

City of London SEND Provision Matrix for School Age Children

Element 1: Universal Provision: Quality First teaching for all children

Teaching and Learning	
1.1	A culture that values and supports the learning and wellbeing of all learners (called an “inclusive school ethos”).
1.2	Routines in place that promote emotional wellbeing, for example staff routinely ‘meeting and greeting’ all learners on entry to the classroom, saying their name, including learners for whom the timetable may have been modified and who start the day at a different time.
1.3	A range of appropriate assessment tools are available and used to identify learners’ strengths, learning preferences and barriers to learning and achievement.
1.4	Ongoing monitoring of learners’ progress using assessments related to the curriculum, with additional standardised and/or diagnostic tests when needed.
1.5	Short periods of specific extra support to help fill gaps in their learning, for example by following one-off, structured programmes which have been shown to be effective.
1.6	Regular access to practical, hands-on activities in the classroom to help them learn and which supports and enhances Quality First Teaching.
1.7	Activities, materials, and communications which take into account their individual needs and interests (this is called “differentiated teaching”). Classroom arrangements which ensure they have enough time to complete work.
1.8	Regular daily routines, and clearly taught ways of doing things, for example learners are taught how they are expected to get changed for PE, come into school in the morning, or go to lunch.
1.9	The use of language in the classroom is simplified and supported where necessary by pictures to see/objects to touch.
1.10	Promote vocabulary development and effective social communication in everyday teaching and learning (e.g. Talk Partners, word of the day)
1.11	Explicit modelling of skills, outcomes and expectations.
1.12	Provide prompts and scaffolds to support independent learning. Direct learners to use aids and displays around the room.
1.13	Effective assessment for learning which allows immediate feedback and timely interventions to progress learning.
1.14	A positive classroom climate in which learners are taught and actively develop learning behaviours such as resilience, reciprocity, reflectiveness, resourcefulness.
1.15	Learners are provided with regular, considered and personalised praise relating to their progress, effort, learning behaviours and achievement.
1.16	Short periods of specific support to help fill gaps in learning e.g. one-off, structured programmes which have been shown to be effective to maximise progress (booster groups for different groups of learners).
1.17	Planned intervention from the qualified teacher but implemented by TAs in the classroom to support differentiation.
1.18	Access to specialist resource is to support access to the curriculum e.g. fiddle toys, fidget cubes, etc.
1.19	Access to nurturing and empathetic adults.

Physical Environment	
1.20	Classroom layout and surroundings which take into account the needs of learners with SEND, for example seating arrangements, organisation and labelling of teaching materials, consistent and meaningful use of a timetable that includes pictures (for the class in primary school; for the individual learner in secondary school).
1.21	Assistive equipment used by all staff who work with learners in school eg radio aid systems for hearing impaired pupils
1.22	Systems in place to ensure learners have access to a named quiet space.
1.23	Active, meaningful use of assistive technology and IT for learning in the classroom, for example laptops, tablets, cameras., etc.
1.24	The use of visual timetables, signs and symbols around the room to prepare learners and ease transitions throughout the day.
1.25	Appropriate environment for medical interventions and meeting personal hygiene needs dependent on the needs of the learner.
1.26	Regular access to supervised areas at unstructured times of day e.g. a safe place to go to and meaningful activities for learners who find lunchtime challenging.
1.27	Examples of children's work are displayed and celebrated.
Workforce	
1.27	Time set aside for Teaching Assistants and Teachers to plan and review learners' needs and support together.
1.28	Staff available to support learners at break times and lunch times as necessary and appropriate to support their well-being.
1.29	Support for basic eating, medical or personal care tasks e.g. assisting with toileting. With appropriate care plans in place.
1.30	Outside agencies are utilised to build the schools capacity to respond to a range of learners needs and learning styles, including making changes to the classroom environment (this may follow on from a planned meeting, consultation or audit).
1.31	School staff have ongoing training to raise awareness of and meet the needs of learners within the school.
1.32	Staff are available to check assistive technology such as hearing aids, settings on equipment as part of their daily routine.
Systems	
1.33	A Special Educational Needs Coordinator (SENCO) who is a qualified teacher and has completed the National SENCO qualification.
1.34	Regular communication between class teacher/form or subject tutor and parents/carers.
1.35	A well planned and structured PSHE (personal social and health education) curriculum which is stimulating and effectively delivered.
1.36	An effective positive behaviour policy, including clear systems for giving rewards and sanctions, which are used in the same way by all staff.

