

# Matching Provision to Need

## A tool to support schools

Primary and Secondary Version

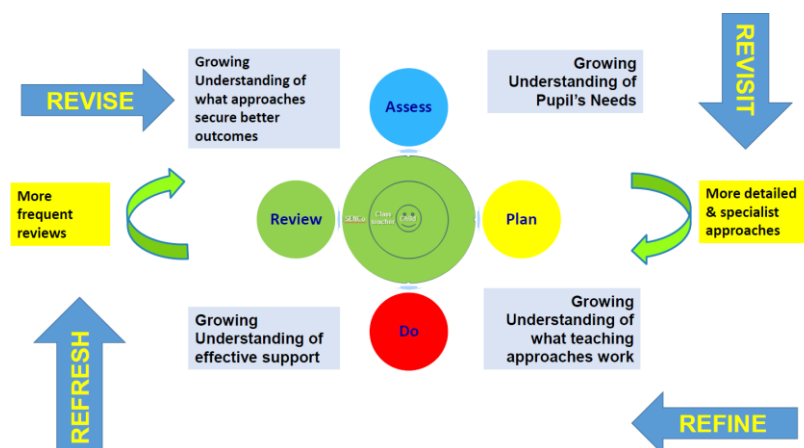
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A TOOL TO SUPPORT SCHOOLS WHEN IDENTIFYING AND MAPPING PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

## Guidance on using Manchester's Matching Provision to Need Tool (MPNT) for schools

The Children and Families Act (Part 3) (2014) sets out a significant number of cultural and systematic changes which are designed to improve outcomes for children and young people with special educational needs and disability (SEND). The Matching Provision to Need Tool (MPNT) has been reviewed to account for the statutory guidance on duties, policies and procedures in the Special Educational Needs and Disability (SEND) [Code of Practice: 0 – 25 years](#) which replaced the former Code on 1 September 2014. The first step in responding to pupils who have or may have SEN is high quality teaching which is differentiated for individual pupils. The Code of Practice makes it clear that schools should regularly review the quality of teaching for all pupils, including those at risk of underachievement. SEN support should take the form of a four part cycle – Assess, Plan, Do, Review. This is referred to as the 'graduated response'. The MPNT complements this approach recognising that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be accessed to assist the child with the difficulties they are experiencing. (Code of Practice 2014, revised May 2015).

### The Graduated Response



*Many schools, parents and other colleagues have been involved in reviewing the Matching Provision to Need Tool. We extend our grateful thanks and appreciation for their valuable contributions.*

## Purpose of the Matching Provision to Need Tool

The Matching Provision to Need Tool has been developed to:

- Support schools by setting out the levels of need and provision they are responsible for providing from their delegated funding, including their notional SEND budget
- Set out the level of need and provision that the Local Authority is responsible for, which is funded from the High Needs Budget of the Dedicated Schools Grant, out of which comes Element 3 funding.
- Make it clear to parents/carers and young people the type of provision they can expect to be available to meet their needs.

Initially, the tool sets out a general description of need from universal to EHCP level and a general description of provision for each level of need. This section describes adjustments to the environment, curriculum, resources and staffing levels and expertise. It also describes the involvement of parents/carers in the graduated approach. The tool is then separated into the four areas of need referred to in the SEND Code of Practice. These broad areas give an overview of the range of needs that should be planned for and are:

- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Communication and interaction
- Sensory and/or Physical needs (in this tool Physical/Medical is followed by Sensory for hearing and visual needs)

There is one MPNT tool for children and young people aged between 0 and 25 years but this is separated into three separate suites:

- Early Years (0 - 5 years)
- Primary and Secondary (5 -16 years) – mainstream and specialist provision
- 14 - 25 years (being reviewed 2018-19)

The Early Years (0 - 5) suite differs in presentation from the other versions so that it can be used alongside the Early Years (EYS) framework. EYS specialists have been consulted about this and have agreed that this is the best way to support staff when considering children aged 0 - 5years.

## Description of the Matching Provision to Need Tool

Each tool describes the levels of need found across the whole mainstream school population. They set out expectations of what effective universal provision should be and how the notional SEND budget should be used by schools to provide a graduated response across the continuum of provision. It also suggests at which points on the continuum, schools should be seeking specialist advice and/or support for individual children. Additional needs become more individualised along the continuum and show where a more personalised response and/or a review of provision maybe required.

Within each section, descriptors are mapped along a continuum of graduated response. The points on this continuum are:

- **Universal provision** – the descriptors here identify the things that all children/young people may experience from time to time and set out aspects of effective quality first teaching provision which all pupils should have access to.
- **SEND Support** – these descriptors identify the things that a few children and young people will find difficult and outline the graduated response schools should adopt when planning provision for these pupils. This still includes good quality universal provision plus other services schools may need to involve for support and advice. Element 2 funding can be utilised here by the school.
- **Statutory assessment/EHC plans** - At the high end of the matrices the school can request a statutory assessment to identify whether an EHC plan is needed. Columns M1, 2 and 3 outline the needs of pupils with EHC plans in mainstream schools (using the categories in the Code of Practice) and the provision required to meet their needs, deliver their outcomes and move them towards their aspirations.
- **Specialist** – The second part of the tool describes the needs of pupils who require specialist provision – in either resourced provision in mainstream schools or special school provision.

## Funding

Schools are given additional funding, referred to as the 'notional SEN budget'. This is up to £6,000 per pupil with SEND, over and above the school's core funding. This amount which is not ring-fenced is for schools to provide high quality appropriate support from the whole of its budget. (SEND Code of Practice). Schools are therefore expected to use their notional SEND budget to have in place a graduated continuum of provision for children and young people needing additional SEN support.

- At **universal provision** the school receives per pupil funding for every child on roll.
- At **SEND Support** the school has per pupil funding and notional budget of up to £6,000 per SEND pupil.
- Following the outcome of statutory assessment, top up/high needs funding is agreed as part of a child or young person's **EHC plan**.

In very exceptional circumstances a school can apply for time limited emergency element 3 funding for individual pupils.

## Using the Matching Provision to Need Tool

### 1. With individual pupils

The MPNTs are **not** to be used as an assessment tool for individual pupils. Schools should use the information and knowledge they have about a pupil from ongoing assessment, evidence from teaching and learning, pupil progress reviews to profile the pupil's needs and provision requirements using the descriptors on the appropriate tool. This process should involve parents/carers and professionals involved with the pupil.

