The SEND Thresholds Document

The current situation

- We have been part of a pilot within Gateshead

- We have transition to SEND Thresholds from Jan 2024

- Opinions and feedback have been sought from educational settings and services (including HINT, EPS, CYPS), health, parents/carers, Governors
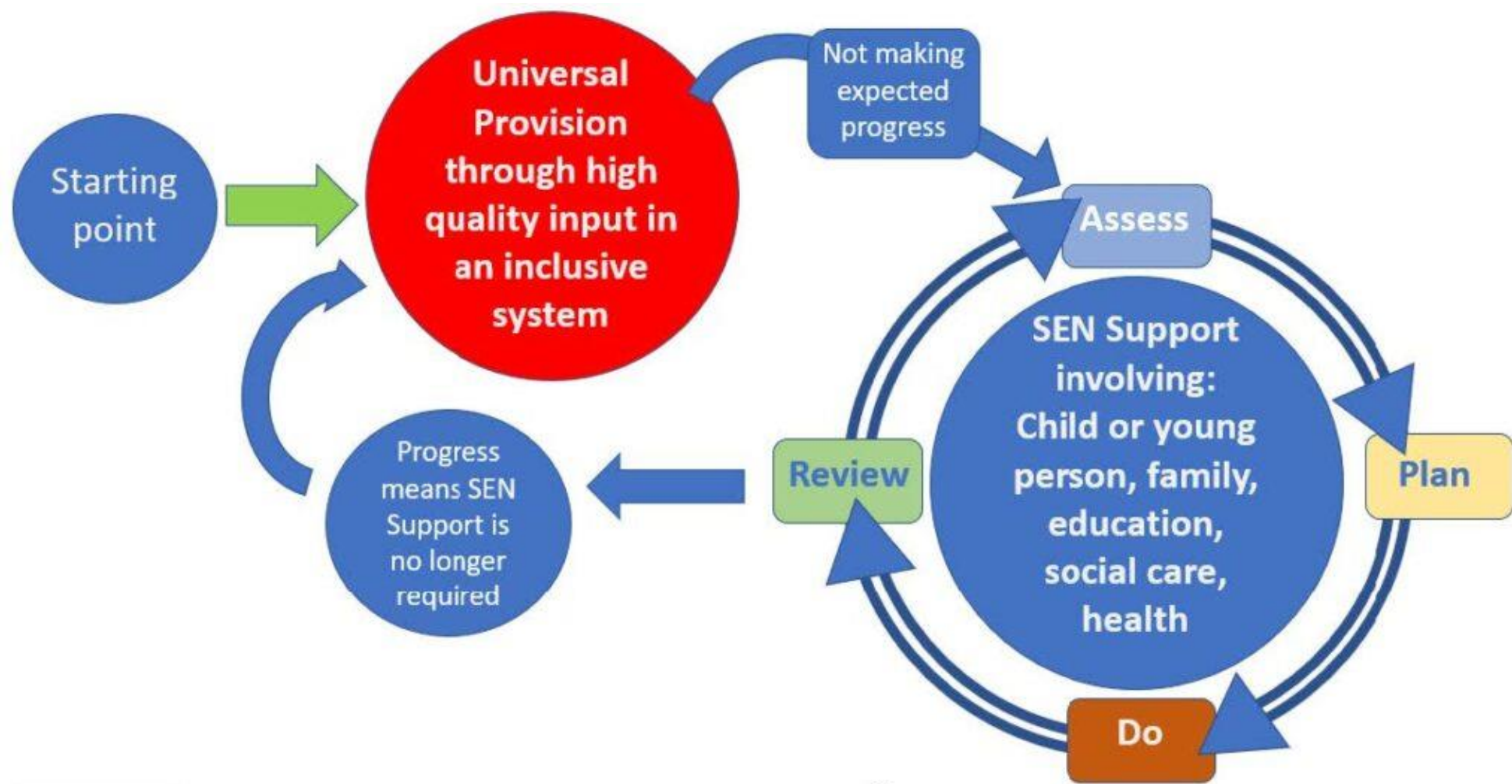
The SEND Thresholds are mandatory for all schools and settings in Gateshead including academies and special schools from September 2024.

The SEND Threshold descriptors are based on national best practice in determining and describing the needs of the child or young person with SEND.

They are based on the four areas of the SEND Code of Practice (2014/15) and on the 'golden thread' of the graduated response – of assess, plan, do and review.

Review

Teachers continually review pupil progress and how effective the support has been.

Assess

Identify pupil strengths and needs to inform effective planning and appropriate provision.

Do

Implement the support and gain a greater understanding of how the pupil learns.

Plan

Use assessment information and views to plan teaching approaches.

Pupil and School Support

How will they improve SEND provision:

Provide us with a common language for all professionals, parents/carers to support children with SEND.

