

SEND

Special Educational Needs and Disabilities



Department
for Education



Department
of Health

Special educational needs and disability code of practice: 0 to 25 years

**Statutory guidance for organisations
which work with and support children
and young people who have special
educational needs or disabilities**

January 2015

Firstly, what is a SENCo?

- ▶ Special Educational Needs Coordinator
- ▶ Must be a qualified teacher
- ▶ Must have the National Award for SENCo

A SENCo coordinates support and provision for children with SEN and:

- ✓ Will conduct assessments for individual children
- ✓ Write reports
- ✓ Provide advice and guidance for teachers
- ✓ Refer to outside agencies
- ✓ Provide evidence for children being assessed for an Education Health and Care Plan

What are the guiding principles for supporting children with SEN/D?

The “*code of practice*” (CoP) is the statutory guidance that schools follow in terms of identifying and supporting children with SEN/D.



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How are children identified as having SEN?

The CoP says a child has SEN if he or she needs provision that is “different from or additional to that normally available to pupils of the same age.” 6.15

This means that if a child’s needs can be met in class using support that is available to most other children of the same age, then they need not be identified as SEN.

Universal Support

The CoP refers to ‘high-quality teaching’ as support that should be available to all children.

High-quality teaching is when teaching is **adapted** to meet an individual child’s needs. This is sometimes referred to as *differentiation*, *inclusion*, and is currently known as **adaptive teaching**.

Adult Support in Class

Generally, the role of the Teaching Assistant is to enable a child to engage with and work on learning tasks with as much independence as possible.

This may involve some of the following:

- ✓ Tasks broken down into smaller parts (scaffolding - think *Ikea* instructions)
- ✓ An adult showing how to do a task (modelling)
- ✓ Extra time to think and process information
- ✓ Physical resources
- ✓ Explaining things in a different way
- ✓ Different tasks on the same subject area
- ✓ Checklists and flowcharts
- ✓ Different seating arrangements
- ✓ Questioning - specific questions that lead them to develop their own understanding
- ✓ Reminding - looking back on work they have done previously



Specialist Support

Additional, highly-personalised interventions.

Targeted Support

Additional interventions to enable pupils to work at age-related expectations or above.

Universal Support

High-quality, inclusive, adaptive teaching for all.

There are two levels of SEN/D:

1. SEN Support
2. Education, Health and Care Plan (EHCP)

Broad areas of need:

- Communication and Interaction (speech and language; Autism; delayed development)
- Cognition and Learning (delayed development; difficulties with memory; Autism)
- Social, Emotional and Mental Health (behaviour; mental health; ADHD)
- Sensory and Physical (Autism; sensory processing; physical disability)

How do we know if a child has SEN?

1. Regular assessment and monitoring of progress
2. Concerns raised by parents
3. Limited progress

All children are assessed regularly. This happens on a day-to-day basis as the teacher and teaching assistant closely monitor the work and progress during each lesson, as well as when books are checked and marked. The teacher and TA will speak to children and ask them questions about their work and check on their understanding.

If, despite adapted teaching, a child continues to make limited progress and is struggling more than expected, then the teacher will speak to the SENCo and parents about whether the child needs additional support and should be identified as SEN.

A note about “struggling:”

Learning is about moving beyond what someone already knows and can do and must involve a degree of “struggle” for progress to happen. If something is easy, learning doesn’t happen.

