

Criteria for individually assigned resources

The following table describes the **features of enhanced provision** for pupils with a statement of SEN which meets the criteria for Individually assigned resources in mainstream schools in addition to that detailed in the Mainstream Minimum Standards for all learners

http://www.kenttrustweb.org.uk/UserFiles/ASK8/File/Publications/Mainstream_standards/Mainstream_Minimum_standards_w.pdf It is based on the interventions required by the child with severe and complex needs in terms of

- **Qualifications Skills and Expertise of Adults**
- **Environmental Factors and Support**
- **Equipment and Technical Access to Curriculum**

The funding is available for

- any pupil with Very Severe and Complex Funding (already in 11/12 formula allocation)
- any pupil with a placement currently in a specialist mainstream provision (SMP) (already in 11/12 formula allocation)
- any pupil with a placement allocated to a SMP
- any pupil for whom a special school or SMP placement has been agreed by County/District Panel, but where a place is not yet available (funding provided until pupil transfers) ,
- any pupil where the County/District Panel have determined a specialist place would be appropriate but parents have expressed an initial preference for mainstream placement; and will require 25 or more hours of support to implement the strategies in Part 3 of the statement; and all of the detailed IAR criteria for the appropriate need is specified in Part 3 of the statement.

The guidance on IAR funding levels can be found at

http://www.kenttrustweb.org.uk/UserFiles/CW/File/Finance_Assessment/School_Budgets/2011-12/budget_publication_notes2.doc

The decision will be made as part of County /District panel decision making process (either at the point of issuing a statement or as a result of a decision following an annual review where a re-assessment is agreed by County /District Panel)

It is intended that the criteria for cognition and learning (PMLD and SLD) would also apply generically to all other need types in addition to the need-specific criteria.

Criteria for IAR

Led by primary need and predicated on the high level of required adjustment in order to gain equal access to achieve good outcomes, enable individual independence and self-advocacy.

	Qualifications Skills and Expertise of Adults	Environmental Factors and Support	Equipment and Technical Access to Curriculum
Cognition and Learning PMLD, SLD And Generic for all needs	Adults that enable/facilitate progress where there is a severe barrier to learning and can : - formulate specific and entirely personalised learning activities tailored to appropriate learning style - develop independence in the learner - provide personal care if required - implement high expectations of progress - ensure the emotional well-being through engaging the child at the right level of challenge - increase levels of self-esteem , build resilience and develop an understanding of the assessment of risk to inform appropriate development - undertake objective observation to inform planning including the ability to monitor, review and reflect - problem solve in a can-do, highly	Highly personalized and mediated approach required in order to achieve generalized learning and completion of all tasks Environment is sensitive to the specific needs of the child ie noise, sight lines, seating, distractions, mode of communication (signing), proximity of other children, mobility, accessibility of materials, portability of equipment and ease of use. Facilitation of positive peer group interaction Attention is given to transitions within the day and emotional well-being. Teaching planning takes into account prior learning and	Where required, specialised visual, auditory and concrete teaching and learning aids and/or augmentative communication technology which will be necessary to enable access to the curriculum Appropriate and specific ICT applications Attention is given to emotional well-being including at periods of transition during the day

	<p>adaptive and creative way</p> <ul style="list-style-type: none"> - demonstrate high level interpersonal skills - apply augmentative, assistive communication systems if required - understand the complexity of accommodating the learning process and profile of the child 	<p>appropriate learning objective.</p> <p>Opportunity for small group / individual learning on an intensive and frequent basis.</p> <p>Continuity and routine are actively managed to a high degree for the learner throughout the school day.</p> <p>Enhanced communication between home and school.</p> <p>Care suite or facility for personal care that allows privacy and dignity</p>	
<p>Cognition and Learning</p> <p>Specific Learning Difficulty (may refer to dyslexia, dyscalculia and /or dyspraxia)</p>	<p>SSEN part 3 strategy requires access to a Qualified Teacher of Specific Learning Difficulties to meet the needs of CYP who are experiencing severe and ongoing difficulties accessing the curriculum.</p> <p>An adult who is qualified and experienced to deliver training to the whole school re access to the curriculum for CYP with severe and ongoing Specific Learning Difficulties.</p> <p>All staff will be trained in supporting access to the curriculum for CYP with</p>	<p>The environment is adjusted to provide maximum accessibility to the curriculum for CYP with high level specific learning difficulties.</p> <p>Environment and curriculum adjusted to address the emotional well-being and access to the curriculum of the CYP (tackling bullying, overcoming stress and distress in the CYP).</p> <p>The whole curriculum to be delivered using a multi-sensory approach.</p>	<p>Provision of skilled ICT support to enable full use of additional supportive software and hardware to access the curriculum.</p> <p>Software and hardware to allow access to texts and provide speech recognition e.g. Pen Friend, Dragon Naturally Speaking</p> <p>Use of ICT to record</p>

