

Children's and Young People Services

Guidance for School Aged Pupils with SEND

Implementation of the Ranges in Primary and Secondary settings



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Guidance for School Aged Pupils with SEND: Implementation of the Ranges in Primary and Secondary settings

The ranges are a very useful guide for SENDCOs and schools/services to assess and identify the needs of pupils and to put into place the appropriate support. The ranges are from range 1 through to at least ranges 5 and 6, whilst some go beyond to 7. They describe the pupil's needs and provide suggestions for the types of interventions that will be required.

Schools/settings will need to evidence all their interventions and the impact of these through a provision map- and other evidence. This is the best practice nationally and Ofsted requires this level of evidence of input and impact.

In time, when schools/settings have become familiar with provision maps, these will be used alongside Support Plans and One Page Profiles.

Any additional support over and above the notional SEND budget from the LA will be based on the needs as identified through the ranges and on how the school/setting has implemented their resources to meet pupils' needs in Ranges 1-4. It is expected that the SENDCO will have access to the school's SEND budget as well as be familiar with other spending, including the Pupil Premium and other similar funds, as some pupils will fall into several funding areas. It is important that the right funds are spent for the right pupils and that there is evidence to show input, impact, and outcome.

The provision map should show not only school/setting-based interventions, but also those of specialists and outside agencies if they are involved. This will give an informed overview of the interventions, as well as their impact and the progress that the pupil has made as a result. The provision map should be part of a progress check every half term, and a data run at the end of every term, in line with the assessment framework and process in each school/setting. Undertaking provision maps in this way will also correlate the attainment/achievements alongside other indicators such as attendance, behaviour etc.

In some cases, pupils will fall into more than one range or will have needs in more than one area. The school/setting will need to study the ranges and to highlight where the greatest need is. This may change over time and as the pupil matures. There will be specific times such as transition where the needs may change because of the differing environments and expectations. The ranges are a guide and provide a framework for the evidence that will be required.

Identifying the Range

1. Read the descriptors in each document and identify those that best describe your pupil. You may find it useful to print off a copy of these and highlight ones that apply.
2. Use the SEND guidance descriptor information (Presenting Behaviours) in the first column of each range to think about how the pupil's individual profile affects their access to the curriculum and school/setting life. These statements support a decision about whether the pupil is mildly, moderately, severely, or profoundly affected and give guidance about how contexts and support needed affect placement at a range.
3. Steps 1 and 2 above should enable professionals to make a judgement about which range the pupil is at currently. It is important to recognise that these ranges can alter either because the pupil's profile changes or because of context changes such as times of transition/school/setting placement.

Using the Guidance to Support Learning

Once the range has been established, professionals will find advice about how to support the learning of pupils at each range. It is important to recognise that Quality First Teaching will provide a firm basis upon which to use the additional strategies identified in each range. Strategies and advice from earlier ranges need to be utilised alongside more specialised information as the ranges increase. Specialist health interventions may be required at any level, and this is an indicative framework as to how health resources may be deployed.

The ranges are colour-coded throughout the school age guidance as follows:

	Range 1 – Primary/Secondary setting-based responses – Universal mainstream
	Range 2 – Primary/Secondary setting-based responses – Universal/Targeted mainstream
	Range 3 – Primary/Secondary setting-based responses – Targeted mainstream
	Range 4 – Targeted/Specialist either in mainstream or specialist additional resource
	Range 5 – Specialist Resource/ Specialist School
	Range 6 – Specialist School
	Range 7 – Highly Specialist Provision possibly 24 hours

SEND Ranges: The Emotional Literacy Support Assistant (ELSA) Programme

The ELSA initiative is an established partnership between schools and the Rotherham Educational Psychology Services, working together to provide high quality support to vulnerable children and young people. ELSAs provide targeted interventions for those pupils who require more than universal provision and whole class input. The programme is aimed at school-aged pupils.

ELSAs are members of school staff who have been selected to receive a specially devised 5- day training programme facilitated by Educational Psychologists to support pupils with social, emotional, and mental health needs. ELSAs are chosen by their schools to attend the training because they display special qualities such as emotional warmth and empathy, remaining calm under pressure, being a good listener, understanding individual needs and having unconditional positive regard, as well as good planning and organisation skills.

The topics covered on the course include emotional regulation and resilience (anger, anxiety, and attachment); self-esteem, motivation, and competence; loss, separation, and bereavement; friendship and social skills. ELSAs develop an awareness of the psychological factors impacting on young people's emotional development and are introduced to a wide variety of approaches to support their needs. These include using puppets, games, books, therapeutic and social stories, and drawing and talking techniques.

Following the completion of their training, ELSAs continue to have half-termly clinical supervision in small groups with an Educational Psychologist. ELSAs must attend this supervision to retain their qualification.

The ELSA programme is part of the graduated approach to addressing SEMH difficulties within school, focusing particularly on early intervention. Most ELSA work will therefore be within Ranges 2-3 of the SEMH guidance. Some ELSAs go on to undertake further training in more complex needs or using specific approaches (e.g., Drawing and Talking), and continue to apply their generic ELSA training alongside newly developed skills.

ELSAs plan bespoke programmes for small groups or individuals based on their presenting needs. Interventions are time-limited and usually last for between 6 to 10 weeks. In consultation with teachers and SENDCOs, ELSAs identify clear programme aims (SMART targets) to help the child develop specific skills or coping strategies. ELSAs then devise a series of experiential sessions, reflecting weekly on what works best for each individual child. Building a positive relationship and modelling effective skills are a vital part of this process.

When the programme is completed, ELSAs evaluate the child's progress in consultation with key adults and the child themselves. Some children require more long-term support, but it is not recommended to continue ELSA over an extended period. ELSAs may check in regularly with their former students or plan another programme later, if there are additional areas of need.

Although the ELSA programme focuses specifically on SEMH needs, the links between emotional wellbeing and achievement are well-documented. ELSAs are also introduced to ways of working with children with social communication difficulties. The intervention may therefore help to support other areas such as cognition and learning and communication and interaction.