

# **Cognition and Learning- Graduation, Adjustments, Best Endeavours and Indicative Funding**

**Chapter 6 of the SEN Code of Practice outlines 4 broad areas of need:**

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

**This document refers to Cognition and Learning**

- 6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- 6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

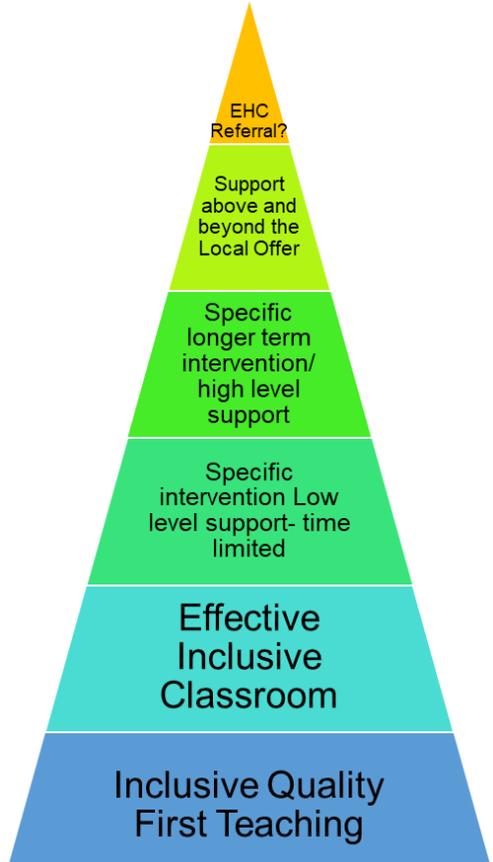
## **North Tyneside Pledges**

**Pledge 1:** Intervene early with evidence based, family focussed services

**Pledge 2:** Work in partnership to keep children in school

**Pledge 3:** Keep them safe at home and connected to their local communities

# Cognition and Learning- Graduation, Adjustments, Best Endeavours and Indicative Funding

Level of Adaptation/Adjustment	General Descriptor at Each Level
 <p style="text-align: center;">EHC Referral?</p> <p style="text-align: center;">Support above and beyond the Local Offer</p> <p style="text-align: center;">Specific longer term intervention/ high level support</p> <p style="text-align: center;">Specific intervention Low level support- time limited</p> <p style="text-align: center;">Effective Inclusive Classroom</p> <p style="text-align: center;">Inclusive Quality First Teaching</p>	<p><b>For CYP with specific difficulties learning may be inconsistent or incomplete.</b></p> <ul style="list-style-type: none"> <li>• Progress may be limited with standardised assessments in a specific area of learning.</li> <li>• The CYP may be showing signs of frustration</li> </ul>
	<p><b>The CYP is operating at a level well below expected outcomes and there is evidence of an increasing gap between them and their peers</b></p> <ul style="list-style-type: none"> <li>• Progress is at a very slow rate</li> <li>• Additional support is required to ensure progress and/or access the curriculum</li> <li>• Moderate difficulties with concept development and logical thought which limits access to the curriculum.</li> <li>• Below average range for attainment</li> <li>• Moderate but persistent difficulties in the acquisition / use of language / literacy / numeracy skills.</li> <li>• There may be co-existence of secondary needs.</li> <li>• The CYP may have difficulties with independence and organisation</li> </ul>
	<p><b>The CYP is working below age related expectations</b></p> <ul style="list-style-type: none"> <li>• Progress is limited in most/ all areas of learning and development.</li> <li>• Some problems with concept development and logical thought.</li> <li>• Just below the average range for attainment</li> <li>• Low level difficulties in the acquisition/use of language / literacy / numeracy skills.</li> <li>• Difficulties with pace of curriculum delivery.</li> </ul>
	<p><b>The CYP is working generally within or just below age related expectations.</b></p> <ul style="list-style-type: none"> <li>• Some difficulties with learning may include some misconceptions and/or taking longer to understand new concepts.</li> <li>• Difficulties may be specific to one aspect of learning</li> </ul>
	<p><b>The CYP is working generally within or above age-related expectations or is making good progress from relative starting points</b></p>

