

TEACHING AND LEARNING

		Stay Safe (S)	Be Healthy (H)	Enjoy & Achieve (A)	Make a Positive Contribution (P)	Achieve Economic Well-Being (E)
Low Provision	1	All CYP centred policies and plans reflect and demonstrate access and inclusion with relevance to those with SI.	All CYP centred policies demonstrate an understanding of health issues with respect to SI.	All CYP centered policies reflect and demonstrate access and inclusion with relevance to those with SI.	CYP with SI remain part of class for all activities unless there are exceptional circumstances.	All CYP, including those with SI, have the opportunity to develop knowledge and skills which will support economic well-being.
	2	CYP with SI have access to additional curricula such as ILS training. Policies reflect additional features of positive disability identity through PSHE, assemblies etc.	Mobility and ILS training are available and reflect the need to keep healthy.	Advice/training from a specialist teacher for SI encourages smooth transition between settings.	With advice from specialist services for SI, all T & L programmes are designed to maximise the development of ILS and the sharing of achievements.	Access to knowledge and skills which will support economic well-being requires differentiation for CYP with SI.
	3	CYP with SI have access to appropriate specialist equipment and resources with input from specialist services for SI.	Local health care professionals offer input to and advice about provision.	Environment adapted to support independent access to learning including play, voluntary activities and work experience. Differentiated and modified materials are provided with advice from specialist teachers for SI.	Specialist services for SI advise on and support the delivery of T & L programmes, particularly in PHSE, to develop acceptable moral/social attitudes that include understanding and empathising with individuals and groups perceived to be different.	Access to knowledge and skills which will support economic well-being requires an individualised learning plan for CYP with SI.
	4	CYP with SI require some teaching from specialist teachers for SI.	Access provided to full and varied PE and Sports Curriculum delivered by appropriately qualified professionals.	Learning is focused through individual programmes supported by specialist teachers for SI and other specialists, including access to teaching and support to meet and develop the communication modes of CYP with SI.	CYP with SI encouraged to be part of school fora such as School Councils and peer mentoring/buddy arrangements.	Access to knowledge and skills which will support economic well-being requires an individualised learning plan for CYP with SI supported by specialist teachers for SI and other specialists, as appropriate.
	5	CYP with SI require high level of regular input from specialist teachers for SI.	Multi-agency team is involved in the delivery of services to the provision regarding CYP's health needs.	Multi-agency team is involved in the planning and delivery of an individualised, modified curriculum to develop the well-being and learning of CYP with SI.	CYP with SI contribute to development of T & L programmes by participating in peer group teaching arrangements as well SI focused training and INSET for staff groups.	Provision of teaching and support from specialist teachers for SI and other specialists, as appropriate, through an individualised learning plan to develop the economic well-being of CYP with SI and additional needs.
High Provision	6	CYP with SI require all teaching to be delivered by specialist teachers for SI.	CYP attend respite placements which include input on ILS/health issues.	Adapted and modified environment to ensure CYP with SI have continued access to all learning opportunities.	Specialist services for SI provide frequent support for schools in the delivery of programmes designed to promote ILS in CYP with SI, including appropriate work experience and FE/HE placements.	Multi-agency team is involved in the planning and delivery of an individualised, modified curriculum to develop the economic well-being of CYP with SI and additional needs.
	7	Intensive specialist 24 hour care provided to ensure safety.	Specialist provision is made for CYP with SI requiring intensive 24 hour care, including on-site health care professionals.	Intensive, specialist 24 hour care to ensure well-being and access to all learning opportunities.	Specialist services for SI work with schools and specialist organisations e.g. NDOS/RNIB/SENSE to provide appropriate training in relation to CYP with SI who need regular monitoring and support to develop ILS, including appropriate work experience and FE/HE placements.	An intensive programme delivered by specialist teachers for SI and other specialists, as appropriate, provides opportunities to access knowledge and skills which will support economic well-being.