Improve consistency in terms of judgements and responses to children's needs.

Improve and simplify transitions between settings and phases due to the common language and improved consistency.

How will they work?

Essentially, the Thresholds are a breakdown of the levels of need a child may experience.

They progress from 1 to 7 – the higher the Threshold, the higher the level of need and also the level of intervention required. The higher the Threshold, the greater the involvement in outside agencies.

Children can move up and down the thresholds at the termly review points each year.
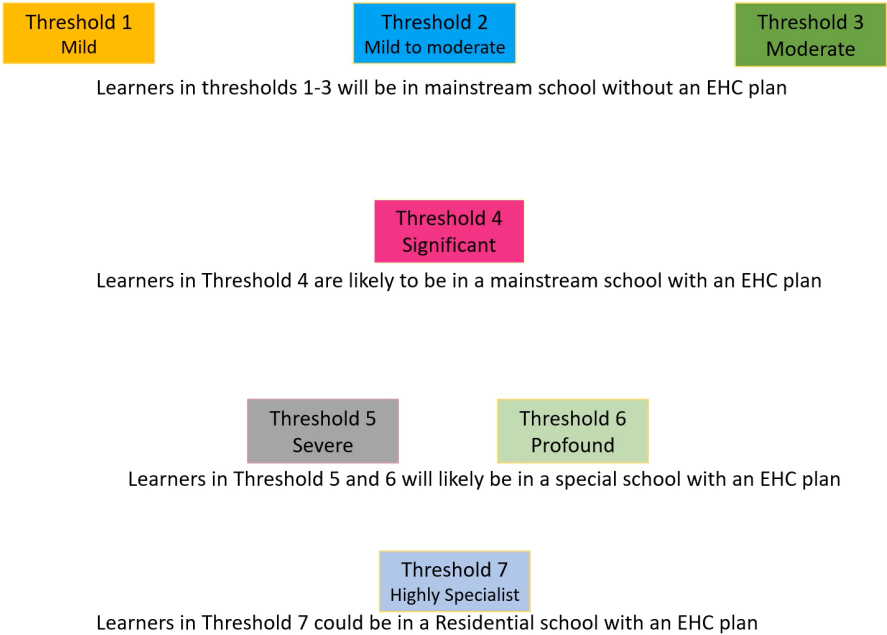
Threshold 1 Mild	Threshold 2 Mild to moderate	Threshold 3 Moderate

Learners in thresholds 1-3 will be in mainstream school without an EHC plan

Threshold 4 Significant

Learners in Threshold 4 are likely to be in a mainstream school with an EHC plan

Threshold 5 Severe	Threshold 6 Profound

Learners in Threshold 5 and 6 will likely be in a special school with an EHC plan

Threshold 7 Highly Specialist

Learners in Threshold 7 could be in a Residential school with an EHC plan

| Threshold 1 Mild | | Threshold 2 Mild to moderate | | Threshold 3 Moderate |

Learners in thresholds 1-3 will be in mainstream school without an EHC plan

Threshold 4
Significant

Learners in Threshold 4 are likely to be in a mainstream school with an EHC plan

Threshold 5
Severe

Threshold 6
Profound

Learners in Threshold 5 and 6 will likely be in a special school with an EHC plan

Threshold 7
Highly Specialist

Learners in Threshold 7 could be in a Residential school with an EHC plan

These children will likely be on a schools SEND monitoring list but not on the SEND register. Lower ability children.

These individuals, will have a SEND support plan in place to identify their needs and provision. Outside agencies may become involved.

Threshold 1
Mild

Threshold 2
Mild to moderate

Threshold 3
Moderate

Learners in thresholds 1-3 will be in mainstream school without an EHC plan

Threshold 4
Significant

Learners in Threshold 4 are likely to be in a mainstream school with an EHC plan

These young people have 'higher needs' SEND and receive 'top up' funding from Gateshead Council. Will usually have a variety of external professionals' input.

It will be split into the 4 main areas of need.

Communication and Interaction Needs

Speech language and Communication Needs (SLCN/ SpLC)
Autistic Spectrum Disorder (ASD)

Social, Emotional and/or Mental health Needs

Mental Health Issues

Depression

Eating disorders

Anxiety Disorders

Disorders such as ADHD, ADD. ODD or Attachment Disorder.