1.37	An effective approach to managing conflict, for example Conflict Resolution or Restorative Justice.
1.38	Support for all adults who are supporting the learner, warranting an open door policy.
1.39	Effective communication between adults during the school day, for example between office staff, classroom staff, and lunchtime supervisors, e.g. a school log.
1.40	Systems are in place to ensure early identification of potential SEND, such as checklists, record of concern, etc.
1.41	Regular anti-bullying activities across the whole school, of which parent/carers are made aware, which mean that learners feel confident in reporting incidents.
1.42	Systems for learners to support each other, for which they are given appropriate training and ongoing adult support, for example, playground buddies, friendship benches, 'Circles of Friends' or peer mentoring.
1.43	Opportunities to take on responsibilities in school, for example as school council representatives or classroom monitors.
1.44	Adaptations to transport and individual risk assessments completed for school trips and visits.
1.45	Clear policies setting out arrangements for administering medicines, for example inhalers.
1.46	School policies and reports which are up to date, openly available on the school website, and which meet all current national requirements, for example Safeguarding, Intimate Care needs, Behaviour, Anti Bullying, Health and Safety including manual handling, SEN Information Report.
1.47	Systems for monitoring and reporting concerns about learners' health, safety and wellbeing.
1.48	Full records of attendance, internal and external exclusions.
1.49	Access to extended school provision, for example breakfast club, homework club, lunchtime clubs and after school clubs.
1.50	Enhanced transition arrangements between home and school e.g. transfer at the beginning and end of the day or at the start of a new term, for a short period.
1.51	A whole school monitoring system in place to ensure the progress of all groups of learners and support being given if adequate progress is not being made.

Element 2: Targeted provision

Learners who make less than expected progress with Element 1 universal provision will receive some of these types of support, according to their needs. Learners who need Element 2 provision may be identified as having special educational needs at SEN Support.

Provision additional to and different from Element 1

Teaching and Learning	
2.1	A plan which is personal to the learner (which might be called a 'Personalised Learning Plan', 'Individual provision map' or 'individual education plan (IEP)'), on which specific, measurable targets are described and progress towards those targets is recorded. The learner is involved in setting and monitoring their own targets which are regularly reviewed and updated by teaching staff in conjunction with the SENCO and parents/carers. One or more outside agencies may be used to support target setting as appropriate. More formal reviews which involve parents/carers are held at least twice a year to evaluate and act on progress.
2.2	Regular, structured teaching or activities are given to a small group of learners by staff (following advice and guidance and possibly training from outside agencies) to help them meet clearly defined targets. The progress the learner makes in these activities is written down both during and at the end of the programme. This work is likely to follow programmes that have been shown to be effective, for example in the areas of social communication and interaction, problem-solving, language and communication, literacy, numeracy, or fine and gross motor skills.
2.3	Learner receives extra support from adults to follow consistent, regular, daily routines, for example visual reminders, instructions which are broken down into shorter chunks.
2.4	Learner is prepared for changes to routines/activities/staffing at a small group or individual level.
Physical Environment	
2.5	Appropriate environment is available for medical interventions and meeting personal hygiene needs.
Workforce	
2.6	Involvement of outside agencies to assess, provide advice and review the learner's progress over time (following an assess, plan, do, review cycle), for example training, monitoring and review by the appropriate specialist to support staff to implement a daily, 30 minute Speech and Language/Occupational Therapy/Physiotherapy programme for a limited period. Frequency of involvement from outside agencies may increase to support the APDR/graduated response process.
2.7	Assessment by appropriately qualified staff of whether the learner is entitled to additional support for examinations such as additional time or the use of Assistive Technology.
2.8	Extra individual support for the learner at lunchtimes for a specific purpose, e.g. 30 minutes a day to offer social support such as social skills group or Circle of Friends.
2.9	Support for medical/nutritional/personal care as advised by a suitably qualified professional, for example giving insulin injections.
2.10	Support for physical movement (positive manual handling) as advised by a suitably qualified professional, with modelling for parents and training for staff.

