

# All Needs Audit Guidance - Best Endeavours and Reasonable Adjustments

## Leicester City SEND Support Services



**This document is intended to be used as a guide when completing the BERA All Needs Audit. All Needs means those adjustments that are common to children or young people, irrespective of the type of SEND need.**

The BERA All Needs Audit and the Best Endeavours and Reasonable Adjustments Framework provide details of the activities and actions schools must take in order to meet the SEND needs of their pupils and students and comply with their legal responsibilities as detailed in the SEND Code of Practice and the Equality Act.

Along with the BERA All Needs Audit, schools must be complete a Whole School Audit, that looks at adjustments relevant across the school, and also a specific audit for each child or young person in school who either has or is felt to have, a SEND need of any type. School will therefore submit 3 different audits each year. 1 Whole School Audit, 1 All Needs Audit plus 1 audit for each child or young person, using the specific needs of the pupil or student to determine which audit is used. If a child or young person has more than one diagnosed or suspected set of SEND needs, then they will need a separate audit completed for each need they display.

The purpose of the Audit is to enable schools to identify where they are meeting need, by ensuring that the requirements of the BERA Framework are being applied appropriately and, helping identify areas where further work needs to be done in order to fully meet the BERA requirements for those with SEND needs.

The BERA Audit is therefore very much part of the 'Assess, Plan, Do, Review' cycle (graduated approach), that is an excellent way to plan SEND support in schools. It can also help identify progress, support staff allocations and training needs and support schools' applications for Element 3 top-up funding. It has also already been used to support schools in successful OFSTED inspections.

<b>Name of Child or Young Person:</b>	Enter the name of the child or young person the audit has been completed for here.
<b>School:</b>	Enter the name of the school that the audit has been completed for here.
<b>Name of Auditor:</b>	Enter the name of the person completing the audit here.
<b>Date of Audit:</b>	Enter the date the audit was completed and 'signed off' here.

No.	Requirement	Fulfilled	Evidence / Comment
This is the requirement number	This is the audit item.	This is the check box to confirm the requirement has been fulfilled.	Give the name and source of any documents that show this requirement has been fulfilled.  Enter any extra information here relating to the fulfilment of this requirement.

No.	Requirement	Fulfilled Tick the check box / choose 'Yes' if:	Evidence / Comment Include the following in this box:
1	<p>The child or young person has the following in place:</p> <ul style="list-style-type: none"> <li>a SEN Support Plan / Individual Education Plan / Personal Education Plan / Equivalent</li> <li>b SEND Passport / One-Page Profile</li> <li>c Individual Healthcare Plan</li> <li>d Pastoral Care Plan</li> <li>e Personal Risk Assessment</li> <li>f Positive Handling Plan</li> <li>g Personalised Timetable</li> <li>h Personal Evacuation Plan</li> <li>i Reintegration Plan</li> <li>j Transition Plan</li> <li>k Sensory Profile</li> </ul>	<p>For each of the listed plans, profiles, timetables, and assessments:</p> <ul style="list-style-type: none"> <li>• It has been produced and implemented <ul style="list-style-type: none"> <li>○ It has been co-produced</li> <li>○ with the child or young person</li> <li>○ their parents / carers</li> <li>○ other staff or professionals who work with the child or young person</li> </ul> </li> <li>• It has been shared with staff</li> <li>• Staff have received training relating to it</li> <li>• It is current and is regularly reviewed.</li> </ul> <p>It is not expected that the child or young person will have all these plans / documents in place, however, it's expected they will be in place where it's appropriate. Please enter NA in the evidence comment box.</p>	<p>For each of these, state who it was co-produced with and / or contributed to its development. Enter the date it was implemented or its last review date and how often it is reviewed. Evidence of these will be:</p> <ul style="list-style-type: none"> <li>• the plan / profile / timetable or assessment document.</li> <li>• Communications (e.g., email) showing the plan / profile / timetable or assessment document have been shared.</li> <li>• A training audit showing who was trained on implementation and when.</li> </ul>

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2	Safeguarding risks about the child or young person are communicated clearly and promptly to all staff who work with the child or young person.	<p>A system is in place for clearly and promptly communicating safeguarding risks for all who work with the child or young person.</p> <p>Systems should consider and provide means for communication with external professionals who work with the child or young person, when and where appropriate.</p>	Summarise how safeguarding risks relating to the child or young person are recorded and communicated.
3	The child or young person and their family have a named person in school with whom they can discuss the impact of the SEND needs on home and family life.	The named person should be somebody the family and child or young person feel confident and comfortable relating to.	Conversations with parent / carers, the child or young person and the named person will confirm this arrangement.
4	The child or young person and their family are encouraged and helped to engage with sources of support, e.g., agencies such as Early Help and Social care.	<p>Encouragement would usually involve communication that identifies the benefits of such engagement, the barriers to engagement and strategies to overcome the barriers.</p> <p>Such encouragement and engagement may not be conducted by the SENCo, it could be a family support worker, the class teacher or other staff member with whom the child or young person and family have a relationship.</p>	

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5	A referral has been made to Early Help for the child or young person and their family relating to the SEND needs.	<p>A referral to Early Help can be made by school, other professional, the young person if aged over 16 or the parent / carer; see <a href="http://leicester.gov.uk/early-help">Early help (leicester.gov.uk)</a></p> <p>If the referral was not recent (within the last year), and if appropriate, a new referral should be made.</p>	
6	Early Help provisions that support SEND needs are in place.	<p>Early Help provisions may not be school based.</p> <p>The school should be aware of any ongoing Early Help the child or young person, or family are receiving, school based or not. The Leicester City Early Help process is a multi-agency team around the family approach, with the child or young person at the centre and an identified lead professional. An assessment is completed and a plan developed and implemented according to level on need and required response; see <a href="http://leicester.gov.uk/early-help">Early help (leicester.gov.uk)</a></p>	Name any professionals working with the child or young person and their family as a result of early help provisions.

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7	The child or young person can withdraw from lessons where this would support and meet their specific needs.	<p>If an arrangement is in place facilitating this, please indicate.</p> <p>Withdrawal means being able to leave a lesson.</p> <p>The decision to withdraw from a lesson could be made by the child or young person themselves, the teacher, or a supporting adult.</p> <p>The child or young person may have a 'Lesson Pass / Time-out Card' or another pre-agreed signal (e.g., code word or action) to facilitate this.</p> <p>The child or young person should always withdraw to an agreed safe space.</p> <p>Use of this adjustment should be monitored and regularly reviewed to ensure the child or young person is not disadvantaged due to the loss of learning time because of its use.</p> <p>If this adjustment is having a negative impact on the child or young person's learning, root cause of the need to withdraw should be identified and that barrier to learning addressed.</p>	<p>Evidence of this may be found in meeting minutes, review documentation, timetables, SEND Support Plan, SEND Passport or One Page Profile, and could be confirmed from conversations with the child or young person and any supporting adults.</p> <p>Please state any conditions around this arrangement, e.g., signal to withdraw, safe space details, length of time agreed for withdrawal, lessons it applies to, supervising adult.</p>

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8	The child or young person's timetable can be personalised where this would support their learning needs.	<p>If the child or young person has a timetable that has been personalised to meet their SEND, please indicate.</p> <p>Personalising a timetable may involve changing, reducing, or adding curriculum subjects, alternative provision, and targeted interventions.</p>	The timetable is evidence of this adjustment.
9	The SENCo, class teacher and / or support workers have met with the SEND Support Service Specialist/s to discuss the needs of the child or young person.	<p>Indicate if a SENDSS referral has been made and SENCo, class teacher and or support workers responsible for meeting the needs of the child or young person daily have been involved in discussions with the SENDSS specialists.</p> <p>If the child or young person has been referred to SENDSS it is essential that those members of staff responsible for meeting the needs of the child or young person, on a daily basis, are fully involved in any discussions around approaches and provisions to meet need; disseminating / cascading information can lead to loss of context and specific practice and lack of understanding, more so the more people cascading / disseminating, also observations and barriers prevalent on a daily basis that may be pertinent to any adjustments, approaches or provisions may be missed.</p>	One-page profiles will confirm such involvement.

<b>No.</b>	<b>Requirement</b>	<b>Fulfilled</b> <b>Tick the check box / choose 'Yes' if:</b>	<b>Evidence / Comment</b> <b>Include the following in this box:</b>
10	Systems are in place to ensure effective communication between adults working with the child or young person.	Communication systems should be used and effective. They may include, emails, briefings, instant messaging, weekly face-to-face reviews, or a communication book.	
11	Support persons for the child or young person are consistent i.e., continually changing staff is avoided where possible.	The child or young person has consistent support persons; changes should be occasional and due to unavoidable events e.g., staff absence.	Name the support persons for the child or young person, indicating when they support the child or young person.
12	The class teacher(s) / form teacher monitor targeted interventions and ensure opportunities for the child or young person to practice and embed the learning within the classroom.	The class teacher(s) / form teacher should be aware of targeted interventions and should consider their desired impact and use to inform lesson planning, to ensure opportunity for the child or young person to practice and embed the learning.	Communications to the class teacher(s) / form teacher informing them of targeted interventions, the child or young person's pupil passport, one page profile and their SEND Support plan or similar will demonstrate the class teacher(s) / form teacher have been made aware of targeted interventions. While lesson plans, lesson observations and book scrutinies could demonstrate opportunities to practice and embed.
13	There are activities the child or young person does not take part in due to their significant need(s). The decision to not include a child or young person in an activity is carefully considered with advice from a professional, e.g., SENDSS Teacher, GP, Consultant.	This will usually be related to a medical or physical condition but may also be the result of SEMH needs.  The child or young person should have opportunity to take part in an alternative activity, ensuring the learning time is still effectively used.	Communication from the advising professional and the child or young person's personalised timetable would show this adjustment.

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14	Advice from the Sensory Audit has informed the child or young person's Sensory Profile and future learning.	Where the child has or might have sensory needs, including visual, hearing, or multi-sensory impairment and or sensory processing difficulties due to neurodiversity, the whole school sensory audit, along with professional advice, should inform a sensory profile for the child or young person.	The child or young person's sensory profile will evidence this.
15	Advice from the Environmental Audit has informed the child or young person's SEND Passport / One Page Profile and their SEN Support Plan / Individual Education Plan / Personal Education Plan / Equivalent.	<p>When appropriate, the whole school environmental audit should inform the child or young person's SEND Passport / One Page Profile and their SEN Support Plan / Individual Education Plan.</p> <p>For children or young people with visual, hearing, or multi-sensory impairment, sensory processing difficulties due to neurodiversity and or SEMH needs, the suitability, utilisation and adaptation of the environment must be considered, with advice from appropriate professionals where necessary and possible.</p>	<p>The child or young person's SEND Passport / One Page Profile and their SEN Support Plan / Individual Education Plan / Personal Education Plan / will show this.</p> <p>Give the locations and names of demonstrative documents.</p>



<b>No.</b>	<b>Requirement</b>	<b>Fulfilled</b> <b>Tick the check box / choose 'Yes' if:</b>	<b>Evidence / Comment</b> <b>Include the following in this box:</b>
16	The child or young person has been provided with IT equipment to help access the curriculum and enhance learning experiences.	<p>The school has provided IT equipment, with appropriate software, to enable the child or young person to access the curriculum and enhance learning experiences.</p> <p>Ideally, any IT equipment provided, should be for sole use by the child or young person, be setup for their optimal and effective use and the child or young person should have had training, support and guidance on the use and care of the equipment.</p> <p>IT equipment and software could include laptop, tablet, iPad, graphics tablet, magnifiers, voice to text software and screen colour filter software, although this list is not exhaustive.</p>	<p>Summarise what equipment has been provided, for what purpose and when it is available for the child or young person.</p> <p>Conversation with the child or young person, observation of use and documentation regarding allocation and use agreements could show this provision.</p>
17	School has made a request for an assessment for Assistive Technology to support the child's or young person's learning needs.	This request would usually be advised and supported by a professional e.g., SENDSS specialist teacher or a clinician.	A copy of the request and or the assessment report could show this.
18	The child or young person has opportunity to share their views and their feelings through approaches such as school council, worry boxes and talk time with key staff members.	<p>The child or young person should be aware of how they can share their views and feelings and feel confident to do so.</p> <p>Ideally, the child or young person should have access to both formal and informal methods and opportunities should be frequent and regular.</p>	Conversation with the child or young person could identify a key adult that they can talk to.

