced from within the resources normally available to mainstream schools.
- The hearing difficulty is no longer impeding the social and emotional development of the child.
- The hearing difficulty is no longer significantly impeding access to the curriculum in that the attainment levels match or are above those listed in Table 18.

Table 18

A 5 year old child who has attainments which are at or above the 4 year level
A 6 year old child who has attainments at or above the level of a 5 year old
A 7 year old child who is working at level 1 /attainments at the 5½ year level
An 8 year old child working at level 1 /attainments at the 6½ year level
A 9 year old child working at level 2 /attainments at the 7½ year level
A 10 year old child working at level 2 /attainments at the 8 year level
An 11 year old child working at level 2 /attainments at the 8½ year level
A 12 year old child working at level 2 /attainments at the 8½ year level
A 13 year old child working at level 3 /attainments at the 9 year level
A 14 year old child working at the level 3 /attainments at the 9½ year level

Table 18: Attainment levels at which a child would no longer require a statement.

The child would normally be placed at School Action and School Action Plus following the ceasing of the statement, this could be following a period where there is a gradual planned reduction in support.

SENSORY AND PHYSICAL DIFFICULTIES

B: VISUAL IMPAIRMENT

DEFINITION

The SEN Code of Practice for Wales 2002 notes that visual impairments range from profound and permanent through to lesser levels of loss and can be as detailed in the following:

Mild

- The child is able to function independently.
- The child's Visual Acuity (VA) is 6/6-6/18 corrected in better eye.
- The child has a severe or profound difficulty in one eye only.
- The child has partial visual field loss (less than half) but VA may be normal.

Moderate

- The child has sufficient visual awareness to allow normal mobility.
- The child is able to read print with simple aids and/or education assistance.
- The child's VA is 6/24-6/36 in better eye.
- The child has a defect of at least half visual field (hemianopia). VA may be normal.
- The child may be eligible for registration as partially sighted.

Severe

- The child's mobility may be restricted without special provision.
- The child is unable to read large print without intensive educational assistance or sophisticated aids.
- The child's VA is 6/60-3/60 in better eye.
- The child has severe visual field defect with impaired visual acuity.
- The child is eligible for registration as blind or partially sighted.

Profound

- The child's mobility is restricted without special provision.
- The child requires education by non-sighted methods.
- The child has very little useful vision. His/her VA is 3/60, i.e. counting fingers, hand movements, light perception or less.
- The child is eligible for registration.

Where a child has a severe to profound visual difficulty, the LEA will generally have a considerable body of knowledge as the nature of his/her difficulties, available from assessments conducted at an early age. Such a child may well be the subject of a Statement before statutory school age and it is unlikely that they will progress through School Action and School Action Plus.

Difficulties may become more apparent in the school situation in the following ways:

- Difficulties in certain areas of academic performance; these might include poor handwriting skills, difficulty in copying from the board; increasingly asking for written instructions to be given verbally; difficulty in accessing print and pictorial materials.
- Difficulty in other areas such as hand-eye co-ordination, excessive straining of eyes to read the board, needing to be at the front of the group to look at television programmes or share in story/picture books.
- Progressive anxiety and tentativeness in certain physical activities and an associated reticence in moving around the playground suggesting that mobility is becoming impaired.
- Evidence of associated stress leading to increasingly withdrawn or frustrated behaviour, being out of step with a peer group.

It is possible for specialist teachers to assess and quantify pupils' visual difficulties and in some cases this will have been done before children reach statutory school age. However the level of visual impairment alone does not determine the level of difficulty which pupils experience in school. It has to be set alongside other factors such as the aetiology of the eye condition, age of onset, personal attributes and home circumstances. The above indicators which are more directly related to the classroom, also need to be considered.

Children with visual difficulties may require some or all of the following:

- Flexible teaching arrangements.
- Appropriate seating, and lighting.
- Adaptations to the physical environment of the school.
- Adaptations to school policies and procedures.
- Access to alternative or augmented forms of communication.
- Provision of tactile and kinaesthetic materials.
- Access to low vision aids.
- Access in all areas of the curriculum through specialists aids, equipment etc.
- Regular and frequent access to specialist support.

As most schools will include, at some time, children with visual impairments, all teachers should have the knowledge and understanding to meet their needs.

SCHOOL ACTION

A child is placed at **School Action** if there is clear recorded evidence that:

- The school has identified certain concerns regarding impact of the child's visual difficulties on his / her level of functioning and discussed issues subsequently with parents/carers.