2.11	Access to non-directive, supportive and impartial counselling by an adult with appropriate training.
Systems	
2.12	Consultation with learner to gather their views on their strengths and areas in which support.
2.13	Involvement of parents/carers and outside agencies in identifying the learner's strengths, difficulties and areas in which support is needed.
2.14	Regular, scheduled, person-centred meetings with parents/carers as part of a personalised plan working towards clear outcomes.
2.15	Information about the learner's strengths, needs, targets and successful strategies is shared with all those involved with the learner, including supply and non-teaching staff (for example through a 'learner passport' document). All staff know the individual targets for the learner they support.
2.16	Enhanced home-school liaison, e.g. an ongoing home-school diary which is completed a daily.
2.17	Extra arrangements for communication and/or transitions between home and school, e.g. meet and greet for learners for whom entry and exit to school is a challenge and may need more targeted support from a key person.
2.18	Careful planning for moves between key stages (primary school to secondary school and secondary school to college). Extra support for these transitions, for example additional visits, advance photographs of staff/classrooms, practice route.
2.19	ABC records for behaviour which are kept overtime and analysed with outside agencies such as to consider triggers or patterns. Identified the targeted interventions following analysis.
2.20	When a learner's behaviour can put themselves or others at risk of harm, individual behaviour plan and or risk assessment is in place for keeping the situation as safe as possible. Any use of positive physical interventions are implemented as a last resort by a member of staff who has received accredited training and carefully recorded and reported to the relevant designated professional. Parents carers are kept fully informed.
2.21	Where appropriate, use of common assessment framework (CAF), team around the family (TAF) and team around the child (TAC) systems to bring together multiple professionals who are working with the learner or child protection procedures to support the family.
2.22	Working with outside agencies, offers support for the learner's family/carers, which might be accessed through a CAF, or through safeguarding procedures which can be appropriately delivered in school.
2.23	Access to a nurturing environment run by staff who have experience of working with pupils who need this type of provision. Enabled access to different groups depending on need e.g. anxiety, physical, sensory, etc.

Element 3: Personalised provision (small group or individual)

The types of support that a few learners may receive as well as Universal and Targeted Provision if together they do not enable a learner to make consistent progress. Some learners who need Element 3 provision may be considered for referral for an Education, Health and Care Needs Assessment.

Element 3: Communication and Interaction

Provision additional to and different from previous elements

Teaching and Learning	
3.1	Ongoing, regular, structured small group or 1:1 teaching or activities delivered 3 or more times per week by trained staff with ongoing advice and guidance from an external specialist, for example language programme or, social communication groups.
3.2	Activities and teaching to help learners use skills in different situations throughout the day, following ongoing advice and review from an external specialist, for example use of word banks, sentence planners, symbols, picture exchange systems (PECS), Makaton signing.
3.3	Highly structured routines with individual support and/or prompts.
Physical Environment	
3.4	Learner-specific changes to the school or classroom environment, following advice from an external specialist when needed.
3.5	Regular, frequent access to a calm place when needed, for example when the learner is overwhelmed by noise, distractions, or heightened levels of anxiety.
Workforce	
3.6	A key member of school staff with appropriate training and supervision available to support the learner when needed.
3.7	Ongoing support, advice and training from appropriately qualified professionals, for example Speech and Language Therapist, or Specialist Teacher.
Systems	
3.8	Enhanced transition arrangements between home and school, for example hand to hand transfers at beginning and end of day.
3.9	A plan for how adults will manage issues of extreme concern (this might be called a "Care Plan"), for example self-harming, spitting, etc.
3.10	Use of an alternative communication system for a learner with e.g. <ul style="list-style-type: none"> i) Significant hearing loss e.g. Sign Supported English ii) Visual impairment e.g. large print, touch typing, specialist software, Braille teaching.

