

Criteria for statutory assessment of children and young people who are deaf or have a hearing impairment

**Children's Services Directorate
SEN Service
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Contents

Introduction	2
SEN Support	3
Criteria for assessment	4
County Moderation Group	5
Areas of need	6
Criteria for hearing impairment	6
A process of planned intervention	7
Reasonable provision	9
A severe and significant difficulty	9
Further information	11
Appendix 1: Criteria grid for hearing impairment (an extract from <i>SEN Support: guidelines for early years settings, schools and colleges</i>)	12
Appendix 2 Statutory Assessment Thresholds	15

Introduction

These guidelines have been produced to clarify the level and range of needs for which an education, health and care (EHC) assessment is considered appropriate and where admission to specialist provision may be regarded as a possible placement. The criteria build on the general criteria for assessment provided in the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years issued by the Department for Education (DfE) in 2015. Decisions regarding statutory assessment and admission to specialist provision will be made as part of a continuing assessment and review process of individual children's needs as recommended in the Code of Practice.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges **must** use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

Paragraph 1.24, SEND Code of Practice, 2015 (DfE)

Isle of Wight Children's Services Special Educational Needs (SEN) Service continue to work to improve the way we address special educational needs, aiming to ensure that SEN resources are targeted efficiently, effectively and equitably for children and young people across the county through:

- an emphasis on early identification
- increased delegation of funding to mainstream schools and colleges via the SEN top up system.
- clear criteria for admission to special provisions
- active partnership with parents

The aims of the criteria are to:

- enable the local authority to identify, consistently and objectively those children and young people with the greatest level of need who may require an EHC assessment, an EHC plan and placement in specialist provision
- provide clear guidance with regard to the level of SEN likely to be considered by the local authority to be sufficiently severe or complex to require an EHC assessment, an EHC plan and placement in a specialist provision
- provide consistency with the general guidance contained in the SEND Code of Practice.

The extent of a child or young person's special educational needs is determined by the unique interaction between the individual child/young person and their educational environment. Whilst it is impossible to define criteria that reflect fully the complexity of

this interaction it is nevertheless necessary to formulate a range of objective criteria which can be applied as consistently as possible across the local authority. It is expected that professionals submitting evidence to the local authority will have regard to these criteria.

Decisions about whether or not to proceed with an EHC assessment and whether to issue an EHC plan will be based on careful consideration of the child or young person's individual circumstances and in some case the cumulative effect on educational progress of a combination of special needs. The SEN panel will generally only recommend that a full statutory EHC assessment should be undertaken if they are satisfied the child/young person's difficulties are severe, complex and long term and have not been resolved despite a range of well planned interventions and/or cannot be met from the resources already available to local mainstream schools and colleges. The importance of clear and full communication between early years settings, schools, colleges, the local authority, other statutory and voluntary agencies and, in particular, parents is something which all partners involved with assessment and placements wish to acknowledge. Support, especially in the early years, may also involve Health Services, Children's and Adults' Social Care Services and other providers. Close links and understanding of all those agencies involved are essential.

The criteria for the main categories of SEN are presented in separate documents to provide ease of use.

Criteria documents can be accessed online at www.iwight.com/localoffer

SEN Support

A college/school/pre-school setting must demonstrate that its actions have been purposeful, relevant and sustained prior to considering a request for an EHC needs assessment. Children/young people eligible for a statutory assessment will usually have been supported from within the provision's local offer and with resources already available to them over a period of time including 2 assess/plan/review/cycles, and a graduated approach.

Actions taken by college/school/pre-school setting to differentiate the curriculum, provide quality teaching and additional targeted intervention to meet the child/young person's need will be evident in provision maps, individual targets and evidence of having implemented advice from specialists.

The following evidence will be taken into account when a request for statutory EHC assessment is considered:

- The views of parents/carer and child/young person
- Background information on child/young person and family
- A holistic description of the child/young person strengths, his/her learning difficulties, special educational needs (under 4 main areas of SEN) and the impact on the learning of others
- Relevant and purposeful intervention from within the setting's resources

- Details of the 'plan, review and do' process put in place to meet needs of the child/young person to include a clear description of progress made over a period of at least two terms. Plans should have clear outcomes and actions/interventions in place through the graduated response and should have clear entry and exit criteria and success measures
- Educational Psychology involvement must be included with evidence of implementation of advice to devise appropriate strategies and programmes with outcomes clearly recorded
- Evidence of the implementation of advice, with outcomes, from specialist outside agencies
- The checklist of evidence to be included.

