



THE ROYAL BOROUGH OF  
KENSINGTON  
AND CHELSEA

# **SEN SUPPORT TOOLKIT**

Guidelines for Educational Settings and Practitioners and  
Parents

October 2017

# Table of Contents

<b>1. Introduction</b> .....	4
<b>2. Context and associated legislations</b> .....	4
<b>2.1. What is SEND?</b> .....	4
<b>2.2. What is SEN support?</b> .....	4
<b>2.3. Equality Act (2010)</b> .....	6
<b>2.4. Supporting pupils at school with medical conditions</b> .....	6
2.4.1. Staff training .....	6
2.4.2. Insurance .....	7
2.4.3. Safeguarding .....	7
<b>2.5. Supporting pupils' personal needs</b> .....	7
2.5.1. Managing continence .....	7
<b>3. Roles and Responsibilities</b> .....	9
<b>3.1. Local Authority</b> .....	9
3.1.1. Children & Families Act (2014) .....	9
<b>3.2. The Governing Body</b> .....	10
3.2.1. Governance Handbook (2017).....	10
<b>3.3. Schools</b> .....	11
3.3.1. Children & Families Act (2014) .....	11
<b>3.4. Headteacher</b> .....	12
3.4.1. National Standards of Excellence for Headteachers (2015).....	12
<b>3.5. Teacher</b> .....	13
3.5.1. Teachers' Standards (2013) .....	13
<b>3.6. SENCO</b> .....	13
3.6.1. Children & Families Act (2014) .....	13
<b>3.7. Teaching Assistants, Learning Support assistants, HLTAs (Higher Learning Teacher Assistants) and/or Specialist Support Assistants</b> .....	14
<b>4. Working in partnership with parents: explore ways of involving parents and carers throughout the support process</b> .....	16
<b>4.1. Information from parents</b> .....	16
4.1.1. Engagement with parents – SEND Code of Practice, section 6.64 – 6.71	16
4.1.2. What schools need to do .....	16
4.1.3. Engaging with parents – The Lamb Inquiry (2009).....	17
<b>4.2. The voice of the child or young person</b> .....	18

<b>4.3. What support is available to a parent?</b> .....	18
4.3.1. Parent Forum Groups.....	18
4.3.2. Information Advice Support Service (IASS) .....	18
4.3.3. Independent Supporters .....	19
<b>5. The Local Offer</b> .....	20
<b>5.1. Local Offer website</b> .....	20
<b>6. SEN support in detail</b> .....	21
<b>6.1. The Graduated Approach</b> .....	21
6.1.1. Assess.....	21
6.1.2. Plan.....	21
6.1.3. Do .....	22
6.1.4. Review .....	22
<b>6.2. SEN Support in the early years</b> .....	23
6.2.1. Identifying SEN.....	23
6.2.2. Transition to another setting or school.....	23
6.2.3. Involving specialists.....	23
6.2.4. Record keeping .....	24
6.2.5. Keeping provision under review.....	24
<b>6.3. The SENCO in the early years</b> .....	24
6.3.1. The SENCO .....	24
6.3.2. Funding for SEN support in the early years .....	25
<b>6.4. SEN Support in Schools</b> .....	25
6.4.1. Pupil Profiles .....	26
6.4.2. Early identification of needs.....	27
6.4.3. SEN Support Plans.....	28
6.4.4. Outcomes.....	29
6.4.5. Reviewing SEN Support Plans .....	30
6.4.6. Reviewing Plans at Transition Points.....	30
6.4.7. Involving Parents and Pupils in Planning and Reviewing process.....	30
<b>6.5. SEN Support in Post 16 Education</b> .....	31
6.5.1. Supporting young people express their views.....	31
6.5.2. Transition to Post-16 .....	32
6.5.3. College-based interventions .....	33
6.5.4. Young people aged 19 - 25 years.....	33
6.5.5. The Graduated Approach in Post-16 .....	35
<b>7. Four areas of SEN</b> .....	37

<b>7.1. The four Primary Areas of Special Educational Need (SEN)</b> .....	37
7.1.1. Cognition & Learning .....	37
7.1.2. Communication and Interaction .....	40
7.1.3. Social, Emotional and Mental Health (SEMH).....	40
7.1.4. Sensory and Physical Needs .....	41
<b>8. SEN Information Report</b> .....	43
<b>9. Provision in Practice</b> .....	45
<b>9.1. SEN Policy</b> .....	45
9.1.1. Accessibility Planning for disabled pupils.....	45
9.1.2. Requirement to Provide Auxiliary Aids.....	46
9.1.3. Maintenance of School SEN Records.....	46
9.1.4. Individual needs which do not constitute SEN .....	47
<b>10. High Quality Teaching</b> .....	50
<b>10.1. Quality First Teaching (QFT)</b> .....	50
<b>10.2. Effectiveness of interventions</b> .....	51
10.2.1. Teaching Assistants.....	51
<b>11. Provision Mapping</b> .....	54
<b>12. Funding</b> .....	55
<b>12.1. What is the SEND funding for?</b> .....	55
<b>12.2. Where does funding for SEND come from?</b> .....	55
<b>12.3. Funding for SEN provision is from three elements</b> .....	55
12.3.1. Element 1 .....	55
12.3.2. Element 2 .....	56
12.3.3. Element 3 .....	56
<b>12.4. Who manages the schools SEND resources?</b> .....	57
<b>12.5. Working with parent and carers</b> .....	57
<b>13. The SEND Review Guide</b> .....	58
<b>Appendix A: Glossary of SEND Terminology</b> .....	59

# 1. Introduction

---

The following information has been designed in line with the Children & Families Act (CFA), 2014, the Equality Act, 2010 and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (SEND CoP), 2015.

- You can download a full copy of the SEND CoP at:  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- You can download a shorter version of the SEND CoP for parents at:  
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

To ensure that tri-borough schools are up-to-date in relation to their responsibilities to children and young people with special educational needs and disability (SEND), the information here gives an overview of the most relevant aspects. This document has been co-produced with parents, SEN co-ordinators (SENCOs), educational psychologist, health and social care professionals.

More detailed information about the statutory responsibilities schools have in relation to children and young people with SEND are available on the statutory guidance for schools' section of the gov.uk website: <https://www.gov.uk/government/collections/statutory-guidance-schools>.

## 2. Context and associated legislations

---

### 2.1. What is SEND?

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

### 2.2. What is SEN support?

Special Educational Needs Support or SEN support is the name given to the support that must be made available for some children and young people by the professionals with whom they are in contact, such as those in early years' placements, schools, or Further Education (schools and settings). These children and young people have needs that require support that is additional or different to that would usually be available to other children or young people their age.

The term was introduced through the Special Educational Needs and Disability Code of Practice (SEND CoP, 2015). Although these children and young people do not have, or necessarily need, Education Health and Care plans there are clear expectations around SEN Support that must be in place.

As the SEND CoP section 6.45 – 6.53 states that:

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

SEN Support replaces School Action/School Action Plus. It is the category of support for children with SEN but not on Education, Health and Care (EHC) plans. SEN support:

- focuses the system on the impact of the support provided to that individual child, rather than how children access support according to the category they fit into
- places an emphasis on a graduated approach (assess, plan, do and review)
- aims to improve the experience and outcomes of school for all pupils ensuring high quality teaching and learning.

Whilst the main legal duties on schools will not change; the way they will be met will change. The reforms aim to bring about a culture change by placing classroom and subject teachers at the heart of the new SEN Support system, with parents or carers fully involved in decisions about their support and what they want to achieve.

Classroom and subject teachers work together with the SENCO, drawing in specialist expertise to remove barriers to learning and put in place effective provision in the form of a four-part cycle of assessment, planning, action and review (the graduated approach).

The Teachers' Standards (2013) make it clear that it is every teacher's responsibility to "adapt teaching to respond to the strengths and needs of all pupils". The SEND CoP echoes this point, as it states 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.

Please refer to section 6.44 of the SEND CoP on more information regarding SEN support. The Teachers' Standards (2013) can be downloaded via: <https://www.gov.uk/government/publications/teachers-standards>.

## 2.3. Equality Act (2010)

A disability under the Equality Act is defined as ‘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’. For schools and services this means;

- they must not discriminate and they must make reasonable adjustments for disabled children and young people
- public bodies are also under wider duties to promote equality of opportunity
- the definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer
- children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN

Duties towards children and young people may be covered by both SEN and disability legislation, however, not all children and young people with disabilities will necessarily have special educational needs.

## 2.4. Supporting pupils at school with medical conditions

The reforms place a duty on governing bodies to ensure that arrangements are in place in schools to support pupils at school with medical conditions; these arrangements should show an understanding of how medical conditions impact on a child’s ability to learn, as well as increase their confidence and promote self-care.

Governing bodies should ensure that school leaders consult health and social care professionals, pupils and parents to ensure that the needs of children with medical conditions are effectively supported; staff should be properly trained to provide the support that their pupils need. They should also ensure that the appropriate level of insurance is in place and appropriately reflects the level of risk.

These changes should give parents and pupils confidence in the school’s ability to properly support pupils with medical conditions so that they have full access to education, including school trips and physical education.

Statutory guidance, ‘supporting pupils at school with medical conditions’ was published in April 2014 and can be downloaded via:

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions>.

### 2.4.1. Staff training

Staff training will be critical in enabling school staff to provide the support needed to pupils with medical conditions; any member of school staff providing support to a pupil with medical needs should have received suitable training.

The most relevant healthcare professional may lead on identifying and agreeing with the school the type and level of training required, and how this can be obtained.

Training should be sufficient to ensure that staff are competent and have confidence in their ability to support pupils with medical conditions, and to fulfil the requirements as set out in individual healthcare plans.

## **2.4.2. Insurance**

Governing bodies should ensure the appropriate level of insurance is in place and appropriately reflects the level of risk. It is important that school policy sets out details of the school's insurance arrangements which cover staff providing support to pupils with medical conditions.

Insurance policies should be accessible to staff providing such support. They should provide liability cover relating to the administration of medication, but individual cover may need to be arranged for any healthcare procedures.

The level and scope of cover required must be ascertained directly from the relevant insurers. Any requirements of the insurance, such as the need for staff to be trained, should be made clear and complied with. In the event of a claim alleging negligence by a member of staff, civil actions are likely to be brought against the employer.

## **2.4.3. Safeguarding**

Some medical procedures will require school staff to come into physical contact with children. Whilst there is no guidance that states school staff cannot touch children when it is necessary, teachers and other staff are in a position of trust and need to be aware of when it is appropriate to touch a child.

The support needs of a child with a medical condition, including any procedure which might have to be carried out in an emergency situation, will normally be set out in the child's individual healthcare plan. This should have been agreed in advance with the child's parents and, as such, parental consent will already be in place for staff to undertake any medical procedures which may be required.

In the case of day-to-day medical procedures, the school may decide to arrange for more than one person to be present when a child is, for example, having a dressing changed. When there is a medical emergency, however, a teacher or other staff member may of necessity be alone with the child. In these circumstances, a common sense approach should be taken in responding to the child's immediate medical needs.

## **2.5. Supporting pupils' personal needs**

### **2.5.1. Managing continence**

'Guidance on Promoting and Managing Continence' provides Early Years Foundation Stage and Key Stage 1 practitioners with advice on managing continence and how to improve access for all can be found here:

[https://search3.openobjects.com/mediamanager/triborough/directory/files/continence\\_guidance\\_002\\_rbkc.pdf](https://search3.openobjects.com/mediamanager/triborough/directory/files/continence_guidance_002_rbkc.pdf)

## 3. Roles and Responsibilities

---

### 3.1. Local Authority

#### 3.1.1. Children & Families Act (2014)

There are many statutory functions that the local authority carries out but in relation to children and young people with SEND, priorities include;

- ensuring a sufficiency of provision for pupils with SEND and reviewing this annually (place planning)
- publishing information on SEND funding and provision
- monitoring the progress of children with SEND
- providing information, advice and support to parents of children with SEND and young people themselves, including the provision of a statutory information, advice and support service (please see section 4.3 of this document) along with mediation and resolution services
- making arrangements for the statutory assessment of pupils, where agreed, and maintain and review education, health and care plans (EHCP)
- publish a Local Offer.

Section 19 (the General Principles of Part 3) of the Act states that:

In exercising a function under this Part in the case of a child or young person, a local authority in England must have regard to the following matters in particular—

- the views, wishes and feelings of the child and his or her parent, or the young person;
- the importance of the child and his or her parent, or the young person, participating as fully as possible in decisions relating to the exercise of the function concerned;
- the importance of the child and his or her parent, or the young person, being provided with the information and support necessary to enable participation in those decisions;
- the need to support the child and his or her parent, or the young person, in order to facilitate the development of the child or young person and to help him or her achieve the best possible educational and other outcomes.

## 3.2. The Governing Body

### 3.2.1. Governance Handbook (2017)

Section 66 of the CFA contains a key duty on the governing body, proprietors or management committee of a school to use their 'best endeavours' to secure special educational provision for all children or young people for whom they are responsible.

This duty applies to all mainstream schools including; maintained and non-maintained, maintained nursery schools, 16–19 academies, alternative provision academies, further education institutions and pupil referral units.

