



SEN Support in Education

Regarding:

- **Special Educational Needs and Disability Code of Practice: 0 to 25 years (SEND Code of Practice 2015)**
- **Children and Families Act 2014**
- **The Equality Act 2010**

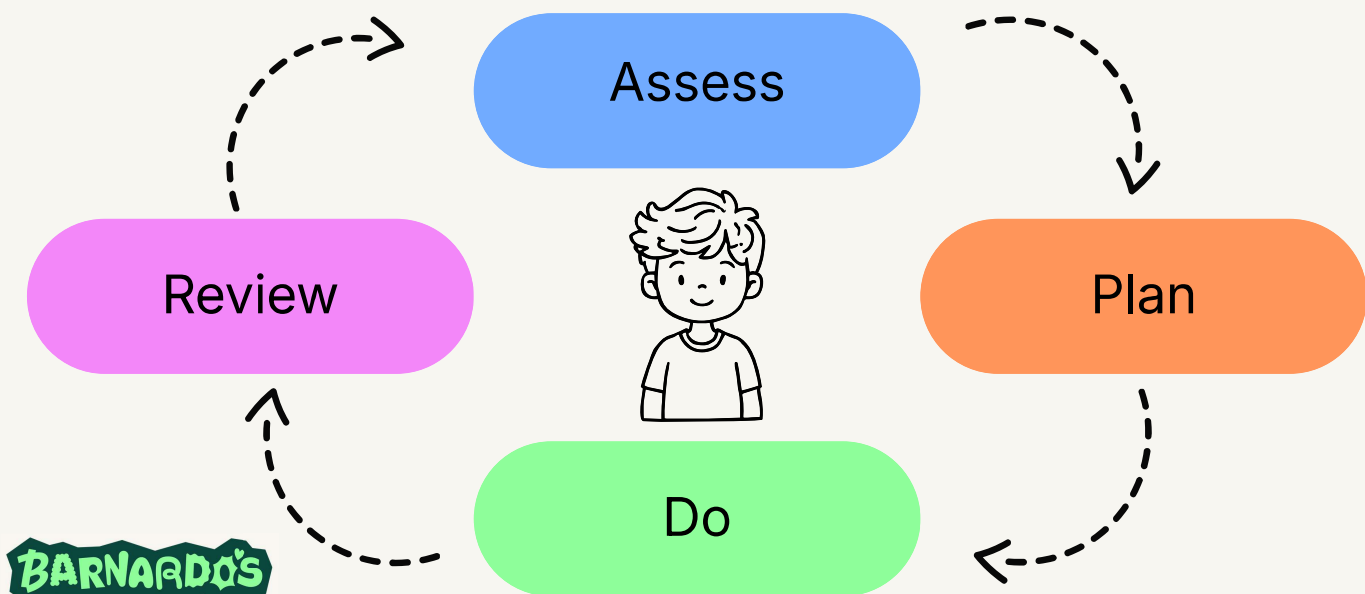
Graduated Approach

Schools in the UK have to follow this statutory guidance with regards to SEN pupils:
Special Educational Needs and Disability Code of Practice: 0 to 25 years (SEND Code of Practice 2015)

Section 6:44 of the SEND Code of Practice 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. This is known as the **graduated approach**. It draws on more detailed approaches, more frequent review, and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.



Section 6:45 of the SEND Code of Practice 2015

In identifying a child as needing SEN support, the class or subject teacher (working with the Special Education Needs Co-ordinator SENDCO) should carry out a clear analysis of the pupil's needs.

This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupils own views and, if relevant, advice from external support services.

Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.

Section 6:46 of the SEND Code of Practice 2015

This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

For some types of SEN, the way in which pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

Section 6:47 of the SEND Code of Practice 2015

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them if the parents agree.

Section 6:48 of the SEND Code of Practice 2015

Where it is decided to provide a pupil with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs.

The teacher and the SENCO should agree in consultation with the parent and the pupil: adjustments, interventions and support to be put in place. Expected impact on progress, development or behaviour, along with a clear date for review.

Section 6.49 of the SEND Code of Practice 2015

All teacher support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.

Section 6:50 of the SEND Code of Practice 2015

The support and intervention provided should be selected to meet the outcomes identified for the pupils based on reliable evidence of effectiveness and should be provided by staff with sufficient skills and knowledge.

Section 6:51 of the SEND Code of Practice 2015

Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute progress at home.

Section 6:52 of the SEND Code of Practice 2015

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 assess the impact of support/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.



4. Review

Section 6:53 of the SEND Code of Practice 2015

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.

Section 6:55 of the SEND Code of Practice 2015

Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Section 6:54 of the SEND Code of Practice 2015

The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs.

The class or subject teacher, working with the SENCO, should revise the support considering the pupil's progress and development, deciding on any changes to the support outcomes and consultation with the parent and pupil.

Section 6:56 of the SEND Code of Practice 2015

Where a pupil has an EHC plan the local authority must review that plan as a minimum every 12 months. Schools must co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf.

SEN Support in Early Years

Chapter 5 of the SEND code of Practice is specific to the Early Years. It emphasizes the legal requirement upon early years' providers to have arrangements in place to identify and support children with SEN and disabilities.

This could be done through the universal progress checks at age two or five, or at any other time. Special Educational Provision given to children is called SEN Support. Early years settings are advised to involve specialists "where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need". The decision to involve specialists should be taken with the child's parents (paragraph 5.48 of the Code). Records about their children must be available to parents and they must include information about how the setting supports children with SEN and disabilities.

SEN Support in Post-16 Education

Chapter 7 of the SEND Code of Practice is specific to Post 16 Education. It emphasizes the legal requirement upon post 16 providers to have arrangements in place to identify and support young people with SEN and disabilities. Special Educational Provision given to Young People is called SEN Support. Paragraph 7.10 states that colleges should be involved in transition planning between school and college so that they can prepare to meet the student's needs and ensure a successful transition into college life.

Other things to consider...

Individual support which requires anything additional to or different from what can be provided universally should be documented.

This can be recorded as an ILP (Individual Learning Plan), IEP (Individual Education Plan), Pupil Passport or a provision map. Different schools/settings may use different terminologies.

Parents should have awareness of what this is, what support is being given and to have opportunities to work in partnership with the setting.

If you are not aware of what support is being given arrange a meeting with the setting SENCO (Special Educational Needs Co-Ordinator).

Best Endeavour

The Law states:

"If a registered pupil or a student at a school or other institution has special educational needs, the appropriate authority must, in exercising its functions in relation to the school or other institution, use its best endeavors to secure that the special educational provision called for by the pupil's or student's special educational needs is made."

(Section 66 of the Children and Families Act 2014)