At School Action:

- Schools should have discussed their concerns with parents/carers and their input into the IEP should be recorded.
- A school based IEP is formalised and implemented. The IEP should include:
 - ? The short term targets for the child.
 - ? The teaching strategies used.
 - ? The provision to be put in place by the school.
 - ? When the plan is to be reviewed.
 - ? The outcome of the action taken by the school.
 - ? The IEP should be supported by appropriate programmes of work and differentiation.

Criterion referenced and standardised tests*, as well as teacher written records over a reasonable period will be evidenced for review.

***Assessment materials which can be used by school-based staff in the School Action, School Action Plus and Statutory Assessment are listed in Appendix 1.**

The child will exit School Action if:

- He / She shows adequate progress as a result of intervention, which could include the wearing of glasses.
- There is evidence that over a period of at least two full terms, incorporating a maximum of 2 reviews that the child continues to experience visual difficulties which are impeding his/her access to the curriculum and the child is not therefore making adequate progress,

Paragraph 6:49 of the SEN Code of Practice for Wales 2002 states that adequate progress can be defined in an number of ways. It might for instance, be progress which:

- Closes the attainment gap between the pupil and the pupil's peers.
- Prevents the gap from widening.
- Is similar to that of peers starting from the same attainment base-line but less than that of the majority of peers.
- Matches or betters the pupil's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the pupil's behaviour.
- Is likely to lead to appropriate accreditation.
- Is likely to lead to participation in further education, training and / or employment.

It is imperative that details of any visual impairment are passed on to new staff / schools even if the child exits School Action.

SCHOOL ACTION PLUS

Consideration is given to placing a child at **School Action Plus** provided there is clear recorded evidence from the second review in **School Action** that:

- Despite receiving an individualised programme and concentrated support the **School Action** IEPs have not made an impact on the child's functioning.

In addition there needs to be service intervention from the visually improved service based on the following criteria:

- ? Visual status (type, degree and cause of impairment).
- ? Visual requirements (curricular modifications, equipment, support levels).
- ? Functional vision (near and distance acuity and field loss).
- ? Mobility and environmental awareness.

Individual Education Plans (IEPs) are drawn up to identify areas of difficulties stemming from visual problems and highlight targets for the support programme. School personnel are involved and parents are encouraged to take an active part. The IEP review meeting is the vehicle for decisions on support levels and service involvement, and if necessary provides the exit strategy for support levels.

If there are additional learning difficulties then the school should seek input from other appropriate external support agencies.

At **School Action Plus**, therefore, schools should:

- Discuss their concerns with parent / carers.
- Seek input from external support agencies e.g. Physiotherapy, Speech and Language Therapy, Occupational Therapy, Educational Psychology, Advisory Staff and ICT.

These external support services can then advise on new and appropriate targets for the child's IEP and on accompanying strategies.

The resulting new IEP should set out fresh strategies for supporting the child's progress.

The IEP should be implemented as far as possible in the normal classroom setting.

The Neath Port Talbot Document '**Funding Arrangements for Children with Special Educational Needs**' will help schools to identify the level of support which can be provided from delegated resources

A child will exit School Action Plus if:

- He/she shows adequate progress as a result of intervention.
- There is evidence over a period of at least two full terms incorporating a minimum of 2 reviews that the child is not making adequate progress.
- Assessment confirms significantly improved visual acuity.

Paragraph 6:49 of the SEN Code of Practice for Wales 2002, states that adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the pupil and the pupil's peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment base-line, but less than that of the majority of peers.
- Matches or betters the pupil's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the pupil's behaviour.
- Is likely to lead to appropriate accreditation.
- Is likely to lead to participation in further education, training and/or employment.

REQUEST FOR STATUTORY ASSESSMENT

A child with a severe to profound visual difficulty will generally have been identified at an early age and information may have been provided at pre-school level, identifying the child's difficulties from Health, Social Services and other involved agencies. The child may well have been the subject of a Statement before statutory school age.