## Cognition and Learning- Graduation, Adjustments, Best Endeavours and Indicative Funding

Level of Indicative Funding	General Descriptor at Each Level
EHCP	The CYP is operating at a level significantly below expected outcomes and there is evidence of an increasing gap between them and their peers
Up to £4000 additional funding	<ul style="list-style-type: none"> <li>• The CYP has significant and enduring difficulties with concept development and logical thought</li> <li>• Well below average range for attainment (equivalent to first percentile or below).</li> <li>• Significant and persistent difficulties in the acquisition/use of language / literacy / numeracy skills.</li> <li>• Possibly some complexity of other needs</li> <li>• Significant difficulties with organisational skills and independent learning.</li> <li>• Self-esteem may have suffered, and behaviour problems linked to frustration may have resulted.</li> </ul>
Up to £8000 additional funding	CYP presents with a range of issues and an accumulation of layered <b>needs</b> <ul style="list-style-type: none"> <li>• The CYP will experience significant, complex persistent and enduring learning difficulties</li> <li>• These learning difficulties may co-exist with a medical condition and/or physical or sensory difficulties</li> <li>• There may be associated behaviour difficulties including attention difficulties and/or self-esteem issues.</li> </ul>
Up to £12000 additional funding	The CYP will experience profound, complex lifelong learning difficulties, and will require specialised provision, with personalised programmes of support delivered by staff with a high level of expertise
Up to £18000 additional funding	The CYP will experience profound, complex lifelong learning difficulties, and will require specialised provision, with personalised programmes of support delivered by staff with a high level of expertise with increased levels of 1:1 support
Up to £20000 additional funding	The CYP may need a bespoke package within North Tyneside or with an external provider.
Bespoke Package	

