

## Setting assessment structure - 5 - 25 age groups

Domain of need	Cluster of indicators	Description of your setting does / can / can access	Score band	
Communication & Interaction	Culture, behaviours and ways of working	Ensures that parents are aware of what is being done to support their child and how they can support this An understanding of the impact of communication needs on wider emotional wellbeing Awareness of the implications of these needs on basic skills in numeracy, reading, writing Clear rules for behaviour that are modelled by adults	1-2	
		Setting is aware of the constraints of testing when ascertaining a CYP's cognitive ability, attainment and progress, and is flexible in the approach to meet the needs of individuals Information about a CYP's difficulties are shared with relevant staff, targets are agreed and monitored Supports pupils to recognise and communicate their feelings Individual work on recognition of emotions	3-4	
		Established communication strategies to facilitate access to and assessment of learning, including visual tools Individual emotional 'checking in' and 'checking out' at beginning and end of day to encourage self-monitoring	5-6	
		Support around understanding diagnosis and what it means to the individual Key worker or trusted adult to support communication throughout the day	7-8	
		Small group, paired and one-to-one work with an individualised focus on building social communication and speech and language	9-10	
		Quality First Teaching that meets the needs of all pupils A broad and balanced curriculum planned for all pupils Structured activities to practice communication skills Opportunities for social interaction between peers can be engineered where needed	1-2	
	Curriculum and quality teaching	Building on Quality First Teaching, the setting can deliver / support the following Strategies are established to facilitate communication and to assess learning Sufficient time is spent on preparation for changes to activities / routines / staffing	3-4	
		Consideration of speech sound development when delivering phonics Differentiated delivery. Teaching style adapted to suit pupil's learning style e.g. level / pace / volume / amount of teacher talk reduced / practical activities Individualised support to implement recommendations from support services e.g. STT, SALT, OT etc.	5-6	
		Access to a highly differentiated curriculum Outreach advice from SLCN specialist teachers reflected in lesson / curriculum planning Specialised modification of all teaching and learning. Production of differentiated materials Specialist teaching focusing on both the learning curriculum and social skills throughout the school day Specialist teaching matched to comprehension levels of individual children	7-8	
			9-10	
		Flexible arrangements & adaptations	Some flexible grouping arrangements Some differentiation of activities, materials and questioning Consideration of pupil's learning style such as the need for visual / kinaesthetic preferences Use of visual, auditory and hands-on approaches including practical support (e.g. visual timetables) School trips which are planned well in advance and take into consideration the needs of the CYP	1-2
			Daily personalised / small group learning to target identified areas of need Access to some individual support based on targets in support plan Careful consideration to group dynamics in the class Interventions to develop social communication skills e.g. small group work, negotiating activities, turn-taking	3-4
	Provides access arrangements for internal and external examinations and assessments including access to ICT Regular / daily small group or 1:1 teaching of social skills and to develop in specific areas of the curriculum Activities to target: recognising emotions, specific conversational skills, non-verbal (body language) Adjusted, flexible timetable introduced with pupil, parents and staff e.g. temporary withdrawal from activities Time-limited intervention with staff who have knowledge to address needs (e.g. withdrawal for social groups) Availability of individual workstation to develop independence, to practise and reinforce learning		5-6	
	Availability of a low stimulus classroom, very small group teaching, highly visual learning environment Specialised teaching style and tasks are adapted to suit pupil's learning style Individualised support / programmes to implement recommendations from support services (e.g. SaLT) Disapplication from certain subjects if appropriate Adult support to access an individualised curriculum. Structured 1:1 teaching using TEACCH principles Planned support during breaks and lunch		7-8	
	Completely bespoke and personalised arrangements inclusive of environment for learning, resources and staffing Intensive and regular input from a wide range of health and SEND professionals		9-10	

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<u>Domain of need</u>	<u>Cluster of indicators</u>	<u>Description of your setting does / can / can access</u>	<u>Score band</u>
	Tools, resources and interventions	Social and emotional aspects of learning (SEAL) materials and interventions	1-2