Consideration will be given to making a request for **Statutory Assessment** if there is evidence that the child has at least a moderate / severe visual loss with optical aids and, in addition, that:

- Following the actions taken by school at **School Action** and **School Action Plus** the child has not made adequate progress.
- The child is working at a level significantly below the majority of children of the same age in any of the National Curriculum core subjects, as measured by:
 - ? National Curriculum assessments.
 - ? The teacher's own recorded assessment of a child's classroom work.
 - ? Evidence of standardised and criterion referenced tests (See Appendix 1), undertaken by school staff and/or by external agencies.
- There is evidence of involvement from the Educational Psychology Service and /or other relevant outside agencies.
- The advice and input of outside professionals has been sought and acted upon over a period of time.
- Consideration has been given to the outcomes of the IEPs implemented to date, over a period of at least 6 months.
- There have been regular reviews of progress with written outcomes including evidence of targets met and/or not achieved.

- The school has sought the views of, and involved the child and the parents/carers at each stage. The parents/carers should have had full opportunity to be actively involved in supporting the school staff in the implementation and evaluation of any IEP and intervention programme.

The Neath Port Talbot **‘Statutory Assessment: School Requests’** pack will help schools to prepare a request for Statutory Assessment.

EXIT CRITERIA/CEASING TO MAINTAIN THE STATEMENT

Consideration will be given to ceasing to maintain a Statement if there is evidence over a period of two full terms that the school has formulated, monitored and reviewed the IEP and the child's levels of attainment have improved such that they no longer meet criteria for **Statutory Assessment**.

NPT LEA in accordance with the advice given in the SEN Code of Practice for Wales 2002 will adhere to the following:

- 8.117** There should be no assumption that, once the LEA has made a statement, they should maintain that statement until they are no longer responsible for the young person. Statements should be maintained only when necessary. But a decision to cease to maintain a statement should be made only after careful consideration by the LEA of all the circumstances and after close consultation with parents.
- 8.118** The LEA may cease to maintain a statement for a child only if they believe that it is no longer necessary to maintain it. The LEA should consider the results of the recent annual reviews, whether the objectives of the statement have been achieved and whether the child's needs could be met in future within the resources of mainstream schools within the area without the need for continuing LEA oversight. The LEA should always, therefore consider whether, notwithstanding the achievement of some, or even all, of the objectives on the statement, the child's progress will be halted or reversed if the special educational provision specified in the statement or modified provision which justified the maintenance of a statement were not made.
- 8.119** The LEA may consider whether the following apply when considering if it is necessary to maintain a statement:
- (a) have the objectives of the statement been met
 - (b) can the child's needs be met in future within the resources of a mainstream school
 - (c) do the child's special educational needs no longer significantly impede access to the National Curriculum
 - (d) does the child no longer require daily adult supervision or substantial adaptation of teaching materials to access the curriculum fully
 - (e) can the child cope with everyday social interaction at school
 - (f) has the child no significant self-help difficulties that require more provision than is normally available within the school.

To cease a Statement for a child with visual difficulties the following criteria will apply:

- The visual difficulty has been sufficiently resolved through the provision of appropriate aids.
- The visual difficulty no longer impairs the child's mobility.
- The visual difficulty no longer requires Special Educational provision which cannot be provided from within the resources normally available to mainstream schools.
- The visual difficulty is no longer impeding social and emotional development.
- The visual difficulty is no longer significantly impeding access to the curriculum in that attainment levels match or are above those listed in Table 19.

Table 19

A 5 year old child who has attainments which are at or above the 4 year level
A 6 year old child who has attainments at or above the level of a 5 year old
A 7 year old child who is working at level 1 /attainments at the 5½ year level
An 8 year old child working at level 1 /attainments at the 6½ year level
A 9 year old child working at level 2 /attainments at the 7½ year level
A 10 year old child working at level 2 /attainments at the 8 year level
An 11 year old child working at level 2 /attainments at the 8½ year level
A 12 year old child working at level 2 /attainments at the 8½ year level
A 13 year old child working at level 3 /attainments at the 9 year level
A 14 year old child working at the level 3 /attainments at the 9½ year level

Table 19: Attainment levels at which a child would no longer require a statement.

The child will normally be placed at School Action and School Action Plus following the ceasing of the statement, this could be following a period where there is a gradual planned reduction in support.

SENSORY AND PHYSICAL DIFFICULTIES

C: PHYSICAL AND MEDICAL DIFFICULTIES

DEFINITION

Paragraph 7:64 of the SEN Code of Practice for Wales 2002 states that:

‘A medical diagnosis or a disability does not necessarily imply special educational needs. It may not be necessary for a child or young person with a particular diagnosis or medical condition to have a statement, or to need any form of additional educational provision at any phase of education. It is the child’s educational needs rather than a medical diagnosis that must be considered. Some pupils may not require statements or school based SEN provision but they have a medical condition that, if not properly managed could hinder their access to education.’

