

SEND School Provision

The provision for children and young people with special educational needs and disabilities (SEND): Key Principles

- **Transparent and accountable SEND Support**
- **Parents and carers as equal partners in planning for their child**
- **Focused on achieving outcomes, not describing needs**
- **A 'Graduated Response' through the Assess, Plan, Do, Review model**

What the school has to do	What the local authority and parents would expect to see
<p>School assesses the child's needs, implements an intervention plan and tracks progress (i.e. adopts an Assess, Plan, Do, Review model).</p>	<ul style="list-style-type: none"> • School communicates their provision for children with SEND, focusing on achievement of outcomes through evidence-based approaches to provision planning. • Mainstream school details and explains their interventions to address the following: <ul style="list-style-type: none"> - communication and interaction; - cognition and learning; - social, emotional, and mental health; and - sensory and/or physical needs. • School documents demonstrate a coordinated assessment of a child's educational needs through the Assess, Plan, Do, Review model. • Pupil progress is recorded, monitored and updated by a teacher working with parents/carers.

	<ul style="list-style-type: none"> • Pupil's targets are outcome based and focused on the child's aspirations and preparation for adulthood.
<p>Regular parent/carer conversations, planned, implemented and recorded. This includes feedback from parents/carers.</p>	<ul style="list-style-type: none"> • Dates for regular parent/carer/teacher conversations are planned for the academic year, at a minimum of one per term. • Parents/carers feel welcome and are encouraged and supported to attend, and request further meetings if required. • Outcomes of the parent/teacher conversations are recorded in the child's record and are used to inform goal setting and future planning. • Parents/carers report outcomes of structured conversations are positive. • Practitioners are required to work collaboratively with others (including professionals, parents, children and young people). • Multi-agency assessment and planning is co-ordinated by the SENCo.
<p>School supports children's well-being and monitors well-being outcomes (e.g. attendance, peer relationships, adult-child relationships, capacity for emotional self-regulation).</p>	<ul style="list-style-type: none"> • The school has systems in place to monitor and support pupil's emotional, social well-being and inclusion including patterns of attendance; exclusions and emotional well-being. • Pupils demonstrate good attendance, confidence, resilience, positive peer and adult relationships and motivation to learn. • School develops effective interventions and keeps a record of progress relating to a child's well-being

	<ul style="list-style-type: none">• School includes parents/carers and other agencies in addressing issues around social, emotional, and mental health needs.• The designated safeguarding lead monitors issues relating to safeguarding and coordinates school/social work/community safety planning.• School staff coordinate and record provision to agree outcomes and engage pupils in improving behavioural self-regulation and actively engaging in positive activities.• Staff use assessment of well-being to inform understanding of pupil attainment and progress.
Provide strong leadership and governance for SEND	<p>Schools are required to:</p> <ul style="list-style-type: none">• have a qualified teacher who carries out the role of SENCo. This teacher will achieve qualified SENCo accreditation within 3 years of appointment;• publish the SEN Information Report which outlines the SEND provision within the school;• identify the SEN budget and ensure that this is effectively spent;• ensure the sustained progress and achievement and well-being of pupils with SEND; and• ensure effective and efficient education and transparency and accountability for notional SEN and High Needs funding.