		Use of a screening tool such as: Universally Speaking or WellComn to inform and plan support Use of programmes of intervention either independently or as advised by a Speech and Language Therapist (SaLT) Education Psychologist or Specialist Teacher Classroom Teaching Assistant (TA) is targeted towards support to access specific tasks Aspects of structured teaching (TEACCH) used in planning	3-4
		Teaching assistant time includes the supply of teaching and learning resources and delivery of intervention Attending clinic sessions for speech difficulties. Follow-up interventions e.g. Metaphon, Nuffield Dyspraxia Some targeted, high-quality support from adults in class to support learning and encourage independence Use of key-working approaches to ensure the CYP has a trusted adult to offer support during vulnerable times	5-6
		Use of equipment to access the curriculum ELKLAN strategies can be used with CYP, such as: additional processing time, task plans, pre teaching of vocabulary, speech sound activities, use of Makaton / PECS, use of visual support such as Numicon Use of sign / gesture alongside speech —Cued Articulation, Makaton, gestures Access to: Speech Nuffield, Phonological Awareness Training, cued articulation and phonological programmes, Language Colourful semantics, Blank Language Model Social communication Programmes to develop social interaction as per specialist guidance Use of specialist or adapted ICT to access the curriculum, Alternative Augmented Communication Social Communication Emotional Regulation Transactional Support (SCERTS) framework may be used	7-8
		Additional staff to support access to learning in a specialist setting due to high level of vulnerability of the pupils in the setting Highly visual teaching strategies commonplace to support spoken word Use of TEACCH Use of Makaton as routine in every classroom, around school, etc. Delivery of communication groups by teachers / TAs under guidance of SLT Use of sensory integration interventions Access to specialist approaches, equipment and therapeutic services as part of the curriculum Additional staffing to escort pupils and support at times of crisis and stress Enhanced life skills and Sex and Relationship Education programmes	9-10
		Awareness of available Speech and Language Therapy programmes	1-2
	Staff training and ability	Staff work with specialist outreach teachers to learn strategies, including around speech, listening skills groups, phonological awareness and processing Knowledge of where to go for support from ASD Specialists Training for setting staff may include understanding ASD, supporting social communication difficulties, Elklan, supporting CYP with sensory processing, using social stories / comic strip conversations	3-4
		School uses autism champion to support planning	5-6
		Regular delivery of specialist interventions such as Lego therapy or Intensive Interaction embedded into daily practice	7-8
		Highly skilled and specialist staff with experience of programmes such as Attention Autism and who regularly coach others in school and through outreach work	9-10
	Please enter a brief description for future reference	Why did you select the score that you did?	
		What would your setting need to do to move to the next score up?	

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Domain of need	Cluster of indicators	Description of your setting does / can / can access	Score band
Cognition & Learning	Culture, behaviours and ways of working	Ensures parents are aware of what is being done to support their child and how they can support this Routine feedback to pupils Barriers to learning are considered and appropriate steps taken to overcome these Environmental considerations are made to meet needs (e.g. seating position, classroom layouts) Bullying is routinely addressed and pupils are confident in reporting incidents Pastoral arrangements are embedded in school practice e.g. meeting and greeting, circle time, peer mentoring, restorative practice	1-2
		Assessments to focus on how the pupil is learning, strengths & weaknesses etc. Interpersonal skills with other students are promoted Whole school systems evaluate the impact of interventions and monitor the quality of teaching Children's needs are identified and highlighted to all relevant stakeholders and monitored by the SENCO	3-4
		Regular monitoring of outcomes for children	5-6
		Data driven systems to focus on ensuring gaps are closed as quickly as possible when children are not making expected progress Regular communication with parents/ carers on progress	7-8
		Agreed approach to homework which takes into consideration individual needs of children, young people and their families	
		Evidenced based interventions used to deliver highly personalised learning programmes Regular liaisons with specialists in relation to targets and support programmes	9-10
	Curriculum and quality teaching	Quality First Teaching that meets the needs of all pupils A broad and balanced curriculum for all students Flexible grouping arrangements Some differentiation of activities, materials and questioning Use of visual, auditory and kinaesthetic approaches	1-2