The legal duty is directly placed on the governing body rather than the headteacher of the school or principal of the college. This is partly because the governing body is in a position to effect change as it is responsible for the appointment and performance management of such leadership posts.

Duties apply to all children with SEND whether they have an EHC plan, a statement or neither. This means that the governing body or proprietor should be using their best endeavours to secure special educational provision, including;

- ensuring that where the headteacher or a nominated governor has been informed by the LA that a pupil has SEND, those needs are made known to all who are likely to teach or support that pupil
- ensuring that teachers are aware of the importance of identifying and providing for pupils who have SEND
- ensuring that a pupil with SEND joins in the activities of the school together with other pupils, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for
- the efficient education of the pupils with whom they are educated and the efficient use of resources
- reporting to parents on the implementation of the school's policy for pupils with SEND
- having due regard to the statutory guidance within the current SEND code of practice when carrying out duties toward all pupils with SEND
- ensuring that school notifies parents of a decision by the school that SEND provision is being made for their child.

Governors understanding and involvement in the implementation of the reforms will help ensure schools are meeting the spirit of the Code and fulfilling their best endeavors duties. It is good practice to appoint a member of the Governor team as SEND lead.

As SEND CoP section 6.97 states;

In overseeing implementation of the reforms, the governing body should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

The Governance Handbook (2017) can be downloaded via:  
<https://www.gov.uk/government/publications/governance-handbook>.

## 3.3. Schools

### 3.3.1. Children & Families Act (2014)

Schools have numerous responsibilities in relation to children and young people, the following being specifically in relation to those with SEND.

In short schools must;

- appoint a SEND governor to have oversight of the arrangements for SEND in school
- identify how many pupils in the school have SEND and ensure provision is made in accordance with the SEND CoP
- know how much money the school gets for SEND and ensure an appropriate budget arrangement is in place to discharge its duties to arrange provision for pupils with SEND and/or disabilities
- review and approve the SEND policy and any other relevant policies
- monitor the progress of children and young people with SEND and ensure that the provision specified in statements of SEN and EHCP's are made
- ensure that SEND provision is integrated into the school improvement plan
- publish on their website the school SEND policy and a description of the arrangements and specialist provisions made for children and young people with SEND. This is known as the SEN Information Report and should be updated annually
- appoint a SENCo who is a qualified teacher (alternatively, the headteacher may take on this role). The SENCo must hold The National Award for Special Educational Needs Co-ordination or be booked to attend it.
- invest in whole school and targeted training for teaching and non-teaching staff
- ensure inclusive teaching and support is embedded throughout the school and that all teachers understand that they are responsible for pupils with SEND
- provide information on school arrangements for SEND to parents and governors
- consider pre-emptive arrangements for pupils (present and future) with a disability.

Section 35 of the Act states that:

Mainstream schools and maintained nursery schools (but not FE institutions) must ensure that children (but not young people) with SEN 'engage in the activities of the school together with children who do not have special educational needs'. Exceptions - reasonably practicable, receiving the support they need, the efficient education of the other children/ and the efficient use of resources.

## 3.4. Headteacher

### 3.4.1. National Standards of Excellence for Headteachers (2015)

The role of headteachers is to embed high standards across their school, within a self-improving school system. This is in order to raise aspirations and secure high academic standards for all children and young people, regardless of whether or not they have SEND.

In short, headteachers are expected to;

- demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes
- provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society
- exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability
- develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils
- inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

The headteacher plays a pivotal role in driving culture change – supporting the SENCO in engaging the whole teaching community to ensure everyone understands the reform is about whole school improvement.

Additionally, senior leadership team needs to:

- consider how SENCOs fit into the strategic management of the school including how they feed into strategic decisions
- ensure that the SENCO has sufficient time and resources to carry out their functions - this should include providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school (SEND CoP, section 6.91)
- examine the relationship between school and parents to ensure that it is as strong as can be - meetings with parents should be at three times a year (SEND CoP, section 6.65).

The National Standards of Excellence for Headteachers (2015) can be downloaded via: <https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers>.

## **3.5. Teacher**

### **3.5.1. Teachers' Standards (2013)**

The classroom teacher plays a central role constantly reviewing and monitoring progress and setting targets for the child. (SEND CoP, section 6.45-6.56).

Teachers should set a clear date to check progress and evaluate the support and have open conversations with parents about what support is intended to achieve, how they will know whether it has worked and what they will do next if it hasn't.

Hearing the views of parents and carers and of children and young people themselves, then planning on the basis of those views, are key elements in securing parental confidence and involvement.

In relation to all pupils, teachers are expected to;

- be accountable for attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- adapt teaching to respond to the strengths and needs of all pupils
- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.

## **3.6. SENCO**

### **3.6.1. Children & Families Act (2014)**

The SEN co-ordinator (SENCO) must be a qualified teacher working at the school. A newly appointed SENCO must be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of twelve months, they must achieve a National Award in Special Educational Coordination within three years of appointment. (SEND CoP, section 6.85).

The SENCO has an important role to play, along with the headteacher and governing body, in determining the strategic development of SEND policy and provision in school.

The SENCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who do and do not have EHC plans.

Schools should ensure that the SENCO has sufficient time and resources to carry out these functions. This should include providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet needs effectively
- being a key point of contact with external agencies, especially the LA and its support services
- working with the headteacher and school governors to ensure that the school meets its responsibilities with regard to reasonable adjustments and access arrangements (Equality Act, 2010)
- ensuring that the school keeps the records of all pupils with SEND up to date
- liaising with:
  - designated teachers where a looked after pupil has SEND
  - parents of pupils with SEN
  - early years providers
  - other schools
  - health and social care professionals
  - independent and voluntary bodies
  - potential next providers of education to ensure a smooth transition.

### **3.7. Teaching Assistants, Learning Support assistants, HLTAs (Higher Learning Teacher Assistants) and/or Specialist Support Assistants**

Section 6.52 of the SEND CoP states that:

The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further

assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

The Professional Standards for Teaching Assistants (PSTA), published in 2016 (and can be downloaded via: <http://maximisingtas.co.uk/ta-standards.php>), define high standards that can be applied to all teaching assistant roles in a self-improving school system. The main purpose of these standards is to raise the status and professionalism of teaching assistants and to position their role within a community of professionals, including teachers and school leaders, all working together to improve outcomes for children and young people.

The PSTA states that:

The classroom or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main classroom or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

In addition, the Education Endowment Foundation (EEF, 2015) reports on the best use of teaching assistants, usefully outlining these seven evidence-based recommendations:

- LSA/TAs are part of the whole school approach to SEN working in partnership with the classroom/subject teacher and the SENCO to deliver pupil progress and narrow gaps in performance.
- It is for schools to decide how they deploy teaching assistants depending on their level of experience. To be most effective the support they give should be focused on the achievement of specific outcomes within the graduated approach to SEN support agreed with parents in the context of high quality teaching overall.
- LSA/TAs can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.

## 4. Working in partnership with parents: explore ways of involving parents and carers throughout the support process

---

### 4.1. Information from parents

Key principles underpinning the SEN reforms are the importance of taking into account the wishes, views and feelings of parents and of promoting their participation in decision making. Parents have a wealth of knowledge about their children not only in their home environment but in a variety of other situations. In some cases, it is parents who may first voice a concern about their child's learning or development. The child's key person is likely to be parents' first port of call. Parents' concerns should be gathered together with the other information and considered with parents.

Discussions with parents can give practitioners insights into a child's personality, feelings or interests outside the setting. There may be changes in a child's life which parents may not have mentioned, perhaps because they did not feel that they were important or because they are very personal, for example: illness or bereavement in the family; parents separating; a change of carer or child-minder; living in temporary or unsuitable accommodation; the child's disturbed sleeping pattern; or a new baby. Any such changes may affect a child's behaviour, progress or development and need to be taken into account in planning support.

#### 4.1.1. Engagement with parents – SEND Code of Practice, section 6.64 – 6.71

- A core principle of the reforms is that parents of children with SEN and young people with SEN should participate in decision making
- Parents should know what they can reasonably expect their local school, college, local authority and local services to provide
- Schools and local authorities should work with parents and carers to plan what services their children need
- Local authorities have a duty to provide information, advice and support on SEN to children and young people directly, as well as to parents; this has been extended to include children and young people with disabilities (even if they don't have SEN) and their parents
- 'The Structured Conversation' provides a helpful approach to facilitating discussions with parents or carers:  
[https://search3.openobjects.com/mediamanager/triborough/directory/files/afa\\_structured-conversation-handbook.pdf](https://search3.openobjects.com/mediamanager/triborough/directory/files/afa_structured-conversation-handbook.pdf)

#### 4.1.2. What schools need to do

- Reassure parents that, just because the system is changing, that does not mean that children who have SEN won't get the support they need
- Explain the new system to parents so they understand what is changing and what is not changing in their school
- Be clear when changes are being made and what impact they will have - ensure parents understand how the school determines "outcomes"
- Clarify what role parents and pupils will have to influence the changes
- Ensure parents are involved in on-going planning, progress reporting and decision making
- Signpost parents to further information and support

Schools also need to ensure parents understand what the reforms mean for their child and be reassured over the focus on outcomes over hours. In doing so, it may be useful to consider:

- inviting parent carers of children with SEND to meet with the head, governors and the SENCO to consider the changes how they can be involved in supporting the school and reviewing and amending policies and procedures
- a range of starter questions, or suggested work activities that parent carers could agree to be part of rather than a commitment to a huge piece of work
- the timing of such meetings – provide a range of opportunities to engage; and
- how parents will be involved in on going planning, reporting of progress and decision making for their child's - tools such as one page profiles and what's working/ not working are good ways to develop information sharing and interaction.

Schools should ensure sessions are well facilitated, but not necessarily directed by the school. For many parents their involvement or invitation into schools may have been due to difficult or challenging situations or discussions, so consider how such sessions can be more positive – providing refreshments and a more comfortable setting (if possible) can assist with this.

#### 4.1.3. Engaging with parents – The Lamb Inquiry (2009)

According to the Lamb Inquiry (2009), treating parents as 'partners with expertise in their children's needs is crucial to establishing and sustaining confidence. Where things go wrong, the root causes can often be traced to poor communication between school, local authority and parent'. It also states that:

**In the most successful schools the effective engagement of parents has had a profound impact on children's progress.**

The family focus of the new SEND CoP (2015) reflects concerns raised in the report on parental confidence in SEN provision. The knowledge and understanding that parents have about their children is key information that can help teachers and others to meet their child's needs. Enabling parents to share their knowledge and engage in positive discussion instils confidence that their contribution is valued and acknowledged.

## **4.2. The voice of the child or young person**

A key principle underpinning the SEN reforms is the importance of taking into account the wishes, views and feelings of children themselves.

Children may express their wishes, views and feelings for themselves in a range of ways and practitioners can support interactions and dialogue with children by using visual prompts and photos to get them to show you what they like doing and what they find difficult. Practitioners can also understand children's views by observing the choices they make: what they like to do and what they avoid.

## **4.3. What support is available to a parent?**

There are various organisations available to you for support – see below for more detail.

### **4.3.1. Parent Forum Groups**

Parent support groups are a very helpful source of information and guidance as well as support for families of disabled children in their boroughs. Parent forum groups endeavour to keep parents informed through coffee morning, events, website, training and workshops. They can give free practical independent advice to parents and young people.

Please contact your local parent forum group in the borough where you live. In Kensington and Chelsea, the Parent Forum group is Full of Life ([www.fulloflifekc.com](http://www.fulloflifekc.com)).

### **4.3.2. Information Advice Support Service (IASS)**

From the 1<sup>st</sup> September 2014, the Parent Partnership Services of Kensington and Chelsea, Hammersmith and Fulham and the City of Westminster became the Information Advice Support Service (IASS)

Their free confidential service is available to parents, children and young people who live in the three boroughs. They can help by providing access to impartial guidance and support on matters relating to special educational needs and disability, including the law, local policy and practice, the local offer and Education, Health and Care (EHC) needs.

Contact your local IASS in the borough where you live. Kensington and Chelsea residents can contact [sen@fulloflifekc.com](mailto:sen@fulloflifekc.com) or phone 020 8962 9994.

### 4.3.3. Independent Supporters

Independent Supporters (IS) are individuals who will work specifically with parents, carers, children and young people going through the statutory assessment and EHC planning process. Independent Support are 'independent' from the local authority and can only be accessed through the Independent Advice Support Services (IASS) and/or the local Independent Support agency in the borough. In Kensington and Chelsea, the Independent Support agency is provided by Barnardo's. Independent Supporters will only work with families going through the new EHC assessment process or help with existing statements transferring to the new EHC plan. Their role is to help parents and young people gather the information required to draft an EHC plan.

Independent Supporters offer a range of time-limited support such as discussion across different agencies and advice on personal budgets. The level and nature of that support will be tailored to the particular needs of individual families.

Contact your local Independent Supporter or access them through your local IASS via [ISkensingtonchelsea@barnardos.org.uk](mailto:ISkensingtonchelsea@barnardos.org.uk).

## 5. The Local Offer

---

The Local Offer is a comprehensive, accessible and up-to-date online resource provided by local authorities. Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and care for children and young people in their area who have SEND, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.