Many pupils will have needs which span the different categories of SEND and more than one section of the MPNT may be needed to identify the provision required. However, in most cases by using a '**best fit**' approach to the descriptors, the MPNTs will enable the school to identify the primary need of an individual pupil. This will support schools with planning, monitoring and recording types of SEND across the school and with school census returns.

At the heart of the SEND reforms (2014) is the participation of children, young people and their parents/carers in decision making alongside greater choice and control for young people and parents over support. It is therefore considered good practice to share the MPNT with parents/carers, but schools should also involve pupils themselves in planning and reviewing progress. Case studies have shown that where the MPNT has been shared with parents/carers they have better understanding about what provision the school has put in place to meet their child's needs and the rationale for this.

SENCOs and Inclusion leaders can use the MPNTs to support teachers and other school staff to develop their understanding and knowledge of pupils' needs and the type of provision needed.

Schools should use the MPNTs to assist with decision making about when to seek specialist advice, when to access more specialist support and when to make a request to the Local Authority for a statutory assessment. When making a request to the Local Authority for additional resources, schools will be required to evidence that they have adopted a graduated response similar to that described in the MPNTs in planning appropriate provision. This will include consulting specialist staff such as Educational Psychologists, speech and language therapists, specialist teachers about the individual pupil, demonstrating the involvement of parents/carers, children and young people at all stages of decision making. Evidence submitted should also include minutes from team around the child meetings and an Early Help Assessment.

### 2. Planning provision across the school

The MPNT can also assist schools with planning the deployment of resources to meet assessed levels of need across their school population. By mapping identified needs to the MPNTs, the school can ensure that they are making the most appropriate type of provision within each category of need and across the full continuum. This should then be outlined in a provision plan.

### 3. Decision making within the Local Authority

The MPNT for each category of need identifies the level at which the Local Authority will consider requests for additional resources, which include:

- a statutory assessment
- This latter level of need is described within the statutory assessment/EHC columns (M1, M2 and M3). If a school makes a request to the Local Authority for additional resources the pupil's need should 'on balance' fit within one of these columns within one or a number of categories of SEND but it is not a requirement that a pupil's need should match all of the descriptors.

### Glossary of terms used in the MPNT

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| <ul style="list-style-type: none"><li>• <b>EHC plan</b> – Education Health and Care Plan</li><li>• <b>SMART targets</b> – specific, measurable, achievable, realistic, time based</li><li>• <b>EP</b> – educational psychologist/educational psychology</li><li>• <b>CAMHS</b> - Child and Adolescent Mental Health Services</li><li>• <b>PECS</b> - picture exchange communication system</li><li>• <b>AAC</b> - augmentative and assistive communication</li><li>• <b>DLD</b> – Developmental Language Disorder (formerly SLI - specific language impairment)</li><li>• <b>SENCo</b> – special educational needs coordinator</li><li>• <b>TA</b> - teaching assistant</li></ul> | <ul style="list-style-type: none"><li>• <b>SALT</b> - speech and language therapist</li><li>• <b>OT</b> - Occupational therapist</li><li>• <b>MSSS</b> – Manchester Sensory Support Service</li><li>• <b>VI</b> – Visually Impaired</li><li>• <b>QTVI</b> – Qualified teacher of the Visually Impaired</li><li>• <b>ToD</b> - teacher of the deaf</li><li>• <b>HI</b> – Hearing Impairment</li><li>• <b>VI</b> – Visual Impairment</li><li>• <b>PLP</b> – personal learning plan</li><li>• <b>NatSIP score</b> – National system (developed by National Sensory Impairment Partnership) for allocating resources to CYP with sensory impairment, based on a range of factors.</li></ul> |
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### Matching Provision to Need Tool (MPNT) Overall Bandings – Mainstream Schools KS1 – KS3

		<b>Graduated Response</b>				
		Quality first teaching (QFT) aims to engage and support the learning of all children and young people in an inclusive and cohesive way, and places a strong focus on pupil participation in learning				
		Universal	SEND Support	M 1	M 2	M 3
General description of need		Pupil can do the same work as most of the class. Is able to work as an independent learner. Close to achieving or exceeding the expected progress of their national curriculum year group.	Pupil needs more support than most of the class to access learning and make progress. Struggles to maintain focus on tasks, especially when required to work independently.	Pupil's needs are severely impacting on the ability to independently access some areas of the curriculum. Requires increased additional support to access learning.	The complexity, severity and persistence of need impacts on access to most areas of the curriculum, social inclusion and/or social situations and unstructured times.	The complexity, severity and persistence of need impacts on independence in most/all areas of the curriculum, social inclusion and/or most social situations and unstructured times.
			In addition:			
General description of provision	Environment	<ul style="list-style-type: none"> <li>- a school wide ethos and commitment to understand and provide basic strategies and management of needs and make reasonable adjustments</li> <li>- a stimulating, supportive and well-organised, accessible and safe learning environment</li> <li>-with reasonable adjustments, pupils can access all areas of the school environment</li> <li>- visual timetables, classroom rules and daily routines clearly displayed</li> <li>- displays of key vocabulary and sequences of work to support subsequent learning</li> <li>- Classroom routines clear and usually followed</li> <li>- any predictable changes explained to the class</li> <li>- school/class reward system clearly displayed and consistently used</li> </ul>	<ul style="list-style-type: none"> <li>- reasonable adjustments made to support access to the teaching, learning, physical and sensory environment</li> <li>- use of a range of teaching and learning styles</li> <li>- accessible key visuals of good size and contrast to support understanding and participation in learning during whole class, group and individual sessions</li> <li>- settings should use and support the management of assistive technology and ensure IT systems meet individual needs</li> </ul>	<ul style="list-style-type: none"> <li>- support from adults with knowledge and skills to make environmental changes to optimise learning</li> <li>- access to an environment, where targeted short bursts of activities can be implemented according to provision plan.</li> <li>- environmental adaptations and considerations to ensure inclusion and safety for all SEN groups</li> </ul>	<ul style="list-style-type: none"> <li>- support from adults with knowledge and skills to make environmental changes to optimise learning both within the classroom and during unstructured times</li> <li>- access to a personalised environment as and when required to support learning and management of individual needs as described in provision plan</li> </ul>	<ul style="list-style-type: none"> <li>- access to a more specialist learning environment and/or resources e.g. access to a distraction free zone, smaller class size, sensory room, quiet setting, soft play as described in provision plan,</li> </ul>

