August 2018

HIGHLAND COUNCIL – CARE & LEARNING SERVICE

LEVELS OF ADDITIONAL SUPPORT PROVIDED TO ENABLE SCHOOL ATTENDANCE AND ACHIEVEMENT OF EDUCATIONAL OUTCOMES

NAME: DOB: SCHOOL:

Needs relating to:	Level 1 - standard FORM 1 may be used for a pupil at this level	Level 2 – significant ASN File opened at this level with a PROPORTIONATE child's plan.	Level 3 – substantial Universal Child's Plan MUST be in place for a pupil at this level	Level 4 – specialised Universal Child's Plan MUST be in place for a pupil at this level
The physical environment	The ordinary education setting is appropriate, with reasonable adjustments	Access to another area/workstation sometimes required.	A dedicated area within the classroom itself or another part of a mainstream setting is/might be required for a *substantial* part of the pupil's time in the educational setting.	A highly specialised environment within a special provision or a mainstream educational setting is required *nearly all of the time*.
The curriculum and how it is delivered	Mainstream curriculum with differentiation	In consultation with support staff, *significant* differentiation is needed within the curriculum and/or in promoting positive behaviour. SMART targets are used which are reviewed with parents	*Substantial* and individualised planning (this may include an IEP) is needed in a wide area of the mainstream curriculum requiring regular review and consultation with parents and agencies/services	The pupil follows an *alternative/elaborated* curriculum (such as Quest and Q Skills) from that provided in a mainstream setting, supported by a detailed child's plan.
The level of adult support required	Principally the Class Teacher or Early Years Practitioner	Needs which require to be addressed through access to individual and/or small group support for *part of the time*.	Access to a *substantial* level of adult support *most of the time* to implement agreed actions, as recorded in the child's plan. Specialist training for staff **may** be required.	Pupil requires access to support from a teacher and/or pupil support assistant *nearly all of the time*.
The level of specialised resources/strategies	Ordinarily available resources and strategies.	Special resources or strategies, required by the pupil individually.	Highly specialised resources, technology or strategies not normally available for the pupil's specific use *when required*, to support learning, their emotional wellbeing, health etc.	Access to highly specialised resources, facilities, technology or strategies not normally available and deployed/designed for the pupil's specific use *nearly all of the time*.
Support agencies / services involvement	Needs identified and monitored by the Class Teacher or Early Years Practitioner	Programmes delivered by staff in the education setting which may be supported by outside agencies.	Liaison with specialist agencies/ other services – children's services, health etc -on a **regular** basis required to develop health and well-being or implement and monitor **learning outcomes in school.**	Direct, planned and monitored **long term support** by outside and specialist agencies/services on an *intensive* basis. Frequent consultation with parents and professionals required.
Communication	Less complex language and visual support as part of ordinary and written communication	Communication and language needs met by consistent use specific approaches.	Enhanced support to aid communication and social inclusion	Highly specialised communication methods required *nearly all of the time*

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GUIDANCE FOR USING THE MATRIX

This matrix encompasses the whole range of additional needs of pupils which might have. These might be physical needs, learning needs or social/emotional/behavioural needs. On page 3 there are illustrative examples of the kind of the different types of support that might be required at different levels.

TYPES OF SUPPORT

There are six strands which identify the ways in which a pupil might require support:

- The physical environment
- The curriculum and how it is delivered
- The level of adult support required

- The level of specialised resources and technology required
- The level of support agencies / services involved
- Communication

LEVEL OF ADDITIONAL NEED

There is a descriptive word for each of the four levels:

- STANDARD – this indicates that standard differentiation of both the content and delivery methods of teaching and learning by the class teacher(s) should meet the additional needs of a pupil.
- SIGNIFICANT – this indicates that support staff are sometimes working with a child.
- SUBSTANTIAL – this indicates that the pupil needs access to support staff for the majority of their time in the classroom/learning centre
- SPECIALISED – this indicates that this support is required throughout the school day

CHILD PLANS

When a young person's support needs are said to be at level 2 (significant), there should be a PROPORTIONATE child's plan in place. This would briefly identify and summarise the young person's strengths, their pressures and an action plan. This might be a single agency plan.   If a young person's support needs are identified as being a level 3 or 4, it is essential that a Universal Child's Plan is used to record the support required.

IDENTIFYING THE LEVEL OF ADDITIONAL NEED

Generally 3 boxes 'ticked' in any one level will be required to demonstrate a pupil's need overall lie within that level. For example if a pupil has two boxes 'ticked' at level 2 and one box at level 3, their level of additional need would be identified as being at level 2. However, professional judgement should be used where a pupil has one or two overwhelming needs in a specific area. In such cases guidance and agreement on the appropriate level should be made with the ASNO/ASN Manager.

Illustrative examples of the ways in which support might be provided to achieve educational outcomes

Needs relating to:	Level 1 - standard FORM 1 may be used for a pupil at this level	Level 2 – significant ASN File opened at this level with a PROPORTIONATE child's plan.	Level 3 – substantial Universal Child's Plan MUST be in place for a pupil at this level	Level 4 – specialised Universal Child's Plan MUST be in place for a pupil at this level
The physical environment	• Work station • Alternative seating • Sloping writing board • Desk in quieter area of classroom • Selection of work partner	• a deaf pupil requiring a low noise environment • area for a pupil to engage in outside agency programme	Substantial time in an: • ASD friendly environment • Nurture Room • Time out space • ASN Base • Access to the outdoors	• Low stimulus environment • Highly protected and individualised space to meet complex needs etc
The curriculum and how it is delivered	• alternative outcomes • additional time • responding to preferred learning styles	• Structured programme for learning and/or behaviour • independence/social/life skills • physical/sensory issues	**Detailed** discussion, joint planning for educational outcomes by • teachers/ELPs • teachers or EYPs & PSAs • teachers/ EYPs and family	• Quest and Q Skills • daily living skills, • a sensory curriculum • ASDAN
The level of adult support required	• Individual attention given • Regular checking, monitoring of progress during learning	• Regular individual guidance/support by the Early Years Practitioner, class teacher or PSA. • Adult supervision required for some of the time	• Adult available all of the time at early learning centre/school – but not closely/directly working or supervising the pupil • Emotional check-in	• Support for activities reviewed, evaluated • Promoting independent learning/living through carefully structured consistent use of support
The level of specialised resources/strategies	• mobility aids • wheelchair • assistive technology support • 'Fiddling' material	• switches • hearing aids for glue ear • Social stories	• communication aids • radio aids • Loss and separation small group work • Personalised five point self-regulation scale	• augmentative aids • assistive technology • mobility equipment • sensory room
Support agencies / services involvement	• Form 1 used by class teacher/Early Years Practitioner – who then reviews the impact of actions, revises actions…	• Class teacher/ Early Years Practitioner planning • **Proportionate** Child's Plan. ASN file opened. • Consultation and resources from therapists	• Detailed Child's Plan developed and reviewed through multi-agency solution focused meetings • Specific assessments by other professionals	• **Planned** reflective discussions at least weekly • Frequent core group meetings • Regular planned meetings with the family
Communication	• visually supported environment • Less complex language • Language – positive, presentation of choices, rewards.	• Individual visual timetable • Social stories • Consistent use of key words and phrases by adults	• sign/gesture, including Makaton • augmentative systems • regular time with a supportive adult for *listening* conversations	• sign language • Braille • PECS • De-escalation