		Building on Quality First Teaching, the setting can deliver / support the following: Differentiation is used to ensure the development of literacy, numeracy, communication Class teachers make good use of recommendations from external agencies / professionals Inclusive teaching with small step approach. Opportunities are provided for skill reinforcement, generalisation Increased differentiation by presentation, timing, scaffolding. Simplified level / pace of teacher talk	3-4
		Further modification of level, pace, amount of teacher talk to address need. Increased differentiation of activities and materials within an inclusive curriculum to individual level Some modification to the curriculum to reflect attainment outside expected range for age group Mainstream classes with regular targeted small group support Advice from external agencies / professionals implemented in the classroom Use of visual reminders, resources and rewards to develop independence Systematic approach to teaching pre-reading, reading and delivery of phonics programmes Substantial adaptations available in core subject to allow for a more detailed assessment of needs Development of automaticity through overlearning opportunities. Consolidation and lateral progress before introducing new skills	5-6
		Bespoke curriculum drawn up in line with individual Engagement Profile, following formative and summative assessments for children working below national curriculum levels Development of functional communication skills in real life scenarios	7-8
		Highly modified and individualised work, tailored to the level of cognition, chronological age and developmental level	9-10

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	Flexible arrangements & adaptations	Additional time / approaches for CYP to complete some tasks to ensure equal access Opportunities for small group work based on identified need	1-2
		Reasonable adjustments to the working environment (e.g. individual work-station, breaks within day) Activities and time built into lessons to allow pupils to work towards their own targets Time limited interventions matched to pupil need. Some use of 1:1s / small groups with TA	3-4
		Additional specific provision available which may include a detailed time-limited intervention or resource Opportunities for 1:1 support focused on personalised targets to reinforce whole class activities Some withdrawal from class for short periods with alternative learning planned Routine opportunities for learning and reinforcing basic skills with repetition and generalisation Individualised learning programmes developed with SENCO and external advice, if needed Daily opportunities for work targeted at individual outcomes for CYP. Small step targets used	5-6
		Intensive and varied opportunities are provided to develop automaticity in reading and writing skills	7-8
		Regular flexible groupings and one-to-one working for curriculum delivery Structured input from adults during playground and 'free' time	9-10
		Tools, resources and interventions	Focused guided reading and writing groups led by a teacher A well planned and stimulating PHSE / Citizenship curriculum, differentiated to the needs of the cohort SEAL materials and interventions are routinely used
	Support for those with specific learning difficulties which may include multisensory teaching strategies, phonological awareness and/or motor skills support Materials which reduce or support note taking (e.g. diagrams, alternatives for recording). IT to support learning		3-4
	Some multisensory approaches to learning Enhanced opportunities to use technological aids Additional adult support to provide 1:1 and some small group activities		5-6
	Multisensory approaches are used Alternative ways to record work are offered IT software programs are used to support learning		7-8
	Additional staff are available to access learning due to high vulnerability of the children who attend the setting Total communication approach in place in all school activities , including informal learning and social activities		9-10
	Staff training and ability	Staff awareness of key indicators of a range of specific learning difficulties	1-2
		Access to adults who are skilled in supporting students with general and specific learning difficulties. Staff are appropriately trained and can seek support from external professionals where needed SENCO accesses CPD and uses websites and online programmes to enhance skills	3-4
		Staff who are skilled and able to embed regular opportunities for overlearning and confidently scaffold materials and tasks	5-6
		Specialist, highly skilled and trained staff take responsibility for devising, delivering & evaluating a personalised programme that accelerates learning	7-8
		Support is in line with medical needs and profound learning difficulties	9-10
	Please enter a brief description for future reference	Why did you select the score that you did?	
		What would your setting need to do to move to the next score up?	

