



Delivering high quality inclusive provision for SEND pupils in mainstream schools: Best Endeavours and Reasonable Adjustments - A guide for schools March 2021.

Introduction

Leicester City Council is committed to working in partnership with its educational partners to support and promote high quality inclusive practice, so that pupils with SEND achieve the best possible outcomes and are, wherever possible, educated in local mainstream settings alongside their peers.

To achieve this, we need to build capacity and expertise in schools, improve our systems for identifying and supporting need earlier, and work together to ensure that appropriate provision, practice, services, and resources are put in place in a timely manner.

In the last 10 years there has been a comprehensive reform of Special Educational Needs. The expectations and responsibilities of both schools and the local authority are set out clearly in two key pieces of legislation:

- The Equality Act (2010), and subsequent amendment (2012) which introduced '**Reasonable Adjustments**' and
- The Children and Families Act (2014), and associated SEND Code of Practice (2014), which identifies responsibilities in relation to '**Best Endeavours**'.

We are committed to both fulfilling our legislative responsibilities and supporting schools to meet these duties. To facilitate us in this and drawing on guidance and documentation produced by Leicestershire County Council, we are implementing:

- **Leicester City's BERA Framework - delivering high quality SEND provision, the application of Best Endeavours and Reasonable Adjustments within a mainstream setting** and associated documentation.
 - This framework sets out what is meant by the terms 'Best Endeavours' and 'Reasonable Adjustments' (BERA). It is designed to support us in ensuring that the legislation is consistently applied. It provides a clear, transparent, and equitable rationale to support effective decision making in relation to the effectiveness and appropriateness of 'BERA' to meet the needs of children and young people with SEND in mainstream settings.
 - The framework identifies a process whereby schools, the local authority and or/parents can raise concerns that BERA may not be in place, consider whether a child or young person has been or is being substantially disadvantaged because of action taken or

not taken, and achieve consensus about what actions need to be taken and by whom to facilitate positive outcomes. It also identifies what action will be taken where there is or has been a failure to deliver BERA and consensus has not been achieved about next steps.

- **Delivering high quality inclusive provision for SEND Pupils in Mainstream Schools: Best Endeavours and Reasonable Adjustments - A guide for Schools.**
 - This document provides supporting guidance to facilitate shared understanding about what might reasonably be expected of schools, and of the local authority for both SEND provision in general, and in relation to specific areas of SEND.
 - This guidance document, in combination with the associated framework, seeks to ensure that children and young people with SEND in Leicester City receive the support they need to achieve and thrive, and to develop shared understanding about the collective responsibilities of schools and the local authority in facilitating positive life outcomes and experiences for these pupils and their families.

Our thanks go to Leicestershire County Council for their work in developing the framework and guidance document upon which this document is based, and for their generosity in sharing it with us.

The Legislative Context

The Equality Act

The Equality Act 2010 places a duty on schools and education authorities to provide reasonable adjustments for disabled pupils and since September 2012, that duty has been extended to include a duty to provide auxiliary aids and services for disabled pupils. The Reasonable Adjustments for Disabled Pupils Guidance for Schools in England requires schools:

‘to take such steps as it is reasonable to have to take to avoid the substantial disadvantage’ to a disabled person caused by a provision, criterion or practice applied by or on behalf of a school, or by the absence of an auxiliary aid or service.’

(Reasonable Adjustments for Disabled Pupils Guidance for Schools in England (2015) pg.3)

In this guidance the term ‘school’ is used to refer to both schools and the local authority, as the responsibility to provide reasonable adjustments applies to both. The reasonable adjustments duty is triggered where there is a need to avoid ‘substantial disadvantage.’ ‘Substantial’ is defined as being **anything more than minor or trivial**. This responsibility is recognised in the SEND Code of Practice (2014), which states that schools **must**:

‘make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is **anticipatory** – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.’

Send CoP pg.17

The Children and Families Act and associated Code of Practice 2014.

The Children and Families Act 2014 (CFA) aims to ensure that children and young people with disabilities have greater protection, choice, and control over their support so that they can achieve well and progress into fulfilling lives. The CFA marked the introduction of statutory Education Health and Care plans (EHCP) and set out the duty for schools to have regard to the SEND Code of Practice. The Code of Practice (CoP) contains the law, as well as guidance on how and when a child or young person will need additional support.