	<p>specific learning difficulties.</p> <p>All staff who teach the CYP will incorporate the requirements for targeted and specialist teaching.</p>	<p>Extensive individual programmes to respond to highly individualised specific learning difficulty needs required on a daily basis which are mediated by adults.</p>	<p>work together with keyboard training.</p> <p>Equipment specific for the needs of pupils with specific learning difficulties.</p>
<p>Communication and Interaction</p> <p>ASD</p>	<p>SSEN part 3 strategy requires access to a Teacher who has expertise and a qualification in teaching CYP with ASD.</p> <p>An adult who is qualified and experienced to deliver training to the whole school on implementing strategies and interventions for CYP with ASD.</p> <p>Adults will be trained in supporting access to the curriculum for CYP with ASD.</p> <p>Adults have been trained and accredited to manage challenging behaviours associated with ASD.</p> <p>All staff adapt language and behaviour to enable positive engagement of CYP (avoiding sarcasm and idiomatic language).</p>	<p>The environment is adjusted to provide maximum accessibility to the curriculum for CYP with ASD.</p> <p>The development and delivery of a variety of individual behaviour and/or emotional management approaches which is prepared for meeting unpredictable behaviour towards peers/adults without obvious cause.</p> <p>Extensive individual programmes which are exclusively adult directed and managed to respond to highly individualised behavioural and/or emotional needs required on a daily basis, including the availability of a work station if required.</p> <p>Design and delivery of highly structured social communication and language programmes aimed at establishing appropriate interaction with other</p>	<p>Provision of skilled ICT support to enable full use of additional supportive software eg Kar2ouche, and hardware to access the curriculum.</p> <p>Workstation – as appropriate available in all classrooms.</p> <p>Kar2ouche</p> <p>Social stories or Comic Strip Conversations used frequently to support access.</p> <p>TEACCH or SPELL principles incorporated throughout the curriculum.</p>

		<p>children/adults.</p> <p>School needs to provide extensive adaptation to overcome environmentally sensitive areas (e.g. smell, noise, crowds) or other hyper/hypo sensory issues.</p> <p>Safe haven including containment procedures sometimes requiring 2 adults.</p> <p>Risk assessment and monitoring in all unstructured times.</p>	
<p>Communication and Interaction</p> <p>SLCN</p>	<p>SSEN part 3 strategy requires access to a Teacher who has expertise and a qualification in teaching CYP with SLCN.</p> <p>An adult who is qualified and experienced to deliver training to the whole school on implementing strategies and interventions for CYP with SLCN.</p> <p>Adults will be trained in supporting access to the curriculum for CYP with SLCN.</p> <p>SSEN part 3 strategy requires therapy to be provided by a SLT.</p>	<p>The environment is adjusted to provide maximum accessibility of the curriculum for CYP with SLCN.</p> <p>A small group /individual therapy/learning opportunity when required. Therapy element also delivered throughout the school day e.g. individual speech programmes/language programmes.</p> <p>Multi –sensory approaches to communication.</p> <p>Augmentative and alternative communication strategies required including sound, signs/symbols and signing and these are fully</p>	<p>Provision of skilled ICT support to enable full use of additional supportive software and hardware to access the curriculum.</p> <p>Range of sophisticated software and hardware solutions to support communication.</p>

	<p>All staff who teach CYP incorporate the requirements of the therapy plan and can accommodate the needs of children who are not able to access the learning environment due to their extreme difficulties in understanding the language of tuition and broader communication.</p>	<p>adopted and supported across the whole curriculum.</p> <p>Risk assessment and monitoring in all unstructured times.</p>	
<p>Physical and Sensory</p> <p>HI</p>	<p>SSEN part 3 strategy requires access to a Qualified Teacher of the Deaf (QToD) to meet the needs of CYP with severe or profound bilateral HI (hearing impaired in both ears with greater than 75dBHL hearing loss in the better ear)</p> <p>Adults who are qualified (QTOD) to deliver training to the school re access to the curriculum for CYP with severe/profound HI</p> <p>Adults trained in supporting access to the curriculum for CYP through appropriate communication mode including oral/aural, sign, BSL, note-taking and simplified text</p> <p>Adults with signing skills commensurate with the level of sign required by the CYP</p> <p>Adults trained to differentiate</p>	<p>The environment is adjusted to provide maximum accessibility of the curriculum for CYP with HI</p> <p>Specialist communication modes including signing where appropriate are fully adopted and supported across the whole curriculum</p> <p>Additional adult support to provide pre and post teaching, transcripts of taped or video material, access to specialist ICT software and provision of subtitles</p> <p>Provision of specialist learning areas with good acoustics and free for distraction for quiet individual or small group work</p> <p>Specialist risk assessment carried out and balanced decisions made around risk taking and</p>	<p>A range of individualised equipment set up to make best use of residual hearing</p> <p>Specialist audiological equipment, annually calibrated, to assess hearing and amplification for individual CYP</p> <p>Appropriate equipment to test cochlear implants</p>