	Curriculum	<ul style="list-style-type: none"> <li>- quality first teaching with some adaptations to include different learning styles and needs</li> <li>- pupils can access all areas of the school curriculum including PE, before and after school activities, off-site trips, visits and residential.</li> </ul>	<ul style="list-style-type: none"> <li>- adaptations made to the curriculum to support key areas of learning</li> <li>- need is supported through well-planned, structured provision evidencing a clear graduated approach (assess, plan, do review) covering all areas of the curriculum</li> <li>Opportunities to be flexible when learning, including: <ul style="list-style-type: none"> <li>- organisation of the work space</li> <li>- reasonable adjustments to the school day</li> <li>- the use of a range of teaching and learning styles</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- further adaptations made to the curriculum, to support key areas of learning</li> <li>- frequent opportunity for small group teaching based on identified needs</li> <li>- some 1-1 teaching with support focused on specific targets as set out within the provision plan</li> </ul>	<ul style="list-style-type: none"> <li>- personalised curriculum and teaching methods matched to pupil's preferred learning style</li> <li>- Increased time spent in 1-1 teaching with support focused on specific targets as set out within the provision plan</li> </ul>	<ul style="list-style-type: none"> <li>- highly personalised curriculum and teaching methods matched to pupil's preferred learning style as set out within the provision plan</li> <li>- needs considerable support to engage with routines and activities throughout the day</li> </ul>
	Resources	<ul style="list-style-type: none"> <li>- key visuals to support understanding and participation in lessons</li> <li>- a variety of different ways to support access to recording work are used</li> <li>- printed materials should be of good size and quality</li> <li>- some use of specific group programmes</li> </ul>	<ul style="list-style-type: none"> <li>- a provision map is in place which includes evidence-based interventions and provision of differentiated and modified resources</li> <li>- use of pupil specific equipment and software provided in line with advice from specialist services</li> <li>- use of specific group and individual programmes</li> </ul>	<ul style="list-style-type: none"> <li>- flexible arrangements made within the structure of the school day to provide a personalised timetable</li> <li>- individualised provision plan indicates use of additional resources</li> </ul>	<ul style="list-style-type: none"> <li>- flexible arrangements made within the structure of the school day to provide a personalised timetable including more learning breaks</li> <li>- greater adult to pupil ratio required to enable access to unstructured times</li> </ul>	<ul style="list-style-type: none"> <li>- flexible arrangements built around highly personalised curriculum and teaching methods matched to the pupil's learning style</li> <li>-additional resources needed to enable access to most/all activities, including unstructured times</li> </ul>
	Staffing levels and expertise	<ul style="list-style-type: none"> <li>- all staff have an understanding of equality duties and inclusive practice</li> <li>- additional adults routinely used to support flexible grouping and differentiation</li> <li>- SENCo provides advice and guidance on differentiation, use of additional adults and specific programmes</li> <li>- SENCo and relevant staff to access relevant training in all types of SEND</li> </ul>	<ul style="list-style-type: none"> <li>- additional adults under the direction of the SENCo provide sustained, targeted support on an individual or group basis</li> <li>- SENCo may access advice and guidance from specialist sources</li> <li>- If accessed, SENCo and relevant staff to work in partnership with specialists to ensure reasonable adjustments are effectively implemented</li> </ul>	<ul style="list-style-type: none"> <li>- additional adults under the direction of the SENCo provide targeted support on an individual or group basis</li> <li>- advice and support sought from outreach and/or other specialist sources</li> </ul>	<ul style="list-style-type: none"> <li>- higher level of adult support required to access individual or group activities and unstructured times</li> <li>- specialist services provide advice, training and support on individualised targets</li> </ul>	<ul style="list-style-type: none"> <li>-majority of time spent with a greater adult to pupil ratio throughout the school day including unstructured times</li> <li>- a range of specialist services work collaboratively to meet a range of needs</li> </ul>



