Llywodraeth Cymru
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Guidance for school information management systems

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Guidance

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Guidance for school information management systems

Audience   Local authorities (LAs) and all maintained schools in Wales.

Overview   This guidance document has been designed to help mainstream and
                      special schools and LAs to collect and record accurate and consistent
                      information about pupils' special educational needs (SEN) in the
                      PLASC school management information system from which the
                      PLASC return is generated.

Action   This guidance replaces *Guidance for School Information Management*
required   *Systems* Welsh Assembly Government Circular No: 024–07 which
                      was issued in August 2007.

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Additional   This document can be accessed from the Welsh Government's
copies   website at www.wales.gov.uk/educationandskills

Related   *Technical completion notes for local authorities and schools – Pupil*
documents   *Level Annual School Census (PLASC) – January 2014 – Nursery*
                      schools

                      Technical completion notes for local authorities and schools – Pupil
                      Level Annual School Census (PLASC) – January 2014 – Primary
                      schools

                      Technical completion notes for local authorities and schools – Pupil
                      Level Annual School Census (PLASC) – January 2014 – Secondary
                      schools

                      Technical completion notes for local authorities and schools – Pupil
                      Level Annual School Census (PLASC) – January 2014 – Special schools

                      Technical completion notes for local authorities and schools – Pupil
                      Level Annual School Census (PLASC) – January 2014 – Pupil referral
                      units

                      All of the above are available on the Welsh Government website.

Contents

Summary

This guidance replaces 'Guidance for School Information Management Systems', Welsh Assembly Government Circular No: 024-07 which was issued August 2007.

It has been developed to support schools and Local Authorities (LAs) record accurate and consistent information about pupils special educational needs (SEN) in order to inform:

- the work that the SEN coordinators (SENCO) do with class teachers to identify and plan appropriate provision for individuals and groups of pupils with SEN in mainstream schools;
- decisions about funding allocations in schools and LAs;
- self-evaluation and planning for improvement in schools and LAs;
- the identification of emerging trends, including gaps in provision for individual pupils within schools, in LAs, or nationally; and
- the monitoring and evaluation of the outcomes of initiatives and interventions for pupils with different types of SEN.

Section 1: Introduction

What does the guidance seek to do?

The submission of a Pupil Level Annual Schools Census (PLASC) return is a statutory requirement under sections 537A (1) and (2) and 569(4) and (5) of the Education Act 1996.

This guidance is designed to assist mainstream and special schools and LAs to collect and record accurate and consistent information about pupils' special educational needs (SEN) in the PLASC school management information system. It should be read in conjunction with the SEN Code of Practice for Wales and PLASC guidance notes.

Who needs this information, and why?

The purpose of entering information about individual pupils' special educational needs, and the provision to meet those needs, is to provide schools, LAs and the Welsh Government with reliable baseline data to inform:

- the work that SENCos undertake with class teachers to identify and plan appropriate provision for individuals and groups of pupils with SEN in mainstream schools;

- decisions about funding allocations in schools and LAs;

- self-evaluation and planning for improvement in schools and LAs;

- the identification of emerging trends, including gaps in provision for individual pupils within schools, in LAs, or nationally; and

- the monitoring and evaluation of the outcomes of initiatives and interventions for pupils with different types of SEN.

Definition of Special Educational Needs

The statutory framework for SEN is outlined in the Education Act 1996 and the SEN and Disability Act 2001. The following definition of SEN is taken from the SEN Code of Practice for Wales (2002).

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

(a)   have a significantly greater difficulty in learning than the majority of children 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 children of the same age in schools within the area of the local authority

(c)   are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Special educational provision means:

(a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area

(b) for children under two, educational provision of any kind.

See Section 312, Education Act 1996

How to record

This guidance applies only to pupils with special educational needs as set out in the SEN Code of Practice for Wales, 2002 (see definition above).

You should record:

- all pupils **without SEN** as **N** – **no** special educational need;

- all pupils **with SEN** at Early Years or School Action, Early Years Plus or School Action Plus, and those with a statement of **SEN** – special educational need.

You should **not** record as SEN:

- pupils whose first language is not English; or Welsh or

- more able and talented pupils,

unless these pupils also have an identified special educational need.

The Disability Discrimination Act (Part 1) 1995 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-today activities.'

Pupils with a medical condition and/or a disability, as defined in the Disability Discrimination Act 1995, should be recorded as SEN **only if** they have a learning difficulty which calls for special educational provision to be made for them.

Ensuring consistency of recording

To ensure accurate and consistent data across Wales, it is recommended that LAs:

- provide, or commission, training for schools in using this guidance;

- enable schools to work together to moderate data entries; and

- monitor the quality of PLASC data entries.

Recording SEN information in PLASC

You must include the following information in the PLASC entry for each pupil with SEN:

- **Type(s) of SEN** – select **one** descriptor for the **primary need** and, where appropriate, **one** descriptor for the **secondary need**. (See section 3 and Appendix A for further guidance on type(s) of SEN).