The impact of physical or medical difficulties on a child’s education range from mild to severe; it may be temporary or permanent and may become apparent in the following ways:

- The impact of the physical or medical difficulty on participation in curriculum activities.
- The impact of the physical or medical difficulty on classroom performance, through drowsiness, lack of concentration, lack of motivation.
- The impact of the physical or medical difficulty on the child’s confidence, self-esteem, emotional stability or relationships with peers.
- Evidence of difficulties in the other areas of special educational needs.

Children may be identified as having physical and/or medical difficulties prior to entry into school. A few children are first identified in school; these children may have difficulties dealing with the curriculum because of problems with fine and gross motor skills.

There will be some children who have a deteriorating condition or who become disabled through illness or injury. Some children will require significant changes to buildings, furniture, or equipment to permit access to the classroom. Some will need specialist teaching strategies and equipment to provide access to the curriculum and some will require support for specific medical problems. Some will be dependent upon adult support to deal with matters such as catheterisation or feeding as part of a planned programme to develop self-help skills. Adult support may also be needed e.g. for manipulating basic equipment and moving around the school. It is important that the views of the parents and child are taken into account in planning to meet the child’s needs.

Where the physical difficulty is 'mild', but part of a complex picture of special needs criteria for general, specific, language, visual or hearing difficulties should be applied as appropriate. Where the child has several areas of 'mild' need, the interaction of these difficulties and the effect on the child's learning should be considered.

The level of difficulty described for a child does not necessarily indicate that he/she requires a Statutory Assessment. A careful assessment of the child's functioning in relation to the educational context is needed. The key issue is to determine whether the difficulty, despite appropriate intervention or therapy, significantly impairs the child's ability to participate fully in the curriculum and the wider range of activities in school. Consideration should be given to the physical nature of the school and the actions taken to access independent learning as part of the school's special educational needs and equal opportunities policies.

Children with Physical and Medical Difficulties may require some, or all, of the following:

- Flexible teaching arrangements
- Appropriate seating, acoustic conditioning and lighting.
- Adaptations to the physical environment of the school.
- Adaptations to school policies and procedures.
- Access to alternative or augmented forms of communication.
- Provision of tactile and kinaesthetic materials.
- Access to low vision aids.
- Access in all areas of the curriculum through specialists aids, equipment or furniture.
- Regular and frequent access to specialist support.

As most schools will include children with physical and medical difficulties, all teachers should have knowledge and understanding to meet the needs.

SCHOOL ACTION

A child is placed at **School Action** if there is evidence of one or more of the following:

- Some degree of physical difficulty, although the child is generally independently mobile.
- Input from a therapeutic agency due to the child's physical or medical difficulties.
- Specialist equipment may be required to enable the child to access the curriculum and / or participate in school life.
- The child requires suitable access and furniture for specific tasks.
- The child is making progress within the National Curriculum but at lower levels than might be expected from performance on tasks or at times where the physical or medical difficulty has less impact.
- The school has concerns regarding the child's ability to integrate socially.
- Emotional support is required due to the nature of the child's physical and/or medical difficulties.
- A child's learning ability is substantially below his/her peers across a range of contexts. An initial base-line assessment carried out by the teacher as well as evidence collected from the parent(s) supports the view that the child's rate of learning and powers of retention fall behind that of his/her peers resulting in low attainments.

At School Action:

- Schools should have discussed their concerns with parents and their input into the Individual Education Plan (IEP) should be recorded.
- A school based IEP is formalised and implemented. The IEP should include:
 - The short-term targets for the child.
 - The teaching strategies used.
 - The provision to be put in place by the school.
 - When the plan is to be reviewed.
 - The outcome of the action taken by the school.
 - The IEP should be supported by appropriate literacy and numeracy programmes.

Criterion referenced and standardised tests*, as well as written teacher records over a reasonable period will be evidenced for review.

***Assessment materials which can be used by school based staff at School Action, School Action Plus and Statutory Assessment are listed in Appendix 1.**

The child will exit School Action if:

- He/she shows adequate progress as a result of intervention.
- There is evidence over a period of at least two full terms, incorporating a minimum of 2 reviews, that the child is not making adequate progress.