The Local Offer has two main purposes:

- to provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it; and
- to make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN, their parents/carers, and disabled young people and those with SEN and service providers in its development and review.

The information that is published in the Local Offer must be:

- co-produced by parents, carers, young people and professionals
- available as a one-stop-shop website with links to further information
- comprehensive (it must cover prescribed regulations)
- clear about what parents and carers, children and young people can reasonably expect from providers
- factual
- accessible
- transparent
- up to date
- reviewed – with publication of comments and actions
- empowering

### 5.1. Local Offer website

Kensington and Chelsea residents can find information on support and services for children and young people (aged 0 – 25) with SEND and their families by visiting:

<http://www.rbkc.gov.uk/localoffer>.

## 6. SEN support in detail

---

### 6.1. The Graduated Approach

If a child or young person will need provision additional or different to that which is available to their peers, then they will be placed on SEN Support. A cycle of '**Assess, Plan, Do, and Review**' will be started. Decision will be made together with the child or young person and the parent carer and actions agreed. The length and regularity of the cycle depends on the needs of the child and family or young person at the time. This is called the **graduated approach** in the SEND Code of Practice 0-25 (2014). Children and young people and their parent carers will be central to this cycle. Below is a link to a You tube video for SENCOs on graduated approach and making the most of it.

More information can be found at Nasen:

<http://www.nasen.org.uk/resources/resources.send-support-and-graduated-approach.html>

and from the Council for Disabled Children (CDC):

<https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/CDC%20Resources%20factsheet.pdf>.

#### 6.1.1. Assess

The child or young person's difficulties must be assessed so that the right support is provided at the right time.

This should include, asking parents, the young person and professionals such as the class or subject teacher who work closely with the child or young person what they think. This needs to be reviewed regularly so that the support provided continues to meet the child or young person's needs.

Classroom or subject teacher working with the SENCO should assess where a child is not making adequate progress, despite high quality teaching targeted at an area of weakness. They should draw on evidence from a clear analysis of pupil's need such as:

- teacher's assessment and experience of the pupil
- information on pupil progress, attainment, and behaviour
- individual's development in comparison to their peers
- the views and experience of parents
- the child's own views
- advice from external support services.

#### 6.1.2. Plan

The school or setting and parents need to agree the outcomes that the SEN support is intended to achieve: in other words, how the child or young person will benefit from any support they get. All those involved will need to have a say in deciding what kind of support will be provided, and decide a date by which they will review this so that they can check to see how well the support is working and whether the outcomes have been or are being achieved.

### 6.1.3. Do

The school or setting will put the planned support into place. Parent and carers may also have support and strategies that they can use at home. The teacher remains responsible for working with the child on a daily basis, but the SENCO and any support staff or specialist teaching staff involved in providing support should work closely to track the child's progress and check that the support is being effective.

### 6.1.4. Review

The support the child or young person receives should be reviewed at the time agreed in the plan. Together, schools/ setting and parent/ young person can decide if the support is having a positive impact, whether the outcomes have been, or are being, achieved and if or how any changes should be made.

In reviewing progress, teachers should:

- review the effectiveness of the intervention and their impact on the pupil's progress
- evaluate the impact and quality of the support and interventions taking into account the views of the parent and pupil themselves
- revise the support in light of the pupil's progress and development including any changes and outcomes; and
- parents should have clear information about the impact of the support and interventions provided.

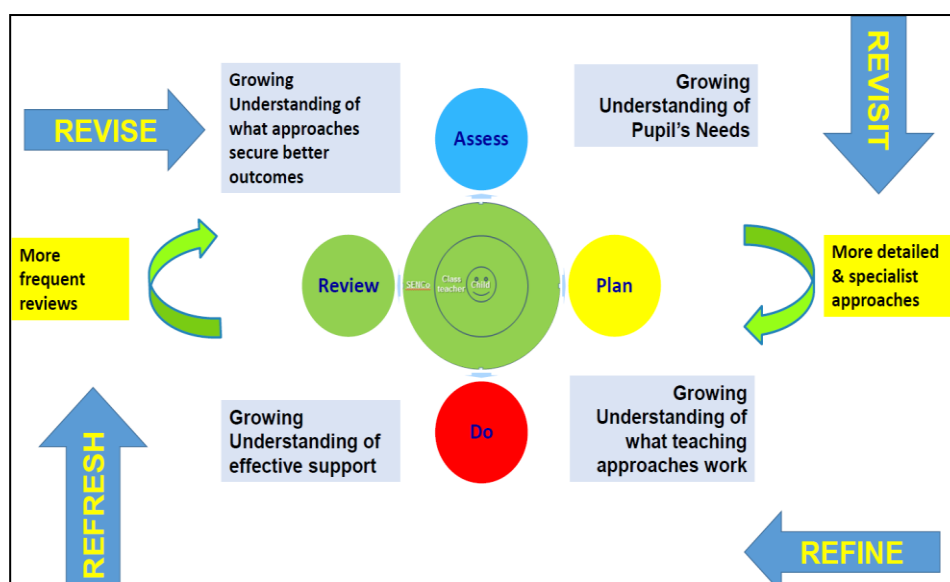


Figure 1. An illustration of how the 'Assess, Plan, Do, Review' model operates.

## 6.2. SEN Support in the early years

### 6.2.1. Identifying SEN

Early years practitioners monitor and review the progress and development of all children throughout the early years. Where a child appears to be behind expected levels, or their progress gives cause for concern, practitioners will consider all the information about the child's learning and development. Some of this information will come from within the setting through formal checks, practitioner observations and any more detailed assessment of the child's needs.

Practitioners will particularly consider information on the child's progress in (a) communication and language, (b) physical development and (c) personal, social and emotional development. Where any specialist advice has been sought from outside the setting, this should also inform decisions about whether or not a child has SEN. Parents' observations of their children will also be taken into account, and all information gathered will be discussed with parents.

Where a child has a significantly greater difficulty in learning than their peers, or a disability that presents a barrier to accessing the setting's facilities, special educational provision will be made by the setting. Special educational provision must be matched to the child's identified SEN, and therefore the setting must have a good understanding of the child's strengths and needs. The setting must make its best efforts to overcome barriers to learning and participation, by targeting the child's areas of need using well-evidenced interventions and (where necessary) specialist equipment.

Support should be family-centered and should consider the individual family's needs and the best ways to support them. As part of an assessment of need, and to inform the next steps to be taken, it is necessary to review the effectiveness of interventions in enabling children to make progress (e.g. What's working? What's not working?).

Where a setting identifies a child as having SEN they must work in partnership with parents to establish the support the child needs. Where a setting makes special educational provision for a child with SEN they should inform the parents. All settings should adopt a graduated approach with four stages of action: **assess, plan, do** and **review**.

### 6.2.2. Transition to another setting or school

SEN support will include planning and preparing for transition, before a child moves into another setting or school. This would include a review of the SEN support being provided. To support the transition, information should be shared by the current setting with the receiving setting or school. The current setting should agree with parents the information to be shared as part of this planning process.

### 6.2.3. Involving specialists

If a setting has used evidence-based support and interventions matched to a child's area of need, but the child continues to make less than expected progress, then practitioners will consider involving appropriate specialists from outside the setting. These might include: health visitors, speech and language therapists, outreach/support workers, educational psychologists, and specialist teachers. External specialists may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes. Any decision to involve specialists will be made in consultation, and with the agreement of the child's parents.

#### 6.2.4. Record keeping

Practitioners maintain a record of all children under their care, and these records must be made available to parents. For children with SEN and disabilities, these records will include how the setting supports them.

#### 6.2.5. Keeping provision under review

Providers should review how well equipped they are to provide support across the four broad areas of SEN – cognition and learning; communication and interaction; physical and sensory; social, emotional and mental health.

### 6.3. The SENCO in the early years

Where nursery education is provided by a school, there will be a qualified teacher designated as the SENCO, who has the prescribed qualification for SEN Coordination or relevant experience. Preschool or nursery groups (in the private, voluntary or independent sector) are expected to identify a SENCO, as are childminders who may identify a SENCO from a network.

#### 6.3.1. The SENCO

The SENCO's responsibilities include:

- ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN
- advising and supporting colleagues
- ensuring parents are closely involved throughout and that their insights inform action taken by the setting
- liaising with external professionals or agencies

The local authority must ensure there is sufficient expertise and experience amongst local early years providers to support children with SEN, and provide advice and guidance to early years' providers on the development of inclusive early learning environments.

### 6.3.2. Funding for SEN support in the early years

The local authority must ensure that all providers delivering funded early education places meet the needs of children with SEN and disabled children.

In order to do this, the local authority has funding arrangements in place so that early education settings are able to provide suitable support for these children. Funding for SEN support may be provided by the following (subject to eligibility):

- Disability Access Funding
- Inclusion Grant
- Early Years Pupil Premium

Early years providers should consider how best to use their resources to support the progress of children with SEN.

For more information on SEN support in Early Years, please see Section 5 of '**SEN & Disability in the Early Years: a toolkit**' published by the Council for Disabled Children and 4Children for early years' practitioners – it can be downloaded here:

<https://www.foundationyears.org.uk/files/2015/06/Section-5-SEN-Support-A-Graduated-approach.pdf>.

## 6.4. SEN Support in Schools

There are different types of mainstream providers including nursery schools, mainstream schools (maintained schools, academies and free schools that are not special schools), 16 – 19 academies, further education institutions, pupil referral units and alternative provision academies. All of these schools must **use their best endeavours to ensure that the necessary provision is made for any individual who has SEN.**

Schools, early years settings and the local authority work together so that resources are matched to children's needs. The following leaflet will tell you what to expect from your local mainstream school:

- SEND School Provision:  
[https://search3.openobjects.com/mediamanager/triborough/directory/files/rbkc\\_send\\_school\\_provision\\_oct17.pdf](https://search3.openobjects.com/mediamanager/triborough/directory/files/rbkc_send_school_provision_oct17.pdf)

The majority of children and young people with SEN have their needs met through mainstream education and will not need EHC assessments or EHC plans.

Special educational provision is educational or training provision that is '**additional to**' or '**different from**' that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within the setting or require the involvement of specialist staff or support services. As part of using its 'best endeavours', an education setting should have arrangements in place to identify the need for and secure such provision, whether through expertise and

resources available within the setting or by drawing on support from outside services. The whole of the process and the provision should be underpinned by an effective Local Offer and the school's own SEN Information Report.

All schools and educational settings should develop a shared definition of Quality First Teaching (QFT) and they may wish to discuss:

- the key teaching strategies that will make the most difference in improving progress and attainment
- how these strategies can be developed within their teaching programme
- what QFT for the target groups(s), such as SEN, will need to be included. The key characteristics of QFT are:
  - highly focused lesson design with sharp objectives
  - high demands of pupil involvement and engagement with their learning
  - high levels of interaction for all pupils
  - appropriate use of questioning, modelling and explaining on the part of the teacher
  - an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
  - an expectation that pupils will accept responsibility for their own learning and work independently
  - regular use of encouragement and authentic praise to engage and motivate pupils.

Here are some websites providing resources and materials to help schools in meeting children's and young people's special educational needs:

- Teaching and Learning toolkit by Education Endowment Foundation:  
<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit%20>
- Making best use of Teaching Assistants – a guidance report by Education Endowment Foundation:  
[https://v1.educationendowmentfoundation.org.uk/uploads/pdf/Making\\_best\\_use\\_of\\_TA\\_printable.pdf%20](https://v1.educationendowmentfoundation.org.uk/uploads/pdf/Making_best_use_of_TA_printable.pdf%20)
- National Association of Special Educational Needs: <http://www.nasen.org.uk/>
- Department for Education:  
<https://www.gov.uk/government/organisations/department-for-education>
- SEN Support research evidence:  
[https://search3.openobjects.com/mediamanager/triborough/directory/files/sen\\_support\\_research.pdf](https://search3.openobjects.com/mediamanager/triborough/directory/files/sen_support_research.pdf)

#### 6.4.1. Pupil Profiles

As part of QFT, information about individual pupil's needs should be shared with relevant staff (in-line with a school's confidentiality policy). Schools have different ways of doing

this, but this could be through a pupil profile or pen portrait. This does not have to be a lengthy document, but should include individual needs, the strategies needed to meet them and any other relevant background information. This is even more powerful if the profiles are written in first person and demonstrate the pupils' voice.

Here are some examples of pupil profiles:

- for older pupil:  
[https://search3.openobjects.com/mediamanager/triborough/directory/files/example\\_of\\_pupil\\_profile\\_form.docx](https://search3.openobjects.com/mediamanager/triborough/directory/files/example_of_pupil_profile_form.docx)
- for younger pupil:  
[https://search3.openobjects.com/mediamanager/triborough/directory/files/example\\_of\\_pupil\\_profile\\_for\\_early\\_years.docx%20](https://search3.openobjects.com/mediamanager/triborough/directory/files/example_of_pupil_profile_for_early_years.docx%20)

## 6.4.2. Early identification of needs

Slow progress and low attainment do not necessarily mean that a child has a special educational need and should not automatically lead to a pupil being recorded as having SEN, but schools should:

- make sure that the identification of difficulties (which may lead to a SEN) is part of their overall approach to monitoring the progress and development of all pupils
- assess each pupil's current skills and attainment on entry
- make regular assessments of progress for all pupils.