- **NA(not applicable) should only be used where no special educational need exists.**

- **Code of Practice descriptor** – select **one** of the following **SEN Code of Practice** descriptors: Early Years Action / School Action (EYA/SA), Early Years Action Plus / School Action Plus(EYA+/SA+) and Statement(S). (See section 4 for further guidance).

- **Level of provision** – select **one** descriptor from **each of four** categories to show the type and degree of **additional or different arrangements** that are made for the pupil. The four categories are: curriculum and teaching, grouping and support, specialised resources and advice and assessment. (See section 5 and Appendix A for further guidance on levels of provision).

There should be six or seven pieces of information entered into PLASC for every pupil with SEN. **Appendix B** provides a flow chart summarising the process to follow when recording SEN information in PLASC. **Appendix C** provides four case studies that illustrate the process.

Section 2: Types of SEN

The SEN Code of Practice for Wales suggests that it is helpful to view pupils' needs and requirements as falling within a number of broad areas:

- cognition and learning;

- behaviour, emotional and social development;

- communication and interaction;

- sensory and/or physical.

Within these broad areas, PLASC requires you to choose from the following descriptors to describe a pupil's type of special educational needs:

Cognition and learning

- SPLD – Specific Learning Difficulties:
  - ► DYSL – Dyslexia
  - ► DYSC – Dyscalculia
  - ► DYSP – Dyspraxia
  - ► ADHD – Attention Deficit Hyperactivity Disorder
- MLD - Moderate Learning Difficulties
- GLD – General Learning Difficulties
- SLD – Severe Learning Difficulties
- PMLD – Profound and Multiple Learning Difficulties

Behaviour, emotional and social development

- BESD – Behavioural, Emotional and Social Difficulties

Communication and interaction

- SLCD – Speech, Language and Communication Difficulties
- ASD – Autistic Spectrum Disorders

Sensory and/or physical

- HI – Hearing Impairment
- VI – Visual Impairment
- MSI – Multi-Sensory Impairment
- PMED – Physical and/or Medical Difficulties

The interrelationship of needs

Although needs and requirements can usefully be organised into areas, individual pupils may well have needs which span two or more areas. For example, a pupil with moderate learning difficulties may also have behavioural difficulties or a sensory impairment.

You are asked to enter a maximum of two descriptors of need for each pupil into PLASC: the primary type of SEN and, if applicable, the secondary type of SEN. You should regard the primary need, for purposes of PLASC, as the one that has the greatest impact on the pupil's educational progress.

Cognition and Learning

1. Specific Learning Difficulty (SPLD)

Specific learning difficulties is an umbrella term which indicates that pupils display differences across their learning. Pupils with SPLD may have a particular difficulty in learning to read, write, spell or manipulate numbers so that their performance in these areas is below their performance in other areas. Pupils may also have problems with:

- fine or gross motor control skills;

- tasks involving specific abilities such as sequencing, organisation or phonological or short-term memory abilities;

- language development;

- forming concepts, especially when information requires first hand sensory experiences;

- frustration and/or low self-esteem, taking the form, in some cases, of behaviour difficulties.

Pupils with SPLD cover the whole ability range, and the severity of their learning difficulty varies widely.

Specific learning difficulties include:

Dyslexia

Pupils with dyslexia may learn readily in some areas of the curriculum but have a marked and persistent difficulty in acquiring accuracy or fluency in learning to read, write and spell. Pupils may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation and in remembering sequences of words. They may mispronounce common words, or reverse letters and sounds in words.

Dyscalculia

Pupils with dyscalculia have difficulty in acquiring mathematical skills. Pupils may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.

Dyspraxia

Pupils with dyspraxia are affected by an impairment or immaturity of the organisation of movement, often appearing to be clumsy. They find gross and fine motor skills hard to learn and difficult to retain and generalise. They may have poor balance and co-ordination, and poor awareness of body position. Their language may be late to develop, and they may have immature articulation.

Attention Deficit Hyperactivity Disorder

ADHD is a heterogeneous behavioural syndrome characterised by the core symptoms of inattention, hyperactivity and impulsivity. Not every person with ADHD has all of these symptoms – some people are predominantly hyperactive and impulsive; others are mainly inattentive. Symptoms of ADHD are distributed throughout the population and vary in severity; only those people with at least a moderate degree of psychological, social and/or educational or occupational impairment in multiple settings should be diagnosed with ADHD.

Determining the severity of ADHD is a matter for clinical judgement, taking into account severity of impairment, pervasiveness, individual factors and familial and social context.

Symptoms of ADHD can overlap with those of other disorders, and ADHD cannot be considered a categorical diagnosis. Therefore care in differential diagnosis is needed. ADHD is also persistent and many young people with ADHD will go on to have significant difficulties in adult life.