Paragraph 6:49 of the SEN Code of Practice states that adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the pupil and the pupil's peers.
- Prevents the gap growing wider.
- Is similar to that of peers starting from the same attainment base-line but less than that of the majority of peers.
- Matches or betters the pupil's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the pupil's behaviour.
- Is likely to lead to appropriate accreditation.
- Is likely to lead to participation in further education, training and/or participation.

SCHOOL ACTION PLUS

Consideration is given to placing a child at **School Action Plus** if there is clear recorded evidence from the second review in **School Action** that:

- Despite receiving an individualised programme and concentrated support, the **School Action** IEPs have not made an impact on the child's functioning.
- The child's physical or medical difficulties are such that the child may not be independently mobile.
- Planned care is necessary within the home and school environment.
- Therapeutic intervention is necessary due to the child's physical or medical difficulties.
- Specialist equipment may be necessary due to the child's physical or medical difficulties.
- The child is making progress within the curriculum, but at lower levels than might be expected from performance on tasks or at times where the physical or medical difficulty has less impact.
- The child is able to participate in most classroom activities, but has problems with undertaking some tasks or activities, perhaps leading to problems in working at the same pace as the child's peers and signs of increasing fatigue towards the end of the school day.
- The child displays signs of frustration in the classroom, difficulty in forming relationships with peers and evidence of isolation during lunch and other social times.

At **School Action Plus**, therefore, schools should:

- Discuss their concerns with parent(s)/carers.
- Seek input from external support agencies e.g. Physiotherapy, Occupational Therapy, Educational Psychology, Advisory Staff.

These external support services can then advise on new and appropriate targets for the child's IEP and on accompanying strategies.

The resulting new IEP should set out fresh strategies for supporting the child's progress.

The IEP should be implemented as far as possible in the normal classroom setting.

The Neath Port Talbot Document '**Funding Arrangements for Children with Special Educational Needs**' will help schools to identify the level of support which can be provided from delegated resources

A child will exit School Action Plus if:

- He/she shows adequate progress as a result of intervention.
- There is evidence over a period of at least two full terms incorporating a minimum of 2 reviews that the child is not making adequate progress.

Paragraph 6:49 of the SEN Code of Practice states that adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the pupil and the pupil's peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment base-line, but less than that of the majority of peers.
- Matches or betters the pupil's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the pupil's behaviour.

- Is likely to lead to appropriate accreditation.
- Is likely to lead to participation in further education, training and/or employment.

REQUEST FOR STATUTORY ASSESSMENT

Consideration will be given to making a request for **Statutory Assessment** if there is clear, recorded evidence that:

- Following the actions taken at **School Action** and **School Action Plus** the child has not made adequate progress.
- The child is working at a level significantly below the majority of children of the same age in any of the National Curriculum core subjects, as measured by:
 - ? National Curriculum assessments.
 - ? The teacher's own recorded assessment of a child's classroom work.
 - ? Evidence of standardised and criterion referenced tests (See Appendix 1), undertaken by school staff and/or by external agencies.
- There is evidence of involvement from the Educational Psychology Service and /or other relevant outside agencies.
- The advice and input of outside professionals has been sought and acted upon over a period of time.
- Consideration has been given to the outcomes of the IEPs implemented to date, over a period of at least 6 months.
- There have been regular reviews of progress with written outcomes including evidence of targets met and/or not achieved.
- The school has sought the views of, and involved the child and the parents/carers at each stage. The parents/carers should have had full opportunity to be actively involved in supporting the school staff in the implementation and evaluation of any IEP and intervention programme.
- The child's physical difficulty significantly impairs his/her access to the curriculum ability to take part in particular classroom activities or participation in aspects of school life.
- The child's attainment levels in most tasks and curriculum areas has been depressed by irregular attendance brought about by the nature of the physical or medical difficulty and / or the need for regular therapy.

- The child is unable to make progress within the curriculum without the extensive use of specialist materials, aids, equipment, furniture, adaptations to the physical environment of the school or adult support.
- The child displays emotional and or behavioural problems including periods of withdrawal, disaffection and reluctance to attend school.
- The child has significant self help difficulties for example, dressing, toileting or feeding and/or the child's condition gives rise to serious safety issues.
- There is clear substantiated evidence based on specific examples that the child's inability to participate fully in school life places the child under significant emotional or physical stress.