TO BE AGREED

## Cognition and Learning- Graduation, Adjustments, Best Endeavours and Indicative Funding

General Descriptor	Assessment and Planning	Teaching and Learning	Curriculum Approaches	Resources (including staffing)
<ul style="list-style-type: none"> <li>• The CYP is working generally within or just below age related expectations.</li> <li>• Some difficulties with learning may include some misconceptions and/or taking longer to understand new concepts.</li> <li>• Difficulties may be specific to one aspect of learning</li> </ul>	<ul style="list-style-type: none"> <li>• The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils.</li> <li>• The school is proactive in identifying individual needs and monitors that appropriate action is taken</li> <li>• Routine school and class formative and summative assessments are used to tailor lesson objectives and teaching styles to needs</li> <li>• Robust whole school moderation systems assure accuracy of all teacher assessments</li> <li>• Normal school progress monitoring including: Data Analysis; Pupil Progress meetings: Lesson observations and work scrutiny identify difficulties and inform provision planning.</li> <li>• Differentiated lesson plans are monitored as part of the school improvement process</li> <li>• The views of pupils and parents are valued.</li> <li>• Analysis of assessment information by SLT/subject managers leads to strategic provision planning</li> <li>• A regularly evaluated whole school Provision Map sets out interventions, provision and outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• The school has high aspirations for all CYP including those who have SEN.</li> <li>• The class/subject teacher is held to account for learning and progress</li> <li>• High quality teaching, differentiated for individual pupils</li> <li>• High Quality Teaching meets the needs of all pupils and includes:               <ul style="list-style-type: none"> <li>○ Flexible grouping arrangements.</li> <li>○ Some differentiation of activities and materials</li> <li>○ Differentiated questioning</li> <li>○ Use of visual, auditory and kinaesthetic approaches.</li> </ul> </li> <li>• Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently.</li> <li>• Resources and displays that support independence.</li> <li>• Focussed guided groups are led by a teacher as well as TA</li> <li>• Barriers to learning are considered and appropriate arrangements made to overcome these.</li> <li>• Environmental considerations are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage.</li> </ul>	<ul style="list-style-type: none"> <li>• The school can demonstrate an inclusive ethos that supports the learning and well-being of all pupils</li> <li>• A broad and balanced curriculum is planned for all pupils</li> <li>• The school is flexible in adapting the core offer to meet needs of all pupils</li> <li>• Opportunities are provided for small group work based on identified need</li> <li>• The wider curriculum promotes positive examples of diversity.</li> <li>• Well-planned and stimulating PHSE/Citizenship curriculum, differentiated to needs of cohort/class</li> <li>• Constructive feedback is given to the CYP as part of usual assessment for learning processes</li> <li>• Anti-bullying is routinely addressed, and pupils are confident in reporting incidents.</li> <li>• Pastoral arrangements are embedded in whole school practice</li> <li>• Other school pastoral interventions could include               <ul style="list-style-type: none"> <li>○ Meeting and Greeting</li> <li>○ Circle Time</li> <li>○ Peer mentoring</li> <li>○ Buddy systems</li> <li>○ Restorative Practice</li> <li>○ Lunch clubs</li> <li>○ Peer reading</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• An experienced teacher is employed as the accredited SENCO as defined in the SENCO Regulations 2008</li> <li>• A regularly updated SEN policy details the effectiveness of the arrangements for SEN in the school.</li> <li>• A regularly monitored, reviewed and updated inclusion policy underpins practice.</li> <li>• The school employs additional adults to support the needs of all pupils as appropriate to their context</li> <li>• All staff have up to date job descriptions and are included in whole school appraisal systems.</li> <li>• Designated time is allocated to Teaching Assistants for planning and liaison with teachers</li> <li>• All staff have received training on SEN and understand how to support with learning difficulties.</li> <li>• Whole school CPD has included approaches to supporting those who have or may have additional needs</li> <li>• School staff access appropriate training to keep informed on meeting the needs of CYPs.</li> <li>• Staff make use of a wide range of evidence-based resources,</li> </ul>

## Cognition and Learning- Graduation, Adjustments, Best Endeavours and Indicative Funding

Time Limited Intervention or Low-Level Support				
General Descriptor	Assessment and Planning	Teaching and Learning	Curriculum Approaches	Resources (including staffing)
<p><b>The CYP is working below age related expectations</b></p> <ul style="list-style-type: none"> <li>• Progress is limited in most/ all areas of learning and development.</li> <li>• Some problems with concept development and logical thought.</li> <li>• Just below the average range for attainment</li> <li>• Low level difficulties in the acquisition/use of language / literacy / numeracy skills.</li> <li>• Difficulties with pace of curriculum delivery.</li> </ul>	<ul style="list-style-type: none"> <li>• Underachievement is identified from data and discussed in detail at pupil progress meetings</li> <li>• Baseline of skills (e.g. phonic knowledge, word reading and spelling) is undertaken to identify strengths and weaknesses</li> <li>• Consultation between teacher and SENCO considers in more detail the nature of any difficulties and explores ways to overcome the barriers to learning identified.</li> <li>• There is an Assess/ Plan/Do/ Review cycle in place and progress is routinely evaluated.</li> <li>• Parents are involved regularly and know how to support targets at home.</li> <li>• Pupils are involved in setting and monitoring their targets.</li> <li>• School trips are planned well in advance and take into consideration the needs of the CYP</li> </ul>	<ul style="list-style-type: none"> <li>• CYP has identified needs which are highlighted to all staff with advice on support strategies provided and monitored</li> <li>• Inclusive teaching with emphasis on small step approach</li> <li>• Increased differentiation by presentation, outcome, timing, scaffolding, and additional resources.</li> <li>• Simplified level/pace/amount of teacher talk.</li> <li>• Pre-tutoring used effectively</li> <li>• Activities and time built into lesson planning to give opportunities for pupils to work on own targets</li> <li>• Alternative forms of recording routinely offered and used e.g. ppts, oral presentation, posters, sound buttons, mind maps, matching labels to pictures, sorting into category etc</li> <li>• Routine curriculum resources are made available including: writing frames; word banks; writing mats; practical equipment; visual cues; cue cards; alphabet cards/strips appropriate to both literacy and numeracy etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Some additional and/or different provision enhances the core offer.</li> <li>• Normal curriculum plans include individual/group targets.</li> <li>• TAs are used flexibly so that the teacher can focus on individuals and groups.</li> <li>• Time limited evidence-based interventions are matched to pupil need and delivered by suitably trained staff.</li> <li>• Some use of small group or 1:1 programmes planned by the teacher and delivered by a TA to address specific difficulties</li> <li>• Progress in interventions is recorded and shared with teachers so that learning is transferred, and focussed teaching can be planned to address any difficulties</li> <li>• Opportunities are provided for skill reinforcement / over learning / revision / transfer and generalisation.</li> <li>• Whole school systems evaluate the impact of interventions and monitor the quality of teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• When deciding whether to make special educational provision, the teacher and SENCO consider all information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.</li> <li>• Main provision is by class/subject teacher with advice from SENCO</li> <li>• All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.</li> <li>• Additional adults including trained TAs are routinely used to support flexible groupings, differentiation, interventions and some 1:1.</li> <li>• Time is allocated for planning and feedback between teacher and TAs.</li> <li>• Topic specific additional resources are routinely provided.</li> <li>• Use of additional adult for focused support during unstructured times e.g. lunchtime supervision/ targeted extra curriculum activities, supervision in the playground</li> </ul>