2.   Moderate Learning Difficulty (MLD)

Pupils with moderate learning difficulties will have attainments well below expected levels for pupils of similar age in all or most areas of the curriculum, despite appropriate interventions. They have much greater difficulty than their peers in acquiring basic literacy and numeracy skills, in understanding concepts, in dealing with abstract ideas and generalising from experience. They may also have problems with:

- developing speech and language skills;

- low self-esteem;

- concentration and attention;

- social skills.

3.   General Learning Difficulty (GLD)

Pupils with learning difficulties, which may be of moderate severity, will not yet have been assessed as having MLD.

4.   Severe Learning Difficulty (SLD)

Pupils with severe learning difficulties have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have associated difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills.

Pupils with SLD will need support in all areas of the curriculum. They are likely to require teaching of self-help, independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations and gain some literacy skills. Their attainments may be below level 1 of the National Curriculum for much of their school careers.

5.   Profound and Multiple Learning Difficulty (PMLD)

Pupils with profound and multiple learning difficulties have a profound cognitive impairment/learning difficulty, leading to significant delay in reaching developmental milestones. In addition, they display one or more of the following:

- significant motor impairments;
- significant sensory impairments;
- complex health care needs/dependence on technology.

The inter-relationship of these disabilities increases the complexity of need, in turn affecting all areas of learning.

Pupils with PMLD need a distinctive curriculum to help them to develop sensory, motor, social and communication skills all through their school careers, and into adult life. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language. Pupils require a very high level of adult support, both for their learning needs and also for personal care.

Behavioural, Emotional and Social Difficulties (BESD)

Pupils with behavioural, emotional and social difficulties cover the full range of ability, and a continuum of severity. Their emotional needs and behaviours present a barrier to learning and persist despite the implementation of an effective school behaviour policy, pastoral support and the personal/social curriculum.

Pupils may be:

- withdrawn or isolated;

- disruptive and disturbing;

- hyperactive and lacking in concentration;

- immature in social skills;

- unable to form and maintain positive relationships with peers and/or adults; and/or

- presenting challenging behaviours.

Pupils with mental health difficulties, including depression, eating disorders, attention deficit disorder (ADD) and attention deficit hyperactivity disorder (ADHD) should be recorded as BESD if additional or different educational arrangements are being made to support them.

Communication and Interaction Difficulties

Speech, Language and Communication Difficulties (SLCD)

Pupils with speech, language and communication needs cover the whole ability range. They have difficulty in understanding and/or making others understand information conveyed through spoken language.

Speech and language difficulties may show themselves in the following ways:

- problems with the production of speech;

- difficulty in finding words and joining them together in meaningful and expressive language;

- problems in communicating through speech and other forms of language;

- difficulties or delays in understanding or responding to the verbal cues of others;

- difficulties with the acquisition and expression of thoughts and ideas;

- difficulty in understanding and using appropriate social language; and

- frustrations and anxieties arising from a failure to communicate, possibly leading to apparent behavioural difficulties and deteriorating social and peer relationships.

Please note that pupils whose first language is not English/Welsh should not be recorded as having SLCD unless they also have a special educational need in this area.

Autistic Spectrum Disorders (ASD)

Autistic spectrum disorders are characterised by a triad of impairments in social relationships, social communication and imaginative thought, and may show themselves in the following ways:

- difficulties in attuning to social situations and responding to normal environmental cues;

- evidence of emerging personal agendas which are increasingly not amenable to adult direction;

- a tendency to withdraw from social situations and an increasing passivity and absence of initiative;

- repressed, reduced or inappropriate social interactions extending to highly ego-centric behaviour with a lack of awareness of the needs or emotions of others;

- impaired use of language, either expressive or receptive; this may include odd intonation, literal interpretations and idiosyncratic phrases and may extend to more bizarre expressive forms and limited expression, reducing the potential for two way communication; and

- limitations in expressive or creative peer activities extending to obsessive interests or repetitive activities.

Pupils with autistic spectrum disorder cover the full range of ability and the severity of their impairment varies widely. Some pupils also have other learning difficulties or disabilities, making identification difficult.

There are a number of sub-groups within the spectrum of autism. Pupils with Asperger's syndrome for example, should be recorded in this category.

Sensory and Physical Difficulties

1.   Hearing Impairment (HI)

Pupils with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. Pupils cover the whole ability range.

It is possible for specialists to assess and quantify pupils' hearing loss and in many cases this will have been done before children reach statutory school age. However, the level of hearing loss alone does not determine the level of difficulty which pupils experience in school. It has to be set alongside other indicators more directly related to the classroom.

For educational purposes, a pupil is regarded as having a hearing impairment if he or she requires hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum.

2.   Visual Impairment (VI)

Pupils with a visual impairment range from those with partial sight to those who are blind. Pupils cover the whole ability range.

It is possible for specialists to assess and quantify pupils' visual loss and in many cases this will have been done before children reach statutory school age. However, the level of visual impairment alone does not determine the level of difficulty which pupils experience in school. It has to be set alongside other indicators more directly related to the classroom.

