

The SENCO is responsible for:

- Writing the school's SEND policy and monitoring its delivery throughout the school
- Co-ordinating all the SEND provision
- Liaising with the Designated Teacher where a looked after child has SEND
- Advising on the graduated approach to providing SEND support
- Making sure that parents are told about any concerns school may have about their child and ensuring parents are invited to all reviews and meetings
- Contacting out-of-school experts and agencies then working with them to support a child with SEND
- Being a key point of contact with external agencies, especially the local authority and its support services
- Making sure that child's SEND's are recorded in school.
- Making sure that records are kept about the support given to children with SEND and how effective it is
- Helping all members of staff to support a child with SEND
- Supporting the parents and family as appropriate
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with potential next providers of education to ensure a smooth transition is planned and carried out



New SEND Code of Practice (2014)

What it means for children with SEND at Park Lane Primary and Nursery School and New Road Primary School

Aspire Learning Trust

Updated: June 2016

The Graduated Approach

Once a special educational need is identified, a support system should be put in place. This SEND support is now based on a four-part cycle of:

Assessment – the needs of the child are assessed by school staff

Planning – support is planned

Doing – the support is carried out

Reviewing – the effectiveness of the support is reviewed

This is known as the **graduated approach**. This cycle continues, with the support becoming more detailed and specific if the child continues to have difficulties.

A child who doesn't make the expected progress even with support then becomes a child with a **specific learning difficulty** and further assessments are made. The support given is more specific and usually involves outside experts. They will work with school staff to maximise the support given to the child. They will be involved in any decision about applying for support from the Local Authority

A child who still has a high level of need despite the support put in place, and the involvement of outside experts, may need to be referred to the Local Authority for a statutory assessment of their needs. **This process used to be called applying for a Statement of Educational Needs but is now called applying for an Educational Health and Care Plan (or EHC plan)**. Preparation towards applying for an EHCP is led by the SENCO, supported by evidence provided by outside experts and school records. The views of the child and the parents are a very important part of this process.

Possible additional support for children with SEN:

- more specific assessments and observations carried out by SENCO
- individual targets given in areas of need
- a child's individual learning needs are taken into account and are identified in daily planning
- classroom activities involve a variety of teaching styles to support the preferred learning styles of all children
- special support is planned to target specific needs eg phonics, teaching tricky words, basic maths skills, comprehension
- activities are planned at different levels with different expectations about pace and quantity of work
- opportunities for pre-teaching or follow-up work to ensure child can access curriculum successfully
- use of teaching assistants to give targeted support, both in the classroom and in extra support activities
- visual prompts and table-top prompts available to support learning

Children have special educational needs or a disability if they:

- have a learning difficulty that calls for additional and different provision to be made for them
- have a significantly greater difficulty in learning than the majority of children of the same age
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age

Identification, assessment, monitoring and review arrangements

- any special educational needs should be identified early by class teachers or support staff
- concerns should be passed on to the SENCO
- a variety of intervention strategies should be used to find which is most suitable for each child
- reviews of the effectiveness of the intervention should take place regularly with the staff who deliver it, parents, the child (if appropriate) and the class teacher
- parents should be notified once school has any concerns about a child and kept informed of any intervention work needed and carried out
- parents should be encouraged to continue any intervention work at home and give regular feedback to the class teacher/SENCO
- should the child's needs not be met within school, external professionals will become involved, liaising with parents and school staff

The class teacher is responsible for:

- Monitoring the progress of all children and having high expectations for all children in their class
- Providing Quality First Teaching which is carefully adapted to the needs of all children, to make sure that all children reach their full potential
- Identifying, planning and delivering any additional support that may be needed. This could include small group work, working in a quieter environment or having a personalised curriculum
- Discussing any initial concerns with parents and informing the SENCO that this has happened
- Completing termly one-to-one meetings with every child to review their current targets and set new ones that relate specifically to your child's needs
- Making sure that parents are informed about these targets and let them know how well their child is progressing
- Making sure that the school's SEND policy is followed
- Making sure that all staff who support a child with SEN are aware of their strengths and difficulties
- Making sure that they are given feedback about how the child does when working with other adults

There are four areas of SEND in the new Code of Practice:

Cognition and learning needs

Speech, language and communication needs

Social, emotional and mental health difficulties

Sensory and physical needs

Children with **cognition and learning needs** may be good at PE or creative activities but find it hard to read, write and do maths. They will learn at a slower pace than their classmates, even when work is made easier for them.

Children with **speech, language and communication needs** have difficulty in communicating with others. This may be because they have difficulty saying what they want to say, or they may find it difficult to understand what is being said to them or they do not understand or use the usual social rules of communication.

Children with **social, emotional and mental health difficulties** often have behaviour issues because they are unable to cope with a range of social and emotional situations. They may become withdrawn or isolated when they are worried or their behaviour may change and become disruptive. They may feel anxious or depressed which is why their behaviour changes

Children with **sensory and/or physical needs** may require special arrangements made for them so they can attend school. They may have poor sight or poor hearing or be in a wheelchair or find it difficult to control the use of their body.

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- classroom activities involve a variety of teaching styles to support the preferred learning styles of all children
- special support is planned to target specific needs eg phonics, teaching tricky words, basic maths skills, comprehension
- **activities are planned at different levels with different expectations about pace and quantity of work**
- **opportunities for pre-teaching or follow-up work to ensure child can access curriculum successfully**
- **use of teaching assistants to give targeted support, both in the classroom and in extra support activities**
- **visual prompts and table-top prompts available to support learning**

Possible additional support for children with more specific SEN:

- planning takes into account the most suitable teaching methods for the child, the best seating arrangements and the best classroom resources to use
- more practical, hands-on teaching methods with less writing involved eg using i-pad or flipcams to record answers
- increased amount of pre-learning, follow-up learning and over-learning with an adult outside the classroom
- usual classroom resources plus fiddle toys, scribble pads, move and sit cushions, sloped writing boards, weighted rulers and pencils, ear defenders etc
- the child is involved in less 'teacher talk' sessions but more focussed 1-to-1 teacher sessions
- planned small group or individual work is used to target specific needs with small, gradual steps to promote confidence and a sense of achievement
- increase in the number and type of visual supports given eg picture reminders inside lockers or on classroom wall near exits

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