Where pupils are falling behind or making inadequate progress given their age and starting point they should be given extra support. This is a whole school responsibility involving the class teacher or subject teachers, supported by the senior leadership team, as the Code of Practice makes it clear that all teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

At this early stage, teachers may suspect that a pupil has SEN. While informally gathering evidence (including the views of the pupil and their parents) schools should not delay in putting further support and intervention in place to meet the specific needs of the child/young person. The pupil's response to such support can help identify their particular needs.

This information gathering should include an early discussion with the pupil and their parents. These early discussions with parents should be structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the pupil and the next steps. A '**short note**' of these early discussions should be added to the pupil's record, monitored on a

regular basis in partnership with parents/carers and the child/young person where possible. Schools should also tell parents and young people about the Local Authority's information, advice and support service (please see section 4.3. for more information). The SENCO should monitor the use, quality and outcomes of short notes in their school, and ensure where escalation is needed, this is put in place as quickly as possible.

### 6.4.3. SEN Support Plans

A support plan is a working document that should reflect the changing needs of a child/young person and can be updated at any time to demonstrate this.

There is an expectation that schools and educational providers can meet the need of most children and young people with a special educational need through a robust SEN support plan.

There are templates for SEN support plans on the Local Offer website - an Early Years and school's version. Schools can adapt these templates, or use their own. All support plans must relate to a clear set of expected outcomes, which must match individual needs and include relevant academic and developmental outcomes (including for older children, and young people, outcomes around preparing for adulthood).

Please note, if a school requests an Education, Health, Care Plan assessment, then there is an expectation that there is evidence of at least 2 cycles of 'Assess, Plan, Do, Review' including having two SEN support plans that demonstrate SMART outcomes and are reviewed fully.

Where a child continues to make little or no progress, despite appropriate and timely support that is matched to the child/young person's area of need, the school (teachers and SENCO) should:

- consider involving specialists (with parental agreement), including those from outside agencies
- together with the specialists, consider a range of effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They should agree the outcomes to be achieved through the support, including a date by which progress will be reviewed and ensure the support plan is updated to reflect this. This may include:
  - adapting or replacing the support, depending on how effective it has been in achieving the expected outcomes, and
  - planning and preparation for the transitions between phases of education and preparation for adult life.

Any recommendations from appropriate professionals should be discussed with the

parent/carer or young person and be included in the support plan.

#### 6.4.4. Outcomes

According to the Code of Practice (section 3.31), an outcome is defined as ‘a benefit or difference made to the individual as a result of intervention’.

The outcomes should reflect the views, wishes and feelings of children and young people and their families and personalised approaches must be adopted which puts the child and family at the center of the decision making process.

Outcomes must match the special educational need(s) of the child or young person. For example, if a child has a primary need of social communication, then the majority of outcomes should meet this need.

The outcomes on a support plan should always be SMART:

- Specific
- Measurable
- Achievable
- Realistic
- Time bound

These are some of the common issues with outcomes:

- Do not match special educational need
- Not specific enough (too broad)
- Not measurable
- Not realistic
- Aligned with provision rather than need (e.g. X needs small group work)
- Too ‘fuzzy’ (e.g. X will develop his language skills)
- Not being reviewed fully and in a timely manner

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of need, the SENCO, working with school staff, specialists and parents/carers, should assess whether the child/young person has special educational needs that cannot be met through quality first teaching. Where this is the case, there should be agreement about the level of SEN support that is required to meet the needs of the child/young person and a robust ‘Assess, Plan, Do and Review’ cycle should be put in place.

#### 6.4.5. Reviewing SEN Support Plans

In early years and primary schools, SEN support should be reviewed at least three times a year, by the person who has a good knowledge and understanding of the pupil and their needs and attainment; in collaboration with parents, SENCOs, and, where appropriate, the pupil themselves. In early years and primaries, this is usually the class teacher. In secondary and post 16 provision, the SENCO may be the most appropriate professional to take on the role of reviewing the outcomes and plans.

#### 6.4.6. Reviewing Plans at Transition Points

It is particularly important that in transition years, (particularly Year 6) reviews are completed in a collaborative way with the receiving school attending the review meetings wherever possible. By using this model, outcomes can reflect the provision and environment of the new school. If it is not possible to attend reviews, then a well-planned transition must take place to ensure new outcomes can be put in place as quickly as possible in the autumn term. When a child/young person has transferred to a new school (particularly Year 7), it is good practice to review the SEN provision as quickly as possible in the Autumn term. This should also be reflected in the accompanying support timetable and costed provision map. The onus is on the school to ensure **any additional** funding has followed the child/young person into school and if needed, top up funding can be requested, providing the school can demonstrate the provision is in place and having an impact on the progress of the pupil.

#### 6.4.7. Involving Parents and Pupils in Planning and Reviewing process

When reviewing SEN support, schools and parents should set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school.

These discussions can build confidence in the actions being taken by the school, but they can also strengthen the impact of SEN support by increasing parental engagement in the approaches and teaching strategies that are being used. They can also provide essential information on the impact of SEN support outside school and any changes in the pupil's needs.

Discussions should provide an opportunity for the parent to share their concerns and, together with the teacher and/or SENCO, agree their aspirations for the pupil.

Conducting these discussions effectively involves a considerable amount of skill. As with other aspects of good teaching for pupils with SEN, schools should ensure that teaching staff are supported to manage these conversations as part of professional development.

These discussions will need to allow sufficient time to explore the parents' views and to plan effectively. Meetings should, wherever possible, be aligned with the normal cycle of

discussions with parents of all pupils. They will, however, be longer than most parent-teacher meetings. Some schools have arranged 'coffee style' mornings where more time can be given to review SEN support for individual pupils.

The views of the pupil should be included in these discussions. This could be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation. Some schools use postcards, videos or PowerPoint presentations to demonstrate this.

A record of the outcomes, action and support agreed through the discussion should be kept and shared with all the appropriate school staff. County Durham templates have a review section as part of the plan. The pupil's parents must sign the review and keep a copy of this, together with the new support plan (and any other relevant documents such as a costed provision map). The school's management information system should be updated as appropriate.

As the '**Assess, Plan, Do, Review**' cycles continue, SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents could consider requesting an Education, Health and Care needs assessment, although this should be in exceptional circumstances.

## **6.5. SEN Support in Post 16 Education**

The Post-16 education and training landscape is very diverse. It encompasses school sixth forms (both mainstream and special schools), sixth form colleges, general further education colleges (FE) colleges, and 16-19 academies, special post-16 institutions, and vocational learning and training providers in the private or voluntary sector.

The statutory duties on post-16 institutions are set out in the SEND Code of Practice from page 112.

Post-16 provision (referred to from now on as college) should also be underpinned by an effective Local Offer and funded through the budget allocated to the establishment.

Additional funding is made available, from the Local Authority, through top-up funding where the cost of the special educational provision required to meet the needs of an individual young person exceeds the nationally prescribed threshold.

### **6.5.1. Supporting young people express their views**

From Year 9 onwards, local authorities, schools, colleges and other agencies involved in the planning for a young person's transition to adult life should help them and their families prepare for the change in legal status once a young person is over compulsory school age. The Local Authority and other agencies should establish what support he/she needs to express views, and how the family should be involved. Schools and colleges should involve

the families of young people with SEN in discussing their needs and their progress where that is their usual policy for students, and should ensure they have arrangements in place to contact the family if necessary where they have safeguarding, welfare or other concerns.

When a child is over compulsory school age it is their views that take precedence over those of their parents, in respect of assessments and Education Health and Care Plans. Where there is a conflict of interests between the young person and the parent, it is the view of the young person that prevails, for example, in respect of the educational setting the young person wishes to attend. A decision by a young person to choose a particular college will typically involve discussion with their family and others, but the final decision will be with the young person.

Although the decision rests with the young person, a young person can ask any family member or other advocate to support them in any way they wish.

Some young people will require support from a skilled advocate to ensure that their views are heard and acknowledged. They may need support in expressing views about their education, the future they want in adult life and how they prepare for it, including their health, where they will live, their relationships, control of their finances, how they will participate in the community and how they will achieve greater autonomy and independence. Schools and colleges working directly with young people should also involve their family in, for example, discussions about their study programmes and support.

The right of young people to make a decision is subject to their capacity to do so as set out in the Mental Capacity Act (2005). The underlying principle of the Act is to ensure that those who lack capacity are empowered to make as many decisions for themselves as possible and that any decision made or action taken on their behalf is done so in their best interests.

For young people aged over 18, the Children and Families Act requires local authorities to have regard to their age when:

- forming an opinion about whether to conduct an assessment
- making a decision, following an assessment, about whether to make an EHC plan
- reviewing an EHC plan or deciding whether to secure a reassessment
- determining it is no longer necessary to maintain an EHC plan.

## 6.5.2. Transition to Post-16

Colleges have an important role to play in working with schools to support young people with SEN to make a successful transition into post-16 education or training. It is important that information about previous SEN provision is shared with the further education or training provider.

Where the young person has an EHC plan the responsibility for supporting those young people through their transition into post 16 will be with the SEN Caseworkers in the Improving Progression of Young People Team. Colleges will be involved in the development of the outcomes for the young people coming to their institution who have an EHC plan which will include planning for their transition.

### 6.5.3. College-based interventions

The principles outlined earlier in this document relating to schools apply equally to how colleges should identify and support students with SEN through the graduated approach. Once a potential SEN is identified, the assess, plan, do and review cycle should be used to put effective support in place. The college should develop a SEN support plan which outlines the guaranteed level of support/provision which will be put in place. Where funding for the plan exceeds the national threshold, then the college will be required to make an application to the Local Authority for high needs funding. Support for providers is available through the Post 16 SEN Planning Tools.

A request for an EHC assessment should **not** be the first and immediate response to a special educational need. Personalised approaches must be adopted that put the young person and where appropriate the family at the center of the decision making process.

Colleges should give all applicants an opportunity before or at entry and at subsequent points, to declare whether they have a learning need, a disability or a medical condition which will affect their learning. If a student makes a declaration the college should discuss with the student how they will provide support. Any screenings and assessments should be differentiated and proportionate to the likely level of SEN.

### 6.5.4. Young people aged 19 - 25 years

Young people aged 19-25 have the right to request an assessment of their SEN at any point. 19-25 year olds do not have an automatic right to receive support through an EHC plan, nor is it in the best interests of every young person to stay in education or training until the age of 25. However, local authorities **must not** deny or cease support through an EHC plan simply because a young person is over 18.

In every case, the Local Authority **must** make a judgement, in close consultation with the young person and their parents on whether agreed outcomes have been met and whether the young person has been prepared and enabled to make a successful transition into adult life.

Where a young person with an EHC plan is over 18 but needs to take longer to complete or consolidate their education or training, EHC support can continue up until the end of the

academic year in which they turn 25. But the Local Authority **must** take into account whether it is in the best interests of an individual to stay in education or training. Many young people will want to complete their education or training and progress into adult life and work much sooner than this. If a Local Authority chooses to continue an EHC plan until the end of the academic year in which a young person attains the age of 25, they should continue to provide them with the same level of support. Please note transport is subject to Post 16 policy.

Some young people will have successfully completed their time in formal education or training and will primarily require on-going health and/or care support and/or access to adult learning opportunities. These young people will be best supported via universal health services, adult care and support alongside learning opportunities in the adult skills sector.

For those who have just completed an Apprenticeship Traineeship or a Supported Internship, the best option may be for them to leave formal education or training and either begin some kind of paid employment resulting from their work placement, or to access further support and training available to help them secure a job. Pathways to employment include Apprenticeships.

Apprenticeships are paid jobs that incorporate on and off the job training leading to nationally recognised qualifications. Apprentices earn as they learn and gain practical skills in the workplace. Anyone living in England, over 16 years old and not in full time education can be an Apprentice. Young people who meet the criteria for Apprenticeships can retain their EHC plan while they are participating.

Students who fell behind at school, or who are studying below level 2, should have their needs identified and appropriate support should be provided. It should not be assumed that they have SEN just because they have lower attainment levels than the majority of their peers. They may do, but this should be identified specifically and supported. Equally it should not be assumed that students working on higher level courses do not have any learning difficulty or disability that may need special educational provision.

Where a student has a learning difficulty or disability that calls for special educational provision, the college **must** use its best endeavours to put appropriate support in place. Young people should be supported to participate in discussions about their aspirations, their needs, and the support that they think will help them best. Support should be aimed at promoting student independence and enabling the young person to make good progress towards employment and/or higher education, independent living, good health and participating in the community.

Support should be evidence based. This means that colleges should be aware of effective practice in the sector and elsewhere, and personalise it for the individual. They should keep the needs of students with SEN or disabilities under regular review. Colleges should take a cyclical approach to assessing need, planning and providing support, and reviewing and evaluating that support so that it can be adjusted where necessary. They should

involve the student and, particularly for those aged 16 to 18, their parents, closely at all stages of the cycle, planning around the individual, and they should ensure that staff have the skills to do this effectively.