For educational purposes, a pupil is regarded as having a visual impairment if he or she requires adaptations to their environment or specific differentiation of learning materials in order to access the curriculum.

3.   Multi-sensory impairment (MSI)

Pupils with multi-sensory impairment have a combination of visual and hearing difficulties. They are sometimes referred to as deaf blind, but may have some residual sight and/or hearing. Many also have additional disabilities but their complex needs mean that it may be difficult to ascertain their intellectual abilities.

4.   Physical and Medical Difficulties (PMED)

There is a wide range of physical and medical difficulties, some temporary and others permanent. Pupils cover the whole ability range.

Some children who experience physical or medical difficulties have no problems in accessing the curriculum and learning effectively. In such cases, therefore, simply having a medical diagnosis does not imply that the child has special educational needs.

On the other hand, some children enter school with identified physical needs or a medical diagnosis and well-understood educational difficulties. They may have received an educational assessment and early educational intervention, and may also have a statement of special educational need. Schools clearly need to monitor their *educational* needs extremely carefully, but will already be highly alert to this requirement.

There are a number of medical conditions associated with physical disability that can affect a pupil's mobility. These conditions include cerebral palsy, spina bifida and muscular dystrophy. Pupils with physical disabilities may also have sensory impairments, neurological problems or learning difficulties.

The impact of physical or medical difficulties on a child's education range from mild to severe may become apparent in the following ways:

- evidence of difficulties in the other areas of special educational need as set out elsewhere in this guidance;

- impact of the physical or medical difficulty on the pupil's confidence, self-esteem, emotional stability or relationships with peers;

- impact of the physical or medical difficulty on classroom performance (e.g. through drowsiness, lack of concentration, lack of motivation);

- impact of the physical or medical difficulty on participation in curriculum activities.

When the pupil has a statement, the type(s) of need recorded should reflect the descriptions in Part 2 of the statement.

Many pupils whose SEN are being met without provision of a statement will have had assessments by educational psychologists, specialist teachers and others. This information will help you to decide which SEN to record.

The school's SENCo is likely to be best placed to decide on what type(s) of SEN to record for each pupil and should always be consulted by the person making the data entry into PLASC.

Section 3: Code of Practice descriptors

The SEN Code of Practice uses the terms:

- early years action (EYA);

- school action (SA);

- early years action plus (EYA+);

- school action plus (SA+); and

- statement (S).

Early years action : when the early education practitioner who works day-to-day with the child or the SENCO identify that a child has special educational needs together they provide interventions that are additional to or different from those provided as part of the setting's usual curriculum offer and strategies. An IEP will usually be devised.

Early years action plus: when the early education practitioner who works day-to-day with the child and the SENCO are provided with advice or support from outside specialists, so that alternative interventions additional or different strategies to those provided for the child through Early Years Action can be put in place. A new IEP will usually be devised.

School action: when a class or subject teacher identify that a pupil has special educational needs they provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum offer and strategies. An IEP will usually be devised.

School action plus: when the class or subject teacher and the SENCO are provided with advice or support from outside specialists, so that alternative interventions additional or different strategies to those provided for the pupil through School Action can be put in place. The SENCO usually takes the lead although day-to-day provision continues to be the responsibility of class or subject teacher. A new IEP will usually be devised.

These descriptors indicate the nature of the graduated response that schools and LEAs should make in order to meet pupils' SEN. You are required to choose one of these descriptors for each pupil with SEN.

Enter the status of the pupil in relation to the SEN Code of Practice on the day that the data entry is made.   Please note that a pupil whose needs are subject to statutory assessment, but for whom there is no final statement of SEN, should be entered as school action plus.

Section 4: Levels of provision

Schools and LAs across Wales have different arrangements for supporting pupils with SEN. In some LAs and schools, there are pupils with statements whose provision is very similar to that made elsewhere for pupils with similar needs at school action plus.

To support standardisation of data collection and analysis across Wales, you are required to enter information into PLASC about the level of provision to meet pupils' needs **as well as** their type(s) of SEN and status according to the Code of Practice graduated response.

You should enter information about level of provision for each of the following dimensions:

- curriculum and teaching methods (CT);

- grouping and support (GS);

- specialised resources (SR); and

- advice and assessment (AA).

For each of these four dimensions, you will need to choose the descriptor that most closely describes the provision made, and is the 'best fit', for each pupil. Please note that:

- most, and probably all, of this information will be included in the pupil's individual education plans, statements of SEN, and/or in the SENCo's records; and

- you should enter details of the arrangements as at the date of data entry.