	Pupils, parents and carers	<ul style="list-style-type: none"> <li>- systems in place for informal and formal discussion between parents/carers and staff</li> <li>- pupil voice is at the heart of planning outcomes to enable children and young people to fulfil their aspirations.</li> </ul>	<ul style="list-style-type: none"> <li>- parents/carers involved in setting and supporting targets</li> <li>- strategies in place to ensure regular communication between my parents/carers and school e.g. school website, home-school diary, school newsletter</li> <li>- parents are invited to review progress three times a year</li> <li>-parents given advice and guidance relating to the Local Offer and parent support agencies</li> </ul>	<ul style="list-style-type: none"> <li>- strategies in place to ensure regular communication between parents/carers and school e.g. school website, home-school diary, school newsletter</li> <li>- parents are invited to review progress three times a year</li> <li>- parents/carers involved in setting and supporting targets</li> <li>- an annual review of the EHC plan takes place</li> <li>- parents/carers given advice and support to access the Local Offer and relevant support agencies</li> <li>- parents/carers may require support to understand the impact of their child's SEND and ways of assisting their child</li> </ul>
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	Cognition and learning	<p>Currently working near to, at or beyond expected level within the curriculum. Regular assessment of learning to identify any difficulties in:</p> <ul style="list-style-type: none"> <li>- the acquisition or use of language, literacy and numeracy skills</li> <li>- pace of learning</li> <li>- ability to follow familiar routines and activities</li> <li>- ability to develop skills to work independently</li> </ul> <p>Personal targets are set to support progress Curriculum differentiation to include:</p> <ul style="list-style-type: none"> <li>- presentation, timing and recording methods</li> <li>- peer support for learning</li> <li>- pre and post tutoring</li> <li>- reinforcement and repetition</li> <li>- simplified language</li> <li>- multi-sensory teaching approaches</li> <li>- alternatives to written recording e.g. mind maps, writing frames, IT based resources</li> <li>- access to practical activities and kinaesthetic learning using concrete materials and resources</li> </ul>	<p>Currently working within the EYFS curriculum at KS1 or at least two national curriculum years below year group expectations at KS2 and at least three national curriculum years below year group expectations at KS3. SENCo involved in more specific assessments in order to identify appropriate intervention. Provision planning includes:</p> <ul style="list-style-type: none"> <li>- time limited small group and individual intervention. This may include intervention delivered by specialist teachers e.g. SpLD</li> <li>- planning tracks levels of achievement.</li> <li>- targets are individualised, short term and specific</li> <li>- outcomes are monitored by staff and recorded and evaluated by SENCo through provision planning</li> <li>- special arrangements in exams at the end of KS2</li> <li>- access arrangements identified in KS3 in preparation for KS4 accredited courses e.g. GCSE, BTEC</li> </ul> <p>Advice and support sought from specialist services e.g. outreach, specialist teaching and educational psychology.</p>	<p>Currently working at the very early stages of the EYFS curriculum at KS1 or at least three national curriculum years below year group expectations at KS2 and at least four national curriculum years below year group expectations at KS3.</p> <p>Provision of:</p> <ul style="list-style-type: none"> <li>- increased staff support and intervention, particularly for literacy and numeracy</li> <li>- more flexible and modified curriculum delivery to support literacy and numeracy</li> <li>- coordination of support and intervention by SENCo</li> <li>- further advice and support from appropriate specialist staff and services e.g. SENCo, outreach, specialist teaching, educational psychology</li> <li>- assistance with and alternative recording for some curriculum areas</li> </ul>	<p>Provision of:</p> <ul style="list-style-type: none"> <li>- increased staff support and intervention across the wider curriculum</li> <li>- Frequent advice and support for school staff on how to enable full access to the curriculum</li> <li>- outcomes within the provision plan identify areas of support which are wider than cognition and learning</li> <li>- assistance with and alternative recording for many/most curriculum areas</li> </ul>	<p>Provision of:</p> <ul style="list-style-type: none"> <li>- highly personalised and differentiated curriculum, timetable and environment with access to developmentally appropriate experiences</li> <li>- support for most curriculum or skill areas</li> <li>- assistance with and alternative recording for all curriculum areas</li> </ul>
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	Communication and interaction	<ul style="list-style-type: none"> <li>- a language friendly environment offering focused support and prompts from adults</li> <li>- differentiated curriculum that specifically teaches speaking and listening skills.</li> <li>- access to a range of communication opportunities in a range of settings, with enough time given for processing, thinking and responding to verbal information and new vocabulary</li> <li>- inferential and expressive language teaching</li> <li>- responding to non-verbal, verbal and written information</li> <li>- range of teaching and learning styles with emphasis on the use of gesture, key visuals and concrete examples to support spoken language e.g. use of visual timetables</li> <li>- use of practical tasks and kinaesthetic learning using concrete materials, appropriately modelled by staff and peers</li> </ul>	<p>Screening has identified difficulties with receptive and expressive language and/or social communication</p> <p>Intervention is used to support specific teaching of:</p> <ul style="list-style-type: none"> <li>- vocabulary</li> <li>- comprehension and inference</li> <li>- sentence structures</li> <li>- phonics</li> <li>- sequencing</li> <li>- active listening</li> <li>- social communication</li> </ul> <p>Specialist services may provide:</p> <ul style="list-style-type: none"> <li>- assessment of need, including DLD</li> <li>- advice and training on specific use of interventions</li> <li>- time-limited delivery of intervention e.g. DLD</li> <li>- advice on use of Assistive or Augmentative Communication (AAC) e.g. Signs or PECs</li> </ul> <p>Teaching strategies include:</p> <ul style="list-style-type: none"> <li>- use of visual or written cues, symbol instructions, colour coding or highlighting</li> <li>- use of flexible groupings</li> <li>- use additional prompts and visual materials to aid comprehension, support speaking and listening and facilitate personal/task organisation e.g. task sheets, task boards, now and next boards</li> <li>- communication style and provide processing time to respond to questions, instructions, complete tasks and acquire new</li> </ul>	<p>Provision of:</p> <ul style="list-style-type: none"> <li>- increased staff support and intervention</li> <li>- more flexible and modified language curriculum to focus on language/listening and/or social communication</li> <li>- increased access to small group and/or individual language intervention and support</li> <li>- use of Assistive or Augmentative Communication (AAC) e.g. Signing or PECs</li> <li>- advice and support from appropriate specialist staff and services such as SENCo, outreach, speech and language therapy, SCAIT, educational psychology</li> <li>- a little and often approach to learning e.g. precision teaching</li> <li>- daily timetable is carefully planned to meet sensory needs e.g. access to low distraction area, headphones to block out noise, physical breaks, sensory activities.</li> <li>- special interests are included in learning</li> <li>- a communication passport, possibly including an emotions passport and access to social stories to support experience and understanding of social scenarios</li> <li>- use of specific resources, recommended by specialists, to support communication skills</li> </ul>	<p>Provision of:</p> <ul style="list-style-type: none"> <li>- a language enriched differentiated and flexible curriculum</li> <li>- individualised curriculum for more of the day to focus on language/listening and/or social communication</li> <li>- communication strategies/equipment used by all staff throughout the day, including unstructured times e.g. communication passport, key visuals</li> <li>- social stories to support experience and understanding of social scenarios at structured and unstructured times</li> <li>- additional peer/adult support to access unstructured times</li> <li>- advice on specialist AAC devices</li> <li>-specific training for staff on use of AAC devices</li> </ul>	<p>Provision of:</p> <ul style="list-style-type: none"> <li>- a personalised language curriculum throughout the day</li> <li>- frequent specialist advice for school staff</li> <li>- specialist advice for school staff on embedded use of an AAC device.</li> </ul>