The Neath Port Talbot '**Statutory Assessment: School Requests**' pack will help schools to prepare a request for Statutory Assessment.

EXIT CRITERIA / CEASING TO MAINTAIN A STATEMENT.

Consideration will be given to ceasing to maintain a Statement if there is evidence over a period of two full terms that the school has formulated, monitored and reviewed the IEP and the child's physical difficulties no longer impede access to the curriculum, such that they no longer meet criteria for **Statutory Assessment**.

Neath Port Talbot LEA in accordance with the evidence given in the SEN Code of Practice for Wales 2002, will adhere to the following:

- 8.117** There should be no assumption that, once the LEA has made a statement, they should maintain that statement until they are no longer responsible for the young person. Statements should be maintained only when necessary. But a decision to cease to maintain a statement should be made only after careful consideration by the LEA of all the circumstances and after close consultation with parents.
- 8.118** The LEA may cease to maintain a statement for a child only if they believe that it is no longer necessary to maintain it. The LEA should consider the results of the recent annual reviews, whether the objectives of the statement have been achieved and whether the child's needs could be met in future within the resources of mainstream schools within the area without the need for continuing LEA oversight. The LEA should always, therefore consider whether, notwithstanding the achievement of some, or even all, of the objectives on the statement, the child's progress will be halted or reversed if the special educational provision specified in the statement or modified provision which justified the maintenance of a statement were not made.
- 8.119** The LEA may consider whether the following apply when considering if it is necessary to maintain a statement:
- (a) have the objectives of the statement been met
 - (b) can the child's needs be met in future within the resources of a mainstream school
 - (c) do the child's special educational needs no longer significantly impede access to the National Curriculum
 - (d) does the child no longer require daily adult supervision or substantial adaptation of teaching materials to access the curriculum fully
 - (e) can the child cope with everyday social interaction at school
 - (f) has the child no significant self-help difficulties that require more provision than is normally available within the school.

To cease a Statement for a child with physical and / or medical difficulties, the following criteria will apply:

- The medical condition has improved or is managed to the extent that it no longer operates as a barrier to learning or to the child's safety.
- The child has no difficulty accessing the areas of the school necessary for him/her to take a full part in the curriculum.
- The child no longer requires daily adult supervision and / or substantial adaptation of teaching materials to take part in the school's curriculum.
- The child's inability to take part in school life is no longer a significant source of emotional and physical stress.
- The child has no significant self-help difficulties that require more than normally available provision.
- The child does not have significant difficulties in accessing the curriculum to the extent that attainment levels match or are above those listed in Table 21.

Table 20

A 5 year old child who has attainments which are at or above the 4 year level
A 6 year old child who has attainments at or above the level of a 5 year old
A 7 year old child who is working at level 1 /attainments at the 5½ year level
An 8 year old child working at level 1 /attainments at the 6½ year level
A 9 year old child working at level 2 /attainments at the 7½ year level
A 10 year old child working at level 2 /attainments at the 8 year level
An 11 year old child working at level 2 /attainments at the 8½ year level
A 12 year old child working at level 2 /attainments at the 8½ year level
A 13 year old child working at level 3 /attainments at the 9 year level
A 14 year old child working at the level 3 /attainments at the 9½ year level

Table 20: Attainment levels at which a child would no longer require a statement.

The child will normally be placed at School Action or School Action Plus following the ceasing of the statement, this could be following a period where there is a gradual planned reduction in support.

APPENDIX 1

Suggested Assessment Materials

<u>Assessment Material</u>	<u>Age Range</u>	<u>Publisher</u>
<u>Reading</u>		
Neale Analysis of Reading Ability	6 years – 12 years 11 months (Y ¹ – Y9)	NFER
NFER Group Reading	6 years – 15 years 3 months (Y2 – Y9)	NFER
Progress in English	6 years – 14 years + (Y2 – Y10)	NFER
Individual Reading Analysis	5 years 6 months – 11 years 2 months (Y1 – Y6)	NFER
New Reading Analysis	7 years 5 months – 13 years (Y3 – Y9)	NFER
Glannau Menai	4 years 6 months 0 10 6 months	Gwynedd LEA
Suffolk Reading Tests	6 years – 14 years 11 months	NFER
Wechsler Objective Reading Dimensions (WORD)	6 years – 16 years 11 months	Psychological Corporation
QUEST – Mathematics and English Tests	6 years – 8 years	NFER
<u>Spelling</u>		
British Spelling Test	5 years – adult	NFER
Single Word Spelling	6 years – 14 years (Available March 2001)	NFER
<u>Numeracy</u>		
Early Maths Concepts	4 years – 5 years 3 months (Reception)	NFER
Maths 6 – 14	6 years – 15 years 2 months (Y1 – Y10)	NFER
Middle Infant Screening Test	5 – 6 Years	NFER
Aston Index	5 years – 14 years	

