

Children & Young People with SEN;
Guidance- School Based Support

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1. Introduction

All children and young people are entitled to an education which enables them to:

- achieve the **best educational and other outcomes**
- become **confident** children, young people, leading **fulfilling lives** with the ability to **express their own views**, and
- make a **successful transition into adult life**

The Children and Families Act (2014) and SEN Code of Practice (2014) is clear that children and young people with special educational needs (SEN) are included in this entitlement however often need **additional and different support** and provision in place in order to achieve these outcomes. Early years settings, schools and colleges should do their best endeavours to ensure that effective provision is in place to support this. This means doing everything they can to meet children and young people's SEN.

The principles designed to support this include:

- a. **Child and family centred approaches** - The view, wishes and feelings of the child or young person and their parents is key to ensuring effective support and provision for children and young people with SEN and / or disabilities. In ensuring this, all professionals involved are responsible for ensuring that they are provided with the information and support necessary to participate in decision making and allow them choice and control within their lives.
All professionals working with families should look to enable children and young people to make choices for themselves from an early age.
- b. **Early identification** - The benefits of early intervention and identification are widely recognised; identifying need at the earliest point, and then making provision, improves the long term outcomes for children and young people. In all case, early identification and intervention can significantly reduce the need for more costly interventions at a later stage. Any delays in support could also impact on the learning difficulty, loss of self-esteem, frustration in learning and behavioural difficulties.
Parent views and concerns provide an important insight into these early difficulties, it is key that all professional listen and understand when parents raise concerns about their child's development. They should also listen to and understand any concern raised by the child themselves.
- c. **Collaboration between education, health and social care** - As part of holistic support for children and young people with SEN and / or disabilities, children and young people may require support from agencies outside of education.
- d. **High quality provision** - Special educational provision is underpinned by high quality teaching and is compromised by anything less. Making high quality teaching available to the whole class is likely to mean that fewer pupils will require anything additional or different to support their educational progress.

- e. **Inclusive practice and removal of barriers** - Where a child or young person has special educational needs, but does not have an EHC plan, the child must be educated within a mainstream setting.

Schools should do what is necessary to enable children and young people to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or young person or special educational provision for a child or young person with SEN.

- f. **High aspirations** - Schools should be ambitious for children and young people with SEN, such expectations and aspirations forms a culture which supports children and young people to progress and reach positive destinations in adult life. Such destinations may include high education or training, employment, independent living and participating in the community.

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2. Legislation

The way in which we support children and young people with SEN in schools is changing; this is not a local change but a national change that will affect all schools, in all local authorities across England. The previous system of School Action, School Action Plus and Statements of Special Educational Needs is being replaced by a new system which enhances **first quality teaching**, provides **targeted SEN support** and, for those pupils with the most complex needs, **Education, Health and Care Plans**.

This guidance sets out the local authority expectations for Kirklees schools, in accordance with the **Children and Families Act 2014 and the SEN Code of Practice (Chapter 4.32)**.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf

This guidance is designed to assist schools in their development of detailed information about their arrangements for identifying, assessing and making provision for children and young people with special educational needs (SEN) as required under the **SEN and Disability Regulations 2014 – SEN Information Report -Section 69**. The SEN Information Report forms the school's contribution to the Local Authority's (LA's) Local Offer, as shown in the diagram below:



Any reference within this document to the **school's contribution to the LA's Local Offer** in this report refers to requirements as detailed this section of the regulation. <http://www.legislation.gov.uk/ukpga/2014/6/section/69/enacted>

For more information on the Local Offer, please see section 10 of this document.

3. SEN Support and Equality Act 2010 (as part of the school contribution to the LA's Local Offer)

3a. SEN Support

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best;
- become confident individuals living fulfilling lives; and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

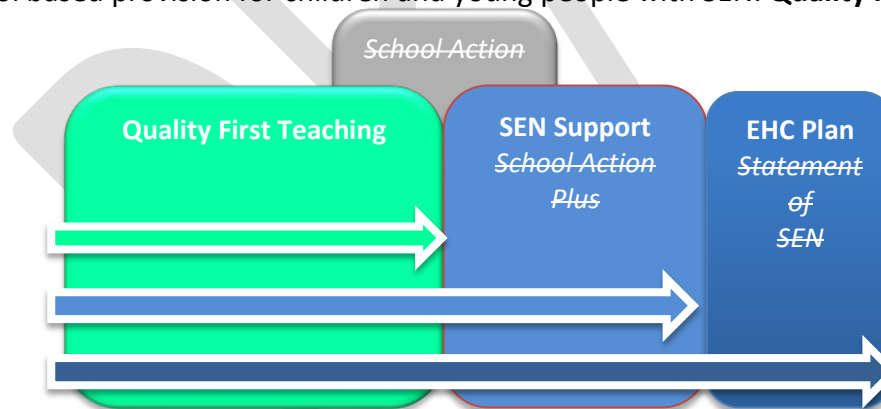
As part of the school contribution to the LA's Local Offer all schools are required to outline the support available to children and young people with special educational needs and/or disabilities and their families.