## Cognition and Learning- Graduation, Adjustments, Best Endeavours and Indicative Funding

Intervention/High level Intervention				
General Descriptor	Assessment and Planning	Teaching and Learning	Curriculum Approaches	Resources (including staffing)
<p>The CYP is operating at a level below expected outcomes and there is evidence of an increasing gap between them and their peers</p> <ul style="list-style-type: none"> <li>• Progress is at a very slow rate Additional support is required to ensure progress and/or access the curriculum</li> <li>• Moderate difficulties with concept development and logical thought which limits access to the curriculum.</li> <li>• Moderate but persistent difficulties in the acquisition / use of language / literacy / numeracy skills.</li> <li>• There may be co-existence of secondary needs.</li> <li>• The CYP may have difficulties with independence and organisation</li> </ul>	<ul style="list-style-type: none"> <li>• The SENCO undertakes more specialist assessment using tools relevant to area of difficulty e.g. reading assessments; receptive language; spelling; mathematical concepts.</li> <li>• Parent and pupil views are actively sought and acted upon.</li> <li>• Results are discussed with parents and those involved with the CYP and used to inform personalised planning and target setting.</li> <li>• There is a commitment to developing independence with steps planned and agreed.</li> <li>• Individual and/or Group termly Education Plans are created with progress against targets routinely reviewed with the CYP and with parents/carers</li> <li>• Recommendations from specialists are included in planning for the CYP.</li> <li>• TAs understand the purpose of the Support Plan or group plan and support the CYP to achieve set outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• The CYP has identified needs which require additional specific provision and/or advice which might include a detailed time limited programme, intervention, personalised timetable and/or resources.</li> <li>• Mainstream class with regular targeted small group support</li> <li>• On-going opportunities for 1:1 support focused on specific personalised outcomes with reinforcement in whole class activities to aid transfer of skills</li> <li>• Flexibility of groupings allows for buddy support / good role models / focused teaching.</li> <li>• Further modification of level, pace, amount of teacher talk to address pupils' identified need.</li> <li>• Advice from external agencies is implemented in the classroom</li> <li>• There may be need for very structured and multi-sensory approaches to learning.</li> <li>• Pre tutoring is used effectively</li> <li>• Use of visual reminders, timers, resources and rewards to develop independence.</li> </ul>	<ul style="list-style-type: none"> <li>• Emphasis on increasing differentiation of activities and materials within an inclusive curriculum to individual pupil level</li> <li>• Some adaptation to NC programme of study may be necessary to reflect attainment outside the expected range for the year group or key stage.</li> <li>• Some withdrawal for short periods with learning planned by the class/subject teacher and/or additional teacher and reinforced within the classroom.</li> <li>• Where interventions are used these should be evidenced based.</li> <li>• Routine opportunities for over learning and practice of basic skills daily.</li> <li>• Emphasis on automaticity, skill mastery, and generalisation of skills Regular monitoring and evaluation of programmes to measure outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Main provision by class/subject teacher with support from SENCO and advice from other professionals as appropriate.</li> <li>• Increasingly more individualised / personalised resources in order to meet need are made easily available.</li> <li>• School provides specific equipment resources, games and appropriate software and access to hardware</li> <li>• Additional adult under the direction of teacher, provides sustained targeted support on an individual/ group basis.</li> <li>• Time is allocated for planning and feedback that includes written records and notes.</li> <li>• Appropriate CPD opportunities for the teacher and TAs are planned</li> <li>• There is regular liaison between school staff external agencies and parents.</li> <li>• Dates for review meetings with parents/carers are planned well in advance to include input from other professionals. Progress and issues are discussed, action agreed and minuted.</li> </ul>