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			<p>vocabulary/concepts to support understanding</p> <ul style="list-style-type: none"><li>- flexible organisation of the work space and school day</li><li>- time limited small group and individual intervention</li><li>- communication strategies e.g. communication passport, one-page profiles, key visuals</li></ul>			
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	<p style="text-align: center;">Social, emotional and mental health</p>	<ul style="list-style-type: none"> <li>-access to a whole school curriculum which teaches social and emotional aspects of learning.</li> <li>-access to small group intervention to repeat and reinforce whole class learning</li> <li>- consistent use of class/school reward systems</li> <li>- whole school training in promoting positive social, emotional health and well-being within school and awareness of impact of safeguarding, mental health, emotional needs and socialisation on behaviour</li> <li>-key adult in school to support pupils who have any concerns or worries who can promote early help strategies</li> </ul>	<p>Screening has established any areas of difficulty with social emotional and mental health e.g. Boxall profile. Specialist services e.g. outreach, PRU, school nurse, CAMHS, educational psychology may provide:</p> <ul style="list-style-type: none"> <li>- assessment of need</li> <li>- advice and training on specific use of interventions</li> <li>- devise programmes to deliver in school</li> </ul> <p>Information is used to plan regular, structured small group and individual intervention to repeat and reinforce identified social and emotional aspects of learning</p> <p>Intervention will involve:</p> <ul style="list-style-type: none"> <li>- higher levels of additional support and intervention from adults at particular times throughout the day</li> <li>- personalised targets linked to reward system</li> <li>- distraction free zone for when space is needed to support learning</li> <li>-time out card for times when space is needed</li> <li>-access to in-school support facilities e.g. nurture provision or LSU</li> <li>-adjustments to arrangements for unstructured times</li> <li>-access to therapeutic support</li> <li>- a positive relationship with a named person with appropriate skills who understand individual needs</li> <li>- early help strategies may support needs</li> </ul>	<p>Provision of:</p> <ul style="list-style-type: none"> <li>- increased staff support and creative plan to support curriculum access</li> </ul> <p>Supported time to work with positive role models, in small groups and pairs, to develop:</p> <ul style="list-style-type: none"> <li>- appropriate social skills</li> <li>- empathy and awareness of needs of others</li> <li>- ability to maintain intervention</li> <li>- emotional regulation</li> <li>- coping strategies for dealing with difficult situations</li> </ul> <p>-targeted individual intervention, as advised by external specialist services e.g. school nurse, PRU, CAMHS, social care, educational psychology</p> <ul style="list-style-type: none"> <li>- adjustments, including additional support to manage transitions and to focus on difficulties at unstructured times</li> <li>- risk assessments and implementation of associated plans, updated regularly</li> </ul>	<p>Provision of:</p> <ul style="list-style-type: none"> <li>-increasingly personalised creative plan, as advised by appropriate specialists, to support curriculum access</li> <li>- Support to develop social skills using adult intervention to structure learning situations both within the curriculum and during unstructured times</li> <li>- targeted, individual support to implement a crisis management plan</li> <li>- strategies to manage occasional or regular self-harming behaviours</li> </ul>	<p>Provision of:</p> <ul style="list-style-type: none"> <li>- highly personalised creative plan, timetable and use of environment, as advised by appropriate specialists, to support curriculum access</li> <li>- increased supervision to ensure safety at all times</li> <li>- multi-agency approach to support needs, to include specialists from education, health and/or social care</li> </ul>
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		<p><b>Healthcare Needs</b>          -up to date policy on managing medical conditions which meets statutory duties          -named designated lead with responsibility for implementation of policy          -health care needs are managed during the school day with an age-appropriate level of help          -safe storage for medical resources          -safe spaces where support needs are met with respect for privacy and dignity.</p>	<p>-healthcare needs are monitored with intermittent supervision and/ or administration of medication by staff          -key staff have received appropriate training and advice from health care professionals.          -key staff are able to implement medical advice and where necessary liaise with appropriate professionals for support e.g. LOIS.</p>	<p>-healthcare needs are monitored regularly by staff          -where appropriate staff are trained by health service professionals e.g. stoma care, catheterisation etc.          -regular supervision for administration of medication or other medical interventions.          -regular access to therapy programmes including periodic provision of therapy or health care programme from healthcare professionals.</p>		<p>-constant monitoring and medical intervention by trained staff or administered by health service professionals due to unstable, complex and / or unpredictable medical condition e.g. tracheae care.          - intensive access to therapy programmes including periodic provision of therapy or health care programme from healthcare professionals.</p>
	Physical and medical	<p><b>Mobility and Independence</b>          - an accessibility plan outlines the school's plans to implement statutory anticipatory duties on improving access to all aspects of the physical environment          -access to appropriate mobility aids if required e.g. grab rails that support pupil's independence.</p>	<p>-intermittent supervision, time and support to be independently mobile and to complete tasks involving mobility e.g. support in transferring from wheelchair to seat, on managing stairs or when moving around the school environment, or at playtime.          - individualised risk assessment may be required to support safe and full access to the school environment including PE, before and after school activities, off-site trips, visits and residential.          -equipment to support transfers, mobility and posture as recommended by specialist services advising on equipment and manual handling transfers supports access to the curriculum          -staff are trained on safe use of equipment and safemoving and handling techniques.</p>	<p>-regular supervision, time and support for my independent mobility and to complete tasks involving mobility e.g. support in transferring from wheelchair to seat, managing stairs or when moving around the school environment, or at break time.          - individualised risk assessment <b>will</b> be required to support safe and full access to the school environment including PE, before and after school activities, off-site trips, visits and residential.</p>	<p>- increased supervision, time and support for pupil's independent mobility and to complete tasks involving mobility e.g. support in transferring from wheelchair to seat, managing stairs or when moving around the school environment, or at break time.</p>	<p>- intensive support with mobility and tasks requiring motor control, to maintain postural stability and comfort because of little or no postural control.          -supported changes of position and transfers are necessary, which may require 2 staff trained in the use of specialist equipment e.g. hoisting.</p>