Curriculum and teaching methods (CT)

You should choose one of the following descriptors:

- Ordinary curriculum with some targeted differentiation (CT1)

- Ordinary curriculum with significant and targeted differentiation sustained over time (CT2)

- Some curriculum modifications and individualised learning programme sustained over time (CT3)

- Significant curriculum modifications and individualised learning programme sustained over time (CT4)

These descriptors are intended to capture the level of differentiation and curriculum modification in place, and are largely self-explanatory. Please note that:

- all pupils are entitled to full access to the curriculum, in accordance with current guidance from the Welsh Government;

- 'differentiation' occurs when teachers adapt the task, the outcome of learning, the pace of learning and/or the pupil's mode of response, and should be linked to the pupil's IEP targets, which in turn should be subject to termly review;

- 'significant and targeted' differentiation may include learning and behaviour programmes that are designed for that pupil as an individual, or as part of a small group of pupils with similar needs;

- interventions that are 'sustained over time' are likely to run for at least two terms and, for some pupils, will be needed throughout their school career;

- in deciding between 'some' and 'significant' curriculum modifications, you should take account of the extent of the difference between the National Curriculum for the pupils chronological age/key stage and the pupil's current National Curriculum programmes of study and additional curriculum elements.

Grouping and support (GS)

You are required to choose one of the following descriptors:

- Ordinary class provision with occasional additional support in class(GS1)

- Ordinary class provision for most of the time, with targeted and sustained additional support in class and/or in a small group (GS2)

- Small group and/or class provision for most of the time (GS3

- Very small class provision with targeted and sustained additional support for all/almost all the time (GS4)

These are designed to capture information about the grouping arrangements for the pupil, and the level of staffing involved. Please note that:

- where the school has made arrangements for a pupil to have part of his/her education elsewhere eg in a different school, or in a PRU, the entry for grouping and support should reflect the overall provision for the pupil at the date of data entry;

- 'occasional' additional support includes help that a pupil receives in class from any adult other than the class teacher, up to a maximum of three times a week and for less than two terms;

- 'targeted and sustained' additional support includes all help that is provided over a period of two terms or more. This will usually be delivered in the ordinary classroom but may include some withdrawal from class for small group work and/or work focussed on individual priorities, planned by the teacher, up to three times a week;

- the difference between GS3 and GS4 lies in the level of staffing involved. For GS3 to apply, a pupil is likely to be in a class of between 10-15 pupils most of the time, with a teacher and one other adult.

- pupils grouped at GS4 will be in very small classes that provide a much higher adult to pupil ratio – typically 1:3, or better. Pupils on roll in a mainstream school who are educated in a very small class eg in a special school or a PRU for 4 days a week, and in an ordinary class in school on the other day, would also be at GS4.

Specialised resources (SR)

You are required to choose one of the following descriptors:

- Some individual access to resources and equipment, including ICT, that is normally available in class and shared with other children (SR1)

- Individual access to normally available resources and equipment, as and when required (SR2)

- Individual access to more specialised equipment, sustained over time (SR3)

- Dedicated access to highly specialised equipment, sustained over time (SR4)

Please note that:

- in this context, the term 'resources' means physical equipment, not personnel;

- level SR2 would include some access to resources that are located outside the classroom, for example learning programmes such as 'Successmaker' that may be located in a resource base in the school;

- levels SR3 and SR4 apply where a pupil has exclusive use of equipment for a period of at least two terms, and possibly for the

whole of their school career. The difference between these levels lies in the nature of the equipment: for level SR4, the equipment is likely to have been specially made and/or adapted for the pupil concerned eg special seating, individually designed ICT communication aids.

Advice and assessment (AA)

You are required to choose one of the following descriptors:

- Class teacher and SENCo assess needs, consulting occasionally with external agencies (AA1)

- Class teacher and SENCo take account of advice and/or assessment from external agencies when reviewing the IEP (AA2)

- External agencies provide specialised assessments and advice that lead to significantly modified individual education plans (AA3)

- External agencies provide multi-agency assessments and contribute to the direct support for the pupil (AA4)

These descriptors are designed to show the progressive involvement with agencies outside the school in the assessment and planning of individual programmes for the pupil.

Please note that:

- At all levels, the starting point for assessment is the school's own observations of the pupil's needs and response to interventions.

- At level AA1, the SENCo takes the lead in providing advice to other teachers. He/she may have consulted an outside agency – typically a learning or behaviour support teacher or an educational psychologist.

- You should enter level AA2 if there has been some form of individual assessment, external to the school and the assessment led the school to make some changes to the pupil's IEP.

