

SEND

Thursday 17th November

Jess Hutton

SENDCo

AIMS OF THE SESSION:

- Highlight the major changes in the New SEND Code of Practice 2014
- How will this impact on our school and practice?
- What do we need to do to prepare?
- Questions

WHAT IS THE SEND COP?!

- A key part of the Children and Families Act (2014) which will reform the systems for adoption, looked after children, family justice and SEND.
- Statutory guidance from the DfE on duties, policies, procedures and associated regulations in making provision for children and young people with special educational needs and disabilities (SEND).

PRINCIPLES UNDERPINNING THE COP 2014

- **PARTICIPATION** of children, their parents and young people in decision making.
- **EARLY IDENTIFICATION** of children and young people's needs and **EARLY INTERVENTION** to support them.
- **GREATER CHOICE** and **CONTROL** for young people and parents over support.



PRINCIPLES UNDERPINNING THE COP 2014

- **COLLABORATION** between education, health and social care to provide support.
- **HIGH QUALITY PROVISION** to meet the needs of those with SEN and **IMPROVED OUTCOMES**.
- A focus on **INCLUSIVE PRACTICE** and **REMOVING BARRIERS** to learning.
- Successful preparation for **ADULTHOOD**, including independent living and employment.



THE NEW COP (CODE OF PRACTICE)

- ◉ Now covers 0-25 age range
- ◉ More explicit focus on young people having a role in decision-making
- ◉ Increased cooperation between Health, Social Care and Education
- ◉ Education, Health and Care plans in; statements and learning difficulty assessments out
- ◉ Increased (or re-focused?) responsibility on ALL teachers
- ◉ The need for a truly Whole School Approach

SO...IN MORE DETAIL (1)

- ◉ IEP/MEPs are no longer mentioned (but we are still going to do them!) We call them MIPs (My Individual Plan)
- ◉ There is no reference to stages e.g. SA, SA+, just one school based stage (SEND Support) then an EHCP. Some children may be on the 'concerns list.'
- ◉ Focus on the provision of evidence based programmes
- ◉ Focus on ensuring students are being provided with high quality differentiated teaching (first quality teaching)
- ◉ Behaviour has been removed from the categories and mental health has been added

SO...IN MORE DETAIL (2)

- ◉ Moderate Learning Difficulties has been removed from the categories
- ◉ Schools should meet parents of students receiving SEND support at least termly
- ◉ The time scale for an EHC plan assessment has been reduced to 20 weeks (although this isn't always the case!)
- ◉ Health must provide support identified in the EHCP

SO...IN MORE DETAIL (3)

- ◉ There is a big emphasis on the identification and support for students with SEND being decided and implemented by class teachers (it is specified that support must be provided on a daily basis by class teacher)
- ◉ SENCO has a supporting role only
- ◉ This COP only related to those with SEN-disability is specifically exempted

NEW SEND CATEGORIES:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health

NOTE - No behaviour

- Sensory and / or physical

If behaviour is a concern you must find the reason behind the behaviour.

COMMUNICATION AND INTERACTION



- ◉ Children and Young People who are likely to fit under this category are those who have Speech, Language and Communication Needs (SLCN.) These children may have difficulties expressing themselves, difficulties understanding what others say to them, difficulties in understanding or using social rules of communication.
- ◉ Children and Young People with ASD including Asperger Syndrome and Autism may have particular difficulties with language, communication and imagination.

COGNITION AND LEARNING

- ◉ Children and Young People who have learning difficulties; these children may learn at a slower pace than their peers even when the curriculum is differentiated.
- ◉ Includes Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia, dyspraxia or dysgraphia. It can also include those with moderate learning difficulties (MLD), severe learning difficulties (SLD) and those with profound and multiple learning difficulties (PMLD.) These children and young people are likely to need support in all areas of the curriculum and are likely to need specialist educational provision.



SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES

- ◉ Children and young people may experience a wide range of social and emotional difficulties. Indicators may include: being withdrawn or isolated, displaying challenging, disruptive or disturbing behaviour. This may be due to underlying mental health difficulties such as depressive disorders, anxiety disorders, self harm, substance misuse, eating disorders, psychotic or mood disorders.
- ◉ Other children and young people may have Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHA) or attachment disorder.