This will show how each school:

- identifies and assesses needs;
- plans and puts in place suitable interventions;
- reviews outcomes;

As part of supporting schools to provide a contribution to the LA's Local Offer which fits the needs of local children and young people, Kirklees local authority are providing this guidance in terms of what should be included as part of the school contribution to the LA's Local Offer for children and young people with SEN and disabilities.

There are two key elements of school based provision for children and young people with SEN: **Quality First Teaching** and **SEN Support**.



3b. Equality Act 2010

In addition to the expectations around school based SEN provision, a school's contribution to the LA's Local Offer must also take into account the needs of children and young people with special educational needs and disabilities in respect of the Equality Act 2010.

The Equality Act 2010 provides a single, consolidated source of discrimination law. It simplifies the law and it extends protection from discrimination in some areas. From a disability point of view, the Act is clear that schools cannot unlawfully discriminate against children and young people because of their disability. For the purposes of the Act, discrimination includes:

- **Direct Discrimination:** A school must not treat a disabled pupil less favourably simply because that pupil is disabled – for example by having an admission bar on disabled applicants.
- **Indirect Discrimination:** A school must not do something which applies to all children and young people but which is more likely to have an adverse effect on disabled children and young people only – for example having a rule that all children and young people must demonstrate physical fitness levels before being admitted to the school.
- **Discrimination arising from disability:** A school must not discriminate against a disabled pupil because of something that is a consequence of their disability – for example, by not allowing a disabled pupil on crutches outside at break time because it would take too long for him/her to get out and back.
- **Harassment:** A school must not harass a pupil because of his/her disability – for example, a teacher shouting at the pupil because the disability means that he/she is constantly struggling with class-work or unable to concentrate.

In ensuring that disabled children and young people are not discriminated against within schools, all schools have a **duty to make reasonable adjustments** in the following circumstances:

- Where something a school does places a disabled pupil at a disadvantage compared to other children and young people then the school must take reasonable steps to try and avoid that disadvantage.
- Schools are expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled children and young people. (See Section 9 - Equipment, Aids and Adaptations for SEN and disabilities, for further information)

Additional information regarding the Equality Act 2010 and its relevance and implementation within schools is available through the following link:

The Equality Act 2010 and schools. Departmental advice for school leaders, school staff, governing bodies and local authorities. May 2014

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

4. Quality First Teaching

As stated within the SEN Code of Practice (2014), “high quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people... Special educational provision is underpinned by high quality teaching and is compromised by anything less.”

Kirklees local authority has clear expectations regarding the aspects of **Quality First Teaching which must be in place** to ensure a solid foundation to meeting the needs of children and young people with special educational needs within our schools. It is only after this has been implemented that we should consider whether a child or young person has special educational needs. These expectations are detailed in the table below:-

All Children and Young People

Approach / Intervention / Resource	Expected Outcomes
<p>Child and family centred approach</p> <ul style="list-style-type: none"> • Good home – school liaison; regular parent contact, acknowledgement of parent and child views and use of a home-school diary • Mechanisms for children and young people’s voice • Shared understanding; discussion and feedback with both children and young people and parents regarding aspirations, strengths, weakness and reviewing progress towards shared outcomes. • Informed choices; children, young people and families are able to make informed choices <p>Teaching and Learning</p> <ul style="list-style-type: none"> • High expectations and aspirations; for all children and young people with SEN, whatever their prior attainment • Differentiation; planned and targeted to address weaknesses, overcome barriers to learning and reduce the need for ‘additional’ or ‘different’ interventions. This should include provision of extra processing time and recording time and special arrangements for exam access. • Opportunities for collaboration; the curriculum provides opportunities for the development of collaborative working skills for children and young people • Rewards; consistent systems in place across whole school, classes and specific groups • Understanding; planning is informed by an understanding of child development and reflects opportunities across different learning styles (including play) and sensory preferences • Enjoyment; teaching is planned in a way which imparts enjoyment and enthusiasm to learn and progress whilst being able to take learning risks • Small groups and collective learning; targeting specific areas of weakness or developing certain skills • Understanding, reinforcement and memory aids; e.g. use of visual timetables, checklists, to do list, word maps and reinforcement strategies • Expectations; clear expectations in relation to work and behaviour • Peer support and buddying; to support learning and peer relationships • Self-confidence and independent learning skills; through opportunities, recognition, modelled self-reflection and carefully managed support • Regular movement breaks; for children and young people when they are sat for an extended period of time • Responsive one to one support; should be made available for all children and young people as they require it. <p>Unstructured times</p> <ul style="list-style-type: none"> • Lunch and break provisions; unstructured and structured, adult led activities and support for all children and young people with a variety of interests and needs • Peer support and buddying; to support peer relationships. 	<ul style="list-style-type: none"> • Increased and equal access to the curriculum • