

Queensmill School Additional Category of Need Protocol

Queensmill School Additional Category of Need Protocol (MLD, SLD and PMLD) is based on the Draft Special Educational Needs (SEN) Code of Practice: for 0 to 25 years, October 2013. The protocol is a working document and will be updated /revised accordingly to any changes/updates to a SEN Code of Practice.

Definitions of special educational needs (SEN) – SEN Code of Practice

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

The four areas of special educational need

Special educational needs and provision can be considered as falling under four broad areas:

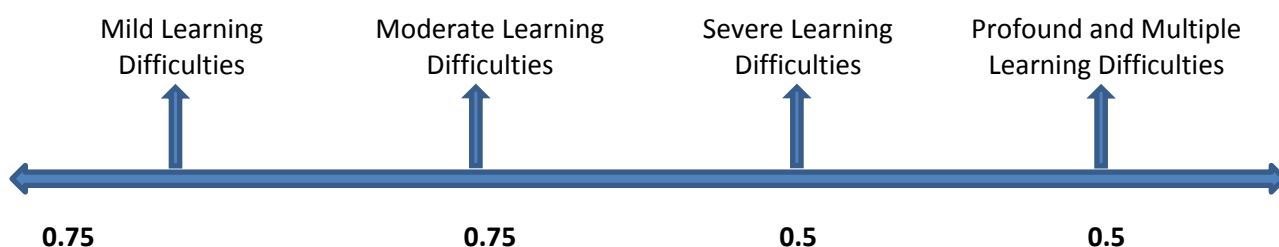
1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

According to SEN Code of Practice children and young people with an Autism Spectrum Disorder fall under the Communication and interaction area:

Children and young people with an Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, have difficulty in making sense of the world in the way others do. They may have difficulties with communication, social interaction and imagination. In addition they may be easily distracted or upset by certain stimuli, have problems with change to familiar routines or have difficulties with their coordination and fine-motor functions. Interventions will need to take account of their individual sensory needs and requirements. Seeking the insights of parents, carers and young people themselves about their particular sensibilities can be especially important to achieve this.

All students at Queensmill School have a Statement of SEN with a diagnosis of Autism. The majority of our students have learning difficulties or needs that span two or more areas. Teachers, OT, SALT with the support of the SM team, external agencies and professionals carry out a detailed individual assessment of each child or young person and their situation to make an accurate assessment of their needs. At Queensmill all of our students have additional learning difficulties, such as Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties.

The continuum of learning difficulty and expected average progress in achievement of 'I CAN' targets.



Identifying additional learning difficulties at Queensmill School

At Queensmill School we recognize that some students have significant difficulties with accessing our ASD friendly curriculum despite all of the ASD specific strategies and interventions in place, such as PECS/TEACCH/Signalong/Sensory integration/Intensive Interaction etc. Some students require a very high level of support to access their individualised and adapted curriculum. They also require a very high level of adult support to access all areas of daily life – dressing, hygiene needs etc. This group of students make very slight academic progress hence our adjustment in expected in their attainment of I Can targets.

The school's approach to identifying the additional category of need is based on observations of the student's progress and their ability to access the ASD friendly curriculum. This is discussed during termly target setting meetings with the SM team and the Assessment Manager.

In addition, within our assessment framework, we use the SCERTS model to categorise children's communication and emotional regulation according the following definitions:

PMLD and SLD – **Social Partner Stage**

Moderate Learning Difficulties – **Language Partner Stage**

Mild Learning Difficulties – **Communication Partner Stage**

Using these definitions we are able to group banks of I Can targets within our archive of targets so that they fall within the achievable range for students and so that an appropriate expectation of what students might achieve can be predicted. Where these averages change, according to analysis of large groups, over sustained periods of time (two full terms) we adjust our expected average attainment of targets set.

Queensmill School Internal Definition of Additional Category of Need:

PMLD – Students have significant multiple difficulties with accessing our ASD friendly curriculum and daily activities and require a very high level of adult support. They are expected to make up to 15% progress within the P levels annually.

SLD – Students are able to access our ASD friendly curriculum and daily activities with reduced adult support. They are expected to make between 15%-30% progress within the P levels annually.

MLD - Students are able to access our ASD friendly curriculum and daily activities with minimal adult support or independently. They are predicted to make 30% + progress within the P levels annually.

Queensmill School Additional Category of Need Protocol and the School Development Plan

As part of our School Development Plan, the Middle Manager with the responsibility for Severe Learning Difficulties (SLD) will liaise with teachers, S&L Therapists and the Occupational Therapists to develop an ASD specific sensory curriculum to include Sensory Schemes of Work.

The Focus for the R&D group is to:

1. Investigate ways of documenting the range of interventions/approaches at QMill
2. How might any evaluation of interventions be carried out

The school has identified that we need to do more research and gather further information on additional categories of need to find out which tools can be used to standardise the assessment of additional categories of need throughout the school.

The Additional Category of Need Protocol will be updated and reviewed by the SLD Middle Manager in autumn term 2014.

Policy reviewed – **January 2021**

Reviewed by**F. Adu**.....

Date for next review – **January 2022**