- At level AA3, one or more external agencies will have provided detailed individual assessments of the pupil's needs and these assessments have led to significant modifications to the pupil's IEP. This descriptor will apply to all pupils who have statements of SEN, and also to those pupils who do not have statements but whose needs have nonetheless been fully assessed by external agencies. Remember to take account of specialised health and social care assessments here.
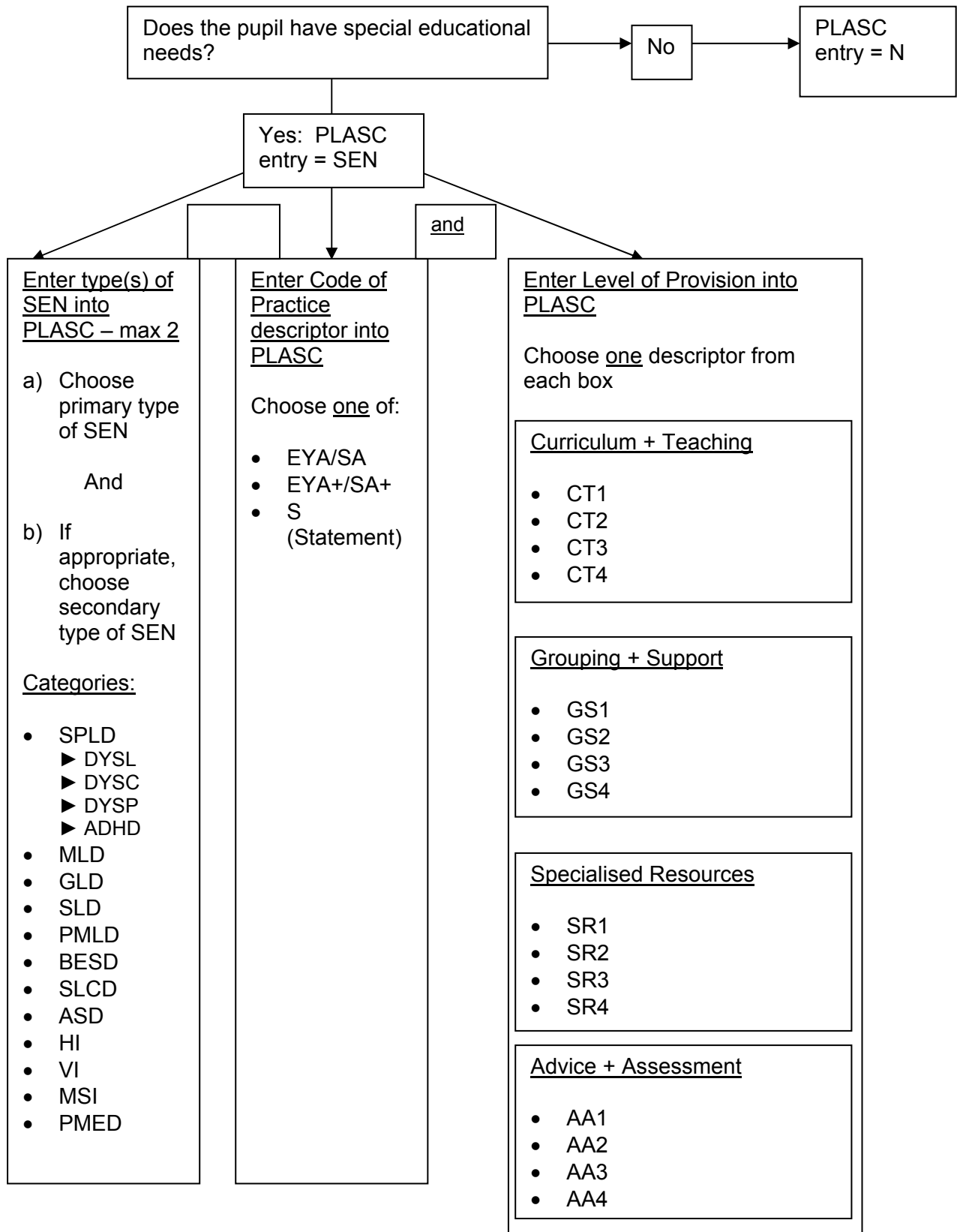
- To qualify for a level AA4 entry, a pupil's needs must have been assessed in detail by two or more external agencies, and those agencies must be involved in the direct delivery of teaching and/or support for the pupil. This includes arrangements when external specialists, for example physiotherapists, work alongside teachers to jointly implement the pupil's learning programme.

Appendix A: Matrix for levels of need

Level	Curriculum and teaching methods (CT)	Grouping and Support (GS)	Specialised resources (SR)	Advice and Assessment (AA)
1	Ordinary curriculum with **some targeted differentiation.** (CT1)	Ordinary class provision, with **occasional additional support** in class. (GS1)	**Some individual access to equipment,** including ICT, that is normally available in class and **shared with other children.** (SR1**)**	**Class teacher** and **SENco assess needs,** consulting occasionally with external agencies. (AA1)
2	Ordinary curriculum with **significant and targeted differentiation sustained** over time.(CT2)	Ordinary class provision for most of the time, with **targeted and sustained additional support** in class and/or in a small group.(GS2)	**Individual** access to normally available equipment, **as and when required.** (SR2)	**Class teacher and SENco** take account of advice and/or assessment from **external agencies** when reviewing IEP. (AA2)
3	**Some** curriculum **modifications** and individualised programme sustained over time.(CT3)	**Small group and/or class provision** for most of the time. (GS3)	**Individual access** to more **specialised equipment** sustained over time. (SR3)	**External agencies** provide **specialised assessments** and advice that lead to **modified IEP.** (AA3)
4	**Significant** curriculum **modifications** and individualised programme sustained over time.(CT4)	**Small class provision** with targeted and sustained additional support for **all/most of the time.** (GS4)	**Dedicated access** to **highly specialised equipment,** sustained over time. (SR4)	External agencies provide **multi-agency assessments** and contribute to the **direct support** for the pupil. (AA4)

Appendix B: Flow chart – the process of recording SEN information into PLASC

The flow chart below summarises the process of recording SEN information in PLASC.