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Domain of need	Cluster of indicators	Description of your setting does / can / can access	Score band
Social, Emotional & Mental Health	Culture, behaviours and ways of working	<p>Ensures parents are aware of what is being done to support their child and how they can support this</p> <p>Promotes respect and values diversity. Sets high expectations for all pupils with consistently applied support</p> <p>Promotes the health and wellbeing of all pupils in the school and uses various resources available to help better understand and maintain the wellbeing of pupils</p> <p>Transparent system of class / school rewards and sanctions. Rules and expectations consistent across staff</p> <p>Nurturing classroom approaches. Restorative Practices (RP) used throughout the school</p> <p>Offering CYP opportunities to take on responsibilities e.g., class monitors, prefects, school council reps</p>	1-2
		<p>Promoting good mental health is the responsibility of all school staff. All staff recognise the early signs of mental health needs</p> <p>Understand the causes of behaviour and use effective approaches to behaviour management</p> <p>Careful consideration of group dynamics within class</p>	3-4
		<p>Personalised reward systems known to all staff in school who have contact with the CYP</p>	5-6
		<p>Multi agency planning and monitoring of interventions</p>	7-8
		<p>Ability to withdraw the CYP on a regular basis to ensure safety of the CYP and others, if needed</p>	9-10
		<p>A curriculum that promotes resilience and supports social and emotional learning, including positive behaviour and self-esteem</p> <p>Explicitly teaches social and emotional skills, attitudes and values, using well-trained and enthusiastic teachers and positive, experiential and interactive methods. Teaches children of all ages about mental health &amp; wellbeing</p> <p>Flexible grouping arrangements. Consideration of classroom organisation, seating and group dynamics</p> <p>Differentiation of activities, materials and questioning. Embedding use of multisensory learning</p> <p>A well-planned and stimulating PHSE / Citizenship curriculum, differentiated to needs of cohort / class</p> <p>Structured activities to practice social and emotional skills</p>	1-2
	Curriculum and quality teaching	<p>Careful consideration of preferred learning style and motivational levers for the CYP when differentiating</p> <p>Learning tasks differentiated by task and outcome to meet individual needs. Teaching style adapted as needed</p> <p>Access to small group support and weekly teaching of social skills to address behavioural targets on PSP/MSP</p> <p>Daily bridging and reinforcement of skills in social situations to ensure skills are generalised</p>	3-4
		<p>Individual support across the curriculum in an inclusive setting</p> <p>Daily teaching of social skills to address behavioural targets on PSP or outcomes in MSP/EHC plan</p> <p>Teaching focusing on both learning and social emotional curriculum / outcomes throughout the school day</p> <p>Regular / daily small group teaching of SEB skills, risky behaviour, Sex and Relationships, life skills</p>	5-6
		<p>Availability of small class groups with high teacher: pupil ratio</p> <p>High levels of support to access the curriculum</p> <p>Specialist teaching focusing on both learning and social-emotional curriculum / outcomes throughout the school day</p>	7-8
		<p>Small class groups, with high teacher: pupil ratios</p> <p>High levels of support to access the curriculum</p>	9-10
		<p>Specific, genuine and positive feedback to CYPs about their social and emotional skills and behaviour</p> <p>Additional time / approaches for CYP to complete some tasks to ensure equal access</p> <p>Educational visits are planned well in advance and take into account the needs of all CYPs</p>	1-2
		<p>Personalised reward systems covering targeted lessons / activities, known to all relevant school staff</p> <p>Preparation for changes to activities / routines / staffing. Oversight when moving between locations</p> <p>Educational visits are planned well in advance and contingency plans are in place to meet the needs of the CYP, should they be needed. Risk assessments are in place as appropriate and shared with key staff</p> <p>Individualised support to implement recommendations from support services</p> <p>Personalised timetable introduced in negotiation with the CYP, parents, carers and staff. This may include temporary withdrawal from some activities e.g., assemblies, specific non-core lessons</p>	3-4
	Flexible arrangements & adaptations	<p>Time-limited intervention / programmes with familiar staff who have knowledge, skills and experience to address the CYP's specific needs, to include withdrawal for personalised support</p> <p>Individualised support to implement recommendations from relevant professionals</p> <p>Teaching style and tasks are adapted to suit the CYP's learning style e.g., level / pace / amount of teacher talk reduced, access to practical activities. Child able to leave the classroom at regular intervals to self-regulate</p> <p>Personalised timetable introduced in negotiation with the CYP, parents and staff. This may include temporary withdrawal from some activities</p> <p>Consideration given to access arrangements for internal and external examinations</p> <p>Personalised pathway is prioritised when needed to re-engage with education</p>	5-6
		<p>Some 1:1 provision from specialist staff</p>	7-8
		<p>Personalised reward systems known to all staff in school who have contact with the pupil, implemented consistently across the curriculum</p>	7-8
		<p>Personally tailored time-limited intervention / programmes with staff who have the knowledge, skills and experience to address the CYP's specific needs</p>	9-10

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	Tools, resources and interventions	Resources to support mental health may include Anna Freud Schools in Mind, SEAL, PHSE Association, MindEd	1-2
		Seek appropriate support for children having negative experiences including referrals to CAMHS, EH etc.	3-4
		Use of key-working approaches to ensure the CYP has a trusted adult to offer support during vulnerable times	