Criteria for assessment

In a few exceptional cases, where a child has severe and complex learning and development needs, the extent of these will be self-evident. In such cases, requests for statutory assessment might be made prior to attending an early years provision or receiving a home tuition intervention programme, such as Portage Home Visiting. In such a case, there should be no need for reports from all the agencies involved with the child before a request for assessment can be recommended by the SEN panel.

Only those with the most exceptional level of need will require an EHC plan. In line with national expectations approximately 2% of the pupil population whose needs are severe and complex will need the support of an EHC plan.

Although the four broad categories of needs as set out in the SEND Code of Practice will form the basis for decision-making, the local authority recognises there is a wide spectrum of special educational needs which are frequently interrelated. While threshold criteria have been set for each category of need, reference may be made to more than one category of need.

In schools, account will be taken of the first £6,000 (Element 2) of additional support that the DfE expects to be made from the schools' delegated special educational needs funding.

In some exceptional circumstances, it may be possible for a combination of less severe SEN needs to have a cumulative effect which may call for special provision which cannot reasonably be provided within the resources normally available to mainstream settings.

The local authority should be expected to carry out a statutory EHC assessment for a child/ young person only when:

- The child/young persons SEND are long term, severe and complex.
- The child/young person has not responded to sustainable, relevant and purposeful measures taken by the educational establishment.

- The child/young person requires special educational provision that is additional to and different from provision normally available to mainstream maintained schools and settings and/or the provision cannot be met from within resources already available to mainstream schools and colleges in the area.

Special Educational Needs Panel

The Special Educational Needs Panel will give considered recommendations to the Local Authority Officer responsible for making decisions in relation to statutory assessment prior to making the final decision. The SEN Panel meets weekly (term time) and comprises: SEN Service Manager (Chair), Senior Special Needs Officer, SEN Caseworkers, Educational Psychologist, Head Teachers (Special and Mainstream), College representative, Speech and Language Therapy representative, Early Years Team representative, Specialist Teacher Advisory Team representative and social care representative.

In reviewing the evidence, the SEN Panel will consider if sustained, relevant and purposeful actions have been taken, in particular whether the educational establishment has:

- Analysed the nature of the child/young person's learning difficulties, established his/her SEN, made appropriate provision over a sustained time (at least two terms), set and review appropriate strategies, targets and outcomes.
- Taken necessary actions to secure and record the views of the child/young person and his/her parents/carers and actively encouraged their involvement at all stages.
- Sought advice from an Educational Psychologist and appropriate specialist teachers.
- Sought the advice of relevant professions, ie medical professionals, social care professionals

SEN panel members will discuss whether or not to start an EHC assessment following consideration of a request, the panel will advise the local authority of their recommendations whether there is agreement to undertake a statutory assessment. The final decision, however, rests with the SEN Officer responsible for making such decisions. *If a request is refused, written explanation will be provided to the referrer and discussed with parents within 6 weeks from when the request is received by the local authority.*

It should be noted that for most children who present with complex needs, more than one set of indicative severity criteria might be considered. The SEN Panel will be mindful of all appropriate factors when advising the local authority to make a statutory EHC assessment or not.

Areas of Need

The 2015 SEND Code of Practice (0-25 years), identifies four broad areas of need:

Cognition and Learning (C&L)

- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)
- Specific Learning Difficulties (SpLD)

Communication and Interaction (SLCN)

- Speech, Language and Communication (SLCN)
- ASD – including: Asperger’s Syndrome (which is also described as high functioning autism) and Autism

Social, Emotional and Mental Health Difficulties (SEMH)

- A wide range of social and emotional difficulties which may reflect underlying mental health difficulties or conditions

Sensory and/or Physical needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Physical Disability (PD)

Criteria for deaf and hearing impairment

In deciding whether or not to initiate a statutory assessment in respect of hearing impaired children and young people, Isle of Wight Council will have regard to the evidence presented by parents and professionals indicating that there has been adherence to the principles of the *SEND Code of Practice* namely:

Whether there is evidence that despite the early years provider, school or post-16 institution having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made the expected progress.