The Code recognises that whilst:

‘High quality teaching that is differentiated and personalised will meet the individual needs of most children and young people. Some children and young people need educational provision that is additional to or different from this, i.e., special educational provision.’

SEND Code of Practice 1:24

Under the Code of Practice:

‘Mainstream schools **must** use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people’s SEN.’

SEND CoP 6.2 pg.92

This duty applies irrespective of whether the child or young person has an EHCP or not.

Our Approach in Leicester City

These two key pieces of legislation should both support and drive our approach to provision for pupils with SEND. Between them they set out the responsibilities for both settings and local authorities to take appropriate action to provide ‘Best Endeavours’ and/or ‘make Reasonable Adjustments’ for any pupil with SEND who otherwise would be at a substantial disadvantage in comparison with their non-disabled/non-SEND peers.

As a local authority we are committed not only to fulfilling our responsibilities, but to supporting all our schools to address theirs. We are confident that this document, in combination with the framework, will secure shared understanding about our collective responsibilities and enable us to work together to improve outcomes and experience for children and young people with SEND in Leicester City.

Delivering high quality inclusive provision for SEND Pupils in Mainstream Schools: Best endeavours and Reasonable Adjustments- A guide for Schools.

This document, which provides guidance in relation to effective inclusive practice, is designed to support settings to understand and meet their legislative responsibilities. It provides a set of expectations for high quality teaching and inclusive SEND provision by exemplifying expectations in relation to effective SEND practice, including expectations about what an educational setting might reasonably be expected to provide from its delegated funding (element one and two funding), as well as the support available from the local authority. It draws on guidance initially developed by Leicestershire County Council but has been adapted to reflect the provision and context of Leicester city.

We recognise that all pupils with SEND are individuals, and their special educational needs or disability may affect them in different ways depending on them as individuals and the context in which they are living and being educated. Therefore, decisions about element three funding will be made on an individual basis. It will however be informed by an agreement about the nature of the SEND, the 'Reasonable Adjustment/s' and/or 'Best Endeavours' required to address that need and the responsibilities associated with delivering the appropriate provision, practice, service and/or resources to support the pupil to access learning. It is anticipated that the framework, in combination with this guidance document, will support schools and the local authority to work together to put appropriate provision, practice services and/ or resources in place to ensure that pupils with SEND are not disadvantaged in comparison with their non-disabled peers.

It is important to note that the guidance contained in this document is illustrative of expectations, but not exhaustive. It is neither possible nor appropriate to set out every situation/context/example whereby a Reasonable Adjustment or Best Endeavour should be applied. Judgments about the appropriateness of this must be determined on a case-by-case basis taking the needs and situation of the individual child or young person, and their school context, into account.

This document is designed to:

- support shared understanding amongst schools and all agencies and staff on the application of best endeavours and reasonable adjustments duties.
- support schools and the local authority to work together to put appropriate provision/practice/services and/or resources in place to ensure that pupils with SEND are not disadvantaged in comparison with their non-SEND/non-disabled peers.
- provide a resource for schools to draw upon in evaluating and developing their SEND provision.
- promote high quality inclusive practice.
- support early intervention and the graduated approach to meeting children and young people's SEND.
- support consistent standards of good practice across all settings so that all CYP with SEND receive an equitable and high-quality offer, irrespective of need, setting or locality.
- facilitate school to school and local authority to school moderation and challenge.
- support school senior management teams and governors, SENCOs and their school colleagues in developing and implementing good practice.
- facilitate appropriate decision making to ensure effective support including, where appropriate, top up funding.
- provide useful information for parents and partner agencies about effective inclusive practice within the context of the legislative responsibilities for both schools and the local authority.

This document also fulfils the local authority's duty to set out in its Local Offer a description of the special educational provision it expects to be available for children and young people in its area who have SEND.

This document replaces the 'Provision for SEND Pupils in Mainstream Settings/School' document that was issued to schools in 2013.

Principles:

- The child/young person and their family is at the heart of what we do. Their views, wishes and aspirations are always considered.

- All children and young people with SEND can expect to be treated fairly and have their needs met.
- The curriculum offer is appropriate, accessible and focuses on securing outcomes which matter to the child or young person and will support positive future lives.
- Our focus is on difference and not deficit and we are committed to ensuring that 'Best Endeavours' and 'Reasonable Adjustments' are used effectively to maximise progress and secure positive outcomes.
- We have high expectations and promote positive attitudes to SEND.