		Time-limited interventions with staff who have knowledge to address specific needs e.g., understanding anger	
		Targets informed by specialist assessment or MSP/EHCP, where appropriate	5-6
		Use of key-working approaches to ensure the CYP has a trusted adult to offer support & withdrawal	
	Some 1:1 provision from specialist staff	7-8	
	Anger management approaches		
	Use of key-working approaches to ensure the pupil has a trusted adult to offer support / withdrawal during vulnerable times	9-10	
	Identified 1:1 support from highly skilled specialist staff throughout the school day		
	Additional / enhanced levels of highly skilled staff to re-engage and motivate the CYP		
	Staff training and ability	All staff are aware of key indicators of a range of social, emotional and mental health needs	1-2
		Staff receive sufficient and suitable training to support CYP with SEMH needs	3-4
		More formal meetings / conferences using Restorative Practices to resolve peer conflict, theft, violence	
Formal meetings / conferences using Restorative Practices, to include parent carers		5-6	
Support through solution-focused approaches and regular supervision for staff working with CYP			
Key staff deliver research based interventions, e.g. The Incredible 5 Point Scale to support emotional regulation and social interaction	7-8		
	Appropriately trained and highly experienced staff provide specialist on site support services and therapies	9-10	
Please enter a brief description for future reference	Why did you select the score that you did?		
	What would your setting need to do to move to the next score up?		

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<u>Domain of need</u>	<u>Cluster of indicators</u>	<u>Description of your setting does / can / can access</u>	<u>Score band</u>
Physical or Sensory	Culture, behaviours and ways of working	Ensure parents are aware of what is being done to support their child and how they can support this Environmental considerations are made to meet the needs of all children An understanding that the physical disability / medical need may have a wider impact on a child's wellbeing Adaptations and reasonable adjustments to the environment to enable children to be independent	1-2
		Information about the CYP's difficulties are shared with relevant staff Opportunities are created to meet with other deaf / VI peers	3-4
		Monitoring of social and emotional wellbeing and inclusion Support to express their needs and have an in depth understanding of the implications of their condition Awareness of social and emotional aspects of disability Established communication strategies to facilitate communication and to assess learning	5-6
		Support for social and emotional aspects of disability and/or serious medical conditions Regular opportunities to work / socialise with disability peer group as appropriate Opportunities for children to explore their identity	7-8
		Advice for school staff and families of the psychological impact on pupils, particularly with acquired, degenerating or fluctuating conditions Additional staff to support with access to learning due to high level of vulnerability of the children at the setting	9-10
		Curriculum and quality teaching	Provision of an inclusive curriculum for all subject areas. Appropriate differentiation of task and teaching style Flexible grouping arrangements Some differentiation of activities, materials & questioning. Phrasing of questions to minimise the effort of replying Consideration given to pupils individual learning style e.g. visual or kinaesthetic Differentiated learning opportunities and reasonable adjustments made to create a good acoustic environment (e.g. seating arrangements, reduction of background noise, multisensory approaches)
	Classroom management strategies e.g., seating position, reducing background noise Appropriate differentiation or modifications to the curriculum or to the environment Appropriate differentiation for assessment and examination materials and recording of answers		3-4
	Access to additional specialist curriculum delivered by specialist teachers in order to process and manage their hearing loss Modified and adapted PE and other lessons as required Access to a differentiated curriculum. Specialist advice reflected in lesson / curriculum planning and delivery		5-6
	Specialised modification of all teaching and learning styles and resources, to an individual level. Production of differentiated materials in accordance with advice from a specialist teacher Able to offer advice on curriculum differentiation, equipment to access the curriculum, positioning in the classroom, risk assessment and management plans etc. Specialist teaching focusing on both learning curriculum and social skills, as appropriate, throughout the day Use of multisensory exploratory experiences to access the curriculum		7-8
	Highly modified and individualised work, tailored to the level of cognition and development Curriculum delivery using sensory approaches and exploration		9-10

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	Flexible arrangements & adaptations	<p>Additional time / approaches for CYP to complete some tasks to ensure equal access                      Planning may need to include rest breaks or movement breaks                      CYPs may need to leave classrooms and lessons before their peers to avoid crowded corridors / busy staircases                      Provision of an inclusive PE curriculum, including arrangements for Sports Day where appropriate                      School trips which are planned well in advance and take into consideration the needs of the CYP</p>	1-2
		<p>Daily personalised / small group learning to target identified areas of need with ongoing cycle of review                      Group work to be planned and tailored to meet identified need                      Learning tasks differentiated by task and outcome to meet individual needs</p>	3-4
