

'Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation [eg mobility and independent living skills] support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.' (SEND COP, 2015, p.98.)

Suggested whole-setting approaches:

Have a supportive ethos and environment which promotes respect and values diversity

Curriculum teaching and learning to promote resilience and support social and emotional learning

Ensure that the classroom is clear and tidy and does that the layout allows ease of movement

Ensure frequently used resources are clearly labelled and easily accessible

Ensure the learner is sitting in the most appropriate place in the classroom

Allow any reasonable adjustments to uniform that are required

If resources in the setting do not meet need, refer to Access Through Technology (ATT) for hardware (eg rollerball, adapted keyboard) or software (eg predictive text, talking word processing)

Access assessment, advice and recommendations from health professionals

Ensure medical/care plans or intimate care plans are in place

Raise awareness by providing appropriate training for all staff

Curriculum promotes independence and social inclusion

Suggested SEND support strategies in the classroom:

Provide access to a key worker when required eg additional assistance may be required to access the curriculum, manage the condition and move around the site

If required, use alternative and augmentative communication under guidance from SALT

Implementation of eating or drinking advice provided by SALT due to an identified need

Training in specific therapy programmes as recommended by NHS professionals

Referral for moving and handling the CYP within the school environment

Request training in the use of specialist equipment to support access to learning

Ensure learner consistently uses any learning aids or assistive technology as advised and provided by specialist services eg specialist chairs, standing frames

Use technology to maximise access to the curriculum and information

Provide additional emotional support to ensure wellbeing

Condition specific training eg cerebral palsy, epilepsy, diabetes

Conduct a risk assessment and consider site accessibility

Monitor to ensure that reasonable adjustments are implemented consistently in class

Ensure shared spaces and corridors are clear and tidy to allow easier movement

Audit accessibility eg Do the edges of steps and stairs have good contrast? Are pathways and edges clearly defined?

Create a 'one-page profile' involving parents/carers and the learner in identifying how best to support

Allow extra time to complete tasks and be aware of the fatigue the learner may experience

Risk assess and review accessibility of extra curricular activities, trips and visits at an early stage

Adapt the format and content of homework tasks to maximise accessibility

Facilitate programmes to develop specific identified gross and fine motor skills as advised by specialist services eg OT and Physiotherapy

Facilitate delivery of therapy programmes eg Speech and Language Therapy, Physiotherapy, Occupational Therapy

Seek advice on specialist arrangements for examinations and assessments

Suggestions for the SENDCo: