

Early identification and support in mainstream schools including ordinarily available provision

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SPARK

Who am I and what do I do?

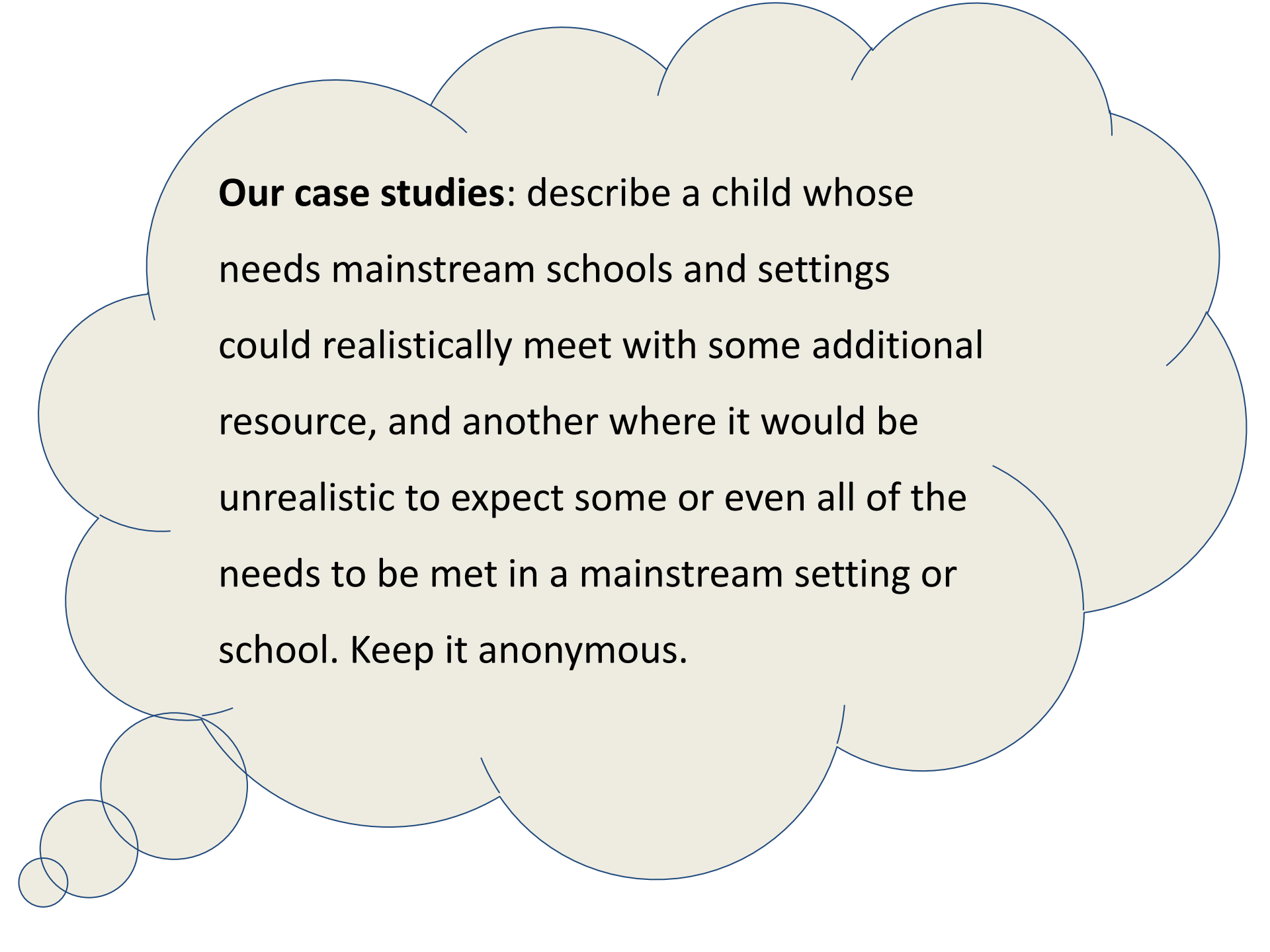
- Primary school teacher since 2003.
- Assistant Headteacher and SENCo in a mainstream primary school in Richmond supporting pupils from Nursery to Year 6 with SEND.
- School-based Adviser working with AfC to support schools within Richmond and Kingston to deliver effective provision for pupils with SEND.

Who am I and what do I do?

- Lead school improvement advisor SEND
- Role is within the school improvement team.
- Background in teaching SEN and school leadership
- Experience of working with children who have a variety of SEND
- Qualified dyslexia specialist
- Role includes: line managing SEND SBAs, working with school improvement partners, advising and supporting school leaders and other staff, contributing to AfC SEND workstreams, SENCO support and communications, training.

Aims of this session

- Understanding of the statutory frameworks.
- Understanding the current expectations on mainstream schools.
- Generating feedback about how outcomes could be improved and how the confidence of parents in mainstream schools' provision might be improved.



Our case studies: describe a child whose needs mainstream schools and settings could realistically meet with some additional resource, and another where it would be unrealistic to expect some or even all of the needs to be met in a mainstream setting or school. Keep it anonymous.

The Code of Practice

The 2014 SEN Code of Practice:

- Contains both statutory and non-statutory guidance: **must** and **should**;
- Relevant to **all** maintained education settings and to local authorities;
- Set out clear expectations regarding the responsibilities of schools to support all pupils with SEND;
- Established EHCPs to replace Statements;
- Required local authorities to publish a local offer;
- Supported greater collaboration and co-production.

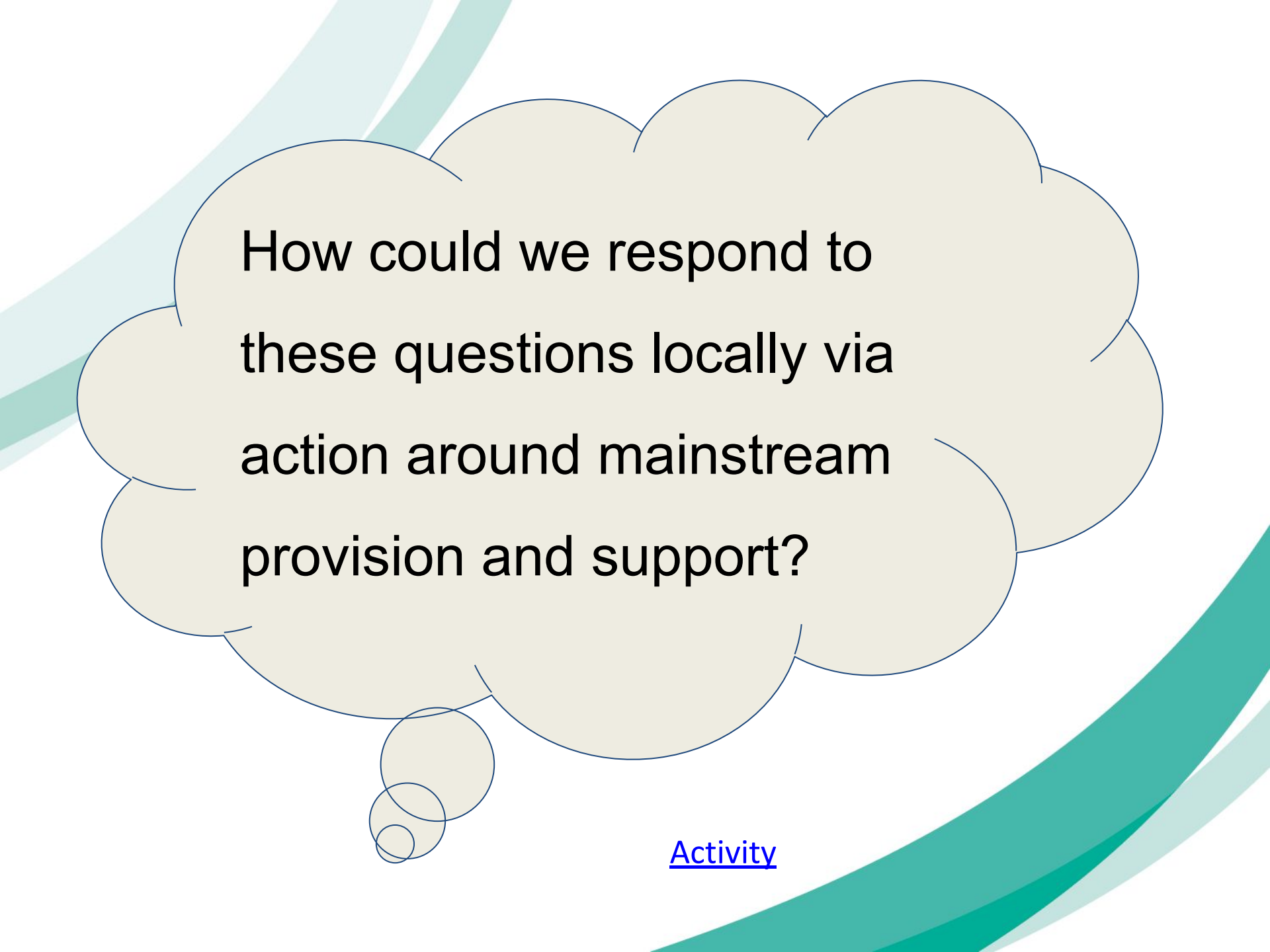
Green paper headlines

- The system is driven by a hard-working and dedicated workforce, committed to delivering excellent support for children and young people
- Increasing identification of ASC, SLCN, SEMH and MLD
- Alternative provision is increasingly part of the SEN system

- 15.8% pupils with SEN
- 12.2% SEN support
 - In primary most common need SLCN
 - In secondary, most common SEMH
- 3.7% EHCP (2015 = 2.8%)
 - Most common need ASC
- 77% pupils in mainstream or alternative provision
- High Needs budget has risen by 40% over 3 years
- 41% teachers feel appropriately trained to meet needs at SEN support
- Outcomes for those with SEN or in alternative provision are on average low

Questions

- What are the barriers to improving outcomes for children and young people with SEND in mainstream schools?
- What would excellent provision for children with SEND in mainstream schools look like?
- What is already done well?



How could we respond to these questions locally via action around mainstream provision and support?

[Activity](#)



Feedback

The physical environment

Relationships and behaviour

Expert knowledge of the child

Expert knowledge of the curriculum

Curriculum

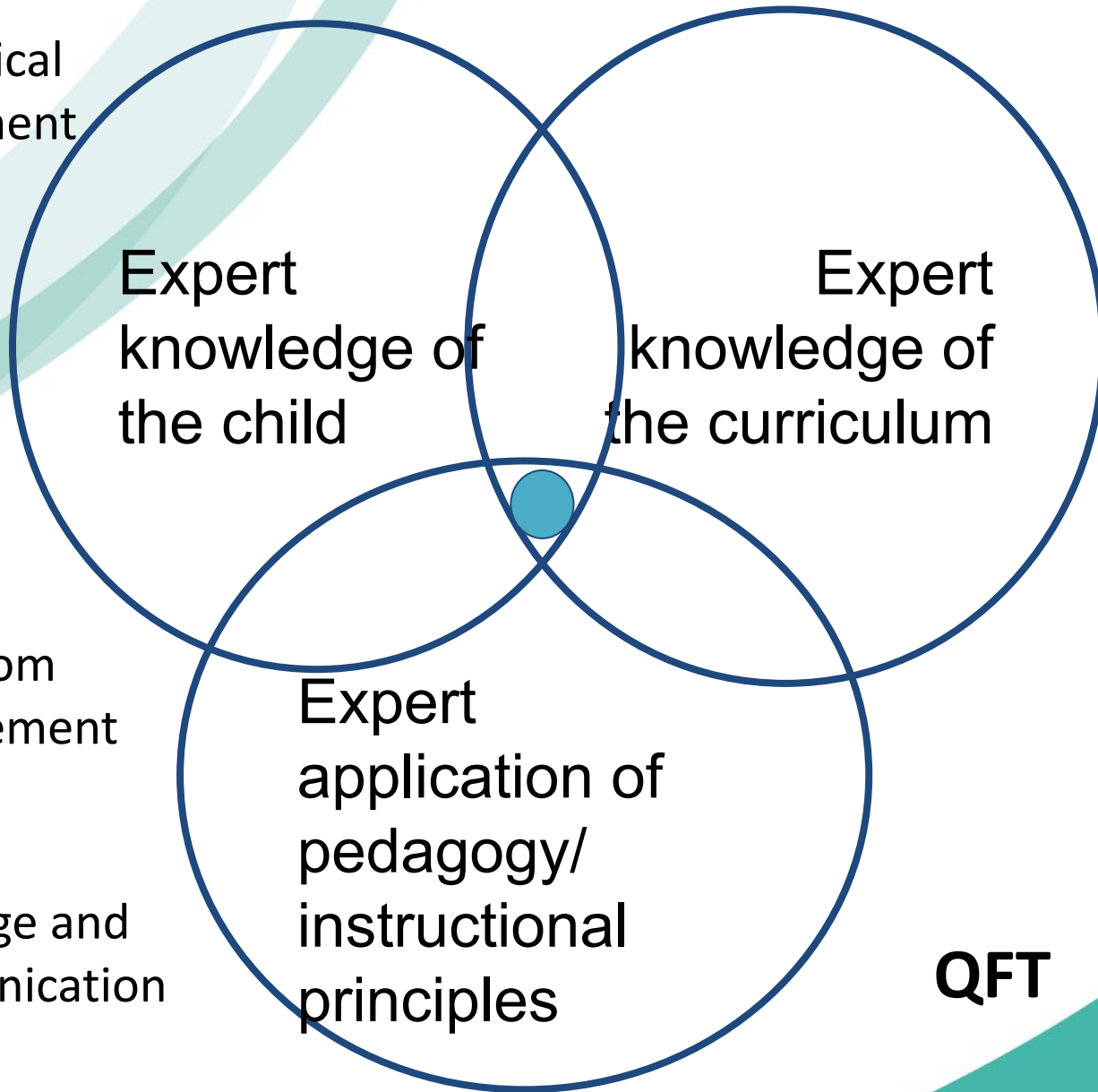
Classroom management

Whole school culture and ethos

Expert application of pedagogy/
instructional principles

Language and communication

QFT



Early identification

- Early: promptly, swiftly, without delay
- Identification: implies assessment
- Should be co produced
- Links to Assess, Plan, Do, Review cycle
- Why 'early' matters...
 - More effective, improves outcomes through early intervention, can be preventative
 - Cost effective

Assess, Plan, Do, Review

The graduated approach:




At every step of this process, schools need to:

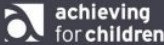
- keep the needs of the child in the centre;
- keep parents/carers informed;
- keep clear, detailed evidence;
- use the evidence to inform next steps.

What does SEND support look like?

- Schools use the Threshold Guidance from AfC to inform their approach to delivering support for SEND.



SEN Threshold Guidance
Pupils of school age Year 1 to Year 11



Communication and interaction: speech, language and communication needs

SEN support: these needs to be met from the age weighted pupil unit (AWPU) and notional SEN budget

Assess, plan, do, review				
Descriptor: barriers to learning	Assessment of needs	Quality first teaching	Interventions and specific support	Resources
<p>The pupil displays moderate and persistent difficulties with:</p> <ul style="list-style-type: none"> understanding, processing and attending to oral language and instructions expressing themselves orally using correct grammar or vocabulary fluency: eg, stammering and word finding voice problems eating and drinking: oro-motor control speech sounds or phonological awareness social use of language language based learning for eg, reading comprehension/fluency <p>These difficulties must be present in the child's first language.</p>	<p>Establish baseline assessment of child's language skills.</p> <p>Evaluating pupil progress as a response to intervention, progress against SMART targets and outcomes as written into SEN support plan. Parents are involved in co-production.</p> <p>Robust whole school moderation systems assure accuracy of all teacher assessment.</p> <p>Speech and language therapy strategies may sometimes be useful in the school setting.</p> <p>Possible educational psychology advice.</p> <p>Access arrangements for national assessments and exams if pupil meets requirements of AQA/JCQ.</p>	<p>Class or subject teachers well informed re specific needs.</p> <p>Planning shows differentiation to meet the needs and work towards targets. Advice from any external professionals is embedded into the school day. This should include daily reinforcement of strategies throughout the school day including encouraging the child to seek clarification and identify communication breakdown.</p> <p>Homework is differentiated.</p> <p>Careful management of transition points.</p> <p>Reduce pace of teacher talk.</p> <p>Instructions given in clear and accessible way.</p> <p>Additional time in class to</p>	<p>A regularly evaluated year group provision map set outs interventions, provision and outcomes. Intervention is adapted as necessary as a result of this evaluation.</p> <p>Intervention is evidence based, carefully selected and informed by assessments.</p> <p>S&LT advice implemented by school staff.</p> <p>Pre-teaching, re-teaching.</p> <p>Opportunities for overlearning of key concepts.</p> <p>Specific vocabulary teaching.</p> <p>Social skills groups and playground or break time support activities, clubs, skills generalised and reinforced across the school day.</p> <p>Specific learning interventions such as literacy support.</p>	<p>Teacher and/or SENCO time for assessment, standardised testing and diagnostic work.</p> <p>Additional TA or teacher time for direct teaching with support offered from SENCO.</p> <p>All staff including lunchtime supervisors and after school providers are trained in core skills eg, online training packages such as the inclusion development programme and other CPD such as ELKLAN or cued articulation.</p> <p>Additional training or advice for those delivering intervention programmes for instance that available through AfC CPD online.</p> <p>Additional TA or teacher time to deliver specific interventions.</p>

Local offer

https://kr.afcinfo.org.uk/local_offer

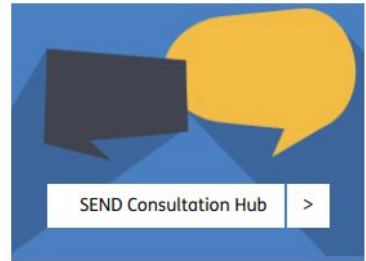


The screenshot shows the top navigation bar of the website. On the left is the logo for 'info Kingston and Richmond'. In the center are navigation links: Home, What's On, News, Directory, and Contact Us. On the right are links for 'Accessibility Tools' (with an AAA logo), and a 'Menu' button with a hamburger icon. Below the navigation bar is a teal banner with the text 'The Local Offer for children and young people with Special Educational Needs and Disabilities (SEND) in Kingston and Richmond'. To the right of this text is a search box labeled 'Search the Local Offer' and a 'Feedback about this page' section with three smiley face icons.

SEND Local Area Inspection re-visit announced in Kingston

Find out how parents and carers can contribute their views.

Read more >



A graphic for the 'SEND Consultation Hub'. It features a dark blue background with a yellow speech bubble and a black speech bubble. Below the graphic is a white button with the text 'SEND Consultation Hub' and a right-pointing arrow.



A graphic for the 'Young People's Hub'. It features a light blue background with a cartoon illustration of a young boy with blonde hair holding a megaphone. Below the graphic is a dark blue button with the text 'Young People's Hub' and a right-pointing arrow.