SENSORY AND/OR PHYSICAL NEEDS

- ◉ Some children and young people may require special educational provision due to a disability which hinders or prevents them from using educational facilities.
- ◉ This can include those with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI.) Those with MSI 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.



DEFINITION OF SEND

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

- ◉ has a significantly greater difficulty in learning than the majority of others of the same age, or
- ◉ has a disability which prevents or hinders him or her 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.



DISABILITY

- ◉ Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is:
- ◉ ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.
- ◉ This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.
- ◉ This definition includes sensory impairments such as those affecting sight or hearing, and 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.
- ◉ Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.
- ◉ If a child has a disability or medical condition which does not affect their learning or day-to-day activities then they are not defined as SEND and will have their own care plan through the legal document ‘Supporting Children with Medical Conditions’ (DFE 2014) and the school’s medical policy.

FOR LOCAL AUTHORITIES

What:

By September 2014, all LAs will need to have:

- ◉ Established local partnerships with children, young people and parents and education, health and social care.
- ◉ Developed plans for **joint commissioning across education, health and care services, 0-25;**
- ◉ Published the **local offer**, [DCC Local Offer](#) involving parents and young people;
- ◉ Developed processes for **co-ordinated assessment, planning and EHC plans;**
- ◉ Set out a co-produced local policy for **personal budgets;**
- ◉ Planned provision of local **information, advice and support** (with users)
- ◉ Reviewed and developed local **mediation and disagreement resolution** arrangements

LOCAL OFFER WILL INCLUDE HOW SCHOOLS:

- ★ Identify and assess SEN
- ★ Adapt teaching and the curriculum
- ★ Make adjustments to the learning environment
- ★ Provide auxiliary aids
- ★ Assess and review progress
- ★ Support transition
- ★ Prepare for adulthood
- ★ Develop staff re: SEN
- ★ Engage specialists
- ★ Evaluate the effectiveness of provision
- ★ Support access to extra curricular activities



THE LOCAL OFFER AND SCHOOLS

- ★ In addition, schools are required to publish detailed information on the Local Offer for their particular school
- ★ There must be a designated SENDCo - who is a qualified teacher
- ★ Schools must ensure that those with SEN are included alongside their non- SEND peers (wherever possible)
- ★ Need to have arrangements in place for involving outside agencies/specialists - but you decide if and when

FOR SCHOOLS:

What:

The main legal duties on schools will not change, but the way you meet these duties will. Schools must:

- use their 'best endeavours' to meet pupils' SEND. Schools no longer have to record pupils as 'school action' or 'school action plus';
- inform parents when pupils receive support for special educational needs and involve them in reviews of progress;
- admit a young person, where the school is named in an EHC plan
- co-operate with the local authority in developing the local offer;
- appoint a suitably qualified or experienced member of staff as SENCO (National Award);
- have regard to the new 0-25 SEND Code of Practice.

SEN SUPPORT IN SCHOOLS



What:

SEN Support replaces School Action and School Action Plus in the Code of Practice:

- ◉ Legal SEN definitions and duties remains the same;
- ◉ A clear process for identification and assessment, objective setting and reviewing progress;
- ◉ It focuses on Quality-first teaching as foundation.
- ◉ Focused on impact rather than input and categorising pupils;
- ◉ Challenges schools to improve the quality of teaching and learning for all pupils.

A PERSON-CENTRED APPROACH

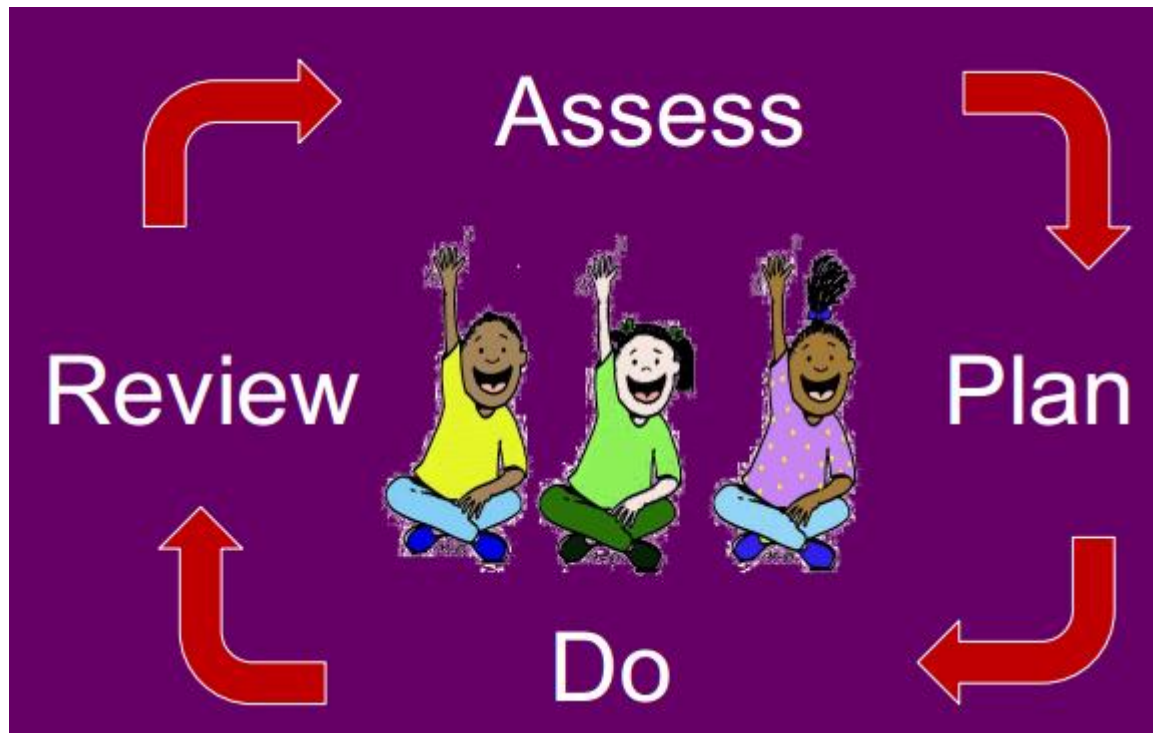
A Person-Centred Approach strengthens the voice of the child/young person.

The aim is to....

- Actively highlight achievements/what they CAN do.
- Understand the goals individuals want to achieve and how to help them get there.
- Use ordinary language/images.



THE GRADUATED APPROACH



THE GRADUATED APPROACH

- ★ Schools should assess children's skills and levels on entry and make regular assessments of progress
- ★ Graduated approach in school:
 - ★ Given differentiated work they fall behind - give extra support to make up progress
 - ★ Still failure to make progress - assess for SEN and agree support
 - ★ Take an 'assess - plan - do - review' cycle approach

MIPS AND OPP

- MIP (My Individual Plan)
- OPP (One Page Profiles)

Parkview Primary School SEND Target Planning and Review Meeting

My Individual Plan (MIP)

Pupil Name:	DOB:	Year Group: 6
Primary Area of Need (PAN): C&L		
Key background information: Child A has a diagnosis of dyslexia and ADHD (which he takes medication for.) Child A is short-sighted and has to wear glasses for long distances. Child A also has visual stress and needs to use a coloured overlay for reading. Child A is an extremely hard-working, kind, polite young man who puts 110% into everything he does. Child A finds learning very tricky and needs constant reassurance and support in every lesson.		
Professionals involved: Community Paediatrician and Specialist Nurse		

Autumn Term (September-December)

Progress Data (National Curriculum Levels from Year 1, plus include intervention tracking)		
Reading: Developing 5	Numeracy: Developing 5	Writing: Developing 5
Target (SMART)	Intervention/support plan	Review
1. PAN Target: to be able to touch type.	Nessy, Touch Type 3 x a week. Nessy, Touch Type 2 x week at home (including homework) Encourage Child A to use the laptop during lesson when appropriate.	
2. To find a percentage of a number.	1 x weekly booster session with Mrs Marshall. TA to support during oral and mental starter.	
3. To use commas in a list, around extra information or for a pause.	Encourage Child A to use commas in every piece of writing. TA support during writing sessions. Grammar booster group with Miss Jarvis 1 x weekly.	
4. To use apostrophes for possession and omission.	Encourage Child A to use apostrophes where appropriate. TA support during writing sessions. Grammar booster group with Miss Jarvis 1 x weekly.	
Pupil Comments: Child A likes the help he receives and really enjoys all of the programmes he does (Nessy and Dynamo.) He really enjoys PE and Science. Child A finds word problems very tricky in Maths. He also struggles with RE because he doesn't understand it and he doesn't receive any TA support during this lesson. Child A is worrying about secondary school as he thinks it's going to be really hard and people are going to be really strict. He is also really upset that Samir isn't going to be going to the same secondary school.		



