

SEND at the Federation

Aims:

- **SENCO ROLE** (& how this has changed.)
- Definitions of **SEND**.
- Interventions.
- The Graduate Approach
- Question time.

SEND

- **SEND** = **S**pecial **E**ducational **N**eeds & **D**isability.
- Children and young people with special educational needs (SEN) all have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. These children and young people may need extra or different help to others.

New Code of Practise (2015)

‘Every teacher is a teacher of SEN.’

- A child should only be classed to have SEN if they have not progressed at a certain level after receiving **‘High Quality Teaching.’**
- The term **‘special educational needs’** has a legal **definition**, referring to **children** who have learning difficulties or disabilities that make it harder for them to learn than most **children** of the same age.
- Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is **‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’**.

SEND at our schools

- **Literacy:**

Toe-By-Toe / Write Dance / RML Top-up, Writing, Reading / Sparkle Club / 1:1 Reading / G&T reading / Writing Boosters – L2 – 6 / Writing Enrichment / Streamed groups.

Numeracy:

Maths Express / Numicon / Number Shark / Streamed groups.

Language Skills:

Social Skills / Language Group / Speech and Language/ Chat & Play

Co-ordination:

Fine Motor / Motor Group / Write Dance / Sparkle Club / Happy Hands

Other Curriculum Areas:

Street-Dance Club / Sports Clubs / Fun Club/ Chat & Play / Lego / Art Enrichment.

Does My Child Have SEND?

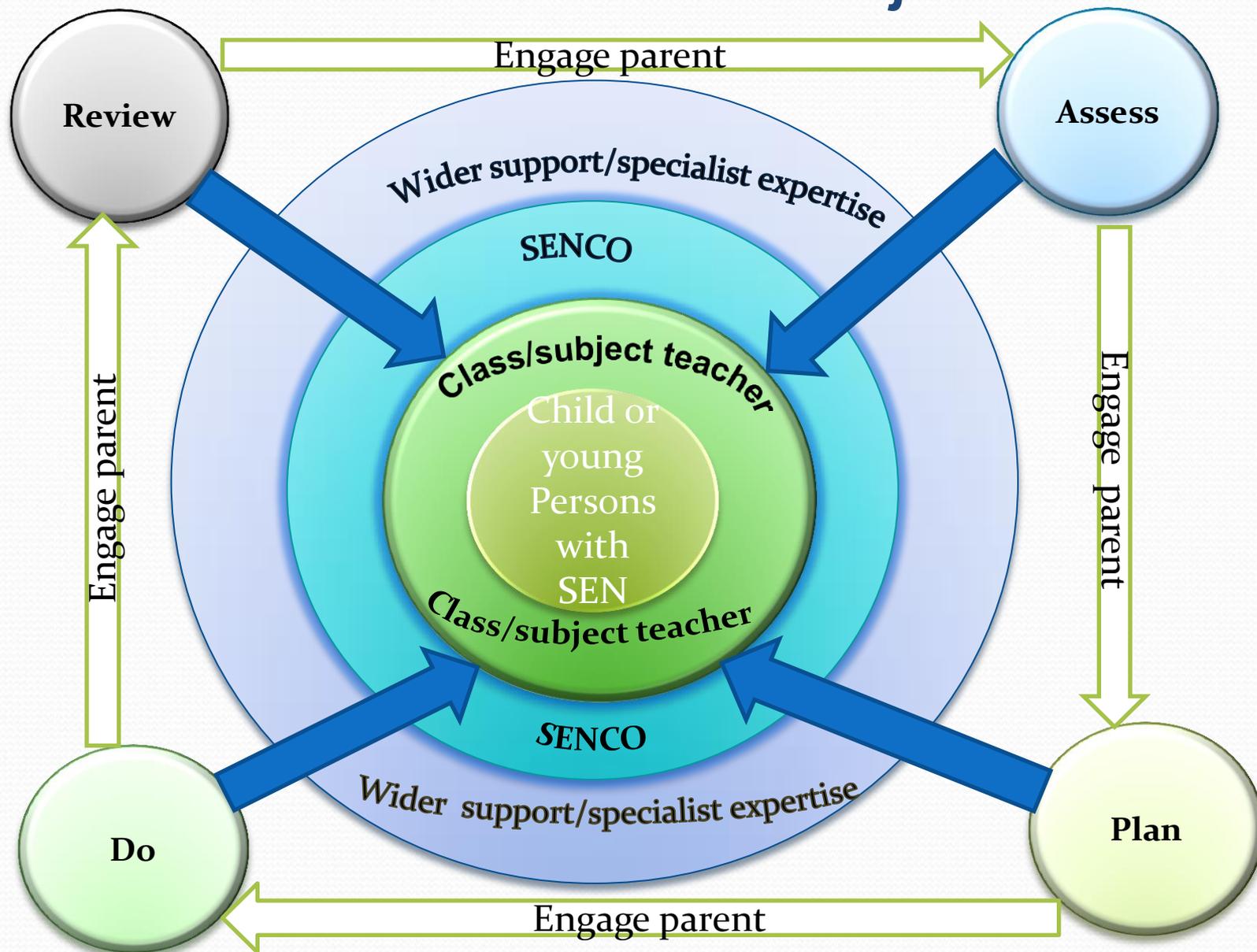
First step:

- If a class teacher and/or SENCO feel that your child would simply benefit with some kind of intervention, then your child will be placed in an intervention. We choose these children based on the points attainment system. If a student is not achieving the age expected progress then an intervention is put into place which will target the area in their learning that requires improvement.

Process to identify SEND:

- Discussion with class teacher.
- Meeting arranged with SENCO/Class teacher.
- SENCO observation of your child and a discussion with staff.
- Follow up meeting with parents/carers.
- Official forms completed and sent to LBWF.
- LBWF Specialist team observation and meeting.
- Next steps.....

Reform in practice: SEN Support - the role of the class/subject teacher



Do we identify pupils who are making less than expected progress and are unlikely – on current performance – to attain at an expected or higher level?
Do we moderate the assessment of pupils' attainment levels and target setting in a rigorous way?

Do we have arrangements in place for the pupils to increase their progress and raise their attainment?

Assess Plan



Do we have specific strategies in place for working in a partnership with parents for the benefit of pupils, including those who find working with school to be difficult?

Do we monitor support arrangements to show that they are effective in increasing the rate of progress and 'narrowing the gap' for identified pupils?
Do we review support arrangements regularly with regard to their impact on pupils' outcomes, and make changes if they are ineffective?

Review D O

In schools with best practice, it is not automatically accepted that a pupil achieving below the level expected for their age or making slower progress than expected will have a special educational need requiring additional or different provision. Instead, teachers, together with a SENCO, will analyse the effectiveness of their teaching systems for support before deciding that the identification of SEN is appropriate. These schools will actively seek to improve provision to meet a wider range of needs – through well differentiated classroom and subject teaching – rather than assuming that it always needs to introduce specialist additional provision.

6. Early years, schools, colleges and other education and training providers

Changes to SEND

- As of the 1st September 2014 the SEND Code of Practise came into effect,

In summary

- New Code (Sept 2014) applies to **all** state funded schools
- Reinforced role of SENCO
- Application of SEN Support
- Putting parents and children at the heart of the system
- Greater clarity about what school/ college provides
- Work with LA on local offer
- Ensuring no discrimination over admission decisions
- Working with Education, Health and Care Plans
- Improved transition planning and arrangements
- Support families in using personal budgets



Changes to SEND

- **Identifying and catering for pupils' needs**
- Paragraph 6.25 on page 96 of the code says that when reviewing and managing provision for pupils with SEN, schools should consider how well-equipped they are to provide support across the following four broad areas of need (set out on pages 97-98):
 - Communication and interaction
 - Cognition and learning
 - Social, mental and emotional health
 - Sensory and/or physical
- Paragraph 6.36 of the code (page 99) explains that teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. It adds that high-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

New SEND Code of Practice Information slide

Chapter 2: Summary

- Principles underpinning the Code of Practice
 - the views, wishes and feelings of the child or young person, and their parents

 - the importance of the child or young person, and their parents, participating as fully as possible in decisions; and being provided with the information and support necessary to enable participation in those decisions

 - the need to support the child or young person, and their parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

- Involving children, parents and young people in decision making
 - Parents have statutory rights to contribute to the decision making process about their child's education
 - Children have a right to be involved in making decisions and exercising choices.