		<p><b>Personal Care</b> -personal care needs managed with age-appropriate help.</p>	<p>-personal care needs managed with minimal/occasional help. - access to one off specific advice from a specialist service on the management of personal care needs and any additional facilities or resources required.</p>	<p>- personal care needs are managed with regular assistance or individual support -a personal care needs plan is used to identify adjustments made to support staff and safeguard the pupil. -staff are effectively trained on implementation of personal care needs</p>		
		<p><b>Perceptual /Fine Motor Skills and Physical Access</b> -good quality curriculum, resources and strategies are used to support visual and auditory perceptual and fine motor skills.</p>	<p>- short term intervention is used to develop visual and auditory perceptual and fine motor skills. - appropriate equipment is provided to promote curriculum access e.g. specialist scissors, adapted pencils and grips, sloped writing surfaces.</p>	<p>-access to specialist assessment and advice is required from specialist services to develop individualised programmes and identify specialist resources or equipment which support access to the curriculum. -staff receive training in specific interventions, strategies and resources to promote curriculum access.</p>		<p>-a high level of support is required on a daily basis to complete tasks involving visual/ auditory perceptual and fine motor skills activities. -access to a modified curriculum/ environment/resources to meet perceptual/fine motor skills. -staff are trained and skilled in use of specialist AAC strategies, equipment and interventions.</p>