Terminology

Throughout this document the term 'school' is used to refer to Early Years' schools, schools, and FE colleges. Children and young people are referred to as CYP.

Format

The guidance relating to delivering high quality inclusive provision for SEND pupils in mainstream schools, including the application of Best Endeavours and Reasonable Adjustments, is broken down into the following sections:

Section 1 - Applying Best Endeavours/Reasonable adjustments to SEND provision.

In section 1, we explore the school's responsibilities with respect to the legislative expectations for SEND provision (general) associated with including Best Endeavours/Reasonable Adjustments.

Section 2 - Applying Best Endeavours/Reasonable adjustments to specific areas of SEND.

In section 2, we move on to consider specific types of need and contexts. It is expected that all schools should be implementing the practice and actions identified in section 1 as appropriate to meet the needs of the child or young person with SEND in their setting. The information in section 2 therefore, does not replicate this content, but provides additional guidance with specific reference to a type of need or context. For each area of need or context identified in section 2, we provide specific guidance and examples of what might be expected, not just of the school, but of the Local Authority.

The Reasonable Adjustments for Disabled Pupil Guidance uses the term 'schools' to refer to all schools including the local authority. The Code of Practice clearly identifies the responsibility of both schools and the local authority to meet the needs of pupils with SEND both jointly and in terms of specific responsibilities. This section is intended to explore how this shared responsibility might be addressed by area of need to support judgments about the adequacy of 'Best Endeavours' or 'Reasonable Adjustments' and to inform action that needs to be taken where the judgment is made that a pupil has been disadvantaged because of action taken or not taken, whether by the school or the Local Authority. As noted, this content is exemplary rather than exhaustive. All children and young people are individuals, and their SEND will affect them in different ways. Judgments about BERA therefore need to be made on a case-by-case basis taking the individual child and context into account.

Specific guidance has been developed relating to following specific areas of SEND:

1. [Speech, Language and Communication Needs](#)
2. [Autism Spectrum Disorder](#)
3. [Specific Learning Difficulties](#)
4. [Moderate Learning Difficulties](#)

5. [Social Emotional and Mental Health](#)
6. [Hearing Impairment](#)
7. [Visual Impairment](#)
8. [Multisensory Impairment \(MSI\)](#)
9. [Physical Disability](#)
10. [Medical Conditions](#)

Further information about inclusive practice is available from the following Meeting Individual Needs (MIN) good practice guides that have been issued to every Leicester City school:

- Speech Language and Communication Needs
- Specific Learning Difficulties, Dyslexia, Dyspraxia and Developmental Coordination Disorder
- Autism Spectrum Disorder

The involvement of children, their parents/carers and young people in discussions and decisions about their individual support is an integral and key element in school/setting-based arrangements, and a requirement under the Code of Practice.

Section 1 Applying Best Endeavours/Reasonable Adjustments to SEND provision.

In the section which follows we explore some of the key considerations relating to what might reasonably be expected of a mainstream school's overall SEND provision. We also consider legislative responsibilities associated with providing 'Best Endeavours/Reasonable Adjustments,' before moving on to consider, in section 2, specific types of needs and contexts.

Reasonable expectations are considered in relation to:

- **People and Services** – providing general guidance relating to expectations in relation to best endeavours/reasonable adjustments for teaching assistants (TAs), teachers, SENCos and leaders / head teachers, in terms of effective SEND practice (general).
- **Provision and practice** – considering a range of aspects which might impact on the quality of a schools SEND provision, such as curriculum and policy.
- **Environment** – considering what adaptations the school might reasonably be expected to make to accommodate the needs of its pupils with SEND.
- **Resources for learning** - this section, whilst not exhaustive, provides some examples of the types of resources for learning schools might be expected to provide for pupils with SEND out of their SEN (Special Education Needs) budget.

The guidance which follows draws heavily on the [SEND Code of Practice \(2014\)](#) and as such provides a summary of the responsibilities the school has in relation to the Children and Family Act. It also exemplifies where and how the duties under the Equality Act might be applied.

It is anticipated that schools, governors, and parents of pupils with SEND might draw on this guidance to help them evaluate and develop their overall SEND provision, and to reassure themselves, that the schools is fulfilling its responsibilities in relation to SEND provision. Schools might also find it useful as a tool to help them to evaluate and develop effective inclusive practice.