(Paragraph 9.14 SEND Code of Practice)

Accordingly, Isle of Wight Council would expect evidence of:

- **a process of planned intervention**
- **reasonable provision**
- **a severe and significant difficulty.**

For the purposes of this document, any reference to the local authority can be taken as a reference to the County Council.

A process of planned intervention

The Council's criteria rest on qualitative and quantitative evidence of appropriate planned intervention.

Deafness or hearing impairment does not necessarily imply SEN. It may not be necessary for a child or young person who is deaf or has a hearing impairment to have an Educational Health Care (EHC) plan. It is the child's educational needs that must be considered and whether or not the deafness or hearing impairment, if not properly managed, is likely to hinder the child's access to education.

A staged process of intervention is likely to focus on enabling access to the curriculum so that the child can attain academic progress in accordance with their potential.

- Flexible teaching arrangements.
- Appropriate seating and lighting.
- Adaptations to the physical environment of the school/college.
- Adaptations to school/college policies and procedures.
- Access to alternative or augmented forms of communication.
- Access in all areas of the curriculum through specialist aids, equipment or furniture
- Regular and frequent access to specialist support.

For the children/young people with the most complex or severe hearing loss it is likely that the local authority will consider a statutory assessment to be necessary. The governing factors are probably the extent of specialist teaching or aids and adaptations which are required. However, for many children/young people with a lesser level of sensory or physical needs, intervention at *SEN Support* will be appropriate.

For children/young people with a hearing impairment planned intervention is likely to focus on enabling access to the curriculum so that the child/young person can attain academic progress in accordance with their potential.

In consideration of academic attainment and progress we will take into account significant discrepancies between:

- a child's/young person's attainments in assessments and tests in core subjects of the Curriculum and the attainment of the majority of children/young people of their age
- a child's/young person's attainments in assessments and tests in core subjects of the Curriculum and the performance expected of the child/young person as indicated by a consensus among those who have taught and observed the child/young

person, including their parents, and supported by such standardised tests as can reliably be administered

- a child's/young person's attainment within one of the core subjects of the National Curriculum or between one core subject and another
- a child's/young person's attainments in early learning goals in comparison with the attainments of the majority of their peers.

We will seek clear recorded evidence of the child's/young person's academic attainment and ask, for example, whether:

- the child/young person is benefiting from working on programmes of study relevant to the key stage appropriate to their age or from earlier key stages, or is the subject of any temporary exception from the Curriculum.
- the child/young person is working at a level significantly below that of their contemporaries in any of the core subjects of the Curriculum or the foundation stage curriculum
- there is evidence that the child/young person is falling progressively behind the majority of children/young people of their age in academic attainment in any of the Curriculum core subjects, as measured by standardised tests and the teachers' own recorded assessments of a child's/young person's classroom work, including any portfolio of the child's/young person's work.

We will also consider whether the evidence points to under-attainment rather than special educational needs and thus whether there are alternative and more appropriate ways to support the child's/young person's access to learning, such as referral to health or social services.

Where the balance of the evidence presented to and assessed by the County Council suggests that the child's/young person's learning difficulties and/or disabilities:

- are significant and/or complex

and

- have not been met by the relevant and purposeful measures taken by the school/college and external specialists

and

- may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools and colleges.

The Council will consider very carefully the case for statutory assessment of the child's/young person's special educational needs.

Reasonable provision

The school/college must be able to demonstrate that reasonable provision has been made to meet the needs of the child/young person at SEN Support. Advice about what will constitute reasonable provision is set out in the County Council's document, *SEN*

Support: Guidance for early years providers, mainstream schools and colleges and an extract is set out in Appendix 1.

Accordingly, reasonable provision will fall under four general headings:

Assessment, Plan, Do and Review – Identification of the child’s/young person’s strengths and needs, drawing on external advice for assessment and planning from a range of professionals likely to include:

- specialist teacher adviser
- educational psychologist
- paediatrician
- therapists
- outreach and centrally provided County Council services

Environment and Grouping – will include the provision of preferential seating and a favourable listening environment, a live speaker instead of taped materials and opportunities to work with others of similar abilities with some withdrawal sessions for small group or one to one work to reinforce skills.