What people like and admire about me...

- I am beautiful
- kind
- caring
- funny
- good swimmer
- I have a go at everything

What makes me happy

- playtime
- Numeracy
- Big Write
- phonics
- swimming
- music
- getting effort stickers on my chart
- playing with my toys

How I want to be supported

Make sure my chair is always there when I need to sit down.
I need someone to hold my hand when I am walking around.
I must do my activities with an adult every day.
I need someone to help me read and write if I get tired.
Give me time to answer questions.

COMMUNICATING WITH PARENTS!

SENCO Parent Questionnaire

Name (please note you have the right to remain anonymous): _____

Year of child: _____

1. Do you feel you have enough support for your child at school? Yes/No
2. Have you been involved in setting your child's targets this year? Yes/No
3. Have you been able to discuss your child's needs with the SENCO or their teacher? Yes/No
4. Do you feel that you have had an equal part in setting the targets/MIPs for your child? Yes/No
5. Are you kept up-to-date with changes to SEND (Special Education Needs and Disability)? Yes/No
6. Does your child feel like they are included at school? Yes/No
7. Does your child have the correct amount of support and help you feel they need? Yes/No
8. Are you kept up-to-date with your child's progress and achievement? Yes/No
9. Are you aware of Derby City Council's Local Offer? Yes/No
10. Do you feel the SENCO (Jessica Hutton) is coordinating the role well? Yes/No

Any other comments?

(This can be about my role as SENCO, your child's life at school or anything to do with special education needs and disability.)

Thank you for your time

Jessica Hutton

SENCO

Parkview Primary School SENB Target Planning and Review Meeting



Date: 09.11.2016

Meeting led by: Jessica Hutton

People attending:



Agenda	Comments/Notes
Pupils current attainment	Reading: Developing 5 Writing: Developing 5 Maths: Developing 5
Parent comments/concerns	Mum has noticed a big improvement in his homework (much more independent) and happier to do it. She's noticed an improvement in his reading. Mum is glad he's having his Maths booster session with Mrs Marshall. He is also having spelling tests with grandparental. Mum has similar concerns as before about moving in secondary school (she has spoken to Leeds SENCOs about the support Child A is going to receive.)
Aspirations for pupil	Smooth transition to secondary. To meet his MIP targets and continue making progress in all areas
Pupils views (this may be collected prior to meeting or pupil may attend)	Child A likes the help he receives and really enjoys all of the programmes he does (Nespy and Dynamo.) He really enjoys PE and Science. Child A finds word problems very tricky in Maths. He also struggles with RE because he doesn't understand it and he doesn't receive any TA support during this lesson. Child A is worrying about secondary school as he thinks it's going to be really hard and people are going to be really strict. He is also really upset that Samir isn't going to be going to the same secondary school.
What has been happening? What is working well?	<ul style="list-style-type: none"> • Nespy Reading and Spelling • Dynamo Maths • Fine motor skills training • TA support during lessons • Differentiated work
Next steps	<ul style="list-style-type: none"> • Begin Nespy Touch Type • Continue other interventions •
Schools responsibility	<ul style="list-style-type: none"> • Request EP support • Apply for EHCP • Continue with TA support
What can be done at home to help?	<ul style="list-style-type: none"> • Purchase Nespy Touch Type • Continue to support with homework (if needed) • Work closely with JH to apply for EHCP

Parent's signature:

FAMILIES FIRST QUALITY AWARD

- ◉ Aiming to achieve the award by September 2017
- ◉ School will be recognised as having outstanding provision for SEND and involving families
- ◉ If anyone is available on Thursday 24th November at 3.15pm please come and speak to our assessor Tim in school about how well you think we are doing!

A FINAL PLEA!

Please keep me updated on ANYTHING happening to your child regarding SEND:

- ⦿ GP referrals
- ⦿ Changes to care plan
- ⦿ Concerns/problems
- ⦿ New diagnosis

I need to be aware of everything that is happening in our school regarding SEND.

ANY QUESTIONS?