ASSESSMENT MONITORING AND REVIEW

		Stay Safe (S)	Be Healthy (H)	Enjoy & Achieve (A)	Make a Positive Contribution (P)	Achieve Economic Well-Being (E)
<div> <div>Low Provision</div> <div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> <div>7</div> </div> <div>High Provision</div> </div>	1	Policies reflect DDA and are effectively monitored and reviewed.	Policies reflect DDA with respect to health and are effectively monitored and reviewed.	Policies already in place reflect DDA and effectively monitor the progress of CYP with SI.	AMR policy and procedures are in place where the needs and views of all CYP, including those with SI, are integral to school practice.	Effective monitoring and review of curriculum available to all, including those with SI, demonstrates access to a range of work related experiences.
	2	Policies and practice around safety issues include advice and input from specialist services for SI.	Individual health needs of CYP with SI assessed on a regular basis within the placement as appropriate.	Access to a specialist teacher for SI to support the provision in the AMR of CYP with SI.	Integral systems for AMR of CYP with SI include relevant comparisons with SI and non-SI CYP.	Monitoring and review identifies curriculum adaptations required for CYP with SI.
	3	Specific safety issues addressed through regular interventions/advice from specialist services for SI.	Ready access to audiology/ophthalmic support and regular functional hearing/vision assessments.	Specialist teacher for SI provides functional assessment of hearing/vision to enable the provision to effectively monitor and review the progress of CYP with SI.	Specialist services for SI advise on the use of rigorous, detailed monitoring and assessment profiles to track the progress of CYP with SI in ILS. These can include B squared, PIPS, PIVATS and PATHS.	Assessment informs an individual plan of work-related experiences for CYP with SI which is regularly monitored and reviewed.
	4	Safety programmes delivered and monitored through regular setting based meetings with input from specialist services for SI.	Social and emotional aspects of learning are monitored and specific interventions e.g. 'circle of friends' implemented where necessary.	Specialist teacher for SI has direct input into the monitoring and reviewing of progress for CYP with SI to ensure they continue to enjoy and achieve.	AMR is given particular focus at key transition phases by school and specialist services e.g. primary to secondary to FE/HE (14 – 19 transition) and on to the world of work to ensure CYP with SI can deal with changes successfully and with confidence.	Assessment informs an individual plan of work-related experiences for CYP with SI supported by specialist teachers for SI and other appropriate specialists, which is regularly monitored and reviewed.
	5	Disability specific assessments advise and inform multi-agency safety measures which are monitored and reviewed.	Provision is able to meet SI and additional needs identified by multi-agency assessment through frequent review.	Specialist teacher for SI is responsible for the monitoring, reviewing and target setting for CYP with SI on an agreed basis.	Detailed AMR of work experience placements used to ensure CYP with SI will derive maximum benefit. Specialist advisers should contribute to this (e.g. Connexions, RNID/RNIB employment services).	Assessment informs an individual plan of work-related experiences for CYP with SI provided by specialist teachers for SI and other appropriate specialists, which is regularly monitored and reviewed.
	6	Provision addresses complex needs identified by multi-agency assessment through frequent review.	Respite/split placement is considered following review in order to address additional needs.	Specialist teacher for SI is part of a multi-agency team responsible for the monitoring, reviewing and target setting for CYP with SI and additional needs.	AMR of provision carried out by specialist teachers for SI, school staff and other specialists, as appropriate, with CYP with SI regarding weekly individualised programmes for ILS and making a positive contribution.	Assessment informs an individual plan of work-related experiences for CYP with SI and additional needs provided by specialist teachers for SI and other appropriate specialists, which is regularly monitored and reviewed.
	7	Assessment identifies intensive specialist 24 hour care needed to ensure safety.	Constant nursing and medical input provided for CYP with SI and complex health/additional needs.	Intensive, specialist 24 hour care to ensure well-being and access to all learning opportunities.	Multi-agency intensive assessment of CYP with SI and their ILS carried out rigorously at transition to ensure appropriate targets are set related to independent living/care in the community.	Multi-agency assessment informs an individual plan of work-related experiences for CYP with SI and additional needs, to be delivered by multi-agency specialists and regularly monitored and reviewed.