Curriculum and Teaching – repetition and clarification of instructions, new vocabulary and concepts, differentiated learning tasks geared to preferred learning styles and the use of visual resources and strategies shown to be effective with pupils with hearing impairment.

Resources, Roles and Responsibilities – key staff who are supported by specific training and advice to check and monitor audiological equipment and support individual targets and deliver programmes with input from external agencies such as those listed above and planned time for liaison with parents.

If, despite this provision, the child’s rate of progress still gives cause for concern then the Council will give serious consideration to a request for statutory assessment.

A severe and significant difficulty

Children who are deaf or hearing impaired and have a severe and significant need will typically have a severe or profound hearing loss or may have a high frequency loss or a moderate hearing loss which has been diagnosed late or is in some way unstable or is accompanied by auditory neuropathy spectrum disorder.

Audiometric Descriptors These descriptors are based on the average hearing threshold levels at 250, 500, 1000, 2000 and 4000 Hz in the better ear. If no response is obtained at any frequency due to severity of impairment, the reading should be given a value of 130 dBHL.

Mild hearing loss	21-40dB
Moderate hearing loss	41-70dB
Severe hearing loss	71-95dB

Profound hearing loss in excess of 95dB

Auditory Neuropathy Spectrum Disorder (ANSD) is a specific form of hearing loss defined by the presence of normal or near normal Otoacoustic Emissions (OAEs) but the absence of normal middle ear reflexes and severely abnormal or completely absent Auditory Brainstem response (ABRs)

Children with a severe and significant need will demonstrate difficulty with some or all of the following:

- **Listening and Receptive Language** – They will have difficulties listening in the classroom environment and in understanding and processing language in all types of situation. This will include mishearing, misunderstanding, following instructions, learning new concepts, understanding abstract concepts and understanding/interpreting text.
- **Speech and Expressive Language** – They will have difficulties in expressing ideas verbally. Language used will be restricted in length and complexity and will show both delayed vocabulary and use of grammar. Speech may not be fully intelligible.
- **Curriculum Access** – They will require significant support in-class, in small groups or 1:1 to access the curriculum and significant differentiation of tasks with additional visual support.

Deafness and hearing loss is often associated with the following:

- **Concentration and attention control** – difficulties with listening, focusing and maintaining attention, particularly in a group.
- **Self-esteem, social skills and behaviour** – difficulties in understanding and describing their own emotions and the emotions of other's, in interpreting the behaviour of others and in establishing and maintaining friendships and relationships with both peers and adults. Pupils may lack confidence affecting their ability to be an independent learner and they may have low self-esteem. This, together with the resulting frustration, can lead to inappropriate behaviour.

Indications of statutory assessment thresholds for listening and receptive language and speech and expressive language are shown in Appendix 2.

In taking into account the SEND Code of Practice, the Council will consider a pupil with deafness/ hearing impairment to have a severe and/or complex need if:

- they have a severe, profound or high frequency hearing loss or a moderate hearing loss accompanied by late diagnosis or auditory neuropathy.

and

- where it is possible and appropriate to assess, using standard tests, the child's language abilities as a result of their hearing loss are at least two years below their chronological age.

and

- there is clear substantiated evidence based on specific examples that their hearing loss and language delay limits their ability to access the curriculum and/or impedes their emotional, social or behavioural development and as a result impacts upon their ability to make progress.

or

- they use British Sign Language or Sign Supported English to access the curriculum and for the majority of their communication and learning.

Deaf and hearing impairment levels of support are shown in Appendix 2.

Further information

Isle of Wight SEN Criteria documents are available online at www.iwight.com/localoffer

SEND code of practice: 0-25 years, DfE, 2015 available at

www.gov.uk/government/publications/send-code-of-practice-0-to-25

Schools: guide to the 0 to 25 years SEND code of practice, DfE, available at

www.gov.uk/government/publications/send-guide-for-schools-and-alternative-provision-settings

The Special Educational Needs and Disability Regulations 2014 -

www.legislation.gov.uk/uksi/2014/1530/contents/made

The Children and Families Act 2014 -

www.legislation.gov.uk/ukpga/2014/6/contents/enacted

If you would like more information please contact the SEN Service, email sen@iow.gov.uk

Appendix 1 - Hearing Impairment (HI)

(An extract from *SEN Support: Guidance for early years providers, mainstream schools and colleges*)

Description of difficulty/Barriers to learning

- The child/young person (CYP) will have a hearing loss diagnosed by Health.
- They may have been issued with a hearing aid.
- They will have difficulties listening, particularly in adverse listening environments.
- They may have delayed or disordered speech/articulation.
- They may have delayed or disordered language.
- They may have a poor auditory memory.
- They may have difficulties with emotional well-being and self-esteem.
- They may require additional specialist equipment.