- Identifying children and young people's needs
 - Local authorities must carry out their functions with a view to identifying all those who may have SEN
 - Local authorities, CCGs and other partners must work together to assess the health needs of local people, including those with SEN.

- Greater choice and control for parents and young people over their support
 - All available services should be reflected in the Local Offer
 - Parents of children who have an Education, Health and Care plan and young people who have an Education, Health and Care plan have a right to ask for a particular school or college to be named in the Plan and for a personal budget for their support.

PERSONAL BUDGETS



A personal budget is for the additional support the child or family may need. It is optional, but LAs must prepare a budget if requested, in which case, the details will be set out as part of an EHC Plan.

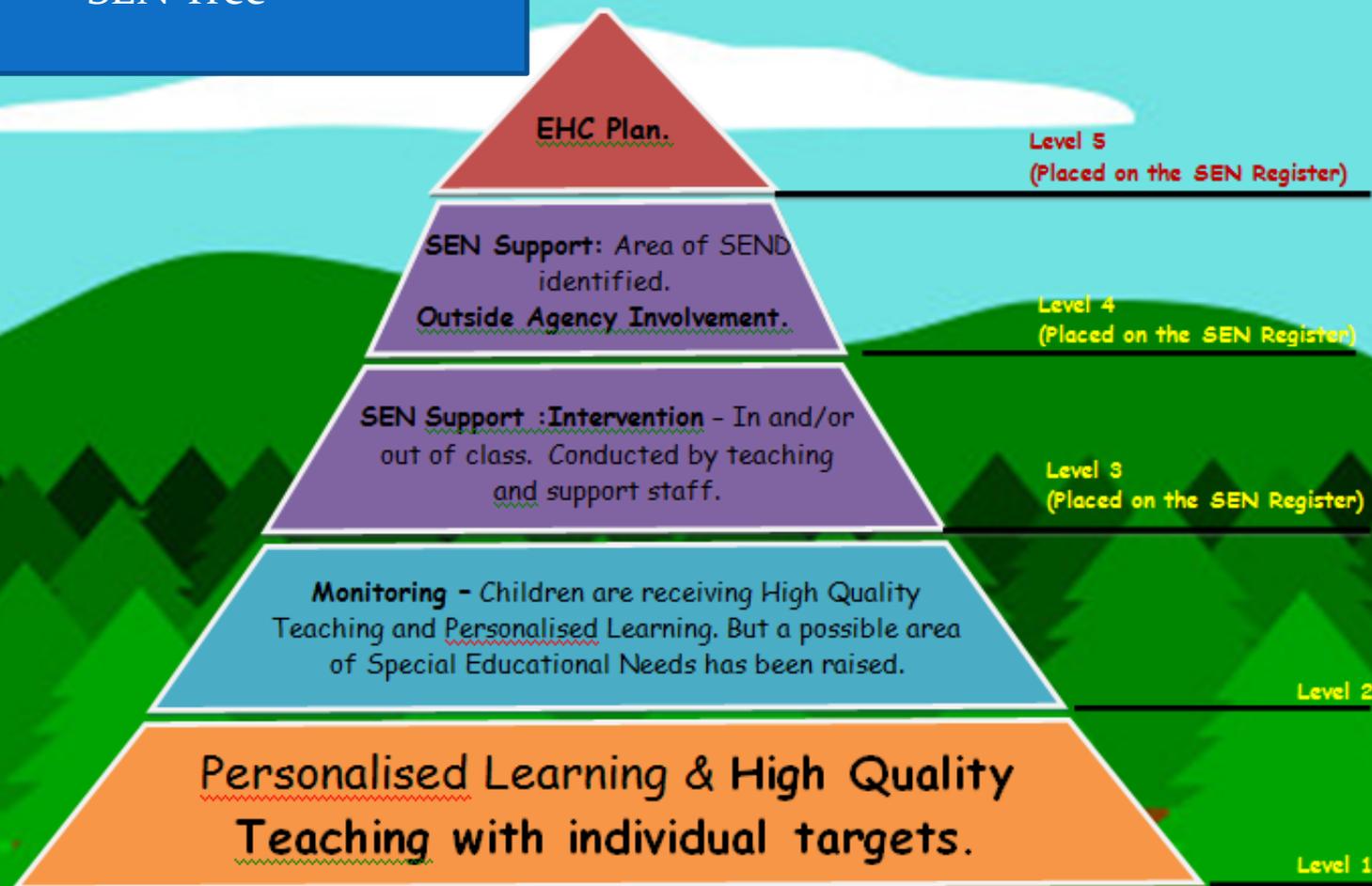
Parents will be able to choose:

- whether they wish the LA, or a third party, to manage the funds on their behalf
- whether they would like a **direct payment** and commission services themselves.

Where there is a direct payment, the LA must secure the agreement of the early years setting, school or college.



SEN Tree



All children start here!

Identifying SEND Information slide.

Table 3.1b: Common areas of concern, assessment areas and possible learning difficulties

Indicators	Areas to assess/actions	Possible type of SEN
<p>Specific learning difficulties</p> <ul style="list-style-type: none"> • Literacy difficulties - reluctance to read, poor sight vocabulary • Numeracy difficulties • Poor self-esteem • Untidy handwriting/clumsy • Poor organisation • Discrepancy between oral and written work • Difficulty following instructions • Attention and concentration skills • Tiredness • Behavioural difficulties arising from low self-esteem, frustration 	<ul style="list-style-type: none"> • Cognitive ability • Phonological skills • Short-term auditory memory and sequencing skills • Fine and gross motor skills 	<ul style="list-style-type: none"> • Specific learning difficulty (SpLD): <ul style="list-style-type: none"> - dyslexia - dyspraxia - dyscalculia
<p>Speech, language and communication</p> <ul style="list-style-type: none"> • Receptive language - understanding what is said • Expressive language - word-finding difficulties • Speech production difficulties • Literacy skills • Frustration and anxiety due to communication problems • Attention and concentration skills • Difficulty following instructions 	<ul style="list-style-type: none"> • Cognitive ability • Phonological skills • Short-term auditory memory and sequencing skills 	<ul style="list-style-type: none"> • Speech, language and communication needs (SLCN)
<p>Cognition and learning differences</p> <ul style="list-style-type: none"> • Low general attainment • Difficulty in understanding abstract concepts and applying prior learning • Speech and language difficulties • Social and behavioural difficulties • Attention and concentration span 	<ul style="list-style-type: none"> • Cognitive ability • Phonological skills 	<ul style="list-style-type: none"> • Cognition and learning differences: <ul style="list-style-type: none"> - MLD - SLD - PMLD
<p>SEBD</p> <ul style="list-style-type: none"> • Inappropriate behaviour that interferes with own and others' learning • Difficulties in forming relationships with peers and adults • Emotional difficulties - self-awareness and awareness of others • Anger management 	<ul style="list-style-type: none"> • Cognitive ability • Phonological skills • Emotional intelligence 	<ul style="list-style-type: none"> • Social, emotional and behavioural difficulties (SEBD)
<ul style="list-style-type: none"> • Concentration and attention span - need prompting to stay on task • Difficulties following instructions • Impulsive behaviour • Hyperactive behaviour 	<ul style="list-style-type: none"> • Cognitive ability • Phonological skills • Attention/ concentration skills 	<ul style="list-style-type: none"> • Attention deficit and hyperactivity deficit disorders (ADD/ADHD)

Information slide

- Training in better quality report writing across agencies and schools from the start building integrated systems
- Huge cultural change as this is NOT a statement by another name
- Meaningful Education, Health and Care plan resourcing
- 'Parent led EHC plans' and child / young person 'owned and led EHC plans'
- Clear EHC Plan 'outcomes' that meet statutory provision need as well as child and family aspirations providing enough clarity to consider resources
- Multi-agency workforce training e.g. key working
- Single panel and integrated pathway – (roles, responsibilities, accountability, monitoring)
- Data management / IT Systems across schools and agencies
- Not a single national EHC Plan template but every EHC plan to have discreetly labelled sections across education, health & care that must be included
- Transferring children & young people with statements of SEN and Learning Difficulty Assessments to EHC plans

Any Questions?