TRAINING AND RESOURCES

		Stay Safe (S)	Be Healthy (H)	Enjoy & Achieve (A)	Make a Positive Contribution (P)	Achieve Economic Well-Being (E)
<div> <div>Low Provision</div> <div> <div>↕</div> <div>↕</div> <div>↕</div> <div>↕</div> <div>↕</div> <div>↕</div> <div>↕</div> <div>↕</div> <div>↕</div> <div>↕</div> <div>High Provision</div> </div> </div>	1	Policies reflect DDA and the Accessibility Plan is implemented regarding SI.	Policies reflect DDA with respect to health and the Accessibility Plan is implemented regarding SI.	All staff within the provision receive training to enable the inclusion of CYP with disabilities, including those with SI.	Teachers incorporate CYP's views, including those with SI, on optimum delivery style in practices and provision.	Work-related experiences reflecting DDA with relevance to CYP with SI are implemented. This may include advice from specialist services for SI.
	2	Policies and practice around DDA include advice and input from specialist services for SI.	Teachers have received training from a specialist teacher for SI with respect to health issues.	Provision has the resources to meet the needs of CYP with SI. Key staff within the provision receive special training in relation to CYP with SI.	Whole school training includes CYP with SI and peer group in deliveries and informing practice.	Work-related experiences are provided for CYP with SI; advice from specialist services for SI may be required.
	3	All relevant staff suitably trained in the use of equipment & specialist resources.	The needs of CYP with SI are fully addressed in particular curriculum areas relating to keeping healthy, e.g. PE and PSHE.	Low technology environmental and resource solutions are put in place by the provision following advice from specialist services for SI who also provide ongoing, regular support and training of staff.	CYP with SI have relevant skills to use specialist resources and equipment within a peer group setting.	Work-related experiences are provided for CYP with SI, requiring specific training and resources from specialist services for SI.
	4	All relevant staff suitably trained to support the delivery of Independence and Mobility programmes for CYP with SI.	Input includes advice from specialist health care services, e.g. school/ community nurse.	Assessment of resources by specialist services for SI undertaken to enable CYP with SI to enjoy and achieve is undertaken.	Work experience provides opportunity to explore career opportunities, including exploration of differentiated work needs to enable full participation in requirements of the position. There is appropriate 14 -19 transition planning and multi-agency working.	Work-related experiences are provided for CYP with SI; this will require ongoing training and resources from specialist services for SI.
	5	Audit by specialist services for SI informs the appropriate modification of the environment to meet the identified needs of the CYP with SI.	Resources and training enable programmes such as ILS and Mobility to be integral to the school curriculum.	Appropriate resources and environment made available to CYP with SI following assessment from specialist services for SI.	Opportunities for CYP with SI past and present to exchange information to extend aspirations of CYP with SI and parents.	Work-related experiences identified in an individual plan for CYP with SI are delivered using specialist trained staff and specialist resources.
	6	Resources and training enable programmes such as Independence and Mobility to be integral to the school curriculum.	Rare conditions and additional factors, including trauma, are fully addressed in terms of ongoing training at placement.	Training available from specialist services for SI to school staff ensures appropriate use of specialist resources for CYP with SI which enable access to learning including play, voluntary activities and work experience.	Local structures enable equality of opportunity in work placements. The structures enable reasonable adjustments. There is full multi-agency working and involvement of specialist employment services e.g. Connexions and voluntary agencies such as NDCS/RNIB/ SENSE.	Work-related experiences identified in an individual plan for CYP with SI and additional needs are delivered by specialist trained staff using specialist resources.
	7	High level of specialist resources and training enable CYP with SI to access day to day curriculum.	A specialist provision is required with specifically trained staff due to the complex needs of the CYP with SI.	Training is available to staff to ensure appropriate use of specialist resources for CYP with SI and additional needs, and enable well being and access to learning opportunities.	Work with agencies such as Connexions and Aim Higher enables CYP with SI to look confidently to future career and educational opportunities.	Work-related experiences are an integral part of the learning programme for CYP with SI and additional needs delivered by specialist trained staff using specialist resources.