### 6.5.5. The Graduated Approach in Post-16

**Assess** – Where a student is identified as having SEN and needing SEN support, colleges should bring together all the relevant information from the school, from the student, from those working with the student and from any screening test or assessment the college has carried out. This information should be discussed with the student.

The student should be offered support at this meeting and might be accompanied by a parent, advocate or other supporter. This discussion may identify the need for a more specialist assessment from within the college or beyond.

**Plan** – Where the college decides a student needs SEN support, the college should discuss with the student their ambitions, the nature of the support to be put in place, the expected impact on progress and a date for reviewing the support. Plans should be developed with the student. The support and intervention provided should be selected to meet the student's aspirations, and should be based on reliable evidence of effectiveness and provided by practitioners with the relevant skills and knowledge.

Special educational support might include, for example:

- assistive technology
- personal care (or access to it)
- specialist tuition
- note-takers and interpreters
- one-to-one and small group learning support
- habilitation/independent living training
- accessible information such as symbol based materials
- access to therapies (for example, speech and language therapy)

**Do** – Colleges should ensure that the agreed support is put in place, and that appropriately qualified staff provide the support needed. The college should, in discussion with the student, assess the impact and success of the intervention.

**Review** – The effectiveness of the support and its impact on the student's progress should be reviewed regularly, which may lead to changes in the type and level of their support. This review should take into account the student's progress and any changes to the student's own ambitions and aspirations, which may lead to changes in their support. The college and the student together should plan any changes in support. Colleges should revisit this cycle of action, refining and revising their decisions about support as they gain a richer understanding of the student, and what is most effective in helping them secure good

outcomes. Support for all students with SEN should be kept under review, whether or not a student has an EHC plan.

## 7. Four areas of SEN

---

The primary need of pupils on the special educational needs register also needs to be correctly identified and schools must ensure this information is accurate and in SIMS before each census.

Identification of the primary need can be based on outside agency reports, statements or EHC plans, or through in-school assessment.

### 7.1. The four Primary Areas of Special Educational Need (SEN)

Even the most detailed guidance cannot fully reflect the complexity and subtlety of individual pupils' needs, and the implications of these for education. The determining factor for a child or young person being identified as having SEN must be educational issues. A detailed assessment of need should ensure that the full range of an individual's need is identified so that the support provided is based on the understanding of the pupil's strengths and needs and this evidence will ensure interventions are targeted at their area of difficulty.

The definition of SEN set out in the Code of Practice is deliberately broad due to the wide spectrum of difficulties that can lead to a child or young person experiencing problems in learning. The Code of Practice narrows this spectrum into four areas of SEN, with the intention of helping schools and others to plan their provision and to focus on relevant and high quality interventions:

- Cognition & Learning
- Communication & Interaction
- Social, Emotional & Mental Health
- Physical & Sensory

#### 7.1.1. Cognition & Learning

Support for learning difficulties may be required when children/young people learn at a slower rate than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including:

- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Specific Learning Difficulties (SpLD)

- Profound and Multiple Learning Difficulties (PMLD)

#### **7.1.1.1. Moderate Learning Difficulties (MLD)**

Pupils with MLD will have attainments well below expected levels in all or most areas of the curriculum, despite appropriate interventions. They will have greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and underdeveloped social skills.

Schools need to plan on the basis of a detailed picture of what the barriers are for an individual pupil in relation to a particular aspect of learning, rather than on the basis of the category the pupil is placed in for the census. For example, the pupil may:

- Need feelings such as anxiety or panic to be understood
- Need a high level of encouragement (more than the most pupils)
- Prefer help to be given discreetly
- Prefer support from peers or others who have struggled with the same learning process, rather than from specialists, adults or older learners
- Prefer learning to be broken down into small steps, so as to tackle one manageable piece at a time
- Need help to see the 'big picture'
- Need lots of examples or demonstrations
- Need opportunities to practise using a 'scaffolding' approach – providing support, such as doing part of the task alongside the learner and then slowly withdrawing the support as they become more competent
- Need clear instructions and models, repeated as often as necessary.

#### **7.1.1.2. Severe Learning Difficulties (SLD)**

Children with SLD are likely to find it difficult to understand, learn and remember new skills. Children with severe learning difficulties have acute global development delay and intellectual or cognitive impairment, coupled with possible sensory, physical, emotional and social difficulties, which will make it difficult for the child to follow the curriculum without substantial help and support. These difficulties may be further compounded by poor co-ordination, and they may use symbols, or signing such as Makaton, to help with communication.

A child with SLD will require support in gaining independence and/or self-help and social skills and it is likely that most areas of academic achievement will be affected with

attainments likely to remain in the upper P scale range, P4-P8. When supporting children with SLD it is important to respond proactively and modify/adapt practices and services to meet their individual needs. Additionally, in supporting children with SLD there will be a need to also appreciate the medical model of disability that focuses upon what the child's needs, restrictions and strengths are in order to then address any deficits in learning and development.

### **7.1.1.3. Specific Learning Difficulties (SpLD)**

SpLD is an umbrella term that indicates that pupils may have a particular difficulty in an area of learning and their performance in these areas is below that in other areas. Pupils with SpLD cover the whole ability range and the severity of their impairment varies widely. It is better to explore the nature of a child's strengths and the impact of their difficulties rather than concentrate on the condition they have. However, it must be acknowledged that persistent and significant difficulties with literacy or numeracy acquisition are sometimes referred to as dyslexia or dyscalculia, but more importantly, assessment over time leads to an understanding of where the concerns lie and what helps. Some common characteristics of SpLD can be:

- Memory difficulties
- Organisational difficulties
- Writing difficulties
- Visual processing difficulties
- Reading difficulties
- Spelling difficulties
- Manipulating numbers
- Auditory processing difficulties
- Visual stress
- Time management difficulties
- Sensory distraction: an inability to screen out extraneous visual or auditory stimuli
- Sensory overload: a heightened sensitivity to visual stimuli and sound; an inability to cope with busy environments.

### **7.1.1.4. Profound and Multiple Learning Difficulties (PMLD)**

Learners with profound and multiple learning difficulties (PMLD) have complex learning needs. In addition to their severe learning difficulties, they may have other significant

difficulties, such as physical disabilities, sensory impairment or a severe medical condition. These learners require a high level of adult support for their learning needs and are likely to need sensory stimulation and a curriculum broken down into very small steps.

### 7.1.2. Communication and Interaction

Children & young people with speech, language and communication needs (SLCN) may have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of language, communication and imagination.

There are sometimes overlaps between SLCN and other conditions, for example, Autism Spectrum Disorder (ASD) (including Asperger's Syndrome); Attention Deficit Hyperactivity Disorder (ADHD); Hearing Impairment (HI) and Specific Learning Difficulties (SpLD).

Although children and young people can be identified as having SLCN as a primary need, we know that children in the majority of the other areas of need will also have associated SLCN.

Each child or young person with SLCN is different, so it is better to look at the nature and impact of their difficulties rather than the condition they may have.

### 7.1.3. Social, Emotional and Mental Health (SEMH)

SEMH is an overarching term for children who demonstrate difficulties with emotional regulation, social interaction or who are experiencing mental health problems.

Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour. These could manifest as difficulties such as problems of mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Some children and young people may have other recognised disorders, for example, Attention Deficit Disorder (ADD), ADHD or Attachment Disorder, Autism or Pervasive Developmental Disorder, an anxiety disorder, a disruptive disorder or, rarely, schizophrenia or bipolar disorder.

Pupils with ADHD and ADD may display impulsive, hyperactive, or inattentive behaviour. The child may appear 'naughty' and can struggle in school and home settings, often challenging to adults.

Inappropriate, disturbing and/or challenging behaviours can be interpreted as a symptom or communication of an underlying need or difficulty. It is crucial to identify, understand and then address/support the underlying factors that impact on children and young people, such as SLCN, attachment difficulties, unhelpful thought processes or learning needs in order to address these behaviours.

The majority of inappropriate, disturbing and/or challenging behaviours can be avoided or at least significantly reduced and managed through proactively promoting and supporting positive social, emotional and mental health. The potential implications of unmet SEMH needs for education settings, individuals and their families are extreme.

Children with SEMH will often feel anxious, scared and misunderstood. Typical characteristics of children with SEMH can include:

- Disruptive, antisocial and uncooperative behaviour
- Temper tantrums
- Frustration, anger and verbal and physical threats / aggression
- Appearing to be withdrawn and depressed
- Displaying anxiety or self-harming
- Truancy
- Substance misuse.

#### 7.1.4. Sensory and Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with Vision Impairment (VI), Hearing Impairment (HI) or a Multi-Sensory Impairment (MSI). Children and young people with a MSI have a combination of vision and hearing difficulties and will require specialist support and/or equipment to access their learning, or habilitation support. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Pupils with Developmental Co-ordination Disorder (DCD) can be severely affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Pupils may have poor balance and coordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc.). Their articulation may also be immature, their language late to develop, and they may also have poor awareness of body position. Some pupils may also have memory difficulties and as stated above, there are sometimes overlaps between areas of need so a holistic approach to the individual child or young person's needs is required.

## 8. SEN Information Report

---

Within the brief for the Local Authority's Local Offer the guidance states that there should be a Schools' Local Offer known as the **SEN Information Report**.

The Code of Practice sets out what this must contain as follows (section 6.79 to 6.83):

- The SEN Information Report sets out information about the school's SEN policy and its implementation
- They should publish information about their current arrangements on the school's website
- Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language. It should include information on the school's SEN policy and named contacts within the school for situations where young people or parents have concerns. It should also give details of the school's contribution to the Local Offer and must include information on where the local authority's Local Offer is published.

The information required is set out in the Special Educational Needs and Disability Regulations (2014) and **must** include information about:

- the kinds of SEN that are provided for
- policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools)
- arrangements for consulting parents of children with SEN and involving them in their child's education
- arrangements for consulting young people with SEN and involving them in their education
- arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review
- arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society
- the approach to teaching children and young people with SEN
- how adaptations are made to the curriculum and the learning environment of children and young people with SEN
- the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

- evaluating the effectiveness of the provision made for children and young people with SEN
- how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN
- support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying
- how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families
- arrangements for handling complaints from parents of children with SEN about the provision made at the school.

#### Key questions to ask about your school's SEN Information Report

- Is the SEN Information Report easy to find?
- Does it cover all 14 required areas?
- Is it up-to-date/ Has it been reviewed annually?
- Is it easy to understand?
- Does it convey a welcoming message?
- What do parents and children think of it?
- Reviewed at least annually
- Has it been reviewed (with parents?)
- Is it accessible? For whom?
- Does it reflect your school?
- Do your staff read and use it?

#### And remember

- This is a public domain document and can be downloaded by anyone.
- It is a statement of your practice with your SEN provision – it is not your SEND policy.
- It forms part of the Local Offer.

Guidance on what should go into your SEN Information Report can be found here:

<https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>

## 9. Provision in Practice

---

### 9.1. SEN Policy

All school SEN provision (including the early years) should be detailed in the SEN Information Report (SIR) but a setting may choose to publish a SEN policy as good practice. The Local Authority would also encourage this. The SEN policy should incorporate and expand on aspects mentioned in the SIR but does not need to duplicate it. The SEN policy should link with other school policies, such as Teaching & Learning, Behavior, Accessibility Plan, Equality etc. Colleges and Post 16 providers should have a clear SEN policy available to all.

#### 9.1.1. Accessibility Planning for disabled pupils

Schools are required to have an Accessibility Plan showing how they are planning strategically to increase access over time. Schools must publish their Accessibility Plan on the school website, which is aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- improving the availability of accessible information to disabled pupils.

Although schools are not required to carry out these changes prior to receiving a pupil with a disability, they would need to have a clear plan as to what modifications may need to take place on receipt of a pupil with specific needs.

Each school should determine the format of their Accessibility Plan, but the Local Authority suggests that each of the categories above should have elements of short, medium, and long-term planning.

Schools will need to provide adequate resources for implementing plans and must review them regularly. Office for Standards in Education, Children's Services and Skills (Ofsted) inspections may include a school's Accessibility Plan as part of their review.

Remember to include:

- how the curriculum is differentiated and, at Key Stage 4, what alternative accreditation is offered
- how information for pupils, parents and the community is available in different

formats

- plans to improve the signage in the buildings and grounds
- arrangements that could be put in place if a disabled parent needed support to attend a school event, e.g. the availability of a signer for a parents' evening.

### 9.1.2. Requirement to Provide Auxiliary Aids

Schools are required to provide auxiliary aids (and services) for disabled pupils to overcome any disadvantage experienced in schools. You can seek further guidance from specialist staff in the SEND & Inclusion team.

Many aids are relatively straightforward and inexpensive to supply.

### 9.1.3. Maintenance of School SEN Records

Schools should record the steps taken to meet the individual needs of all individual pupils with special educational needs. The SENCO should have responsibility for ensuring that the records are properly kept and available as needed. Schools must provide full pupil records to a receiving school even if the new school does not lodge a request. Such records should include all the information held by the SENCO/school including the pupil profile, all support plans and reports from professionals.