<b>No.</b>	<b>Requirement</b>	<b>Fulfilled</b> <b>Tick the check box / choose 'Yes' if:</b>	<b>Evidence / Comment</b> <b>Include the following in this box:</b>
19	<p>School and parent / carers regularly communicate by:</p> <ul style="list-style-type: none"> <li>a Communication book</li> <li>b Phone calls</li> <li>c Email</li> <li>d In-person meetings</li> <li>e Specify Other here.</li> </ul>	<p>Communication is regular and by a method/s that is/are agreed by and effective for all parties.</p>	<p>Conversation with parent / carers and school staff could confirm this.</p>
20	<p>The classroom / learning spaces that the child or young person uses have been tailored to support learning and can be adjusted when needed to meet the needs of the child or young person.</p>	<p>The classroom / learning spaces should be regularly considered in relation to the child or young person's needs.</p> <p>If after consideration, no adjustments are needed, the checkbox can be ticked, and the standard considered fulfilled.</p> <p>A record should be kept of any considerations.</p> <p>Tailoring the classroom / learning spaces might include consideration of location, display of visual timetables / routines, clearly defined areas for activities, specialist equipment, non-specialist equipment.</p>	<p>Adaptations to the classroom learning spaces will be named on the child or young person's one page profile.</p>

<b>No.</b>	<b>Requirement</b>	<b>Fulfilled</b> <b>Tick the check box / choose 'Yes' if:</b>	<b>Evidence / Comment</b> <b>Include the following in this box:</b>
21	The best seating position for the child or young person in the classroom/s has been considered and implemented and this is regularly reflected on and adapted.	<p>The seating position should be decided and regularly reviewed with consideration of the child or young person's needs and the child or young person should be involved in the decision so ensuring they are comfortable, confident, and cooperative about the position.</p> <p>If the child or young person uses different rooms, the seating position in each room should be considered.</p> <p>Factors affecting seating position may be physical, sensory or involve relationships.</p>	Conversation with the child or young person and seating plans will show this.

<b>No.</b>	<b>Requirement</b>	<b>Fulfilled</b> <b>Tick the check box / choose 'Yes' if:</b>	<b>Evidence / Comment</b> <b>Include the following in this box:</b>
22	The child or young person has a designated suitable safe space and knows how to access it.	<p>The child or young person should be aware of their designated safe space and should have been involved in the choice of space, to ensure they consider it safe.</p> <p>The child or young person should be clear on how they can access and use the space.</p> <p>A suitable safe place may be one that, for example: is quiet; solitary; low stimulus; provides sensory stimulus; a place to calm or rest, or where the child or young person can attend to their emotional and / or medical needs.</p> <p>The child or young person may have more than one safe space and which to use may be dependent on factors such as where the child or young person is when the need to use arises or use by others if it is a space not for their sole use.</p> <p>Sole use of a space may need to be considered dependent on the child or young person's needs.</p> <p>Choose No if the child or young person has a dedicated safe space, but refuses to use it, or if such a space is needed but not available.</p>	<p>If N.A. or no, please state why.</p> <p>Conversation with the child or young person and / or details in the child or young person's / One Page Profile could show this.</p>

<b>No.</b>	<b>Requirement</b>	<b>Fulfilled</b> <b>Tick the check box / choose 'Yes' if:</b>	<b>Evidence / Comment</b> <b>Include the following in this box:</b>
23	The child or young person uses a withdrawal room / quiet space to work in when needed and appropriate to the learning activity.	<p>The child or young person is aware of the availability of a withdrawal room / quiet space and knows when it can be used. Decision to use may be the child or young person's, a supporting adult / teacher or both.</p> <p>Choose No if the child or young person has a given room or quiet space, but refuses to use it, or if such a space is needed but not available.</p>	<p>If N.A. or no, please state why.</p> <p>Conversation with the child or young person. And / or detail in the child or young person's One Page Profile could show this.</p>
24	The child or young person has opportunities to reflect on their successes as well as their challenges.	<p>The child or young person has opportunities and is encouraged and helped to engage.</p> <p>Such opportunities may include debrief after challenging or successful occasions, circle time, journal time, emotional check-ins, and quiet time.</p>	Observation of and conversation with the child or young person could show this.
25	The child or young person has sufficient time to practice specific skills	<p>Duration of targeted intervention for specific skills may include practice time and or time to practice should be incorporated into lesson planning.</p> <p>Pre-learning and revising with an appropriately skilled adult would support practice.</p>	The provision map, intervention planning details, book scrutiny the child or young person's timetable and or conversation with the child or young person could be demonstrative.