## Cognition and Learning- Graduation, Adjustments, Best Endeavours and Indicative Funding

Support Above and Beyond the Local Offer				
General Descriptor	Assessment and Planning	Teaching and Learning	Curriculum Approaches	Resources (including staffing)
<p>For CYP with specific difficulties learning may be inconsistent or incomplete.</p> <ul style="list-style-type: none"> <li>• Progress may be limited</li> <li>• The CYP may be showing signs of frustration</li> </ul>	<ul style="list-style-type: none"> <li>• External support is sought, and detailed diagnostic assessments are undertaken in order to create individualised skill development programme for the CYP.</li> <li>• This is implemented within a plan, do, review cycle</li> <li>• Progress in skill acquisition is tracked and monitored</li> <li>• Pupils are supported to take ownership of their own learning.</li> <li>• There is close liaison and sharing of expertise and teaching strategies between specialists and the mainstream staff to promote and support transference of learning</li> </ul>	<ul style="list-style-type: none"> <li>• To be advised by external support and diagnostic assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Intensive and varied opportunities are provided to develop automaticity in reading and writing skills.</li> <li>• Pupils are included in mainstream classes with appropriately planned support that promotes independence.</li> <li>• IT software programs are used to support learning</li> </ul>	<ul style="list-style-type: none"> <li>• More personalised provision is available</li> <li>• TAs have received additional training to develop skills directly related to understanding and supporting pupils with dyslexia.</li> <li>• CPD from specialist staff ensures that mainstream staff understand, for example, dyslexia and are provided with appropriate strategies and advice.</li> </ul>