	<p>materials appropriate mode of communication and language level including pre and post teaching of new concepts</p> <p>QTOD and SLT experienced in carrying out and interpreting language assessments of CYP with severe/profound HI, developing programmes and monitoring progress</p> <p>Access to a Qualified Communication Support Worker where appropriate</p>	<p>independence</p> <p>Adult support to facilitate opportunities to socialise and communicate with peers</p> <p>Adults support to provide an additional curriculum including developing life skills, independence and the provision of specialist sex education and disability counselling</p>	
<p>Physical and Sensory</p> <p>VI</p>	<p>SSEN part 3 strategy requires access to a Qualified Teacher of Visual Impairment (QTVI) to meet the needs of CYP with severe or profound VI (vision impaired at 6/36 or poorer in both eyes)</p> <p>Staff who are qualified to deliver training to the school on access to the curriculum for CYP with severe or profound VI</p> <p>Staff trained in the preparation of resources in appropriate formats for CYP with severe or profound VI:</p> <ol style="list-style-type: none"> 1. Tactile user – Braille, Moon, tactile diagrams, objects of reference 2. Auditory resources 	<p>Following access advice from a QTVI and Mobility Office the school to ensure the environment is adjusted to provide maximum accessibility</p> <p>Adult support to access the curriculum including audio description, practical assistance and exploration of materials</p> <p>Additional adults to prepare Braille, audio, tactile and/or large print materials and/or adult support in the use of these materials in the classroom, whilst fostering independence in learning</p> <p>Provision of skilled ICT support to</p>	<p>Specialist software and hardware to enable access to the school ICT network, interactive whiteboards and the internet</p> <p>Braille input devices and computer modification</p> <p>Braille output facility including soft Braille lines and Braille embosser</p> <p>A range of specialist equipment with speech output</p>

	<p>3. Large print where resources are prepared in N30 or above and modified diagrams</p> <p>QTVI with skills to carry out specialist ICT assessment and to support CYP and schools in the use of this equipment</p> <p>QTVI required to provide specialist teaching for Braille literacy and use of tactile diagrams and specialist Braille codes for Maths, Music and Science</p> <p>Qualified Mobility Officer delivering mobility and independence training at Band 1 or 2 and supporting school staff to assist with using long cane, symbol cane, hoople and assistance dogs</p> <p>QTVI and Mobility Officer with skills to advice schools on access to the environment, the curriculum and information</p>	<p>enable full use of additional supportive software and hardware to access the curriculum</p> <p>Adult support to facilitate opportunities to socialise and communicate with peers</p> <p>Adults support to provide an additional curriculum including developing life skills, mobility and independence and the provision of specialist sex education and disability counselling</p> <p>Specialist programmes of CYP losing skills due to deteriorating vision</p> <p>Specialist risk assessment carried out and balanced decisions made around risk taking and independence</p>	<p>Video magnification systems (previously called CCTVs) required to support a level of magnification where VI precludes easy access to text</p> <p>Mobility aids eg long cane, symbol cane, hoople and assistance dogs</p>
<p>Physical and Sensory</p> <p>MSI/ Deafblind</p>	<p>SSEN part 3 strategy requires access to a Qualified Teacher of Multi Sensory Impairment (QTMSI), or both a QToD and a QTVI with RCE MSI 7 day training, to meet the needs of CYP with severe, profound or exceptional MSI/Deafblindness as</p>	<p>The environment is adjusted to provide maximum access to an appropriate curriculum for CYP with MSI</p> <p>Specialist communication modes including signing where</p>	<p>Individualised equipment set up to make best use of residual hearing and vision</p> <p>Specialised individual equipment to develop</p>