LEADERSHIP AND MANAGEMENT

		Stay Safe (S)	Be Healthy (H)	Enjoy & Achieve (A)	Make a Positive Contribution (P)	Achieve Economic Well-Being (E)
Low Provision	1	Policies reflect DDA and an Accessibility Plan is drawn up which has relevance to CYP with SI.	Policies reflect DDA with respect to health and an Accessibility Plan is drawn up which has relevance to those with SI.	Management of setting ensures that all policies reflect DDA and are relevant to CYP with SI.	Policies lay down guidelines for curriculum design and delivery by all staff, enabling all CYP with SI to make a positive contribution.	L & M ensure all CYP, including those with SI, have the opportunity to develop knowledge and skills which will support the development of economic well-being.
	2	L & M ensure a safe environment for CYP with SI and all professionals working in the setting.	Accessibility plan is regularly reviewed and updated by management team in terms of health issues.	The leadership of the school is committed to the full inclusion of CYP with disabilities, including those with SI.	Policy and curriculum design allows all CYP with SI to participate in a range of activities and contribute fully to them.	L & M ensure CYP with SI have support to develop knowledge and skills which will support the development of economic well-being.
	3	L & M ensure that staff are suitably trained in the use of equipment and specialist resources.	Provision of appropriate nursing and medical support from local professionals, e.g. school nurse.	L & M ensure that CYP with SI have access to an appropriate curriculum to enable them to enjoy and achieve.	L & M ensure there is liaison with specialist services for SI to advise on specific adaptation of the curriculum to ensure CYP with a range of SI needs can develop ILS.	L & M ensure CYP with SI receive the appropriate specialist input to develop knowledge and skills to support the development of economic well-being.
	4	L & M ensure appropriate access to specialist services for SI and training opportunities for gaining relevant skills.	Management team supports good multi-agency working within placement from a range of professionals around health needs.	L & M liaise with the specialist teacher for SI.	L & M ensure CYP with SI have access to peer and adult role models who can demonstrate/facilitate ILS. There are appropriate 14 -19 transition arrangements with multi-agency involvement.	L & M ensure CYP with SI have appropriate individual plans supported by specialist teachers for SI and other relevant specialists to develop knowledge and skills which will facilitate the development of economic well-being.
	5	L & M ensure the co-ordination of appropriate regular input from specialist teachers for SI and other specialists, as appropriate.	Qualified staff, immediately on hand, trained in giving regular and emergency medication e.g. rectal diazepam.	L & M ensure that advice provided by the specialist teacher for SI is implemented.	L & M ensure that there is at least weekly support from specialist services for SI to influence policy and curriculum design to take account of significant needs in promoting ILS.	L & M ensure CYP with SI have appropriate individual plans delivered by specialist teachers for SI and other relevant specialists to develop knowledge and skills which will facilitate the development of economic well-being.
High Provision	6	L & M ensure a multi-agency approach is in place regarding specialist teachers for SI, other specialists and the use of resources.	Respite provision includes leadership on health issues relating to CYP with SI.	Management provides a clear leadership structure for key staff who work with CYP with SI.	L & M ensure that there are specialist teachers for SI and other relevant specialists on site to design and deliver daily programmes to promote ILS on an individual basis to CYP with SI. There is full local/ regional multi-agency liaison.	L & M ensure CYP with SI and additional needs have appropriate individual plans supported by specialist teachers for SI and other relevant specialists to develop knowledge and skills which will facilitate the development of economic well-being.
	7	A multi-agency L & M approach informs all decisions regarding specialist teachers for SI, other specialists and the use of resources.	Qualified staff providing 24 hour care, are available immediately on site and are trained in giving regular and emergency medication etc.	L & M ensure 24 hour care for CYP with SI and additional needs.	L&M ensure there is an intensive programme to develop ILS for CYP with SI and a range of complex needs. The L&M team ensures there are staff at all levels with knowledge of SI who can contribute to programme design.	L & M ensure CYP with SI and additional needs have appropriate individual plans delivered by specialist teachers for SI and other relevant specialists to develop knowledge and skills which will facilitate the development of economic well-being.