Does the pupil have special educational needs? → No → PLASC entry = N

Yes: PLASC entry = SEN

and

Enter type(s) of SEN into PLASC – max 2

a) Choose primary type of SEN

And

b) If appropriate, choose secondary type of SEN

Categories:

- SPLD
  - ► DYSL
  - ► DYSC
  - ► DYSP
  - ► ADHD
- MLD
- GLD
- SLD
- PMLD
- BESD
- SLCD
- ASD
- HI
- VI
- MSI
- PMED

Enter Code of Practice descriptor into PLASC

Choose one of:

- EYA/SA
- EYA+/SA+
- S (Statement)

Enter Level of Provision into PLASC

Choose one descriptor from each box

Curriculum + Teaching

- CT1
- CT2
- CT3
- CT4

Grouping + Support

- GS1
- GS2
- GS3
- GS4

Specialised Resources

- SR1
- SR2
- SR3
- SR4

Advice + Assessment

- AA1
- AA2
- AA3
- AA4

Appendix C: Case studies to illustrate the use of PLASC SEN codes

Case study 1: Ahmed

Type of need

Ahmed is a year 1 pupil. In addition to a bi-lateral hearing impairment that requires hearing aids in both ears, it became obvious upon entry to the school that he had difficulty with speech articulation. Although not presenting any major difficulties in the classroom he does find it increasingly difficult to remain on task or to complete activities. The class teacher's assessment information suggests that Ahmed has an uneven profile of skills. He appears to have difficulties in distinguishing and articulating certain sounds, although he appears much stronger when it comes to tasks involving visual discrimination. Ahmed is predicted to attain level 1 in National Curriculum core subjects by the end of Key Stage 1.

Action taken

The class teacher and SENCo drew up the first IEP, containing targets for improved communication and social skills, for Ahmed last year, when he was in the Reception Class. Following consultation with the specialist teacher for hearing impairment, Ahmed's hearing and speech needs were fully assessed in the local clinic. Following this assessment, the school changed the IEP targets to focus more clearly on speaking and listening skills, and some further support was provided. The school regards current intervention as being at School Action Plus.

Currently a specialist teacher for hearing impairment spends 40 minutes a week working on a programme developed in conjunction with the speech therapist. Additional support is available, if required, from a teaching assistant who works with Ahmed's class on a full-time basis and who checks Ahmed's hearing aid every morning. The class teacher works closely on the targets that have been developed as part of Ahmed's IEP, which stresses the importance of instructions being reinforced so that he has a clear understanding of the tasks he has to complete. Close liaison between the parents, the school and external services has been managed by the specialist teacher. The school provides supplementary materials for Ahmed to take home and involves his parents in the regular reviews of the IEP.

PLASC status

The PLASC entries for Ahmed would be:

- Primary SEN: **HI** (hearing impairment)

- Secondary SEN: **SLCD** (speech, language and communication difficulties)

- Code of Practice: **SA+** (School Action Plus)

- Curriculum and teaching methods: **CT2** (ordinary curriculum with significant and targeted differentiation sustained over time)

- Grouping and support: **GS2** (ordinary class provision for most of the time, with targeted and sustained additional support in class and/or in a small group)

- Specialised resources: **SR3** (individual access to more specialised equipment, sustained over time)

- Advice and assessment: **AA3** (external agencies provide specialised assessments and advice that lead to significantly modified individual education plans)

Case study 2: Elin

Type of need

Elin is in year 7. At the end of Key Stage 2, her National Curriculum attainments in English, Mathematics and Science were all at level 1. She scores in the lowest 1% of pupils of her age on standardised tests of verbal, non-verbal, numerical and reading skills. She has poor language and communication skills with immature vocabulary and speech patterns. She finds difficulty in organising her work, has a short concentration span in class and shows low motivation towards school work. She does not get on well with other children, is quite often upset in school and her attendance is erratic.

Action taken

Elin's school has a mainstream support base for children with learning difficulties. For English, Elin works in a small group of six pupils in the support base with a specialist teacher. She follows a structured literacy programme with access to a computer-based teaching programme. She receives 15 hours a week in-class support from an LSA who is also able to work with other pupils in the class when appropriate. The SENCo coordinates Elin's timetable and support, and oversees her IEP. The school regards Elin's provision as School Action Plus.