Appendix 1 - Hearing Impairment (HI)

(An extract from *SEN Support: Guidance for early years providers, mainstream schools and colleges*)

Assessment, plan, do and review

- Ongoing assessments by class teacher supplemented by standardised and/or diagnostic tests.
- The CYP's strengths and needs will be identified and monitored through the usual range of observation, dialogue and discussion.
- School may receive advice from the Specialist Teacher Adviser (STA) for HI. This will be incorporated into the CYP's personal plan. The plan to be regularly reviewed by school staff to ensure progress. Targets should include a focus on increasing independence.
- Regular review meetings will be held with the CYP and parents to assess strategies and set new targets within the personal plan which identifies levels of support and targets for curriculum access.
- Regular dialogue with parents to be maintained.
- Ongoing assessment and monitoring with the support of STA HI if appropriate.

Assessment would include consideration of:

1. CYP's identified and assessed learning needs
2. Learning environment
3. Task
4. Teaching style

Assessment, plan, do and review

Environment and grouping	Teaching and learning	Resources, roles and responsibilities
<p>In the classroom the CYP may need any or all of the following:</p> <ul style="list-style-type: none"> • A school based risk assessment completed and actioned. • Appropriate seating arrangements so that the CYP/young person can hear easily in a favourable listening environment where 	<p>The CYP may/will need:</p> <ul style="list-style-type: none"> • Access to the school curriculum with differentiated learning tasks to meet their preferred learning styles to ensure increasing independence, eg visual, kinaesthetic. • Repetition and clarification of instructions, vocabulary and new concepts. 	<ul style="list-style-type: none"> • Key staff awareness of the CYP's hearing impairment and implications. • Access for staff to training, as appropriate. • Advice from STA for HI as required. • Time will need to be available for liaison between SEN Co-ordinator and class

Appendix 1 - Hearing Impairment (HI)

(An extract from *SEN Support: Guidance for early years providers, mainstream schools and colleges*)

<p>background noise is kept to a minimum. These adjustments should be sensitively implemented.</p> <ul style="list-style-type: none">• Sensitive support and flexible grouping arrangements to encourage social interaction and collaborative work.• Opportunities to work with others of similar abilities in areas of strength.• Support strategies and groupings to foster emotional well being and self esteem.• Withdrawal sessions for some small group or one to one work to increase skill levels.• An audit of the physical listening environment.• Space for the STA for HI to carry out listening assessments as required.	<ul style="list-style-type: none">• Planned support to access learning activities and to support independence.• Additional visual resources to be made available if appropriate.• Sensitive support to manage identified hearing needs.• Special access arrangements for internal/external examinations where appropriate.	<p>teacher/subject teacher(s) and other professionals.</p> <ul style="list-style-type: none">• Daily care and maintenance of hearing aids if appropriate.• Planned time for home/school liaison so that parents can be involved in both long and short term planning and support.• Access to specialist equipment used by trained staff where appropriate.
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Appendix 2 – Deaf and Hearing Impairment levels of support