Element 3: Cognition and Learning

The types of support that a few learners may receive as well as Universal and Targeted Provision if together they do not enable a learner to make consistent progress. Some learners who need Element 3 provision may be considered for referral for an Education, Health and Care Needs Assessment.

Provision additional to and different from previous elements

Teaching and Learning	
3.11	Highly personalised curriculum which is reviewed and monitored each half term and is needed because learner is working one key stage or more below age-related expectations as evidenced by school's own data or data from an outside agency such as Educational Psychologist (EP).
3.12	Specific teaching and practice of education focused skills which support preparation for adulthood.
3.13	Intensive, ongoing, highly targeted support for learning, likely to involve individually targeted teaching for significant parts of the school day, e.g. direct teaching of one skill at a time, daily practice, and learning tasks broken down into their smallest steps.
3.14	Highly structured routines with individual support and/or prompts, for example using photographs, symbols and/or objects of reference.
Physical Environment	
3.15	Regular, active and creative use of Information Technology.
Workforce	
3.16	Regular liaison between external professionals and school staff (which should usually be termly) about specific programmes and targets for the learner.
3.17	Ongoing assessment, support, advice and training for school staff from outside agencies, e.g. an Educational Psychologist.
Systems	
3.18	Enhanced transition arrangements between home and school, e.g. hand to hand transfer at beginning and end of day. Additional time allowed.
3.19	Enhanced home-school liaison, for example an ongoing home-school diary which is completed daily with the emphasis on positive comments.
3.20	Extra pastoral care support to enable the learner to take part in extra-curricular activities, for example a peer buddy.
3.21	Access to an adult facilitating break and lunch times to enable and support social interaction with peers e.g. through provision of structured activities that developed learners social skills/ experience.

Element 3: Social, Emotional Social, Emotional and Mental Health

The types of support that a few learners may receive as well as Universal and Targeted Provision if together they do not enable a learner to make consistent progress. Some learners who need Element 3 provision may be considered for referral for an Education, Health and Care Needs Assessment.

Provision additional to and different from previous elements

Teaching and Learning	
3.22	A highly personalised approach to the curriculum informed by the social, emotional, and mental health needs of the learner, and which is reviewed half-termly to ensure progress is being made towards specified outcomes. This is likely to include significant adaptations to teaching style and provision.
3.23	A personalised timetable which is introduced in partnership with the learner, parents/carers and staff, and which may include temporary withdrawal from some activities (such as assembly and non-core lessons) and additional opportunities that focus on developing the learner's resilience and ability to engage in learning. <ul style="list-style-type: none"> • In Years 10 and 11, this may include access to alternative curriculum opportunities such as vocational/college placements. • The timetable is reviewed and monitored half-termly to ensure progress towards specified outcomes.
3.24	Daily teaching of skills by experienced staff to address agreed targets on the learner's pastoral support/behaviour action plan, for example 1:1 observations of the learner's interactions with others with immediate helpful feedback.
3.25	Access to ongoing, 1:1 targeted therapeutic support from suitably qualified, trained and supervised staff, such as play therapy, art therapy or work focused on links between thoughts, feelings and behaviour.
3.26	To reflect the level of learning difficulty, highly personalised and differentiated programmes to address topics such as drugs education, online safety, sex and relationships education, practical life skills will be delivered.
Physical Environment	
3.27	Highly structured routines communicated with visual supports and prompts.
3.28	Access to a workstation to reduce emotional and sensory arousal when appropriate.
3.29	Prioritised access to an attractive, small space which feels safe to the learner and which is never used as a punishment.
3.30	Frequent access to, or exclusive use of, a quiet space for example to help the learner to manage their own emotional state, reduce risks to staff or other learners and/or reduce the need for prolonged use of physical intervention.
3.31	Adaptations to the environment at break and lunchtimes. This could include 'zoning off' particular areas of space, or access to structured play areas inside the school building.
Workforce	
3.32	Access to an additional member of school staff in the classroom with relevant training and/or experience
3.3	Access to a trusted adult at break and lunchtimes to enable and support social interaction with peers, for example through the provision of structured activities that develop the learner's social skills/experience and understanding of incidents.

