

Hertfordshire County Council – SEND SAS Graduated approach for PNI Summary

<u>PNI- LEARNER PROFILE</u>	<u>UNIVERSAL ACCESS – SCHOOL</u>	<u>UNIVERSAL ACCESS – SEND SAS</u>
<ul style="list-style-type: none"> The learner will have a long term disability or impairment that results in needs which are well managed in a mainstream class. Pupils should be able to access the learning environment independently with the implementation of reasonable adjustments such as the provision of auxiliary aids. 	<ul style="list-style-type: none"> Quality First Teaching Teacher has high aspirations for all CYP Some differentiation of activities and materials Additional time to complete tasks Use of multisensory approaches to learning Rest breaks where needed Appropriate environmental considerations are made Practical activities are planned to ensure inclusion An understanding that a CYP’s disability may have a wider impact on their social and emotional wellbeing 	<p>SEND SAS PNI Support</p> <ul style="list-style-type: none"> Signposting Specialist Advisory Teacher (PNI) can offer whole school CPD
<u>PNI LEARNER PROFILE</u>	<u>- UNIVERSAL PLUS ACCESS – SCHOOL</u>	<u>- UNIVERSAL PLUS ACCESS – SEND SAS</u>
<ul style="list-style-type: none"> Learner is able to independently participate in most activities. Progress requires some adult support or minor adaptations to the environment. There may be some difficulties in certain areas of academic performance involving planning and gross/fine motor skills. Learner may find it difficult to make sense of what they see. Learner may have difficulties with attention, memory, and processing information 	<ul style="list-style-type: none"> Minimise distractions Provide a quiet, non-stimulating environment for independent work. Provide advanced warning of transitions (e.g. “Two minutes until...”). Provide seating near the instruction area during teacher-lead activities. Simplify task instructions. Consistently use well established task-specific routines. Encourage thinking aloud and discussion to embed visually presented information (for example, texts). Break down new information into smaller chunks, and check for understanding before moving on. Explicitly teach planning skills. If learner experiences pain with sitting, encourage the use of strategies to self-manage pain Allow learner to fidget, or take movement breaks 	<p>SEND SAS PNI Support</p> <ul style="list-style-type: none"> Signposting Specialist Advisory Teacher (PNI) can offer whole school CPD Specialist Advisory Teacher (PNI) can offer one-off advice via phone or email

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<u>PNI LEARNER PROFILE</u>	<u>- TARGETED SUPPORT – SCHOOL</u>	<u>- TARGETED SUPPORT- SEND SAS</u>
<ul style="list-style-type: none"> • Learner may experience social, emotional and mental health issues and may present with ‘behavioural’ issues associated with disability, including: shyness, depression, anxiety, social isolation and aggression. • Learner may have missed early opportunities to develop social competence with peers through play. • Medical diagnosis may present as physical disabilities but include cognitive difficulties which are neurological. • Learner is likely to experience difficulties with memory and recall, attention and concentration, pain, and fatigue 	<ul style="list-style-type: none"> • There will be appropriately high expectations and if grouping by ability, care should be taken that cognitive ability is the criteria used rather than the impaired ability to access the resources. • Some minimal level of withdrawal for targeted support may be required. • Provision should be informed by flexible approaches to whole curriculum planning. • Specific skill development may be required. Extra time is allocated for this within the school day. • Additional access to IT, specialist aids and adaptations may be necessary to facilitate access to the curriculum. • Staff monitor progress and demonstrate understanding of fine and gross motor skills development within personalised learning targets. • There is evidence of multi- agency involvement and support from external professionals • Social interaction with other CYPs may be need to be encouraged through sensitive grouping arrangements. 	<p>SEND SAS PNI Support</p> <ul style="list-style-type: none"> • Signposting • Specialist Advisory Teacher (PNI) can offer whole school CPD • Specialist Advisory Teacher (PNI) can offer one-off advice via phone or email • Single Service Request for focussed discussion/assessment and Specialist Advisory Teacher (PNI) involvement as appropriate.
<u>PNI LEARNER PROFILE</u>	<u>TARGETED PLUS SUPPORT – SCHOOL</u>	<u>TARGETED PLUS SUPPORT- SEND SAS</u>
<ul style="list-style-type: none"> • Some aspects of the curriculum need to be personalised to provide access to learning for CYP in relation to a physical and/or neurological impairment. • CYP has care or mobility needs requiring support from one or two trained adults. • A high level of adult support may be required to navigate an appropriately adapted school building/campus and facilitate access to the curriculum. • In some cases, there may be extreme difficulties in making and maintaining relationships resulting in frequent social isolation and vulnerability with some disengagement requiring extensive adult support to ensure the safety of the Learner and peers. 	<ul style="list-style-type: none"> • Additional specialist facilities may be needed for personal care routines. • Care or mobility needs requiring support from one or two trained adults may be required. • A high level of support (specialist equipment and/or adult) is required to navigate an appropriately adapted school building/campus and facilitate access to the curriculum. • Appropriate space is identified, which respects the dignity of the CYP, to carry out safe moving and handling procedures (for example, wheelchair to standing frame). 	<p>SEND SAS PNI Support</p> <ul style="list-style-type: none"> • Signposting • Specialist Advisory Teacher (PNI) can offer whole school CPD • Specialist Advisory Teacher (PNI) can offer one-off advice via phone or email • Single Service Request for focussed discussion/assessment, likely to result in regular involvement from Specialist Advisory Teacher (PNI)

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<u>PNI LEARNER PROFILE</u>	<u>SPECIALIST SUPPORT – SCHOOL</u>	<u>SPECIALIST SUPPORT - SEND SAS</u>
<ul style="list-style-type: none"> • Learner is dependent on adult support to meet all physical, medical care and educational needs. • Learner may require daily therapy to avoid pressure damage and maintain joint integrity and need ongoing medical intervention, such as cough assist, tracheotomy, oxygen, suction and tube feed. • Will have severe physical difficulty with very restricted movement requiring hoisting/position changes during the school day and personal care to be met by others. • Will have minimal fine motor skill. May need the use of physical aids such a standing frame or specialist seating. May have restricted purposeful hand movement. May be in later stages of losing mobility. Some learners in mainstream schools are in this category but may be able to access the curriculum with alternative methods of recording (ICT) and support to set up equipment. Help will be needed to access resources, the environment and recording the curriculum. • May have a deteriorating condition which necessitates increasing levels of adult support with most aspects of daily living. • Pupils will require an individual and personalised curriculum for access to all learning. • AAC may be required to support communication. The focus of learning may require access to different environments including specialist facilities/off-site learning. • Little evidence, for some learners, of positive social relationships resulting in extreme social isolation, vulnerability and disengagement. 	<ul style="list-style-type: none"> • An individual and personalised curriculum will need to be written. This should focus on curriculum subjects as well as social skills, wellbeing, and independence skills • School to offer pastoral support for staff working with learners with deteriorating and/or life limiting conditions. School to access termly support meetings run by the physical and neurological impairment team specialist teachers • School to liaise with AAC providers and/or speech and language therapy team for specialist training for the use of communication devices 	<p>SEND SAS PNI Support</p> <ul style="list-style-type: none"> • Signposting • Specialist Advisory Teacher (PNI) can offer whole school CPD • Specialist Advisory Teacher (PNI) can offer advice via phone or email • Regular school visits, support and advice from Specialist Advisory Teacher (PNI)