## Cognition and Learning- Graduation, Adjustments, Best Endeavours and Indicative Funding

<b>Education, Health and Care Plan (additional funding up to £8,000)</b>				
<b>General Descriptor</b>	<b>Assessment and Planning</b>	<b>Teaching and Learning</b>	<b>Curriculum Approaches</b>	<b>Resources (including staffing)</b>
<ul style="list-style-type: none"> <li>• The CYP is operating at a level significantly below expected outcomes and there is evidence of an increasing gap between them and their peers</li> <li>• The CYP has significant and enduring difficulties with concept development and logical thought</li> <li>• Well below average range for attainment</li> <li>• Significant and persistent difficulties in the acquisition/use of language / literacy / numeracy skills.</li> <li>• Possibly some complexity of other needs</li> <li>• Significant difficulties with organisational skills and independent learning.</li> <li>• Self-esteem may have suffered, and behaviour problems linked to frustration may have resulted.</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist assessments by Educational Psychologist (EP) and other appropriate multi-agency professionals</li> <li>• Long term involvement of educational and non-educational professionals as part of statutory assessment / EHC plan or Annual Review processes</li> <li>• Assessments, including statutory assessment, lead to a detailed pupil profile being developed.</li> <li>• Weekly planning by teacher and TA ensures that CYP gets a balance of individual/ group and whole class learning experiences.</li> <li>• A detailed Support Plan , focusing on the acquisition of basic skills, provides opportunities for over learning</li> <li>• Robust monitoring systems ensure that progress is made and sustained.</li> </ul>	<ul style="list-style-type: none"> <li>• The class/subject teacher is accountable for progress</li> <li>• CYP predominantly working on modified curriculum tasks.</li> <li>• Flexible seating arrangements enable the CYP to interact and learn with a range of peers</li> <li>• Additional adults, under the direction of the teacher,                             <ul style="list-style-type: none"> <li>○ supports pupil working on modified curriculum tasks;</li> <li>○ provides regular opportunities for small group work and daily1:1 using measurable, evidence-based intervention</li> <li>○ promote independence</li> <li>○ create opportunities for peer to peer interaction.</li> </ul> </li> <li>• Teaching approaches place a high emphasis on direct training, very finely graded and practical tasks which provide opportunities for frequent repetition and reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum reflects levels of achievement</li> <li>• Substantial adaptations may be required in at least the core subjects to allow the CYP to work and be assessed on programmes of study appropriate to the CYP rather than the key stage</li> <li>• Presentation and delivery may require modification and support using real objects.</li> <li>• An individualised learning programme is developed with support from SENCO and advice from education and non-education professional as appropriate.</li> <li>• Qualified and experienced teachers and directed TA deliver aspects of the programme acting on advice from external specialists to include</li> <li>• Frequent opportunities for small group work based on identified need using measurable, evidence-based intervention</li> <li>• Daily opportunities for 1:1 support focused on specific outcomes using measurable, evidence-based intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months.</li> <li>• Schools must co-operate with the local authority in the review process</li> <li>• Annual Reviews use a Pupil and Family Centred Approach which may involve other Agencies.</li> <li>• SENCOs provide support to teacher and TAs and take responsibility for ensuring appropriate specialist CPD</li> <li>• SENCO regularly quality assures the learning experience of the CYP</li> <li>• Increased levels of personalisation and differentiation according to need.</li> <li>• Access to additional adult support</li> <li>• Therapeutic equipment and aides available where appropriate</li> <li>• Close regular liaison between school and home (formal and informal)</li> </ul>

## Cognition and Learning- Graduation, Adjustments, Best Endeavours and Indicative Funding

Education, Health and Care Plan (additional funding up to £12,000)				
General Descriptor	Assessment and Planning	Teaching and Learning	Curriculum Approaches	Resources (including staffing)
<ul style="list-style-type: none"> <li>• CYP presents with a range of issues and an accumulation of layered needs</li> <li>• The CYP will experience significant, complex persistent and enduring learning difficulties</li> <li>• These learning difficulties may co-exist with a medical condition and/or physical or sensory difficulties</li> <li>• There may be associated behaviour difficulties including attention difficulties and/or self-esteem issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Specialised assessments relevant to characteristics of medical condition, physical difficulties and/or sensory needs.</li> <li>• Risk assessments identify dangers and needs for additional support.</li> <li>• Personalised timetable includes sessions for therapeutic interventions, where these are required as part of the CYP's daily/ weekly plan.</li> <li>• Long term on-going involvement of educational and non-educational professionals as part of EHC plan</li> <li>• Completion of assessments as part of Annual Review processes submitted to EHCP Panel.</li> </ul>	<ul style="list-style-type: none"> <li>• Main provision by class/subject teacher with support from SENCO and advice from education and non-education professional as appropriate.</li> <li>• Appropriate modification of the delivery of the curriculum in consultation with the SENCO and educational and non-educational professionals</li> <li>• Learning style determines teaching methods.</li> </ul>	<ul style="list-style-type: none"> <li>• Tasks and presentation personalised to pupil's needs.</li> <li>• Individualised level/pace/ amount of teacher talk.</li> <li>• Significant emphasis on consolidation and lateral progress before introducing new skills.</li> <li>• Small steps targets within group programmes and/or 1:1</li> <li>• Development of automaticity should be facilitated through overlearning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Further increased levels of personalisation and differentiation according to learning need and any relevant medical characteristics.</li> <li>• Additional adult, under the direction of the teacher, supports pupil working on modified curriculum tasks; provides regular opportunities for small group work and daily 1:1.</li> <li>• This is likely to include some therapy type activities which are condition led</li> </ul>