Cognition and Learning Difficulties

Specific Learning difficulties (SPLD) – e.g.Dyslexia, Dyscalculia, Dyspraxia

Moderate learning difficulties (MLD)

Severe learning difficulties (SLD)

Profound and Multiple learning difficulties (PMLD)

Sensory and/or Physical Needs

Vision impaired

Multi sensory impairment

Hearing impairment

Physical disabilities

They will be split into appropriate phases of education.
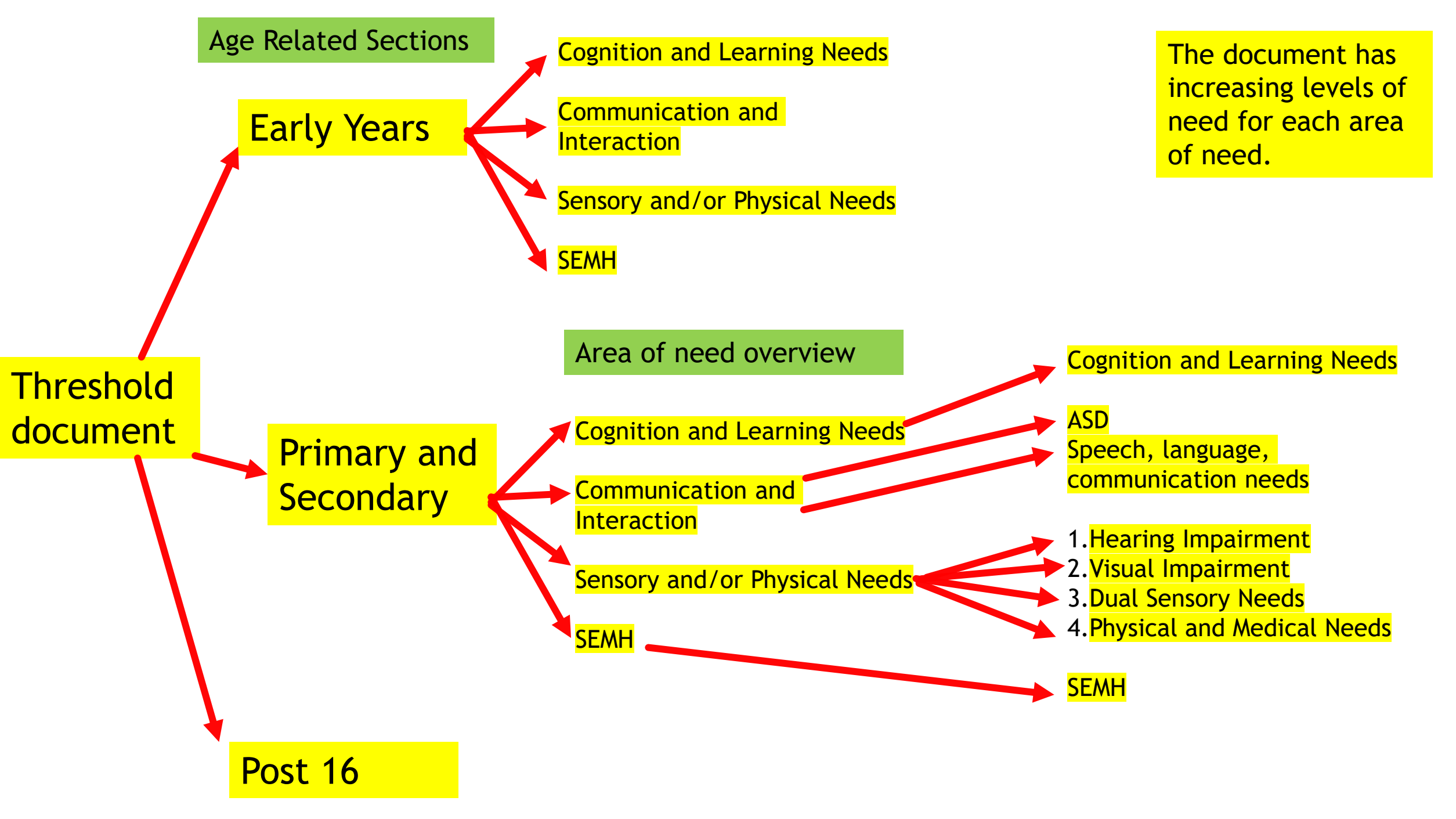
The Area of Need