	<p>defined in Kent guidance</p> <p>Adults qualified to deliver training to the school on access to the curriculum for CYP with MSI/Deafblindness</p> <p>QTMSI to deliver specialist MSI programmes to enable communication, access to information and independent mobility, this may also require input from QToD and QTVI</p> <p>Adults qualified to carry out and interpret individual specialist communication assessments including specialist ICT</p> <p>Adults trained to understand and support individual communication systems including Braille, Moon, BSL, Deafblind manual alphabet, On-body signing</p> <p>Adults qualified to deliver in the roles of MSI Intervenor, Deafblind Interpreter, Deafblind Communication Support Worker, Guide-Communicators</p> <p>Qualified Mobility Officers delivering mobility training to CYP at Band 1 or 2 and supporting school staff to assist</p>	<p>appropriate are fully adopted and supported across the whole curriculum including Braille, Moon, BSL, Deafblind manual alphabet, On-body signing and personalised signage systems</p> <p>Provision of specialist learning areas to aid and establish communication skills and enable pre/post teaching of new concepts</p> <p>All information provided in appropriate tactile, auditory, enlarged or simplified visual or large print formats</p> <p>Provision of skilled ICT support to enable full use of additional supportive software and hardware to access the curriculum</p> <p>Specialist risk assessment carried out and balanced decisions made around risk taking and independence</p> <p>Adult support to facilitate opportunities to socialise and communicate with peers</p> <p>Adults support to provide an additional curriculum including developing life skills,</p>	<p>sensory intergration including the use of resonance boards, sensory rooms or specialist learning facility</p> <p>All appropriate equipment to support CYP working in Braille, Moon, BSL, Deafblind manual alphabet, On-body signing, oral/aural or individual communication systems</p> <p>Specialist communication aids including adapted voice output personalised communication systems</p> <p>Specialist equipment to aid communication via purely electronic methods</p> <p>Specialist audiological equipment, annually calibrated to assess hearing and amplification for individual CYP</p>
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	with using long cane, symbol cane, hoople and assistance dogs	independence and the provision of specialist sex education and disability counselling	
Physical and Sensory PI	<p>SSEN part 3 strategy requires access to a teacher with specialist qualifications in Physical Impairment/ Disability or evidenced expertise in PI.</p> <p>Adult able to support children who are in wheelchairs users with very limited mobility and trained in paediatric for moving and handling and the use of specialist equipment.</p> <p>Adults trained to use hoist and two adults deployed to carry out transfers from time to time during the day.</p> <p>Adults able to support children with profound motor skills and hand control difficulties and make use of specialist equipment throughout the day to maximise functional ability</p> <p>Adult trained under the supervision of health professionals to provide personal care, specialist feeding and medical procedures, while promoting student participation whenever</p>	<p>Primary care needs of toileting, dressing, changing, feeding are carried out within a care suite or other suitable accommodation which provides privacy and dignity</p> <p>Provide a structured, personalized curriculum to promote and maintain functional mobility; fine motor control and/or the management of complex and critical health care needs on a daily basis.</p> <p>Teaching rooms accessible with lifts if required.</p> <p>Private facility for eating and resting if required.</p> <p>Risk assessment which can respond to emergency requirements</p> <p>Accessible school site for all curriculum and social areas</p> <p>Additional support and full</p>	<p>Hoist</p> <p>Range of appropriate mobility aids, including hoists, specialist seating and equipment advised by an OT.</p> <p>Specially adapted software, switching, communication aids.</p> <p>Access to wheel chair technical support.</p> <p>Specialist equipment to provide access to the whole school curriculum including practical subjects such as PE and Technology, as advised by Health professionals and/or teachers with a qualification or expertise in PI</p>

	<p>feasible.</p> <p>Adults with specialists skills to undertake communication/ICT assessments and to implement the recommendations</p> <p>Adults with the expertise to differentiate the curriculum into a format the CYP with profound PI can access including the skill to support learning through the use of AAC devices, specialist software and specialist hardware</p>	<p>differentiation to access all aspects of the curriculum</p> <p>Provision of skilled ICT support to enable full use of additional supportive software and hardware to access the curriculum</p> <p>Adult support to facilitate opportunities to socialise and communicate with peers</p> <p>Adults support to provide an additional curriculum including developing life skills, mobility and independence and the provision of specialist sex education and disability counselling</p> <p>Specialist programmes of CYP losing skills due to deteriorating and/or life limiting conditions</p> <p>Specialist risk assessment carried out and balanced decisions made around risk taking and independence</p>	
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