

Richmond SEND Partnership Board, January 2020

Spotlight on SEN Support

1. What does the SEND Code of Practice 2014 say about SEN Support?

Early Years

5.37 Where a setting identifies a child as having SEN they MUST work in partnership with parents to establish the support the child needs

5.38 Where a setting makes special educational provision for a child with SEN they should inform the parents and a maintained nursery school MUST inform the parents. All setting should adopt a graduated approach with four stages of action: assess, plan,do, review

School

6.44 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.

In College

7.13 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, needs and the support that they think will help them best.

7.14 Support should be evidence based. 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 the support so that it can be adjusted where necessary.

2. What does the Local Offer website / the Golden Binder say about SEN Support?

Schools use criteria about expected progress to decide when the child isn't making enough progress so they can arrange extra support. The criteria are used to make it fair when schools are deciding which children should have more or less help.

Sometimes children don't make enough progress or continue to have difficulties managing in school, even with extra support. In these cases schools will get advice from other professionals. This might include further more detailed assessment so that good advice can be given to the school and family. You will always be given copies of any reports written about your child and be able to discuss them.

Examples of additional and extra help for pupils with SEND:

- Individualised targets set for the pupil following discussion between school, pupil, parents and other professionals.
- the SENCO involved in assessing, planning and reviewing progress.
- making a task different so it is manageable, for instance a pupils with literacy difficulties might show learning by making a poster rather than writing an essay.
- regular planned support from the teacher, teaching assistants and the SENCO.
- flexible group work to support individual learning targets.
- individual sessions or small groups for literacy and numeracy.
- social skills groups*
- changes made to the classroom such as a quiet study area, reducing glare by putting up blinds or putting soft feet on chairs to reduce noise.
- access to ICT solutions and specialist materials and equipment.
- specialist support or advice from other professionals like an educational psychologist or speech and language therapist or
- a programme to improve handwriting or other physical skills.

This support is usually provided by the school using its delegated budget (Notional SEN Budget). For pupils with greater needs which cannot be met within this budget, schools and parents or young people can request a top up through an Education, Health and Care needs assessment.

3. What about the Threshold Guidance?

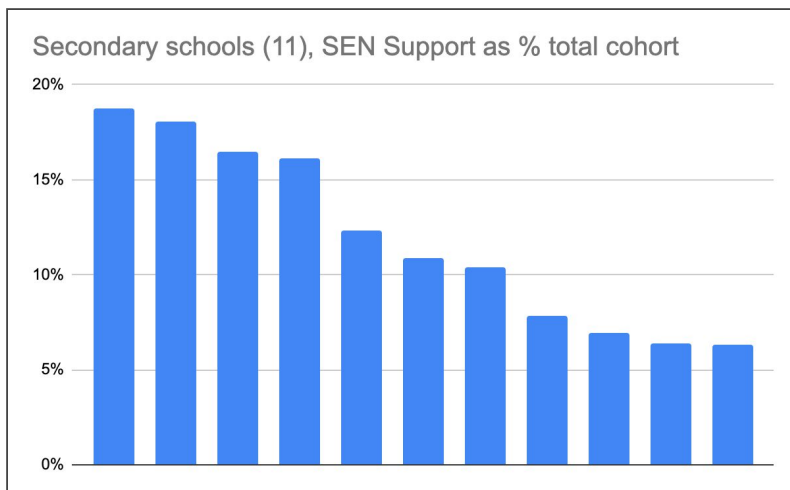
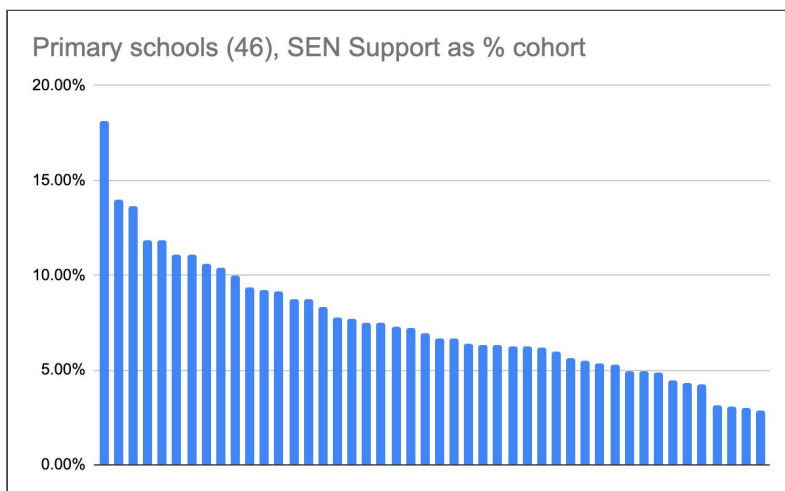
The Threshold Guidance document, published for the first time in 2016 and available in both pre and post 16 versions, is intended to be used by schools, colleges, AfC officers, health professionals, social care professionals and families. It is a guide to the difficulties and challenges that pupils are likely to be experiencing when identified as needing special educational needs (SEN) support or statutory action (that may lead to an education, health and care plan (EHCP)). The aim is to ensure transparency and parity between schools in terms of identification and ensuring clear expectations regarding the support provided at each step. Any specific interventions or assessments named in the guidance are intended as examples rather than as endorsements or requirements. Needs and strategies included in this document are not intended as checklists, but as guidance that can be interpreted flexibly according to the needs of the pupil. The link to the Local Offer page is: <https://kr.afcinfo.org.uk/pages/local-offer/information-and-advice/assessment-and-education-health-and-care-planning/sen-threshold-guidance>

4. How many children and young people access SEN support in Richmond?

Numbers* / %	All	No identified SEND	SEN Support	EHCP
Nursery & Primary	17679	15905 / 90%	1324 / 7.5%	450 / 2.5%
Secondary	10541	9086 / 86%	1169 / 11%	286 / 3%
Special Schools	270	0	0	270 100%
Total	28490/87.75%	24991	2494/8.75%	1005/3.5%

*Note pupils at Richmond schools not necessarily Richmond residents

Different schools have significantly different numbers of children with identified SEND. In individual schools SEN Support as a % of total cohort ranges from 3% to 18% in primary, and from 6% to 19% in secondary schools.



5. Other comments

It is the responsibility of the school to provide appropriate support for children and whether special educational provision is required should start with the desired outcomes, including expected progress and attainment and the views and wishes of the pupil and their parents. This then helps to determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

Actions, including reviews must be recorded and schools generally have a SEN support register which oversees and monitors the needs and provision.

Funding for children at SEN Support and for the first £6k of an EHCP is provided to the schools within its total budget allocation (Notional SEN).