		<p>Advice on specialist arrangements for examinations and assessments                      Personalised programmes of work and language development                      Regular direct input, where appropriate e.g. pre and post tutoring for curriculum, language programmes                      Implementation of eating / drinking advice provided by SALT due to an identified need                      Manage access arrangements for internal and external examinations and assessments                      Sensory and/or movement breaks as needed are embedded as part of the school day                      Short-term, small group or 1-1 intervention to develop specific areas of the curriculum                      Regular / daily small group teaching of social skills                      Supervision during unstructured time. Supervision / oversight when moving between classrooms</p>	5-6
		<p>Careful timetabling to ensure a balance of educational and therapeutic needs. Daily therapeutic programmes                      Individualised support to implement recommendations from support services e.g. STT, OT etc. if in EHCP                      Manage access arrangements for internal and external examinations and assessments                      Disapplication from certain subjects if appropriate                      Personalised PE programmes and physical management programmes                      Movement breaks to support sensory needs</p>	7-8
		<p>Adjustments and adaptations to the environment to maximise access and mobility                      Individual programme of support devised by the Class Teacher and a Qualified Teacher of MSI as required, which could include: impact of hearing and vision on learning, adaptation of materials, tactile models, activity cues, scaffolding of activities, seating arrangements, and communication passports</p>	9-10
	Tools, resources and interventions	<p>SEAL materials and interventions                      Arrangements in place for regular (daily where required) monitoring and checking of specialist equipment e.g. hearing aids and radio aids, by setting staff                      Assessment, advice and recommendations from specialist teachers                      Use of specialist materials e.g., National Deaf Children's Society (NDCS) Phonics Guidance, NatSIP                      Ensure that CYPs use glasses to correct vision if required</p>	1-2
		<p>Use of hearing aids and other assistive listening devices e.g. radio aids, as appropriate                      Ability to ensure all listening devices are functioning optimally in order to access speech                      Some alternative communication approaches e.g. Total Communication, Sign Bilingualism and Oral / Aural                      Assistive technology software to minimise effort (e.g. on screen keyboards, Clicker, predictive text)                      Adapted / modified equipment and teaching materials (e.g. spring loaded scissors)                      Structured and evaluated fine and gross motor programmes                      Minimal adult or peer support to collect or use equipment</p>	3-4
		<p>Hearing aid checks using specialist equipment                      Specialist language assessments including advice on referral to speech therapy                      Advice on good acoustic environment - consideration of Soundfield systems                      Visual stimulation activities designed to meet the needs of the CYP. Support with the implementation of specialist skills e.g. Skills Ladders, eDCC certification, touch typing and habitation skills                      Reasonable adjustments e.g. hoists, medical / care plan (if required) and training in use of specialist equipment                      Access to a Key Worker (if appropriate) and emotional support                      Programmes to develop specific identified gross and fine motor skills as advised by specialist services                      Technology to access curriculum and information. Hardware e.g. rollerball, adapted keyboard and software e.g., predictive text, talking word processing. Support for CYP to use alternative communication technologies</p>	5-6
		<p>Use of specialist or adapted equipment / software to access the curriculum. Staff trained in use of equipment                      Some site adaptation if needed                      Alternative recording strategies including access to ICT equipment e.g. clicker and voice recognition software</p>	7-8
		<p>Use of wide range of alternative communication and recording methods, including eye-pointing, computer-aided communication methods, and dedicated AAC Augmentative and Alternative Communication tools                      The use of specialist or adapted equipment / software in all lessons to deliver the curriculum                      Additional support for self-care provided by trained staff when required                      Adult support to access supported positioning / powered mobility                      Individual programmes of physiotherapy, occupational therapy and self-help skills</p>	9-10
	<p>Deaf Awareness training for all staff                      Understanding of the impact of eye conditions on learning and the needs related to VI. Uses information and resources to assist e.g. RNIB, VIEW</p>	1-2	

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	Staff training and ability	Training for staff may include glue ear training, BTEC for Teaching Assistants, communication strategies	
		Training for staff may include use of VI specialist equipment, BTEC for Teaching Assistants	
		Training on the use of specialist equipment, including moving and handling	3-4
		Training in specific therapy programmes as recommended by NHS professionals	
		Monitoring of mobility needs to determine requirement for assistive equipment	
		Training, advice, interventions & monitoring from specialist services e.g., Occupational Therapist (OT)	5-6
		Trained support for moving and handling	
		Support to manage medical conditions, which may require regular nursing / medical intervention	7-8
		Trained staff to administer and monitor medication, as outlined in medical needs plan	
		Whole setting training on Multi-Sensory Impairment so all staff understand needs. Teaching Assistants who are assigned to work with the CYP will receive ongoing training	9-10
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		What would your setting need to do to move to the next score up?	