As the Code of Practice states,

**It is for schools to determine their own approach to record keeping in line with the requirements of the Data Protection Act 1998,**

and

**The provision made for pupils with SEN should be recorded accurately and kept up to date.**

Although there is no set format for the keeping of records, the Local Authority suggests the guidance below demonstrates good practice:

- SEN files (paper records) should be kept securely at all times (including details of Access Arrangements)
- electronic files must be password protected
- line manager approval must be sought before taking paper records off site – this should only happen when it is absolutely essential to do so, and there is no alternative method for accessing or recording the information required (e.g. scanning or accessing online via encrypted portable IT equipment)

- where paper records have to be taken off site, only the minimum amount of personal or other confidential data necessary for the job in hand should be removed and, where possible, data should be anonymized
- memory pens containing confidential data should be encrypted – as with paper records, this should be taken off-site only in essential circumstances with the minimum information on the pen.

In addition, please be aware of:

- consent to share (from parent/carer or young person of 16 years of age), including sharing 'My Story'
- joint parental responsibility (and therefore sharing information with everyone that is legally entitled)
- for children and young people who have a special educational need and are also Looked After, **a protected address should not be shared on any document.**

#### 9.1.4. Individual needs which do not constitute SEN

The needs described below are not, in themselves, indicators of a child or young person having SEN. Some children may, however, have SEN in addition to these needs.

##### 9.1.4.1. Attendance

Attendance may be affected for a variety of reasons and should be addressed through school and LA policies. This may be linked to children or young people who are travelers.

##### 9.1.4.2. Specific Medical Difficulties

Where children have specific and potentially serious medical conditions (e.g. allergies, diabetes, epilepsy) it is important that staff know what should be done to ensure their general wellbeing, and how to deal with emergencies. Where such difficulties have no impact on the child's general educational progress they do not constitute a special educational need.

##### 9.1.4.3. Minor/Short Term Difficulties

A block of treatment – such as physiotherapy or speech and language therapy – following an accident does not constitute a special educational need when the difficulty is known to be relatively short term, and has no impact on general educational progress.

#### **9.1.4.4. Looked After Children**

Children who are known to be Looked After will have a Personal Education Plan (PEP), designed to ensure that their wider educational needs are considered. N.B. If a child who is looked after also has a SEN support plan or Education, Health and Care Plan then these should be considered together.

#### **9.1.4.5. Family-Based Issues**

Children may be the subject of an agency referral (early intervention) for support in relation to a family-based issue e.g. TAF. Although this is important for the school to be aware of, such issues do not constitute a special educational need where there is no impact on their general educational progress.

#### **9.1.4.6. English as an Additional Language**

Children whose first language is not English may require additional support to access the curriculum. Where this support is needed solely for their lack of English it does not constitute a special educational need.

#### **9.1.4.7. Below Average Attainment**

Slow progress and underachievement do not, in themselves, constitute a special educational need. Such children should have their needs met by quality-first teaching, differentiation of the curriculum and access to support in the classroom. Where such provision is sufficient to enable progress, children should not be registered as having a special educational need.

#### **9.1.4.8. Behaviour Difficulties and Exclusions**

Fixed-term or permanent exclusions for behaviour\* which does not have an ongoing impact on general educational progress do not constitute a special educational need. However, you would need to consider whether or not there is:

- an underlying learning difficulty; or
- a social, emotional or mental health need.

Schools should have a robust monitoring system in place to track pupils' behaviour, via behaviour support plans or reports. This would be evidence of a graduated approach, if on further investigation and assessment, a child or young person is identified with a special educational need.

## 10. High Quality Teaching

---

The SEND CoP section 6.37 states that:

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Special educational provision goes beyond normal differentiated and personalised teaching and learning approaches; it is individual provision that is additional to or different from that made for other children of the same age. The most effective means of closing the gap is through high quality, carefully differentiated and inclusive teaching.

Section 1.25 of the SEND CoP states that:

Early years' providers, schools and colleges should know precisely where children and young people with SEN are in their learning and development. They should:

- ensure decisions are informed by the insights of parents and those of children and
- young people themselves
- have high ambitions and set stretching targets for them
- track their progress towards these goals
- keep under review the additional or different provision that is made for them
- promote positive outcomes in the wider areas of personal and social development, and
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

### 10.1. Quality First Teaching (QFT)

All schools and educational settings should develop a shared definition of QFT and they may wish to discuss:

- the key teaching strategies that will make the most difference in improving progress and attainment

- how these strategies can be developed within their teaching programme
- what QFT for the target groups(s), such as SEN, will need to be included.

The key characteristics of QFT are:

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of questioning, modelling and explaining on the part of the teacher
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils

## 10.2. Effectiveness of interventions

### 10.2.1. Teaching Assistants

One of the most frequent intervention for pupils with SEND is support by a Teaching Assistant (TA). Recent research by Anthony Russell, Rob Webster and Peter Blatchford titled 'Maximising the Impact of Teaching Assistants' (Routledge, 2012) is a useful resource which aimed to provide 'an accurate, systematic and representative description of the types of support staff in school; their characteristics and deployment in schools, have those changed over time, and to assess the impact or effect of support staff on teachers, teaching and pupil learning and behaviour.

The relevant chapter can be downloaded via: <http://maximisingtas.co.uk/assets/content/bad-education-tas-chapter.pdf>.

Their results were as follows:

- **Impact of TAs on teachers** - in relation to workloads, job satisfaction and levels of stress – the research evidenced a positive impact on all three measures;
- **Impact of TAs on teaching** – Teachers' views were positive, they reported that TA support allowed more time for teaching, offered more specialist help for individual pupils, and gave support for administrative tasks;
- **Effect of TAs on teaching** – this was judged to be positive, allowing a greater amount of adult individual attention for pupils and supporting classroom control;
- **Impact of TAs on pupils** – this was positive from teachers' perspective - supporting lower ability students, one to one support aiding participation and completion of tasks, improving pupils' engagement in class activities and encouraging more active interactions with adults

- **Impact of TAs on pupil** - however, for individual pupils, although the impact was positive in supporting approaches to learning and behaviour, there was a negative outcome in the relationship between the amount of support from TAs and pupil's academic progress and attainment in English and maths in Years 1, 3 and 7. The same effect was noted at the end of Key Stages 1, 2, and 3, with a negative relationship between the amount of TA support and progress in English, maths and Science.

In order to improve the use of TAs, the following key recommendations were made:

#### **Preparedness:**

- teachers to be trained to work with and manage TAs - this training should be part of Initial Teacher Training;
- there should be a formal induction for TAs when they are appointed to a school with activities such as an introduction to school policies, and opportunities to shadow an experienced TA;
- there should be more time for joint planning and feedback time, especially in secondary schools;
- teacher's plans need to be discussed with and explained to TAs ensuring they understand the planned learning outcomes;
- the roles and tasks for the TA for each lesson needs to be explicit;
- TA feedback to teachers should inform future planning;
- regular and thorough monitoring systems should be in place to limit the negative effects of TA support with more direct teacher time given if the intervention with the TA is not effectively supporting pupil progress;
- teachers should be given training and guidance on school systems for monitoring and evaluating TA interactions with pupils, enabling them to recognise and promoted effective practice.
- support should be given to TAs to enable them to understand how they can provide effective feedback on learning and encourage independence in learning;
- TAs and other support staff should be included in the performance management cycle, with teachers that undertake the reviews effectively trained and supported.

#### **Deployment:**

- TA's should not routinely support lower attaining pupils and pupils with SEND;
- schools need to address the fact that pupils working consistently with TAs become increasingly separated from the teacher and the curriculum.

#### **Practice:**

- establish the extent of the pedagogical role of the TAs;
- make sure the TA role is distinct and complements the role of the teacher.

## 11. Provision Mapping

---

Section 6.76 of the SEND Code of Practice explains that a provision map is:

...an efficient way of showing all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum.

It also says that provision maps provide:

- an overview of the programmes and interventions used with different groups of pupils
- a basis for monitoring the levels of intervention, and its impact on pupil progress

A provision map is not a compulsory document in any setting. However, it is recommended as a helpful method for managing SEN in all schools, including special schools.

The purpose of a costed provision map is to describe the additional provision/support currently being offered to an individual child or young person and detail the costs of this provision.

To complete the 'map' you will need details of the provision activities being used to support the child's / young person's learning including size of groups, length of sessions, number of weeks supported and staff providing support to each activity.

You will find examples of costed provision maps on the Local Offer website following the link below:

- [https://search3.openobjects.com/mediamanager/triborough/directory/files/costed\\_provision\\_map.xls](https://search3.openobjects.com/mediamanager/triborough/directory/files/costed_provision_map.xls)
- [https://search3.openobjects.com/mediamanager/triborough/directory/files/example\\_support\\_timetable\\_template\\_092017.docx](https://search3.openobjects.com/mediamanager/triborough/directory/files/example_support_timetable_template_092017.docx)

Other examples of costed provision maps:

- <https://schoolleaders.thekeysupport.com/pupils-and-parents/sen/statements/costing-sen-provision-individual-pupils/>

## 12. Funding

---

### 12.1. What is the SEND funding for?

The SEND CoP (section 6.2) says that schools...

...use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's.

Schools should use some of their budget to buy resources and make provision for children who need additional help. This can take many forms. For example, children with SEN might need:

- some changes to the curriculum
- special equipment or teaching materials
- the use of additional information technology
- small group work
- support in the classroom
- a base to work in or have quiet time.

### 12.2. Where does funding for SEND come from?

All mainstream schools have money for special educational needs support and resources. Schools can decide how to spend this money. This is called delegated funding. This part of the school's income is sometimes called the notional SEN budget.

### 12.3. Funding for SEN provision is from three elements

#### 12.3.1. Element 1

All schools get money for each pupil at the school. This is called the **Age Weighted Pupil Unit (AWPU)** and it is part of schools' delegated funding.

Some of this money is to make general SEN provision. This might, for example, include the cost of providing the Special Educational Needs Coordinator (SENCO) and some other resources.

The local authority provides Element 1 funding for the schools it is responsible for. The local **Schools Forum** agrees the formula that determines how much money the school gets for each pupil. The **Education Funding Agency** provides Element 1 funding for academies and free schools

### 12.3.2. Element 2

Element 2 funding is to provide **SEN support** that is *additional to or different from* the support that most other children get. SEN support is also for children who used to have help through **School Action** and **School Action Plus**.

The local authority provides Element 2 funding for schools it is responsible for. The local Schools Forum agrees the formula that determines the amount of money the school gets. The **Education Funding Agency** provides Element 2 funding for academies and free schools. Element 2 funding is also part of schools' delegated budget.

Government guidance says schools should provide up to the first £6,000 of additional or different support for those children who need it, including those with an **Education, Health and Care plan** (or a **Statement of Special Educational Need**). This does not mean that the school will spend £6,000 on every child with SEN. Sometimes schools use funds to help groups of children. Some children will need less help – and some children may need more.

### 12.3.3. Element 3

Some children have such complex needs that the school may request some additional funding to 'top-up' Elements 1 and 2. The local authority is responsible for managing Element 3 funding (sometimes called the 'high needs block'), which can be used to make specific provision for an individual child or a group of children, if the school or academy can show there is an exceptional level of need.

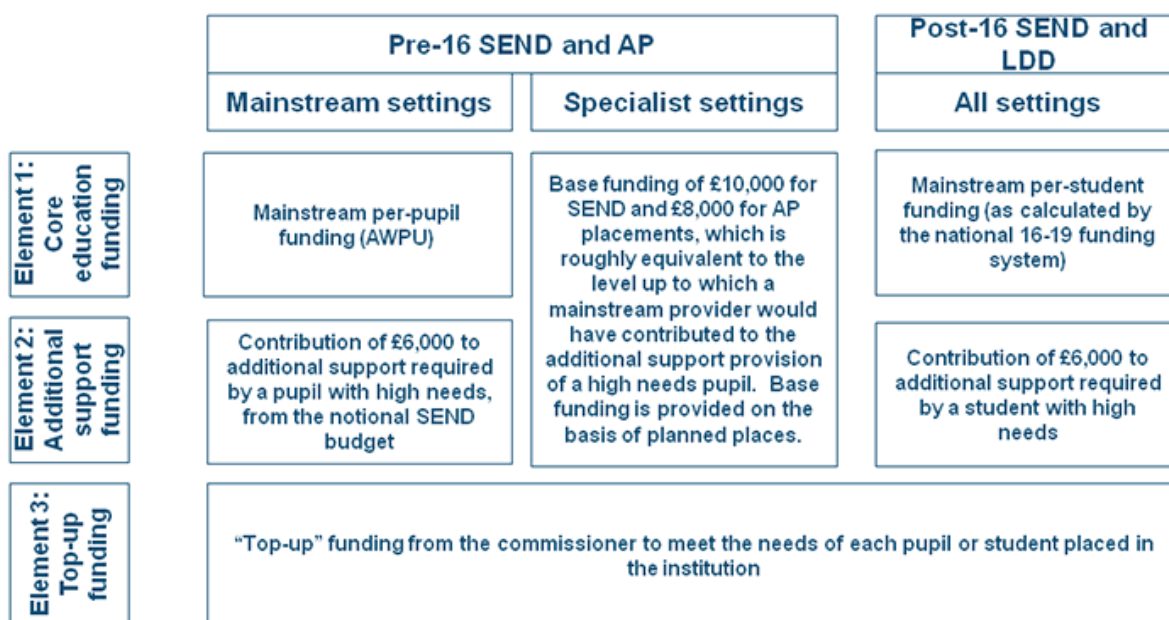


Figure 2. An illustration of funding arrangements for settings.