Additional / Different support we can provide

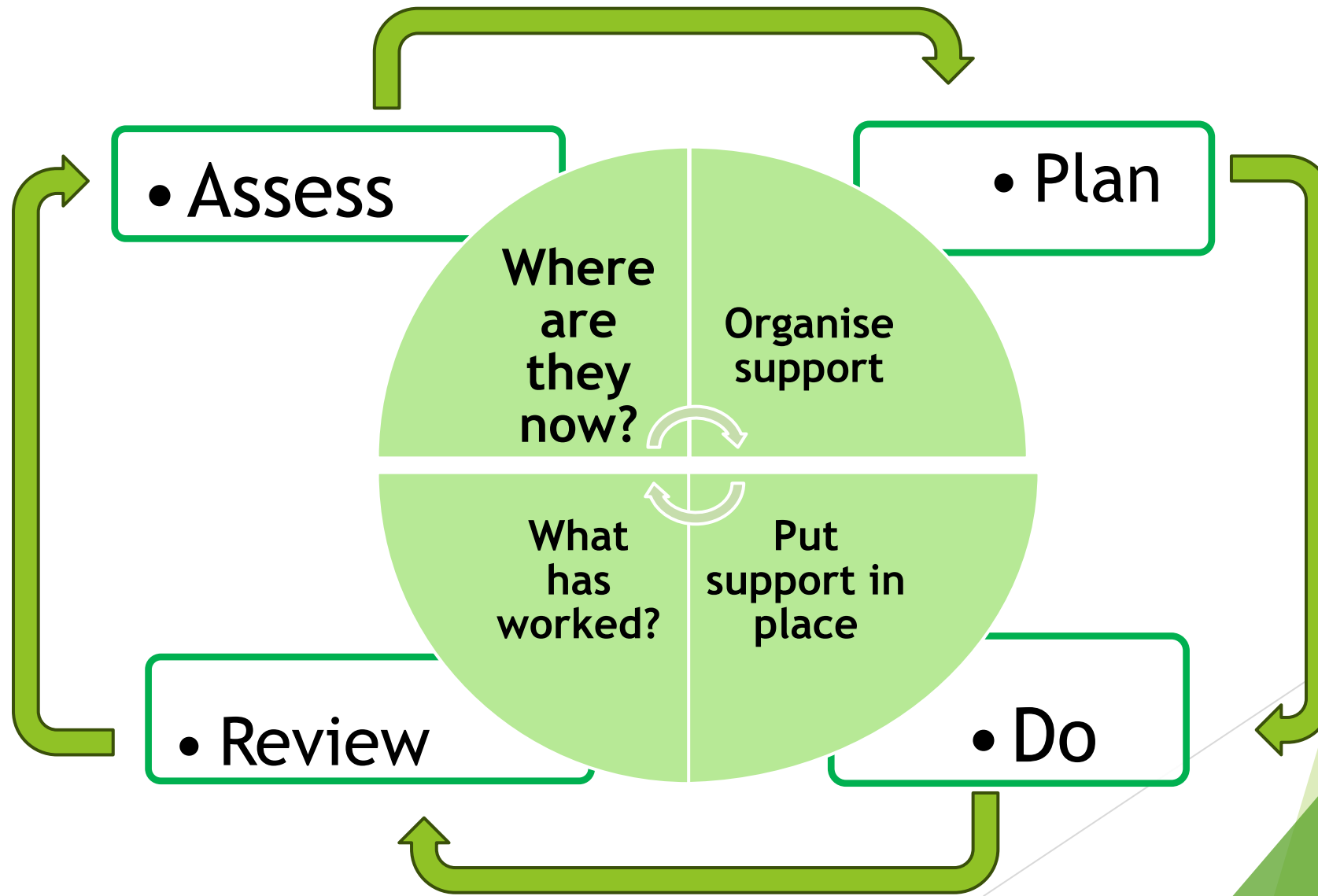
In school:

- ▶ *Little Wandle* reading program
- ▶ PiXL therapies (maths, reading)
- ▶ One-to-one guided reading
- ▶ Emotional Literacy Support Assistant (ELSA) - social skills, well-being, self-esteem
- ▶ Speech and language support ELKLAN
- ▶ Precision teaching (method - training provided by EP)
- ▶ Individualised support depending on need

Referrals to other agencies:

- ❖ Speech and language
- ❖ Community Paediatrics
- ❖ Early Help Assessment
- ❖ Healthy Minds
- ❖ Working Together Team
- ❖ Behaviour Outreach Support Service

A graduated approach



If the child has not made expected progress, then a decision is made to identify her or him as having SEN and “different” or “additional” provision is arranged.

A “needs-led” approach: we identify the need and arrange support to meet that need. This is the same whether or not a child has a diagnosed condition.

How does a child get an EHCP?

- ▶ The process is made up of two stages involving a “Needs Panel”
- ▶ Stage 1 - the panel members read through the application and make a decision whether or not to assess the child’s SEN.
- ▶ Stage 2 - if the panel has decided to assess the child’s SEN, they meet again and having read through the assessment, decide whether they need an EHCP.

“Needs Panel”
Specialists from the
local authority, as
well as head
teachers from
certain schools

The assessment of a child’s SEN is undertaken by an Educational Psychologist, who will include observations, formal assessments and meetings with school staff and with parents.

Apply for
assessment
of SEN

Local
Authority
decides to
assess or not

Local
Authority
decides to
issue an
EHCP or not.

Making an Application (Request for Assessment of SEN)

- ▶ Can be led by parents directly with the Local Authority
- ▶ Can be led by school at parental request / consent

Criteria:

- ▶ In-school assessments showing attainment significantly below that of other children of the same age (this is likely to be around 3 years below the child's age*)
- ▶ Evidence that the school is spending at least £6000 on additional support that is not making a difference
- ▶ Two cycles of APDR

*depending upon the child's needs

Lastly, what can you do?

(the emotional climate)

- ▶ Reading to, reading with, talking about reading and books
- ▶ Patience and understanding: children may need telling something more than once; they may forget things; they may get frustrated, even angry; they may be worried about something;
- ▶ Asking questions
- ▶ Talking and spending time doing something
- ▶ Keeping things as positive as possible, but open and honest at the same time
- ▶ Praise effort more than outcome

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