Wechsler Objective Number Dimensions (WOND)	6 years – 16 years 11 months	Psychological Corporation
Early Mathematics Diagnostic Kit	4 years – 8 years	NFER
QUEST – Mathematics and English Tests	6 years – 8 years	NFER
<u>Speech and Language/ Communication</u>		
British Picture Vocabulary Scale (BPVS)	All Key Stages (Bury Infant Checklist 3 years–15 years 8 months)	NFER
AFASIC Language Checklists		
Teaching Talking	3 – 11 years	NFER
Pragmatics Profile of Early Communication Skills	0 – 4 years	NFER
Pragmatics Profile of Everyday Communication skills in Children	5 – 10 years	NFER
Wechsler Objective Language Dimensions (WOLD)	6 years – 16 years 11 months	Psychological Corporation
Clinical Evaluation of Language Fundamentals (CELF) Pre-School	3 years – 6 years 11 months	Psychological Corporation
Clinical Evaluation of Language Fundamentals (CELF)-3uk	6 years – 21 years	Psychological Corporation
South Tyneside Assessment of Syntactic Structure		
Renfrew Action Picture Test	3 years – 8 years	Psychological Corporation
Renfrew Test of Word Finding	3 years – 8 years	Psychological Corporation
Test of Word Knowledge	Level 1 5 years – 8 years Level 2 8 years – 17 years	Psychological Corporation

Pre-School Language Scale	0 – 6 years	Psychological Corporation
Test of Pragmatic Language	5 years – 13 years 11 months	Psychological Corporation
Assessment of Comprehension and Expression	6 years – 11 years 11 months	NFER
Pre-Verbal Communication Schedule	All Ages	NFER
Phonological Assessment Battery (PHAB)	6 years – 14 years 11 months	NFER
Derbyshire Language Test		Derbyshire Language Scheme
Symbolic Play Test, 2 nd Edition	1 year – 3 years	NFER
Social Communication Checklist Cumine et al 1998		
<u>Emotional/Behavioural</u>		
Early Years Behaviour Checklist/Pre-school Behaviour Checklist	2 years – 5 years	NFER
Pupil Behaviour Assessment System		
Positive Behaviour Management - Primary		Incentive Plus
Positive Behaviour Management – Secondary		Incentive Plus
Boxall Profile	3 years 4 months – 8 years	AWCEBD
Achenbach Behaviour Checklist School Age	6 years – 18 years	Psychological Corporation
Bristol Social Adjustment Guidelines (BSAG)	5 years – 16 years	Hodder & Staughton
Conners' Rating Scales – Revised	3 years – 17 years	Psychological Corporation/

		NFER
Rogers' Personal Adjustment Inventory – Revised (RPAI-R)	9 years – 13 years	NFER
<u>Developmental/ Cognitive/Other</u>		
Schedule of Growing Skills	Early Years 0-5 years	NFER
British Picture Vocabulary Scale (BPVS)	All Key Stages (Bury Infant Checklist 3 years–15 years 8 months)	NFER
British Ability Scales II (BAS II)	2 years 6 months – 17 years 11 months	NFER
Wechsler Intelligence Scales for Children Third Edition UK (WISC III)	6 years – 16 years 11 months	Psychological Corporation
Wechsler Pre-school and Primary Scale of Intelligence (WPPSI)	3 – 7 Years	Psychological Corporation
Reynell Developmental Scales III	15 months – 7 years 6 months	NFER
Primary Assessment Profile	Primary & Secondary	David Fulton Publishers
Secondary Assessment Profile	Primary & Secondary	David Fulton Publishers
Movement ABC Checklist	6 years – 9+ years	Psychological Corporation
Ruth Griffiths Test	0 - 8 years	The Test Agency Ltd

Appendix 2

Acknowledgements

This document was drawn up in consultation with Caerphilly Educational Psychology Service.