People and Services

To support pupils with SEND effectively, schools first need to undertake **effective assessment**. The Code of Practice identifies that class and subject teachers in conjunction with the senior leadership team should:

‘...should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child’s previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

SEND CoP 6.17 pg. 93.

This can include progress in areas other than attainment, for instance where a pupil needs to make additional **progress with wider development or social needs to make a successful transition to adult life**.

Where progress is a concern, the class or subject teacher should provide high quality teaching targeted at identified areas of weakness. Where progress continues to be less than expected, the class or subject teacher should work with the SENCO (Special Educational Needs Co Ordinator) to assess whether the child has SEN.

SEND CoP 6.17-6.18 pg. 95.

Schools should consider all factors which might impede progress including external/environmental factors.

The key factors in securing positive outcomes and achievements for pupils with SEND relates to the quality of interactions, support, teaching, and assessment provided to and for them by the staff who work with them. All members of staff play a key role in this, but there is no doubt that high quality SEND provision requires strong and effective leadership.

For pupils with SEND, leaders have a responsibility to actively promote inclusion and support pupils with SEND by:

- developing a clear and effective approach to identifying and responding to SEND across the school which is understood by all staff and consistently implemented.
- monitoring the quality of implementation and taking appropriate action to ensure staff use processes and procedures in place consistently and effectively.
- ensuring that the SENCo (Special Education Needs Co Ordinator) has a strong voice in driving school wide approaches, for example, by including them within the Senior Leadership Team (SLT).

‘The SENCO has an important role to play with the headteacher and governing body, in determining the strategic development of SEN policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.’

SEND CoP 6.90 pg.108

- ensuring the SENDCo has sufficient time and resources to carry out their functions and role effectively.
- regularly and carefully reviewing the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- regularly reviewing SEND expertise and resources and building effective SEND provision and inclusion into strategic planning and self-assessment.
- ensuring that the quality of teaching for pupils with SEND, and the progress made by pupils features in school's performance management arrangements and its approach to professional development for **all** teaching and support staff.
- involving specialists in a timely manner to advise on early identification of SEN and effective support and interventions. Indeed, the Code states that a school '**should always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age** despite evidence-based SEN support delivered by appropriately trained staff. recognising that that persistent disruptive or withdrawn behaviours may be the result of an undiagnosed SEND. Ensuring that this understanding is reflected in policies and practice across the school.
- undertaking analysis of data to identify patterns in identification, progress, and exclusion of pupils with SEND in comparison to national and local data and taking appropriate action to improve this where relevant.
- ensuring that there is an appropriately trained governor in place to monitor the provision made for pupils with SEND and champion their inclusion.

SENCOs play a key role in assessing need, supporting staff, liaising with families, and providing guidance to support the provision of high quality SEND provision at a strategic level. They need appropriate levels of training and skills to enable them to fulfil this role, including a detailed understanding of the legislative responsibilities and expectations relating to high quality SEND provision.

SENCOs should:

- have appropriate levels of training and skills to enable them to provide effective assessment of pupils needs and skills. Assessment should identify the full range of needs, not just primary need.
- provide high quality guidance for teaching staff, to include the provision of evidenced based interventions and teaching strategies and where necessary specialist equipment. Agree the outcomes to be agreed through the support, including a date by which progress will be reviewed.
- when making SEND provision, start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. Use this to determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required (SEN Support).
- be proactive in identifying need, recognising the merit of early intervention and work with the senior management team to ensure the involvement of specialists where, despite evidence-based SEN support, progress continues to be a concern. They should ensure

that the pupil's parents are always involved in this decision and ensure that all specialist advice is implemented effectively and work with teachers to monitor and evaluate impact.

- ensure that all teachers and support staff who work with a pupil with SEND are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.
- be familiar with access arrangements and take effective and timely action to ensure that appropriate arrangements are put in place.
- know what the notional SEND budget is for the school and be able to identify how this has been spent at a school level, and where appropriate for individual pupils.
- review and support pupil premium to ensure that it is used effectively to support progress and achievement of pupils with SEND.
- monitor and evaluate impact of interventions to assess impact and efficacy, including the use of 1:1, as research indicates that this is not always effective. Ensure that staff providing 1:1 have appropriate skills and understanding to do so to a high quality and that they recognise the importance of promoting, as opposed to, encouraging independence.