## 12.4. Who manages the schools SEND resources?

The SEND CoP (section 6.97) states that:

...it is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEN. The SENCO, headteacher and governing body or proprietor should establish a clear picture of the resources that are available to the school. They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

School governors are responsible for the school's policy on SEN and how the resources are used. The headteacher and the SENCO ensure that the policy is put into practice. The SENCO organises support for individual children, but every teacher is responsible making sure that your child's special educational needs are met in the classroom.

The **SEN Information Report** on the school's website tells you more about the arrangements for SEN support and how to contact the SENCO.

The Local Authority is keen to support schools in having a well-resourced Local Offer to meet children's additional learning needs. The approach to High Needs Funding is based on the premise that the majority of children can have their needs met in mainstream schools from available resources and that provision for the children with complex needs, requiring Education, Health and Care Plans (EHCPs), will be funded through a relatively small additional Top Up.

## 12.5. Working with parent and carers

Engagement in what are tricky decisions about funding and levels of support can help manage expectation. Parents tend to understand it's hard, but need to know they've been listened to, understand the rationale behind decisions and what is intended to be achieved as a result.

## 13. The SEND Review Guide

---

The SEND Review Guide, part funded by the Department for Education and produced by teachers and school leaders, is now available to download. The SEND Review Guide was created in partnership with over forty outstanding special and mainstream schools, as well as organisations such as Contact a Family, Ofsted, Council for Disabled Children, the Institute of Education and Teaching Schools Council. It is powered by the London Leadership Strategy (LLS), a not for profit organisation created by school leaders for school leaders to transform schools and improve outcomes for children and young people.

The Review Guide is based on the Pupil Premium Review and can be used by all schools to audit their own SEND provision. It is, however, most powerful when used as part of a programme of school to school support. A direct response to the increasing gap in outcomes between students with SEND and their peers, the Review Guide was created with the purpose of empowering schools to improve their SEND provision. It is made up of a paper-based audit, examples of good practice, guidance on how to carry out a review of SEND provision and self-evaluation templates. The aim of the Review Guide is to ensure that children and young people with SEND are visible in their school, supported in their learning and included in the decisions about the teaching they receive.

Based on a school-to-school support model and with a focus on improving outcomes for all pupils, we hope that the Review Guide will continue to embed a culture of inclusion, collaboration and support within education.

The SEND Review Guide is free to schools and can be downloaded via <http://www.thesendreview.com>.

## Appendix A: Glossary of SEND Terminology

<b>Academy</b>	An academy is a mainstream school which receives funding directly from the Government and is independent of direct control by the Local Authority.
<b>Access Arrangements</b>	<p>Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres; others require prior JCQCIC awarding body approval.</p> <p>Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille question papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.</p> <p>For further information on:</p> <p>KS2 access arrangements - <a href="https://www.gov.uk/guidance/key-stage-2-tests-how-to-use-access-arrangements">https://www.gov.uk/guidance/key-stage-2-tests-how-to-use-access-arrangements</a></p> <p>Functional Skills, GCE, GCSE, Level 2 &amp; 3 qualifications - <a href="http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance">http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance</a></p>
<b>Advices</b>	A set of reports written by professionals and parents, which assist the Local Authority when making a decision whether or not to issue a proposed statement.
<b>Age Weighted Pupil Unit (AWPU)</b>	The AWPU is the amount of money that every maintained school receives for each pupil that is on the school roll, whether or not they have SEN. The value of the AWPU varies from one Local Authority to another and according to the age of the pupils. For primary age pupils the minimum is £2000 per year. For pupils in Key Stages 3 and 4 the minimum is £3000 per year.
<b>Annual Review</b>	Under the Children and Families Act 2014 local authorities must carry out a review of every EHC plan at least once every 12 months.

<b>Appeal</b>	Parents can appeal to the independent S.E.N.D.I.S.T Tribunal if they cannot reach agreement with the L.A. over decisions on their child's special educational needs.
<b>Assessment</b>	A check of progress often made by an Educational Psychologist.
<b>Assessment (Statutory or Formal)</b>	A detailed examination of a child's special educational needs. It may lead to an Education, Health and Care Plan.
<b>A.S.C/D.</b>	Autistic Spectrum Condition/Disorder.
<b>Baseline Assessment</b>	An assessment carried out shortly after a child starts primary school to see what s/he can do so teachers can plan for his/her learning needs.
<b>B.S.P.</b>	Behaviour support plan.
<b>C.A.M.H.S</b>	The Child and Adolescent Mental Health Service provide support to those young people who are experiencing mental health difficulties.
<b>Centile</b>	The division of information into 100 groups. For example, a score at the 5 <sup>th</sup> centile means that, on average, only 5 children out of every 100 could be expected to score lower (and 95 would score higher).
<b>Child in Need</b>	Defined under Section 10 of the Children Act 1989 as a child who is "unlikely to achieve or maintain ... a reasonable standard of health and development, without the provision of services by a Local Authority... "Or who is "disabled". Every authority has a general duty to safeguard and promote the welfare of children in their area who are in need.
<b>Children and Families Act 2014</b>	This law came into force on 1 <sup>st</sup> September 2014. Part 3 of the Act sets out the new law on special educational needs and disability. The Act is supported by the SEND Regulations 2014 and the SEND Code of Practice: 0-25 Years. You can download a copy of the Act at <a href="http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted">http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted</a>
<b>Children's Network</b>	A confidential database of disabled children in Durham to provide an information service for parents and to help planning of services.
<b>Clinical Commissioning Group (CCG)</b>	CCGs are groups of professionals that work together to commission health services, ensuring there is sufficient capacity contracted to deliver the necessary services to people.
<b>Chronological age</b>	The time in years since birth (i.e. life age).
<b>Clinical Psychologist</b>	Specialist trained in the treatment of emotional and

	behavioural problems.
<b>SEND Code of Practice: 0 to 25 years</b>	A guide to schools and L.A.s about the help they can give to children with special educational needs. Schools and L.A.s must 'have regard' to the Code in anything concerning children with special educational needs.
<b>Cognitive Development</b>	Development of a child's ability to understand and to explain relationships; usually the same as intellectual growth.
<b>Comprehension</b>	Understanding of written or spoken material or practical instructions.
<b>Conciliation</b>	Conciliation involves a third party to help people negotiate with each other. The conciliator offers advice and possible solutions to problems.
<b>Curriculum</b>	All the courses and learning opportunities a school offers or a course of study being followed by a child.
<b>Developmental Delay</b>	A delay in reaching the normal stages of development.
<b>DfE</b>	Department for Education.
<b>Differentiation</b>	The way in which the school's curriculum and teaching methods are adapted to meet the needs of children.
<b>Direct payment</b>	<p>A payment made directly to a parent or young person to purchase specific services. Under the Children and Families Act 2014 a Direct Payment may be made as part of a Personal Budget so that the parent or young person can buy certain services that are specified in their EHC plan.</p> <p>Direct payments can only be used for provision provided on the school or college premises if the school or college agree.</p>
<b>Disagreement resolution</b>	<p>Local authorities must provide independent disagreement resolution to help parents and young people resolve disputes with local authorities, schools and other settings about SEND duties and provision.</p> <p>You can find more information on disagreement resolution in the SEND Code of Practice: 0 to 25 years 11.6 to 11.10.</p>
<b>Disapplication</b>	The lifting or varying of the requirements of the National Curriculum to meet the needs of the pupil.
<b>D.C.O.</b>	See D.M.O.
<b>D.H.A.</b>	District Health Authority.
<b>D.M.O.</b>	The Designated Medical Officer (or Designated Clinical Officer) plays a key part in implementing the SEND reforms and in supporting joined up working between health services and local authorities.

<b>Early Education Settings</b>	Educational provision for children under compulsory school age, for example nurseries, pre-schools and registered child-minders.
<b>E.D.P.</b>	Education Development Plan.
<b>Education Act 1996</b>	Part IV of the Education Act 1996 was the legal framework for SEN. Part 3 of the Children and Families Act 2014 now replaces this legislation. However, there is a transition period until 2018. This means, for example, that Statements of Special Educational Need that were in place before 1 <sup>st</sup> September 2014 will continue to have legal force until the child or young person transfers to an EHC plan.
<b>Education Funding Agency (EFA)</b>	<p>The EFA is the government agency that funds education for learners between the ages of 3 and 19, and those with learning difficulties and disabilities between the ages of 3 and 25.</p> <p>The EFA allocates funds to local authorities, which then provide the funding for maintained schools. The EFA directly funds academies and free schools.</p>
<b>EHC Needs Assessment</b>	<p>Local authorities must carry out an EHC needs assessment if a child or young person may need an EHC plan. The assessment is a detailed look at the special educational needs that the child or young person has and what help he or she may need in order to learn.</p> <p>It is sometimes called a statutory assessment.</p> <p>You can find out more in the SEND Code of Practice: 0 to 25 years, sections 9.45 – 9.52.</p>
<b>Education Health and Care plan (EHC plan)</b>	An EHC plan describes the special educational needs that a child or young person has and the help that they will be given to meet them. It also includes the health and care provision that is needed. It is a legal document written by the Local Authority and is used for children and young people who have high support needs.
<b>Educational Psychologist (E.P.) (sometimes called “Ed Psych”</b>	An Educational Psychologist is asked to help when a child is finding it difficult to learn at school. S/he may do tests to decide what the problem is.
<b>E.M.P.</b>	Enhanced Mainstream Provision - caters for children with specific needs or disabilities and is part of a mainstream school. A statement or EHC plan is not required to access this provision.
<b>E.H.E.</b>	Elective Home Education
<b>E.O.T.A.S.</b>	Education Otherwise Than At School.
<b>E.P.S.</b>	Educational Psychology Service.

<b>Exclusion</b>	A child who is excluded from school is not allowed to go to school from the time the exclusion is made. Exclusion can be for a fixed time or permanent. A child cannot be excluded simply because they have a special educational need.
<b>Expressive Language</b>	How a child or young person expresses ideas thoughts and feelings through speech.
<b>E.Y.D.C.P</b>	Early Years Development and Childcare Partnership.
<b>F.A.S.</b>	Funding Agency for Schools.
<b>F.E.</b>	Further Education.
<b>Fine Motor Skills</b>	Complex movements of hands and fingers which require practice to accomplish (e.g. fastening buttons, holding pencils etc.).
<b>First Tier Tribunal (SEN and disability)</b>	The First-tier Tribunal (Special Educational Needs and Disability) is a legal body. The Tribunal hears appeals from parents of children with SEN, and young people with SEN, about EHC needs assessments and EHC plans.  You can find out more at <a href="https://www.gov.uk/special-educational-needs-disability-tribunal/overview">https://www.gov.uk/special-educational-needs-disability-tribunal/overview</a>
<b>Formal Assessment</b>	See assessment (statutory or formal)
<b>G.C.S.E.</b>	General Certificate of Secondary Education.
<b>Global Delay</b>	A general delay in acquiring normal developmental milestones.
<b>Governors</b>	A school's governing body oversees the workings of the school. It includes a Parent Governor and a S.E.N. Governor.
<b>Graduated approach</b>	The SEND Code of Practice: 0 to 25 years says that schools should follow a graduated approach when providing SEN Support. This is based on a cycle of: <ul style="list-style-type: none"> <li>• Assess</li> <li>• Plan</li> <li>• Do</li> <li>• Review</li> </ul> You can find out more about the graduated approach in the SEND Code of Practice: 0 to 25 years sections 6.44 to 6.56.
<b>Gross Motor Skills</b>	Skills which involve large muscle activity (e.g. rolling, walking, crawling, jumping, running).
<b>H.I.</b>	Hearing Impaired.
<b>H.M.I.</b>	Her Majesty's Inspectorate of Schools.
<b>Hyperactivity</b>	Difficulty in concentrating and keeping still for any length of time. Restless, fidgety behaviour a child

	could also have sleeping difficulties.
<b>I.B.P.</b>	Individual Behaviour Plan.
<b>I.C.T</b>	See Information Technology
<b>Inclusion</b>	A process by which schools, local authorities and others develop their cultures, policies and practices to include all pupils.
<b>Independent school</b>	A school which is funded independently of local or central government.
<b>Independent supporter</b>	A person recruited by a voluntary or community sector organisation to help families going through an EHC needs assessment and the process of developing an EHC plan. This person is independent of the Local Authority and will receive training, including legal training, to enable him or her to provide this support.
<b>Information Technology (I.T.)</b>	Refers to the whole area of computers both portable and desktop.
<b>I.P.S (previously referred to as named person)</b>	Independent Parental Supporter. Someone, independent of the LA, who can support parents through the SEN process.
<b>I.Q.</b>	Intelligence Quotient - a measure of intellectual ability, where a score of 100 indicates average.
<b>Key stages</b>	The National Curriculum uses the term key stages to describe the age band in which the child falls. Early Years Foundation Stage (EYFS) is Nursery and Reception classes, Key stage 1 is infant, key stage 2 is junior, key stage 3 is 11- 14 years, key stage 4 is 14-16 and key stage 5 is 16+.
<b>Keyworker</b>	Someone who provides children, young people and parents with a single point of contact to help make sure the support they receive is co-ordinated. A keyworker could be provided directly by a Local Authority or local health organisation, a school or college, or from a voluntary or private sector body.
<b>Learning Difficulty</b>	If a child has a learning difficulty s/he finds it much harder to learn than most children of the same age do.
<b>Local Authority/Authorities (LA)</b>	Local authorities are administrative offices that provide services within their local areas. There are 152 across England which are education authorities. For more information about local government, see <a href="https://www.gov.uk/understand-how-your-council-works/types-of-council">https://www.gov.uk/understand-how-your-council-works/types-of-council</a>
<b>Local Offer</b>	The Local Offer, published by every Local Authority, tells you what support is available for children and young people with