The entry/exit criteria, for each category of special need, were produced with contributions from the following:

General Learning Difficulties

Jane Maine	Educational Psychology Service
Olivia Jones	Educational Psychology Service
Libby Collins	Learning Support Service (SpLD)
John Rawlings	Education Development Service
Theresa Williams	Ysgol Hendre Special School
Charmaine Constable	Sandfields Comprehensive School
Jill Singleton	Blaenhonddan Primary School
Katrina Winston	Trebannws Primary School
Janet Franklyn	Wauanceirch Primary School
Wyn Griffiths	Rhydyfro Primary School

Specific Learning Difficulties

Jane Maine	Educational Psychology Service
Kay Duncan	Educational Psychology Service
Libby Collins	Learning Support Service (SpLD)
John Rawlings	Education Development Service
Gaynor Proctor	Learning Support Service (SAL)
Amanda Price	Cwmtawe Comprehensive School
Lynne Lewis	Glanymor Primary School

Severe/Profound and Multiple Learning Difficulties

Zoe Ashton-Davies	Educational Psychology Service
Lynette Lawrence	Educational Psychology Service
Marion Scales	Briton Ferry Special School
Fiona Lewis	Briton Ferry Special School
Chris Prescott	Sandfields Comprehensive School
Diane Davies	Tywyn Primary School
Penny Davies	Speech and Language Therapy Service
Bridget Ruggiero	Specialist Health Visitor (Social Services)

Behaviour, Emotional and Social Development Difficulties

Kay Duncan	Educational Psychology Service
André Mundy	Educational Psychology Service
Jean Staddon	Behaviour Support Service
John Whiteman	Attendance and Behaviour Support Service
David Condon	Ty Afan PRU
Sue Masrani	Ty Afan Primary PRU
Sue Coyne	Bryncoch PRU/Tuition Centre
Chris Manley	Llangatwg Primary School
Moyra Greaney	Eastern Primary School
Ann Jones	Eastern Primary School
Dr Sam Ames	Child and Adolescent Mental Health Service
Jeff Thomas	Pupil, Parent Support

Speech and Language Difficulties

Lynette Lawrence	Educational Psychology Service
Kay Duncan	Educational Psychology Service
Gaynor Proctor	Learning Support Service (SAL)
Llinos Williams	Learning Support Service (SAL)
Yvonne Turner	Cwrt Sart Comprehensive School
Louise Jefford	Blaenbaglan Primary School
Miriam Powles	Melin Infant School
J Daniel	Melin Infant School
Anne Carlson	Speech and Language Therapy Service
Caroline Saine	Speech and Language Therapy Service

Autistic Spectrum Disorder

Jane Maine	Educational Psychology Service
Lynette Lawrence	Educational Psychology Service
Debbie Ryall	Maesmarchog Primary School
Zoe Rogers	Tonmawr Primary School
Caroline Morgan	Crynallt Junior School
Kim Billington	Child and Adolescent Mental Health Service
Penny Davies	Speech and Language Therapy Service

Hearing Impairment

André Mundy	Educational Psychology Service
Zoe Ashton-Davies	Educational Psychology Service
Eirwen Carpenter	Learning Support Service (HI)
Sheila Barker	Learning Support Service (HI)
Cath Randall	Learning Support Service (HI)
Marion Williams	Cwrt Sart Comprehensive
Merfyn Williams	Cefn Saeson Comprehensive
Kelvin Rees	Catwg Primary School
Sian Thomas	Catwg Primary School
Ann Blank	YGGD Cwmgors

Visual Impairment

Olivia Jones	Educational Psychology Service
Zoe Ashton-Davies	Educational Psychology Service
Cheryl Thomas	Learning Support Service (VI)
Ann Jones	Learning Support Service (VI)
Debbie Jones	Learning Support Service (VI)
Angela Taylor	Ysgol Hendre Deaf/Blind Unit
Linda Blake	Cefn Saeson Comprehensive School
Angela Jones	Gnoll Primary School
Liz Bodycombe	Gnoll Primary School

Physical and Medical Difficulties

Olivia Jones	Educational Psychology Service
André Mundy	Educational Psychology Service
Julia Eagle	St Joseph's RC Comprehensive School
Merfyn Williams	Cefn Saeson Comprehensive School
Deborah Burnett	St Therese's RC Primary School
Bridget Ruggiero	Specialist Health Visitor (Social Services)
Judith Holmes	Community Nursing
Julie Harvey	Physiotherapy Service
Jan Wanless	Occupational Therapy Service