While SENCOs play an important part in the assessment and the identification of appropriate approaches to support, a key role is to work with **teachers** to enable them to deliver differentiated provision. Under the CoP, it is the class or subject teacher who is responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. It is therefore essential that all staff are trained to an appropriate level to enable them to differentiate effectively across the curriculum, including, where appropriate, specific training to meet the needs of an individual pupil, for example, about the use of an FM system for a child or young person with a hearing impairment.

Teachers should:

- appreciate that they are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- provide high quality teaching targeted at identified areas of weakness.
- be trained to an appropriate level to enable them to differentiate the curriculum effectively so that pupils with SEND can access the curriculum.
- have the skills required to use any pupil specific equipment and resources effectively.
- provide effective direction and oversight for TAs working with pupils in their class.
- work closely with any teaching assistants (TA) or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- ensure that all specialist advice is implemented effectively and work with the SENCO to monitor and evaluate impact.

The Code identifies that support and intervention should be 'provided by staff with sufficient skills and knowledge' and therefore it is essential that teaching assistants have the training they need to do their job effectively.

Teaching assistants should:

- have the skills, training and understanding required to provide effective support and facilitation skills.

- promote independence, as opposed to encouraging dependency and enable the pupils they support to do as much for themselves as possible.
- have the skills required to use any pupil specific strategies, equipment, and resources effectively.
- ensure that they are well prepared to support pupils and that they read and apply all documentation/guidance relevant to their role.
- understand all relevant policies and procedures and apply these consistently and appropriately for pupils with SEND.

Provision and practice

In terms of 'Reasonable Adjustments,' 'Provision, criteria, and practice' relates to the way in which a school operates daily, including its decisions and actions. Aspects of provision, such as policies and curriculum, can play a key role in supporting, or indeed, impeding the progress and experience for a CYP with SEND. Many reasonable adjustments are inexpensive and are often related to a change in policy or practice rather than the provision of expensive pieces of equipment or additional staff. Further examples linked to specific areas of need, can be found in the relevant SEND specific information in section 2:

For children identified with SEND, all schools should:

- take the needs of pupils with SEND into account in developing and reviewing all policies and processes to ensure that no pupils with SEND are disadvantaged because of school process or policy. For example, behaviour policies should be sufficiently flexible to recognise that 'persistent disruptive or withdrawn behaviours' may well reflect a SEND need and interpreted and responded to in a manner which reflects this understanding.
- promote and facilitate effective joint working and communication to ensure that all those involved with a pupil with SEND are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should include effective mechanisms for sharing SEND related information within and between schools, as appropriate, such as 'One Page Profiles.'
- develop and provide an effective and accessible curriculum which supports the pupil to progress and achieve and make an effective transition into the next phase of their learning/life. At secondary level, this will include careful consideration about options and choice of qualifications (some boards might be more appropriate than others depending on methods of assessment and access arrangements).
- plan effectively for transition in a timely manner, to include establishing and maintaining effective links with everyone who should be involved in supporting transition for pupils with SEND and developing SEND specific transition options such as taster classes, link programmes and summer schemes.
- recognise the importance of identifying need at the earliest point and making effective provision to improve long-term outcomes and remove barriers to learning. This should include the timely provision of specialists where pupils are making less than expected progress.

'In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.'

SEND CoP 6.21 pg.96

- ensure that effective arrangements are in place to assess and apply for access arrangements in a timely manner, to include gathering appropriate documentary evidence for the Joint Council for Qualifications (JCQ), where appropriate involving specialist assessors. Schools should where relevant, ensure the provision of identified access arrangements – be that a scribe, a reader, or additional time.

Environment

Although the physical features element of the Equality Act does not apply to schools in relation to disabled pupils, all schools have a duty to plan better access for disabled pupils including in relation to the physical environment of the school.

In this section, we are considering what adaptations the school might be expected to make to accommodate the needs of its pupils with SEND. This list is not intended to be exhaustive. Specific examples of the type of adaptation which might need to be made regarding a specific disability can be found in the relevant sections which follow.