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Independence	Culture, behaviours and ways of working	Ensures parents are aware of what is being done to support their child and how they can support this Resources and displays that support independence Promotion of independence and social inclusion	1-2
		Independent learning, self-care and self-help skills promoted by some year groups or curriculum areas	3-4
		Opportunities created for peer-to-peer interaction	5-6
		Independence and social inclusion promoted in an appropriate way e.g. participation in activities – nurture groups, sports and events	7-8
		Independent learning, self-care and self-help skills are promoted across the school or setting regularly	9-10
		Highly personalised and targeted support for independent learning, self-care and self-help skills	9-10
	Curriculum and quality teaching	Use of teaching strategies that develop the independent learning of the CYP	1-2
		A focus on teaching problem-solving skills	3-4
		Activities such as 'think pair share' or 'the 5 Bs of independent learning' embedded across the school or setting to actively encourage independent learning	5-6
		Curriculum to include life skills and highly differentiated PHSE aspects e.g., SRE (Sex and Relationship Education) Targeted work on social communication and interaction, emotional regulation, life skills Pupils are taught strategies and provided with resources to assist with the development of independent learning	7-8
		Targeted and highly personalised work with children and young people and their families as appropriate to focus on independence, including keeping themselves safe	9-10
	Flexible arrangements & adaptations	Opportunities for additional experience to develop dressing, toileting etc.	1-2
		Support to CYP with daily planning including preparing for "unusual" days. Support offered with transitions	3-4
		Support to the CYP with organising thoughts to start work / task. Planning for the day ahead (getting the right resources) Personalised timetable introduced in negotiation with pupil, parent carers and staff. This may include temporary withdrawal from some activities and alternative curriculum opportunities	5-6
		Flexibility with routines and deadlines including with homework, providing support and space to complete these, whilst encouraging independence	7-8
		Bespoke programmes to encourage independence with areas such as personal hygiene and self-care	9-10
	Tools, resources and interventions	PSHCE resources offered and used by most staff to promote areas of independence	1-2
		Minimal assistance provided with personal care (e.g. dressing and hygiene)	3-4
		A range of cross-curricular tools, resources and approaches are used around independent living skills, self-help skills and self-care	5-6
		Independent travel training to develop independence skills for the future Participation in activities organised by voluntary organisations	7-8
		Access to a range of vocational work placements Opportunities to develop independent living skills such as travel training, basic cookery skills, personal care and money management	9-10
	Staff training and ability	Support staff or teaching assistants encourage independence within learning tasks and wider self-help skills	1-2
		All staff aware of strategies and approaches to building independence	3-4
		Active promotion of independence is embedded across the school or setting with all staff understanding what this means	5-6
		Staff are aware of children's individual targets related to independence and plans towards achieving these are in place and followed - including self-care, self-help, personal hygiene, travel, career pathways and independent learning pathways as appropriate to each individual child	7-8
		All staff supporting children and young people can identify and work to develop opportunities for independence e.g. offering choices in a way that the CYP can engage with	9-10
	Please enter a brief description for future reference	Why did you select the score that you did?	
		What would your setting need to do to move to the next score up?	