	Hearing Impairment	<ul style="list-style-type: none"> <li>-pupil can hear almost all speech sounds</li> <li>- may have a mild hearing loss or a unilateral hearing loss (one ear is working normally).</li> <li>-may use hearing aids which will be maintained by parents, school staff, and MSSS technician</li> <li>- may sometimes need spoken language repeating</li> <li>- additional visual cues may be required to understand new concepts</li> <li>-If sound field systems are available in school, these should be used appropriately.</li> <li>-Background noise to be kept to a minimum and consideration given to acoustic environment.</li> <li>- assessment and advice available from MSSS.</li> </ul>	<ul style="list-style-type: none"> <li>-can hear most speech sounds</li> <li>-has a NATSIP score of less than 40%</li> <li>- hearing loss is having an impact on curriculum access, language acquisition and/or ability to work independently.</li> <li>-will have hearing aids or a cochlear implant</li> <li>-curriculum differentiated to meet needs</li> <li>-will need some support from an adult within the classroom and small group intervention as set out in the provision plan.</li> <li>- requires spoken language repeated and rephrased to acquire new concepts</li> <li>- additional visuals required to understand new concepts</li> <li>- may need special arrangements for exams</li> <li>-appropriate use of radio aid at all times.</li> <li>- advice from TOD to be followed by school</li> <li>-school staff to attend MSSS deaf awareness training</li> </ul>	<ul style="list-style-type: none"> <li>-unlikely to hear certain speech sounds</li> <li>- when aided, pupil functions as if they had a moderate hearing loss and has a NATSIP score of between 40-50%</li> <li>- hearing loss having a very significant impact on language acquisition, curriculum access, ability to work independently.</li> <li>-class teacher provides regular, differentiated, planned small group support to teach new language and independence skills</li> <li>- will need additional support in a range of subjects, especially phonics, in class and in a small group in a quiet setting</li> <li>-will be assessed by, and receive direct teaching input from a TOD from MSSS</li> <li>- has PLP linked to language acquisition, jointly set and reviewed by school and TOD.</li> <li>- likely to need special arrangements for exams</li> <li>- additional specialist TA input from MSSS may be required.</li> </ul>	<ul style="list-style-type: none"> <li>-unlikely to hear many speech sounds</li> <li>- when aided, pupil functions as if they had a moderate/severe hearing loss and has a NATSIP score of between 50-70%</li> <li>- hearing loss is having a severe impact on curriculum access, language acquisition and ability to work independently.</li> <li>-will need support in most lessons.</li> <li>- for core subjects ideally working in a small group or with 1-1 support in a quiet setting, incorporating new language and targeted learning.</li> <li>-will receive frequent direct teaching input from a TOD from MSSS (likely to be at least weekly)</li> </ul>	<ul style="list-style-type: none"> <li>-will not be able to hear most speech sounds.</li> <li>- when aided, pupil functions as if they had a severe hearing loss and has a NATSIP score of 70-80%</li> <li>- hearing loss is having a very severe impact on curriculum access, language acquisition, ability to work independently and all aspects of life.</li> <li>-teacher provides regular, planned, small group and increased 1-1 support in a quiet setting, incorporating new language and targets set within a personalised plan. Focus on independence skills</li> <li>-will receive frequent and enhanced direct teaching input from a TOD from MSSS (at least weekly)</li> <li>-pre-taught concepts to be reinforced by specialist staff from MSSS</li> </ul>
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	Visual Impairment	<p>School should be aware of pupil's visual status and ensure good use of glasses, etc. and alert parents of any concerns.</p> <ul style="list-style-type: none"> <li>- visual difficulties such as monocular vision, field loss, squint, patching etc. should all be met within the universal provision.</li> <li>- some reasonable adjustments may be required such as position in class, lighting etc. to enable independent learning.</li> <li>- advice to be reviewed and shared at periods of transition to a new setting</li> <li>- school staff including SENCo to access appropriate training offered by MSSS</li> <li>- environment should be well lit, without glare.</li> <li>- contrast should be evident in décor, furnishings and signage</li> <li>- printed materials should be of good size and contrast.</li> </ul>	<ul style="list-style-type: none"> <li>- visual loss is having an impact on curriculum access and ability to work independently.</li> <li>- visual needs hinder ready access to the curriculum; use of technology and compensatory skills largely mitigate this.</li> <li>- vision needs to be assessed and monitored by MSSS, and advice and training provided to all staff working with the pupil.</li> <li>- trained adult support is required in some lessons to ensure pupil accesses the curriculum, makes progress and develops independence.</li> <li>- reasonable adjustments to specified curriculum subjects required</li> <li>- a short term programme may be provided by a TA from MSSS to embed good practice.</li> <li>- pupil may need support to develop and sustain friendships</li> </ul>	<ul style="list-style-type: none"> <li>- visual loss is having a very significant impact on curriculum access and ability to work independently</li> <li>- visual loss may impact on all aspects of life including social and emotional wellbeing</li> <li>- trained adult support required in a large proportion of lessons in order to ensure pupil accesses the curriculum, makes progress and develops independence.</li> <li>- specialist resources required for majority of subjects e.g. large print.</li> <li>- class/subject teacher requires additional time, training and support by VI staff.</li> <li>- assistive technology and specialist equipment to be provided and additional VI specific skills to be taught e.g. touch-typing, use of software, keyboard shortcuts. MSSS will assist.</li> </ul>	<ul style="list-style-type: none"> <li>- a severe visual loss (or deteriorating condition) is having a severe impact on curriculum access and ability to work independently</li> <li>- requires adjustments and some support to move around the school environment safely.</li> <li>- trained adult support required in a majority of lessons in order to ensure pupil accesses the curriculum, makes progress and develops independence.</li> <li>- class/subject teacher requires additional time for detailed planning &amp; lesson modification, training and support</li> <li>- assistive technology &amp; electronic working in majority of lessons for access and recording.</li> <li>- specialist resources including Modified Large Print (MLP) and e- readers,</li> <li>- difficulty navigating standard modes of transport and requires, input from MSSS.</li> <li>- significant access to a QTVI to provide 1:1 teaching of specialist skills.</li> </ul>	<ul style="list-style-type: none"> <li>- a severe or profound visual loss (or deteriorating condition) is having a very severe impact on curriculum access and ability to work independently</li> <li>- alternative media e.g. tactile learning, Braille, screen reader technology is required for all lessons and exams</li> <li>- pupil requires extensive training (from MSSS) and trained 1-1 support to move around the school safely.</li> <li>- trained 1-1 support to be available for the whole school day including support in-class and in non-structured times, resource preparation and liaison.</li> <li>- TA to be proficient in contracted Braille (if preferred medium) and in assistive technologies, including those required to produce alternative resources.</li> <li>- extensive additional specialist skills to be taught with regular direct teaching and support from a QTVI.</li> </ul>
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# Matching Provision to Need