The Threshold level

How a child or young person presents

Provision that the setting can put in place

Threshold 1 - Cognition and Learning

CYP Presentation	Assessment and Planning	Teaching and Learning Strategies	Curriculum/ Intervention	Resources and Staffing
Mild difficulties in aspects of literacy, numeracy or motor co-ordination despite regular attendance, appropriate intervention, and quality teaching, implemented over time and reviewed regularly. May have difficulties with some or all the following: • Below expected rate of attainment. • Below age-related and national expectations. • Difficulty with the acquisition/ use of language, literacy, numeracy skill. • Difficulty with the usual pace of curriculum delivery. • Some problems with concept development. • Evidence of some difficulties in aspects of literacy, numeracy and/or motor co-ordination. • Attainment levels are likely to be a year or more delayed.	**School** • Part of typical school and class assessments. • Typical curriculum plans include Quality First Teaching (QFT) strategies. • Parents and children involved in monitoring and supporting their targets. **Assessment** • In addition to typical classroom assessments, the teacher will also discuss next steps with the SENDCO. As appropriate, schools may choose to use screening tools, such as GL Assessment online screeners, Lucid, etc. • For concerns regarding motor skills use a motor skill check list and/or speak to the school nursing team/OT. **Planning** • Typical curriculum plans to include QFT strategies and adjustments to activities to remove any barriers which difficulties may present. • Timetable any one-to-one /small group intervention into weekly routine as appropriate (the number of sessions would be dependent on the intervention). • Monitor effectiveness of interventions ensuring clear entry and exit points and detailed provision map. • Parents and children involved in monitoring and supporting their targets.	• Mainstream class with flexible grouping arrangements. • Consider Kagan structures. • Opportunities for small group work based on identified need e.g., listening/ thinking. • Mainstream class with flexible grouping arrangements • Opportunities for small group work based on identified need e.g., reading, maths, motor skills. • Opportunities for generic type one-to-one programmes aimed at addressing gaps – any intervention should have clear entry and exit criteria.	• Quality First Teaching. • Simplify level/ pace/amount of teacher talk. • Emphasis on identifying and teaching gaps assessment. • Opportunities for skill reinforcement/ revision/ transfer and generalisation. • Formal teaching of vocabulary and concepts.	• Main provision by class/subject teacher. • Mainstream class with enhanced differentiatio. • Regular targeted small group support, where staffing allows. • Time limited programmes of small group work based on identified need. • Opportunities for 1:1 /small group support focused on specific targets, with outcomes closely monitored. • CYP should be in mainstream classes and should not routinely be withdrawn and taught by a TA. • All school staff should have access to regular, targeted Continuing Professional Developmen. • The child is likely to be part of unnamed consultations or consultations about groups of children with their link EP. • Full inclusion within the curriculum through use of differentiation and group support. • Activities planned through QFT with emphasis on concrete, experiential and visual supports. • Multi-sensory learning opportunities. • Strategies employed to encourage cognitive engagement, transferring and generalising learning e.g., Thinking Skills and problem solving. • Links established between new and prior learning with support from review and overlearning techniques.

How staff will use the Threshold document…

▶ Read the Threshold Descriptors Overview

▶ Use the Presenting Behaviour descriptor for that threshold

This will allow staff to identify how the child's/young person's individual profile affects their access to the curriculum and setting.

It is important to note:

▶ A child can be in a different Threshold for each area of need, or even straddle a Threshold.

▶ The Threshold will help staff to identify what support could support that child.

PfA...in the Threshold document

Social, Emotional and Mental Health: PfA Outcomes and Provision — Primary and Secondary

PfA Outcomes and Provision

Year Group	Employability/Education	Independence	Community Participation	Health
Reception to Y2 (5-7 years)	Child is able to interact with peers and begin to form friendships to support emotional wellbeing.	Child is able to show awareness of independent living skills (cooking, cleaning, DIY) and will extend and develop these through real world play Child is able to access the dining hall alongside peers, following social routines in relation to seating and turn taking, and will be able to make appropriate choices in relation to meals.	Child is able to interact with peers and begin to form friendships with peers to support emotional wellbeing. Child is able to maintain positive emotional wellbeing through participation in team games, after-school clubs and weekend activities. Child is able to begin to identify bullying in relationships and will be able to seek adult support.	Child is able to attend necessary dental, medical and optical checks following parental direction and supervision. Child is able to cooperate with self-care and personal hygiene routines with prompting and adult support as required. Child has the support and strategies required to promote resilience and emotional wellbeing.
Y3 (8-	Child is able to interact with peers, making and maintaining friendships with others to support emotional wellbeing. Child is aware of structures in place to support social and emotional wellbeing and will access these as required. Child is able to show awareness of different feelings and emotions and with support will identify and apply appropriate strategies to manage these.	Child is able to maintain friendships with peers and access community-based clubs/after school clubs to promote independence and emotional wellbeing. Child has the social skills necessary to facilitate participation in sleepovers and residential trips. Child is able to manage their feelings and emotions,	Child is able to maintain friendships with peers to support emotional wellbeing and avoid isolation. Child is able to begin to identify bullying within relationships and will be able to identify support and strategies to manage this. Child is able to manage social and emotional responses to change. Child is aware of strategies and precautions to remain safe online.	Child is able to understand physical changes associated with the onset of puberty and will manage these appropriately, with support as required, maintaining social and emotional wellbeing. ...ort, child is able to access str... manage any emotional or m... needs associated with th... mental health

Gateshead LOCAL OFFER

Gateshead Council

NHS North East and North Cumbria

Using the SEND Thresholds (0-25 Years)

Guidance 2024

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