3.34	Ongoing assessment, support, advice and training for school staff from appropriately qualified professionals, for example Specialist Teacher, Educational Psychologist or Child and Adolescent Mental Health Services as appropriate.
Systems	
3.35	Sufficient time and space dedicated to joint planning with the learner, parents/carers, staff and other agencies to make a person-centred approach possible. Ensure learner's understanding of and commitment to target areas and outcomes.
3.36	Enhanced transition arrangements between home and school, e.g. hand to hand transfer, daily meet and greet with an identified member of staff.
3.37	A pastoral support plan and/or behaviour management plan in place, which is followed by all relevant staff and reviewed at least half-termly for positive progress.
3.38	Extra planning and support for changes of school or key stage ("transitions"), including a personalised transition plan from Year 9 to 14 which is updated at least annually.
3.39	Individual risk assessments to identify any dangers and inform when and how the learner needs extra support.
3.40	Proactive planning for non-routine situations, to inform individual adaptations or preparation, for example for educational visits, Christmas productions.
3.41	A network to support the adults who are supporting the learner, to increase the resilience of the system, for example the School Pastoral Leader and/or SENCO supports the teachers and teaching assistants; a multi-agency team supports the Pastoral Leader/SENCO, and helps them plan and review interventions.
3.42	Involvement of appropriate multi-agency partners to address specific needs such as substance abuse, self-harm, sexual exploitation, extremism and radicalisation.

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Element 3: Sensory and Physical Development (including visual, hearing and multisensory impairment and sensory processing difficulties)

The types of support that a few learners may receive as well as Universal and Targeted Provision if together they do not enable a learner to make consistent progress. Some learners who need Element 3 provision may be considered for referral for an Education, Health and Care Needs Assessment.

Provision additional to and different from previous elements

Teaching and Learning	
3.43	Fundamental changes to teaching and learning methods to meet the individual needs of the learner, for example: use of hand over hand support, support for moving, low vision aids, individual touch screen.
3.44	Individual teaching from an appropriately trained adult with skills which are specific to the learner, for example, touch typing, Braille reading, orientation to a visually impaired learner.
3.45	Significant individual adaptations to curriculum and/or learning materials, for example because learner has a severe visual impairment or sensory processing difficulties.
3.46	Use of an alternative communication system for a learner with significant hearing loss, for example British Sign Language/Sign Supported English or focused verbal therapies.
3.47	Intensive support for social interactions, for example: use of British Sign Language or Signed Support for learner with hearing loss in both ears.
3.48	Individual tailor-made curriculum, for example because learner has a range of physical/sensory needs including significant difficulties moving around.
Physical Environment	
3.49	Learner-specific changes to the school or classroom environment to enable the learner fully to join in with the whole curriculum both on and off site, for example in response to a visual/hearing environmental audit.
3.50	Access to aids and equipment for mobility, communication and learning.
3.51	Suitable, identified areas for personal care, physiotherapy programmes, quiet areas, stress breaks, counselling etc.
Workforce	
3.52	Access throughout the school day to staff who are trained to meet the specific needs of the learner and increase their independence, for example the use of low vision aids, enhanced hearing equipment, manual handling, Braille, meeting health needs, offering reassurance and emotional support.
3.53	Individual 1:1 support as and when needed.
3.54	Ongoing assessment, support, advice and training for all involved with the learner by appropriate outside agencies, for example Speech and Language Therapists, Qualified Teachers for the Visually or Hearing Impaired, Occupational Therapists or Physiotherapists.
Systems	
3.55	Additional arrangements for movements within school and/or between home and school, for example hand to hand transfer, daily meet and greet with an identified member of staff.
3.56	Extra planning and support for changes of school ("transitions"), such as primary to secondary school or secondary to college.
3.57	Individual risk assessments to inform when and how the learner needs extra support.