PLASC status

- Primary SEN: **MLD** (moderate learning difficulties)

- Secondary SEN: **BESD** (behaviour, emotional and social difficulties)

- Code of Practice: **SA+** (School Action Plus)

- Curriculum and teaching methods: **CT2** (ordinary curriculum with significant and targeted differentiation sustained over time)

- Grouping and support: **GS2** (ordinary class provision for most of the time, with targeted and sustained additional support in class and/or in a small group)

- Specialised resources: **SR2** (individual access to normally available resources and equipment, sustained over time)

- Advice and assessment: **AA2** (class teacher and SENCo take account of advice and/or assessment from external agencies when reviewing the IEP)

Case study 3: James

Type of need

James has recently come to live with his grandparents because his parents are unable to look after him. He has joined the local primary school in year 4. James is extremely timid and easily upset. He is reluctant to work with other children in class, and flatly refuses to go into assembly, to eat lunch with others or to go out to play. Initial assessment by the class teacher and the SENCo suggests that James is a reasonably able boy with good basic skills.

Action taken

The school has taken advice from their Educational Psychologist who, in consultation with the class teacher and SENCo, has suggested a range of strategies to support James and help him settle into school. The SENCo has decided to record James as having provision at School Action, subject to review after one term.

A 'circle of friends' has been developed for James, who whilst initially extremely hesitant, is now more responsive to the children who make up his circle. James' class teacher meets him personally when he first comes into school each day, and allows him, accompanied by one of the children from his circle of friends, to use the classroom computer during morning play time.   The school provides James with individual adult support for one hour a day, at lunch-time, to develop his confidence in larger groups.

PLASC status

- Primary SEN: **BESD** (Behaviour, emotional and social difficulties)

- Secondary SEN: **None**

- Code of Practice: **SA** (School action)

- Curriculum and teaching methods: **CT1** (ordinary curriculum with some targeted differentiation)

- Grouping and support: **GS1** (ordinary class provision with occasional additional support in class)

- Specialised resources: **SR1** (some individual access to resources and equipment, including ICT, that is normally available in class and shared with other children)

Case study 4: Megan

Type of need

Megan has cerebral palsy and is a wheelchair user. She is in year 10 in a large mainstream school. She has severe speech and mobility problems and only limited hand movements. Although assessed as having average ability, Megan's attainments are well below average, possibly because she has only recently been provided with the appropriate ICT equipment to enable her to communicate fully. Megan has good social skills and enjoys coming to school, but her progress is limited by both her physical and communication difficulties.

Action taken

The school buildings are fully accessible for wheelchair users. Following a specialised assessment of her communication needs, Megan has been provided with very sophisticated ICT equipment that enables her to communicate and record her work more effectively.

Megan has a statement of SEN that allocates 20 hours of LSA time to support her access to the curriculum and to help her to use the ICT equipment. The support does not cover all of the school week in order to encourage Megan to develop independence in certain lessons. Megan has access to the school's SEN base at lunchtimes, where she can do her homework or socialise. The school uses the flexibility within the Key Stage 4 curriculum to provide her with the option of individual support in the SEN base, to give supervised time to catch up on work where she has fallen behind. Apart from these provisions, Megan participates fully in school life alongside her peers.

PLASC status

- Primary SEN: **PMED** (physical and medical difficulties)

- Secondary SEN: **SLCD** (speech, language and communication difficulties)

- Code of Practice: **S** (Statement)

- Curriculum and teaching methods: **CT2** (ordinary curriculum with significant and targeted differentiation sustained over time)

- Grouping and support: **GS2** (ordinary class provision for most of the time, with targeted and sustained additional support in class and/or in a small group)

- Specialised resources: **SR4** (dedicated access to highly specialised equipment, sustained over time)

- Assessment and advice: **AA3** (external agencies provide specialised assessments and advice that lead to modified individual education plans)

Abbreviations

PLASC	Pupil Level Annual Schools Census
SEN	Special Educational Needs
LA	Local Authority
SENCo	Special Educational Needs Co-ordinator
EYA	Early Years Action
SA	School Action
EYA+	Early Years Action plus
SA+	School Action plus
S	Statement
SPLD	Specific Learning Difficulties
DYSL	Dyslexia
DYSC	Dyscalculia
DYSP	Dyspraxia
MLD	Moderate Learning Difficulties
GLD	General Learning Difficulties
SLD	Severe Learning Difficulties
PMLD	Profound and Multiple Learning Difficulties
BESD	Behavioural, Emotional and Social Difficulties
SLCD	Speech, Language and Communication Difficulties
ASD	Autistic Spectrum Disorders
HI	Hearing Impairment
VI	Visual Impairment
MSI	Multi Sensory Impairment
PMED	Physical and/or Medical Difficulties
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
IEP	Individual Education Plan
PRU	Pupil Referral Unit
ICT	Information and Communication Technology
LSA	Learning Support Assistant