	<p>special educational needs and/or disabilities, and their families. It includes information about education, health and care provision.</p> <p>It also gives information about training, employment and independent living for young people with special educational needs and/or disabilities.</p>
<b>Local transition plan</b>	Every Local Authority must publish a plan that explains when and how Statements of Special Educational Need will be transferred to the new system, as well as information for young people in further education and training who receive support as a result of a Learning Difficulties Assessment.
<b>Looked After child</b>	A child who is 'cared for' by the Local Authority, either in a long-term placement or for short periods.
<b>L.S.A.</b>	Learning Support Assistant. A non-teaching member of staff who helps to meet the educational needs of children.
<b>Makaton</b>	A language program designed to provide a means of communication to children and young people who cannot communicate by speaking.
<b>Mainstream school</b>	This is a school that provides education for all children, whether or not they have special educational needs or disabilities.
<b>Maintained school</b>	A school funded by the L.A.
<b>Mediation</b>	<p>Mediation is a type of disagreement resolution. Every Local Authority must provide independent mediation to help parents and young people resolve disputes with local authorities about:</p> <ul style="list-style-type: none"> <li>• a decision not to carry out an EHC needs assessment</li> <li>• a decision not to draw up an EHC plan</li> <li>• the content of a final EHC plan or amended plan</li> <li>• a decision not to amend an EHC plan</li> <li>• a decision to cease to maintain an EHC plan.</li> </ul> <p>Mediation must also be provided on the health and social care elements of an EHC plan.</p> <p>You can find more information on mediation in the SEND Code of Practice: 0 to 25 years 11.13 to 11.38.</p>
<b>Mediation advice</b>	The purpose of mediation advice is to give information about what mediation involves. Parents or young people who wish to register an appeal with the First Tier Tribunal (SEN and Disability) must first seek mediation advice. The advice must be factual and unbiased. After mediation advice has been given the parent or young person can choose whether they wish to go to mediation.

	<p>However, it is <u>not</u> necessary to seek mediation advice if the appeal is only about the name of the school, or college named on the plan, the type of provision specified in the plan or the fact that no school or other institution is named.</p> <p>You can find more information on mediation advice in the SEND Code of Practice: 0 to 25 years 11.21 to 11.25.</p>
<b>M.L.D.</b>	Moderate Learning Difficulties
<b>Multi-disciplinary</b>	A team drawn from more than one profession e.g. health, education, social services.
<b>Must</b>	<p>The SEND Code of Practice: 0 to 25 years says in Section i of the Introduction:</p> <p><i>...where the text uses the word 'must' it refers to a statutory requirement under primary legislation, regulations or case law.</i></p> <p>This means that wherever the term 'must' is used all the organisations listed in Section iv of the Introduction to the Code have a legal duty to do what the Code says.</p>
<b>My Story</b>	A document completed by the child, young person or family to tell the story of needs, support and aspirations from their own perspective.
<b>Named Officer</b>	A person employed by the L.A. who deals with the case of a particular child.
<b>Named Person</b>	See I.P.S.
<b>National Curriculum</b>	Subjects which must be studied in all schools.
<b>Non-maintained special school</b>	A non-profit making special school, approved by the Secretary of State, usually run by a charity.
<b>Note in lieu</b>	A note, written by the L.A., after carrying out an assessment, when they have decided NOT to issue a Statement. It should explain their decision and offer guidelines to school on supporting the child's special educational needs.
<b>Nursery Nurse (NNEB)</b>	Individuals who work in nurseries and schools with responsibility for the care and well-being of young children.
<b>Ofsted</b>	Office for Standards in Education, Children's Services and Skills – a government department responsible for the inspection of all schools.
<b>O.T.</b>	Occupational Therapy/Therapist.
<b>Outcome</b>	Section 9.66 of the SEND Code of Practice: 0 to 25 years states that:

	<i>An outcome can be defined as the benefit or difference made to an individual as a result of an intervention. It should be personal and not expressed from a service perspective; it should be something that those involved have control and influence over, and while it does not always have to be formal or accredited, it should be specific, measurable, achievable, realistic and time bound (SMART). When an outcome is focused on education or training, it will describe what the expected benefit will be to the individual as a result of the educational or training intervention provided.</i>
<b>Paediatrician</b>	Special children's doctor.
<b>Parent Carer Forum</b>	A Parent Carer Forum is a representative local group of parents and carers of disabled children who work with local authorities, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families. They have been established in most Local Authority areas. For more information please visit: <a href="http://www.cafamily.org.uk/pcp/resources">http://www.cafamily.org.uk/pcp/resources</a> or <a href="http://www.nnpcf.org.uk/">http://www.nnpcf.org.uk/</a>
<b>Pastoral support team</b>	In secondary schools includes form tutors, heads of year and senior teachers. Often the first point of contact for parents.
<b>PECS</b>	The Picture Exchange Communication System, also known as PECS, is a form of alternative and augmentative communication in which a child is taught to communicate with an adult by giving them a card with a picture on it. PECS is based on the idea that children who can't talk or write can be taught to communicate using pictures
<b>P.D.</b>	Physical disability/difficulty.
<b>Personal Budget</b>	A Personal Budget is money set aside to fund support as part of an Education, Health and Care plan (EHC plan) for a child or young person with special educational needs. It can include funds from Education, Health and Social Care.  Parents of children with an EHC plan and young people with an EHC plan can choose whether or not they wish to have a Personal Budget.
<b>Personal Health Budget</b>	A personal healthy budget is an amount of money to support identified <b>health</b> and well-being needs, planned and agreed between the child/young person, parent/carer and the local NHS team. The aim is to give people with long-term conditions and disabilities greater choice and control over the <b>health care</b> and support they receive.
<b>P.I.V.A.T.S</b>	Performance Indicators for Value Added Target Setting.

<b>P.M.L.D.</b>	Profound and Multiple Learning Difficulties.
<b>Portage</b>	A home visiting service which offers support, help and advice to families with a child under 5 who has special needs.
<b>Provision</b>	The special support and extra help that children with S.E.N. receive in school to meet their needs
<b>P.R.U.</b>	A Pupil Referral Unit is a centre that can provide part-time or full-time support for children who are currently not attending school or who need additional help with their behaviour or learning.
<b>Psychiatrist</b>	A qualified doctor who specialises in mental health.
<b>Psychometric tests</b>	Used to assess the child's ability and attainment levels.
<b>Psychologist</b>	See Educational Psychologist.
<b>P.T.A.</b>	Parent Teacher (and Friends) Association.
<b>Reasonable adjustments</b>	Reasonable adjustments are changes schools and other settings are required to make which could include: changes to physical features – for example, creating a ramp so that students can enter a classroom or providing extra support and aids (such as specialist teachers or equipment). Equality Act 2010 has more information.
<b>Re-assessment</b>	Your child can have another assessment if the L.A. decides it is necessary.
<b>Receptive Language</b>	The ability to understand what is being said.
<b>Residential School</b>	A school where pupils live during the school term.
<b>Review</b>	Your child's statement/EHC must be reviewed at least three times a year to check on his/her progress.
<b>S.A.T.s</b>	Standard Assessment Tests which check children's progress.
<b>Schools Forum</b>	Every Local Authority has a Schools Forum. It made up of representatives from schools and academies, and some representation from other bodies, such as nursery and 14-19 education providers.  The role of the Schools Forum includes looking at the local formula used to fund schools and SEN provision.
<b>SEMH</b>	Social, Emotional and Mental Health Difficulties
<b>S.E.N.</b>	Special Educational Needs. All children who need special help will be described as 'children with special educational needs.' One in five children may have some sort of learning difficulty during their school life.
<b>S.E.N.D.I.S.T.</b>	S.E.N. and Disability Tribunal.
<b>SEND Code of Practice: 0 to 25 years</b>	This is the statutory guidance that supports Part 3 of the Children and Families Act 2014.

	<p>It tells local authorities, early year’s settings, schools, colleges, health and social care providers and others what they must and should do to identify, assess and provide for children and young people with SEN or disabilities.</p> <p>You can download a full copy of the Code at <a href="https://www.gov.uk/government/publications/send-code-of-practice-0-to-25">https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</a></p> <p>You can download a shorter version for parents at <a href="https://www.gov.uk/government/publications/send-guide-for-parents-and-carers">https://www.gov.uk/government/publications/send-guide-for-parents-and-carers</a></p>
<b>SEN Information Report</b>	<p>All schools must publish on their websites information about their policy and arrangements for supporting children with SEN. This must be kept up to date.</p> <p>The information that has to be included can be found in Section 6.79 of the SEND Code of Practice: 0 to 25 years.</p>
<b>SEN support</b>	<p>SEN support includes any help for children and young people with SEN that is additional to or different from the support generally made for other children of the same age.</p> <p>The purpose of SEN support is to help children achieve the outcomes or learning objectives that have been set for them by the school. Schools should involve parents in this process.</p> <p>SEN support replaces Early Years Action/Action Plus and School Action/Action Plus.</p>
<b>Settings</b>	See Early Education Settings.
<b>Should</b>	<p>Should is a word that occurs frequently in the SEND Code of Practice: 0 to 25 years.</p> <p>Section i of the Introduction to the Code says:</p> <p><i>... where the text uses the word ‘should’ it means that the guidance contained in this Code <b>must</b> be considered and that those who <b>must</b> have regard to it will be expected to explain any departure from it.</i></p> <p>This means that wherever the term ‘should is used all the organisations listed in Section iv of the Introduction to the Code must consider what the Code says. However they may depart from it.</p>
<b>Signposting</b>	<p>Sometimes a service that provides information, advice and support may be asked for help that it is not able to give directly.</p> <p>When this happens the person seeking information,</p>

	advice or support may signposted to other service providers. This means that they will be given information, including contact details, about other sources of help.
<b>S.L.D.</b>	Severe Learning Difficulties.
<b>SLCN</b>	Speech, Language and Communication Need
<b>S.M.O.</b>	School Medical Officer.
<b>Special Educational Needs Co-ordinator (SENCO)</b>	<p>A SENCO is a qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating SEN provision.</p> <p>Early years settings that are part of group provision arrangements are expected to identify an individual to perform the role of SENCO.</p>
<b>Special schools</b>	These are schools that specialise in working with children with particular disabilities.
<b>Special educational provision</b>	The special help given to children with SEN.
<b>Specific Learning Difficulty (Sp.L.D)</b>	A child has a Specific Learning Difficulty if s/he has a specific problem in one or more areas of the curriculum: for e.g.: working memory, reading, writing, spelling.
<b>Speech therapist</b>	Specialist in diagnosing and treating speech and language disorders who works in schools, hospitals and clinics.
<b>Speech therapy</b>	The diagnosis and treatment of speech and language disorders. Children are normally referred for speech therapy by a doctor.
<b>Statement of Special Educational Need</b>	<p>Under the Education Act 1996 local authorities issued Statements of Special Educational Need for children whose needs could not be met through the provision normally made by schools.</p> <p>The Children and Families Act 2014 replaces Statements with EHC plans.</p> <p>Children and young people who already have a Statement will gradually transfer to the new system. Each council publishes a local transition plan to explain how this will happen.</p>
<b>Statutory Assessment</b>	See Assessment (statutory or formal).
<b>Statutory guidance</b>	Statutory guidance is guidance that local authorities and other local bodies have a legal duty to follow.

<p><b>Transition Plan</b></p>	<p>A plan drawn up following the Year 9 Annual Review of the statement. Information is gathered from parents, professionals, including the Connexions Service and school. A structured plan of action is drawn up to ensure that the transfer from school to adult life is well planned.</p>
<p><b>Transfer review</b></p>	<p>A transfer review replaces the annual review in the academic year that the child or young person transfers to the new SEND system.</p> <p>A transfer review involves an EHC needs assessment to decide what outcomes and provision need to be included in the EHC plan. This should include education, health and social care needs.</p> <p>You, your child or the young person must be invited to a meeting as part of the transfer review.</p> <p>A transfer review ends when the Local Authority sends you (or the young person) a copy of the EHC plan, or when it informs you (or the young person) that an EHC plan will not be issued.</p> <p>Each council publishes a local transition plan to explain how and when transfer reviews for children and young people with Statements of Special Educational Need will happen.</p>