## Cognition and Learning- Graduation, Adjustments, Best Endeavours and Indicative Funding

<b>Education, Health and Care Plan (additional funding up to £16,000)</b>				
<b>General Descriptor</b>	<b>Assessment and Planning</b>	<b>Teaching and Learning</b>	<b>Curriculum Approaches</b>	<b>Resources (including staffing)</b>
<ul style="list-style-type: none"> <li>The CYP will experience profound, complex lifelong learning difficulties, and will require specialised provision, with personalised programmes of support delivered by staff with a high level of expertise</li> </ul>	All the above plus: <ul style="list-style-type: none"> <li>Multi-agency assessments will need to be undertaken in a cohesive and non-intrusive manner, being sensitive to the communication preferences of the CYP.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate modification of the delivery of the curriculum in consultation with the SENCO and educational and non-educational professionals</li> <li>Learning style determines teaching methods.</li> </ul>	<ul style="list-style-type: none"> <li>Requires additional staff support to access learning in a specialist setting/ mainstream due to high level of vulnerability presented by the CYP.</li> </ul>	<ul style="list-style-type: none"> <li>Requires additional staff support in a specialist setting due to high level of vulnerability presented by the CYP.</li> <li>Staff have access to regular consultations with support services e.g. SALT, OT, CAMHS.</li> </ul>

<b>Education, Health and Care Plan (additional funding up to £20,000)</b>				
<b>General Descriptor</b>	<b>Assessment and Planning</b>	<b>Teaching and Learning</b>	<b>Curriculum Approaches</b>	<b>Resources (including staffing)</b>
<ul style="list-style-type: none"> <li>The CYP will experience profound, complex lifelong learning difficulties, and will require specialised provision, with personalised programmes of support delivered by staff with a high level of expertise</li> </ul>	All the above plus: <ul style="list-style-type: none"> <li>Multi-agency assessments will need to be undertaken in a cohesive and non-intrusive manner, being sensitive to the communication preferences of the CYP.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate modification of the delivery of the curriculum in consultation with the SENCO and educational and non-educational professionals</li> <li>Learning style determines teaching methods.</li> </ul>	<ul style="list-style-type: none"> <li>Requires significant additional staff support to access learning in a specialist setting/ mainstream due to high level of vulnerability presented by the CYP.</li> </ul>	<ul style="list-style-type: none"> <li>Requires additional staff support in a specialist setting due to high level of vulnerability presented by the CYP.</li> <li>Staff have access to regular consultations with support services e.g. SALT, OT, CAMHS.</li> </ul>

<b>EHCP Bespoke Package Education, Health and Care Plan (additional funding over £20,000)</b>				
<b>General Descriptor</b>	<b>Assessment and Planning</b>	<b>Teaching and Learning</b>	<b>Curriculum Approaches</b>	<b>Resources (including staffing)</b>
The CYP may need a bespoke package within North Tyneside or with an external provider. This should be clearly detailed and based on evidence-based approaches. Provision may be needed within a non-maintained educational or residential placement (Out of Area). This may include provision for identified Health and Social Care needs, including therapeutic input from specialists. Cases will be known to the Local Authority and subject to joint commissioning arrangements via Joint Panel.				