CARE, SUPPORT AND GUIDANCE

		Stay Safe (S)	Be Healthy (H)	Enjoy & Achieve (A)	Make a Positive Contribution (P)	Achieve Economic Well-Being (E)
<div>Low Provision</div> <div> <div>↓</div> <div>↓</div> <div>↓</div> <div>↓</div> <div>↓</div> <div>↓</div> <div>↓</div> </div> <div>High Provision</div>	1	Whole school policies reflect DDA and their application for CYP with SI.	Whole school policies reflect DDA with respect to health and their application for SI which may include advice from specialist services for SI.	Policies are in place to ensure the appropriate care, support and guidance for CYP with SI. Provision staff are aware of the specific needs arising from SI.	Whole school policies ensure that all CYP with SI are supported in being able to contribute positively to school and wider activities.	Work/leisure facilities are known to, and accessed by, CYP, including those with SI.
	2	Secure, nurturing environment provided for CYP with SI following appropriate induction, training, risk assessment and care planning.	Peer support is sensitively handled and training available from specialist teacher for SI with respect to understanding SI.	Provision staff will show appropriate care and support so that CYP with SI can enjoy and achieve alongside their peers.	All relevant school staff have basic skills in being able to offer care, support and guidance to CYP with SI to enable them to contribute to activities.	Work/leisure facilities are known to, and accessed by, CYP with SI with support.
	3	Policies and practice around DDA include advice and input from specialist services for SI.	Provision for CYP with VI takes account of a tendency to be sedentary and therefore actively encourages mobility and healthy eating to avoid obesity.	Provision enables peer support systems. Provision ensures that care and support enable CYP with SI to achieve and develop independence.	Specialist services for SI are accessed to support the development of Life Skills programmes for CYP with SI.	ASDAN, Young Enterprise and other preparation for work schemes are accessed by CYP with SI with advice from specialist services for SI.
	4	Additional specialist equipment, specialist therapies and training provided as required.	Special curriculum addresses needs of CYP with SI in terms of social aspects of learning/ILS/Mobility.	Provision accesses support from external specialists, including the specialist teacher for SI, to obtain specialist support and guidance.	Specialist services for SI offer training for school staff to deliver a relevant ILS programme and provide regular input to its design and delivery. All transitions require forward planning and multi-agency support, including 14-19 transition arrangements.	ASDAN, Young Enterprise and other preparation for work schemes are accessed by CYP with SI with support from specialist services for SI.
	5	Specialist equipment together with specialist therapies integral to school delivery with access to specialist services for SI.	Input and training from specialist services for SI enable programmes such as ILS and Mobility to be integral to the school curriculum.	Provision is able to access appropriate support from specialist staff to address the emotional and therapeutic needs of CYP with SI. Provision ensures that care planning is undertaken and monitored in order for CYP with SI and additional needs to enjoy and achieve.	Specialist services for SI provide frequent support in ILS programme design and delivery to ensure all CYP with a range of SI are potentially able to engage in school/community activities.	Careers advice is provided to CYP with SI by specialist trained staff.
	6	High level of personalised support from specialist staff trained to work with CYP with SI and additional needs.	Input at home in relation to ILS/Mobility extends to respite placement.	Individual, intensive programmes of support are carried out by specialist staff.	CYP with complex needs and SI have daily access to specialist staff to support ILS programme design and delivery involving home and school settings. There is full multi-agency interaction.	Regular, ongoing programmes, e.g. Mobility, to allow CYP with SI access to work/leisure facilities.
	7	Assessment identifies intensive specialist 24 hour care needs.	Specialist placement required for CYP with SI and complex needs, e.g. CYP with SI who has endured trauma and needs 'sheltered' provision.	Provision offers 24 hour care which is needed to enable CYP with SI and additional needs to enjoy and achieve.	There is intensive support from specialist staff in the education setting. The home/school ILS programme is individually designed to maximise involvement by CYP with profound and complex SI needs in home/school communities.	High level of personalised support from specialist staff, trained to work with CYP with SI and additional needs, required to access work/leisure facilities.

PROVISION DESCRIPTORS GLOSSARY

In addition to the glossary provided in section 2, the following abbreviations and conventions are employed within the ECM Provision Map tables of descriptors:

AMR	Assessment, Monitoring and Review
ASDAN	Award Scheme Development Accreditation Network
B Squared	A detailed assessment and monitoring profile for SEN
Communication modes	Refer to forms of communication and language
L & M	Leadership and Management (in relation to schools)

ECM Outcomes:

S	Stay S afe
H	Be H ealthy
A	Enjoy and A chieve
P	Make a P ositive Contribution
E	Achieve E conomic Well-Being
FE	Further Education
HE	Higher Education
ILS	Independence and Life Skills
NDCS	National Deaf Children's Society
PATHS	Providing Alternative Thinking Strategies
PE	Physical Education

PIPS	Performance Indicators in Primary Schools
PIVATS	Performance Indicators for Value Added Target Setting
PSHE	Personal, Social and Health Education
RNIB	Royal National Institute for the Blind
RNID	RNID for Deaf and Hard of Hearing People (formerly Royal National Institute for the Deaf)
SENSE	Charity for Deaf/Blind People
T & L	Teaching and Learning

Where references to staffing are concerned:

Specialist teacher for SI can mean any of the following:

- Teacher of the Deaf and Hearing Impaired
- Teacher of the Visually Impaired
- Teacher of the Multi-Sensory Impaired.

Specialist services for SI can refer to specialist teachers for SI and also staff such as Mobility Officers, Deaf Instructors and Communication Assistants.

Specialist (non-specified) may apply to any other relevant professional e.g. Speech and Language Therapist, Educational Psychologist, Social Worker, Connexions Officer.

N.B. It is assumed that personnel hold the appropriate qualifications or are in the process of acquiring these.