For children identified with SEND, all schools should:

- develop, maintain and update a three-year accessibility plan.
- provide a quiet space/withdrawal room.
- undertake an audit of school premises to ensure it is disability friendly using appropriate tools (see relevant links in specific need sections)
- when planning new builds or extensions, consider the needs of pupils with SEND in line with their anticipatory duties.
- consider the use of the building and timetabling options to remove barriers for pupils with SEND, for example, by staggering breaks to reduce traffic at key times for a pupil with autism or being flexible to accommodate need, like moving a class downstairs to accommodate a pupil with mobility issues.
- where appropriate, provide visual resources and labels to support pupil's understanding of the physical layout of the building or to identify the location of resources and equipment so that they can find things for themselves. This might for example include providing pictorial resources on drawers, cupboards, or rooms, so that pupils are supported to be as independent as possible.
- consider the layout of rooms and equipment, for example, to support mobility for pupils with a visual impairment or a physical disability, or to improve listening conditions for a child with a hearing loss. This might include for example painting a horizontal strip of colour along a corridor to mark out a route, or the provision of curtains and carpets to soften the reverberation of sound for hearing impaired pupils.

Resources for Learning

Schools and education authorities have had a duty to provide Reasonable Adjustments for disabled pupils since 2002, originally under the Disability Discrimination Act 1995 (the DDA 1995); and from October 2010, under the Equality Act 2010. In 2012, a new responsibility to provide auxiliary aids and services for disabled pupils was introduced. Auxiliary aids refer to anything that provides additional support or assistance to a disabled pupil such as a piece of equipment or support from a member of staff. An auxiliary aid might be an induction loop or adapted keyboard. This section, whilst not exhaustive, provides some examples of the types of resources for learning schools might be expected to provide for pupils with SEND.

It does not include the provision of highly specialist pieces of equipment as these are addressed in the relevant section of need. Further details, particularly about auxiliary aids, can be found in the section on 'Assistive Technology for Education.' Specific examples and guidance relating to learning resources can also be found in the sections relating to specific areas of need.

Often, when we think about resourcing for pupils with SEND there is a tendency to think in terms of staff and numbers of hours of support. As noted above, many reasonable adjustments for BERA can be inexpensive. The provision of appropriate equipment and/or learning resources can have a significant and positive impact not only on enhancing achievement but promoting independence by enabling children and young people to do things independently of others. Whilst we would always advocate and support the provision of sufficient levels of appropriately qualified and skilled staff to meet need, we are keen to ensure that the focus includes consideration of the other resources and adaptations which might benefit a pupil.

Accessibility developments in modern technology has meant that for some pupils with SEND, the provision of a computer or tablet, adapted keyboard and/or specialised computer software, appropriately adjusted to meet individual need can provide access to a wide range of accessible information which in the past might have been available only through the provision of highly specialist, expensive and often bulky equipment. Although there will always be a need, for some children to have highly specialist equipment, which will be assessed for and provided by the local authority, schools should be prepared to not only provide, but facilitate the use of such equipment. Schools should ensure that practices such as ICT facilitate the effective use of this equipment and that relevant staff are trained to support its use.

For children identified with SEND, all schools should:

- create/provide appropriate learning resources to differentiate the curriculum and enable children with SEND to access learning and progress – for example, using visual resources to support pupils with autism, providing manipulative resources to support children to move from concrete to pictorial to abstract understanding when teaching maths.
- where appropriate, refer children for an assistive technology assessment and act on any recommendations. This could for example include the provision of a computer or tablet, adapted keyboard and/or specialised computer software. Ensure that school practices, such as ICT policies facilitate the effective use of this equipment, and that relevant staff are trained to support its use.
- provide opportunities for pupils to experience and acquire practical skills and to support learning in context.
- provide coloured overlays for pupils with dyslexia, and where appropriate, access to specific software and or ICT equipment.
- provide, where appropriate, signs, symbols, pictures, objects / visual resources to support learning, independence, and communication.
- assess and where appropriate provide resources to support audition. This might include for example include the provision of ear defenders for pupils with autism, to wear at agreed times.

In section 2 we provide more detail and examples about additional and specific expectations in relation to types of need and specific contexts. These expectations are considered in relation to:

1. [Communication and Interaction: Speech, Language and Communication Needs](#)
2. [Communication and Interaction: Autism Spectrum Disorder](#)
3. [Cognition and Learning: Specific Learning Difficulties](#)
4. [Cognition and Learning: Moderate Learning Difficulties](#)
5. [Social Emotional and Mental Health](#)
6. [Physical and/or Sensory: Hearing Impairment](#)
7. [Physical and/or Sensory: Visual Impairment](#)
8. [Physical and Sensory: Multi-Sensory Impairment \(MSI\)](#)
9. [Physical and/or Sensory: Physical](#)
10. [Supporting pupils at school with medical conditions](#)