SPECIALIST PROVISION

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MPNT - Specialist Provision

		Resourced Provision	S 1	S 2	S 3	S 3+
Need	Description of Need	Needs are at specialist level. Requires specialist environment in mainstream school to support access to the curriculum and activities offered by mainstream setting.	An independent learner within a specialist setting. Can access a significantly changed learning environment, with a much-differentiated curriculum within a smaller class/group setting. Depending on the primary need, differentiation will be required to support severe learning difficulties and/or autism or SLCN or severe social, emotional and mental health needs.	A structured learner within a specialist setting. Depending on the primary need, a more structured learning environment will be required to support severe learning difficulties, autism or SLCN as a primary or secondary need or more pronounced and unpredictable social, emotional and mental health needs.	A supported learner within a specialist setting. This will include profound and multiple learning needs (PMLD), autism with associated learning difficulties, or highly pronounced and unpredictable social, emotional and mental health needs.  Pupils may have two or more needs which require additional provision.	Highly severe, complex or exceptional needs. Approach to meeting individual needs is required.  This is considered through the partnership.
	General	Small resource base within a mainstream school  - teaching and support from the specialist team who work within the base and, at times, in mainstream classrooms	Special school setting	Special school setting	Special school setting	Special school setting

Provision	Cognition and learning		<ul style="list-style-type: none"> <li>- specialist SEN teaching, provided by specialist teachers and TAs, to match individual needs</li> <li>- a learning environment which offers stability as well as flexibility</li> <li>- opportunities to work as part of a small group with some 1-1 intervention as detailed within the Education Health and Care plan (EHCP) and provision plan</li> <li>- support will enable pupils to work as independently as possible</li> <li>- appropriate intervention programmes to support individual needs as required</li> <li>- class visual timetable</li> <li>- individual visual timetable</li> <li>- distraction free learning space as and when required</li> <li>- work within different learning zones for a range of curriculum areas. Adults will support transition to the various zones</li> <li>- adult support will increase to enable pupils to engage in work experience (<b>secondary</b>), college, within the community</li> </ul>	<ul style="list-style-type: none"> <li>- higher levels of adult support to enable independent learning</li> <li>- personalised curriculum matched to individual learning needs</li> <li>- opportunities to work as part of a small group or in pair alongside highly personalised support to enable pupils to remain focused and to enhance learning</li> <li>- all lessons follow a similar routine to enable learning</li> <li>- risk assessment and a personalised plan to support some areas of need as detailed within the EHC plan and provision plan</li> <li>- opportunities to communicate preferences and to make choices</li> <li>- access to a quiet room/space is available to use as appropriate</li> <li>- personalised visual timetable</li> <li>- individual workstations are available to facilitate learning</li> </ul>	<ul style="list-style-type: none"> <li>- more personalised support based around clear, established daily routines</li> <li>- health and care plans which identify learning, behaviour, sensory and medical needs</li> <li>- multi-agency approach</li> <li>- short activities which maximise on all learning opportunities</li> <li>- high, intensive levels of adult support to meet individual learning needs</li> <li>- time to consolidate learning</li> <li>- time to work independently</li> <li>- support to meet health and personal care needs</li> <li>- change of positioning – manual handling</li> <li>- may require risk assessment and a personalised plan as detailed within the EHC plan and provision plan</li> </ul>	
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	Communication and Interaction	<ul style="list-style-type: none"> <li>- small resource base within a mainstream school</li> <li>- teaching and support from the specialist team who work within the base and, at times, in mainstream classrooms</li> <li>- Regular opportunities to work within a mainstream classroom</li> <li>- work with staff with a good awareness of autism and SLCN both within the mainstream classroom and during small group and 1-1 sessions when pupils will work on specific areas</li> <li>- specially trained staff will model good practice and offer advice to class/subject teachers</li> <li>- work alongside mainstream peers who offer good role models</li> <li>- engage in the mainstream curriculum at an age appropriate level</li> <li>- at secondary level pupils will undertake a range of GCSE, or similar, accredited courses</li> <li>- use of visuals, including timetables, task lists and reminders to enable independent learning</li> <li>- support at unstructured times</li> </ul>	<ul style="list-style-type: none"> <li>- a structured, specialist environment which provides autism specific strategies to promote learning</li> <li>- teaching and support from a specialist team to meet autism and other learning needs</li> <li>- curriculum suitably differentiated by task and delivery to support the learner's complex needs</li> <li>- small group teaching with a focus on guiding and encouraging independent skills in all areas</li> <li>- some personalised intervention as detailed in the EHC plan and provision plan</li> <li>- any support with learning, social communication and any sensory needs will focus on developing independent skills</li> <li>- visual support to support organisation and management of tasks (used discreetly at secondary)</li> <li>- other professionals e.g. speech and language therapy, occupational therapy offering advice to school, on intervention and/or direct support to pupils and their family as detailed within the EHC plan and provision plan</li> </ul>	<ul style="list-style-type: none"> <li>- a structured, specialist environment which provides autism specific strategies to promote learning</li> <li>- teaching and support from a specialist team to meet autism and severe learning needs</li> <li>- highly structured activities to enable learning</li> <li>-visual support throughout the day; essential to enable understanding, and completion, of tasks; to follow a timetable; to promote independent learning; to manage transitions</li> <li>- specific, daily focus on developing skills in communication and interaction</li> <li>- promoting that communication with others is useful and fun</li> <li>- support with social communication and in managing anxiety</li> <li>- access to a quiet, calm area when necessary</li> <li>- multi-agency approach to ensure that all professionals work together to support an individual's needs</li> <li>- other professionals e.g. speech and language therapy, occupational therapy and social care offering advice to school, on intervention and/or direct support to pupils and their family</li> </ul>	<ul style="list-style-type: none"> <li>- a structured, specialist environment which provides autism specific strategies to promote learning</li> <li>-teaching and support from a specialist team to meet autism and other complex needs e.g. significant social, emotional and mental health needs</li> <li>- staff who are calm, non-judgemental and able to avoid extreme reactions to often challenging behaviours which are a consequence of complex needs</li> <li>- highly structured activities to enable learning</li> <li>- visual support throughout the day</li> <li>- curriculum to include the development of skills to enable independent living (secondary)</li> <li>- use of activities which are highly motivating, to engage learning and the development of positive relationships, is essential to encourage learning</li> <li>- small group teaching, with opportunities for personalised intervention, as detailed in the EHC plan and provision plan</li> <li>- a nurture approach is likely to be supportive</li> <li>- risk assessment and behaviour plan which enables individuals</li> </ul>	
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		<p>- other professionals e.g. speech and language therapists, occupational therapists offering advice to school on interventions and some direct support as detailed within the EHC plan and provision plan.</p>		<p>as detailed within the EHC plan and provision plan</p>	<p>to work positively with other vulnerable pupils</p> <ul style="list-style-type: none"><li>- intervention and support which builds self-esteem and resilience; social skills; communication; behaviour needs; sensory needs; anxiety</li><li>- access to a quiet, calm area</li><li>- requires the collaboration of a range of professionals across education, health and social care to support the individual and their family</li></ul>	
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	Social, Emotional and Mental Health	<ul style="list-style-type: none"> <li>- learning mainly focused within the specialist resource base</li> <li>- teaching and support from the specialist team who work within the base and, at times, in mainstream classrooms</li> <li>- access to learning within the mainstream classroom when appropriate and chosen by the learner</li> <li>- a tailored and personalised curriculum, based on the national curriculum</li> <li>- creative age appropriate curriculum e.g. forest school, trips, residentials, additional break time, art, swimming</li> <li>- access to a well-being curriculum, which permeates the whole day and is personalised to meet individual needs</li> <li>- support from the specialist team who work within the resourced base at all times</li> <li>- highly structured reward and responsibilities system</li> <li>- other professionals e.g. EP will give advice to the specialist team</li> </ul>	<ul style="list-style-type: none"> <li>- specialist (small school) provision with an environment designed to keep the individual and others safe and to encourage learning</li> <li>- screening has established specific areas of difficulty with social, emotional and mental health e.g. Boxall Profile</li> <li>- teaching and support from a specialist team who are experienced in working with pupils with social, emotional and mental health needs</li> <li>- a differentiated, motivational, practical and creative curriculum that supports development of social skills and emotional development</li> <li>- a focus on social, emotional and mental health development permeates the whole school day</li> <li>- small group intervention as detailed in the EHC plan and provision plan</li> <li>- may require access to a distraction free, quiet space at times</li> <li>- highly structured, reward and responsibilities system</li> <li>- personalised risk assessment and behaviour plan as part of provision plan</li> <li>- specialist input from other professionals e.g. CAMHS worker inform provision plan</li> </ul>	<ul style="list-style-type: none"> <li>- specialist (small school) provision with a highly consistent and regulated environment, designed to encourage learning and keep the individual and others safe</li> <li>- screening has established specific, more complex areas of difficulty with social, emotional and mental health e.g. Boxall Profile</li> <li>- teaching and support from a specialist team who are experienced in working with pupils with social, emotional and mental health needs</li> <li>- a differentiated, motivational, practical and creative curriculum that supports development of social skills and emotional development</li> <li>- a focus on social, emotional and mental health development permeates the whole day</li> <li>- small group intervention as detailed in the EHC plan and provision plan</li> <li>- additional adult support, including a key worker, to enable access to the curriculum with as much independence as possible</li> <li>- highly structured reward and responsibilities system</li> <li>- highly personalised risk assessment and behaviour plan as part of provision plan</li> </ul>	<ul style="list-style-type: none"> <li>- specialist (small school) provision with a highly consistent and regulated environment</li> <li>- screening has established specific, more complex and severe areas of difficulty with social, emotional and mental health e.g. Boxall Profile</li> <li>- access to a peer group with similar needs</li> <li>- enhanced staffing required to access all areas of the curriculum</li> <li>- teaching and support from a specialist team experienced in working with pupils with social, emotional and mental health needs and autism</li> <li>- access to a learning space which supports the learner's individual needs e.g. a more stimulating environment for learners with ADHD or a less stimulating environment for autistic learners</li> <li>- a personalised and creative curriculum</li> <li>- a differentiated, highly personalised curriculum to support social, emotional and mental health needs</li> <li>- small group intervention as detailed in the EHC plan and provision plan</li> </ul>	
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				<ul style="list-style-type: none"><li>- specialist input from other professionals e.g. CAMHS worker inform provision plan</li></ul>	<ul style="list-style-type: none"><li>- enhanced adult support, including a key worker, to enable access to the curriculum with as much independence as possible</li><li>- highly structured and personalised reward and responsibilities system</li><li>- highly personalised risk assessment and behaviour plan as part of provision plan</li><li>- support to develop independent living skills</li><li>- specialist input from other professionals e.g. CAMHS worker inform provision plan</li><li>- collaboration between a range of professionals across education, health and social care to support the individual and their family</li></ul>	
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	<p style="text-align: center;">Hearing Impairment</p> <ul style="list-style-type: none"> <li>- Assessment by TOD identifies a NATSIP score of more than 80%.</li> <li>- Highly personalised support plan throughout the day which enables specialist teaching and access to the mainstream learning environment.</li> <li>- Additional support in all national curriculum areas, ideally working in a small group in the resource setting.</li> <li>- May need direct teaching input from MSSS for core subjects.</li> <li>- 100% support input from a TOD or specialist TA for hearing needs</li> <li>- School has radio aids and sound field systems available to deaf pupils throughout the day, used appropriately at all times</li> <li>- Background noise kept to a minimum.</li> <li>- Hearing equipment maintained by parents/carers and school staff. Specialist TA to test audiology equipment each day in the resource base.</li> <li>- A technician from MSSS will be contacted immediately should equipment need to be repaired or changed.</li> <li>- Awareness training provided for school staff</li> </ul>				
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	Pupil / Parent / Carer	<p>There are strategies in place to ensure regular communication between parents/carers and school e.g. telephone, email, school website, and newsletters.</p> <p>Parents/carers are invited to review progress three times a year, including an annual review of the Education Health and Care plan (EHCP).</p> <p>Parents are supported to plan for transitions and with Preparing their young person for Adulthood.</p> <p>Pupil voice is at the heart of planning outcomes to enable children and young people to fulfil their aspirations.</p>
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