Statutory Assessment Thresholds			
At end of Year R -1	At end of KS 1	At end of KS 2	At end of KS 3
<p>Listening and Receptive Language</p> <p>Will have difficulty locating sound and discriminating speech even with appropriate hearing aids/processors and FM equipment.</p> <p>Will need repetition and rephrasing of instructions and explanations and rely heavily on visual support to assist understanding.</p> <p>Will find listening in a large group difficult.</p> <p>Will understand a very limited range of vocabulary, usually nouns which will be associated with their own immediate experience. Will have difficulty understanding language beyond the here and now and will rely heavily on visual support and contextual clues.</p> <p>Will not understand beyond the two information carrying word level but may understand some learned phrases.</p>	<p>Listening and Receptive Language</p> <p>Will have difficulty locating sound and discriminating speech even with appropriate hearing aids/processors and FM equipment</p> <p>Will need repetition and rephrasing of instructions, additional clarification and visual support.</p> <p>Will find listening in a large group difficult.</p> <p>Understanding of vocabulary will be delayed by at least two years. Will have difficulty with sequencing and organizing ideas, prediction, abstract concepts and subject specific vocabulary.</p> <p>Will find it difficult to follow instructions beyond three information carrying words and will have a delayed understanding of grammar, eg plurals, tenses and negatives.</p>	<p>Listening and Receptive Language</p> <p>Will have difficulty locating sound and discriminating speech even with appropriate hearing aids/processors and FM equipment.</p> <p>Will need repetition and rephrasing of instructions and additional clarification.</p> <p>May still find listening in a large group difficult.</p> <p>Understanding of vocabulary will be delayed by at least three years. Will have difficulty with abstract concepts subject specific vocabulary, inference and deduction.</p> <p>Will find it difficult to follow instructions beyond four information carrying words and will have a delayed understanding of grammatical structures.</p>	<p>Listening and Receptive Language</p> <p>Will have difficulty locating sound and discriminating speech even with appropriate hearing aids/processors and FM equipment.</p> <p>Will need repetition and rephrasing of instructions and additional clarification particularly when listening in a large group.</p> <p>Understanding of vocabulary will be delayed by at least four years. Will have difficulties with abstract concepts, subject specific vocabulary, inference and deduction.</p> <p>Will find it difficult to follow instructions beyond four information carrying words and will not understand complex and embedded sentences.</p>

Appendix 2 – Deaf and hearing impairment levels of support

Statutory Assessment Thresholds			
At end of Year R -1	At end of KS 1	At end of KS 2	At end of KS 3
<p>Speech and Expressive Language</p> <p>Some consonant sounds will be omitted from speech and an unfamiliar adult may rely on contextual clues to assist understanding.</p> <p>Vocabulary range will be limited to that within own immediate experience and use of grammatical structures will be significantly delayed or absent. Key words only will be used to express meaning with some use of learned phrases.</p> <p>Will have limited use of question words. May ask what and where questions.</p>	<p>Speech and Expressive Language</p> <p>Some consonant sounds will be omitted from speech which will compromise intelligibility requiring repetition and use of contextual clues.</p> <p>Vocabulary and use of grammatical structures will be delayed by at least two years. Sentences will be simple with many auxiliary words and word ending will be omitted. Past and future tenses will not be used consistently. There will be limited use of plurals and connectives.</p> <p>Will use what and where questions but will not use who and why.</p>	<p>Speech and Expressive Language</p> <p>Some consonant sounds may be omitted from speech which will compromise intelligibility requiring repetition and use of contextual clues.</p> <p>Vocabulary range and use of grammatical structures will be delayed by at least three years. Will not use complex sentences and will make errors with tenses and plurals.</p>	<p>Speech and Expressive Language</p> <p>Some consonant sounds may be omitted from speech which will compromise intelligibility requiring repetition and use of contextual clues.</p> <p>Vocabulary range and use of grammatical structures will be delayed by at least four years. Will not use complex sentences and will make errors with tenses and plurals.</p>
<p>Curriculum Access</p> <p>Will require LSA/CSA time to access the curriculum, including in-class support, small group and/or 1:1 input for over-learning and pre and/post tutoring.</p> <p>Will need significant differentiation of tasks.</p> <p>Will require management of the listening environment and appropriate visual aids.</p>	<p>Curriculum Access</p> <p>Will require LSA/CSA time to access the curriculum, including in-class support, small group and/or 1:1 input for over-learning and pre and/post tutoring.</p> <p>Will need significant differentiation of tasks.</p> <p>Will require management of the listening environment and appropriate visual aids.</p>	<p>Curriculum Access</p> <p>Will require LSA/CSA time to access the curriculum, including in-class support small group and/or 1:1 input for over-learning and pre and/post tutoring.</p> <p>Will need significant differentiation of tasks.</p> <p>Will require management of the listening environment and appropriate visual aids.</p>	<p>Curriculum Access</p> <p>Will require LSA/CSA time to access the curriculum, including in-class support, small group and/or 1:1 input for over-learning and pre and/post tutoring.</p> <p>Will need significant differentiation of tasks.</p> <p>Will require management of the listening environment and appropriate visual aids.</p>