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26	Self-help strategies are in place for the child or young person.	The child or young person should be aware of strategies that may help them in a variety of situations, e.g., when needing to focus, calm, soothe, stimulate, and, when the strategies require resources e.g., fiddle toys, doodle pads, timers, they should know how to access them.	The resources and observation of the child or young person could be demonstrative.  The child or young person's One Page Profile could detail the effective self-help strategies in which the child or young person engages.
27	Additional support is in place for the child and young person for managing and completing homework and revision for tests and exams.	Support may include help with recording homework / revision to do, organising materials needed and managing time to complete it. This help may be in class, or regular, timetabled support session/s.  Support may also include access to a homework / revision club and or sessions whereby they can complete the homework / revision in school with an adult available should help be needed.	Observation of and conversation with the child or young person could be demonstrative.

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28	Appropriate provision is made so the child or young person can be included, fully access, and fully experience all offsite trips.	<p>The needs of the child or young person are considered, and appropriate provision made when planning trips. The child or young person is actively encouraged and supported to fully take part in and experience all trips.</p> <p>The Equality Act places a duty on schools to seek to ensure that any trips that are arranged do not discriminate against any child or young person.</p> <p>The Equality Act does not override health and safety legislation. Schools may still need to undertake risk assessments to ensure all pupils attending the trip are safe.</p> <p>The risk assessments that you carry out in relation to school trips should include a consideration of the reasonable adjustment needs of children and young people with SEND and it is good practice to seek ways of including rather than excluding such children and young people on trips.</p>	<p>Conversations with the child or young person and their parent / carer could confirm inclusion and participation.</p> <p>Plans, risk assessments and communications in relation to trips could show this requirement.</p>
29	Systems (e.g., pre talk, social story) are in place to prepare the child or young person for environmental change (changes to classroom/ school trips etc).	The impact of the child or young person's SEND on an environmental change should be considered for every change and a suitable system employed to prepare them for the change.	<p>Examples of systems e.g., social stories, presentations, websites, published documents used with the young person could prove this.</p> <p>The systems in place could be documented in the child or young person's One Page Profile.</p>

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30	The child or young person has opportunities to learn Preparing for Adulthood skills both within school and outside of school.	<p>Frequent and regular opportunities are provided, and the child or young person is actively encouraged to take part and fully engage in the activities.</p> <p>Activities for Preparing for Adulthood should be part of the child or young person's curriculum and not just extra-curricular.</p> <p>The opportunities should be relevant and specific to the needs of the child or young person.</p> <p>Opportunities should not be in isolation, but part of a Preparing for Adulthood curriculum that may have been 'bought-in' e.g., ASDAN or developed in-house and may actually be a combination of curricula that address the different areas of the Preparing for Adulthood agenda. Programmes of study will also be provided by the Hearing and Vision Support Teams.</p> <p>Opportunities should cover the full Preparing for Adulthood agenda i.e., Good Health, Friends Relationships Community, Employment and Careers and Independent Lives.</p> <p>Activities could involve telling the time, travelling independently, personal care, domestic skills, interpersonal relationship skills, managing emotions, participation in groups such as Junior Vision Ambassadors, Big Mouth Forum, Leicester City Young People's Council and Youth Get-Together.</p>	<p>Name the curriculum the child or young person follows to prepare them for adulthood. Indicate if it is a 'bought-in' or 'in-house' curriculum.</p> <p>Identify opportunities outside of school that were offered, and which were taken up, and when, by the child or young person.</p> <p>Conversations with the child or young person could confirm opportunities.</p> <p>Photos of learning and or examples of learning could supply evidence of opportunities.</p>



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31	<p>The child or young person has opportunities to maximise their independence through the following strategies:</p> <ul style="list-style-type: none"> <li>a responsible for own resources and equipment (e.g., books, stationary, homework, letters home, uniform, PE Kit).</li> <li>b opportunities to lead.</li> <li>c responsibility for shared resources, e.g., class stationary or textbooks.</li> <li>d responsibility for transitions</li> <li>e Other: Click or tap here to enter text.</li> </ul>	<p>Indicate the strategies in use.</p> <p>Responsibility for transitions should be shown where the child or young person takes responsibility for changeover of activities / lessons, including identifying / responding to cues, packing / tidying up, moving around the setting and setting up / preparing for the new activity / lesson.</p> <p>Opportunities to lead may be group or class based or key stage, year group or whole school based and could include any activity where the child or young person has a responsibility to influence and guide their peers.</p>	<p>This will be clear from observation of and conversation with the child or young person.</p> <p>The child or young person named on responsibility boards within the school, certificates, reward points / marks and communications, including praise / special mentions, in the school newsletter / magazine, on the school website, in social media posts or post cards or letters / notes / texts home (physical or electronic) may show evidence of strategies in use.</p>
32	<p>The need for reasonable adjustments / access arrangements for school-based assessments has been identified, if needed, access arrangements have been put in place following the latest JCQ guidance.</p>	<p>The need for reasonable adjustments / access arrangements has been identified and assessed. Advice on relevant and appropriate arrangements from SENDSS and/or other professionals that work with the child or young person has become their normal way of working.</p> <p>N.A. would be an appropriate response if the child or young person has not and will not be participating in any school-based assessments.</p>	<p>Evidence could be from:</p> <p>One Page Profile, Pupil Passport, SEND Support Plan</p> <p>Written statement from a qualified professional</p> <p>Report from a qualified professional</p>

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33	With advice from SENDSS where needed, the child or young person has identified as requiring examination access arrangements for National Assessments, these have been assessed and have become their normal way of working. They have been applied for from the relevant awarding body within the given timeframe following the latest JCQ guidance.	<p>Appropriate access arrangements have been identified, assessed and applied for supported by specialist evidence confirming the candidate's disability and following the latest JCQ guidelines.</p> <p>N.A. would be an appropriate response if the child or young person has not and will not be participating in any examinations.</p>	<p>Evidence could be from: (depending upon need and access arrangements needed).</p> <p>Centre (headed paper/template) File Note Form 8</p> <p>Form 13</p> <p>one page profile</p> <p>EHCP</p> <p>Approval sheet from AAO</p> <p>Signed personal data consent form</p> <p>Written statement from a qualified professional</p> <p>Certificate of assessor's qualification</p>

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34	<p>The child or young person's normal way of working (considering access arrangements for assessments and participation) is with:</p> <ul style="list-style-type: none"> <li>a supervised rest breaks</li> <li>b extra time</li> <li>c computer reader or a reader</li> <li>d read aloud or an examination reading pen</li> <li>e a scribe</li> <li>f a word processor</li> <li>g a prompter</li> <li>h a practical assistant</li> <li>i coloured overlays</li> <li>j modified resources / papers</li> <li>k coloured</li> <li>l enlarged</li> <li>m braille</li> <li>n modified language</li> <li>o a Language Modifier</li> <li>p a live speaker</li> <li>q a Communication Professional</li> <li>r alternative site</li> <li>s separate invigilation</li> </ul>	<p>The arrangement is the child or young person's normal way of working and as such will be the access arrangements for 32 and or 33.</p> <p>Normal way of working includes their use to enable access (i.e., participation) in class to the curriculum and so any lessons / activities and internal assessments, produced and directed by the school / curriculum area / teacher to determine progress and attainment.</p>	<p>Provide details and training evidence of persons who work with the child or young person to access assessments / participation.</p> <p>Details of normal ways of working should be in the child or young person's One Page Profile, Pupil Passport, SEND Support Plan or similar.</p>
35	<p>The specific BERA advice has been consulted and implemented for the child or young person's SEND.</p>	<p>The Specific BERA audits relating to the needs of the child or young person have been completed and identified adjustments, strategies and interventions implemented.</p>	<p>Please list the BERA audits completed.</p>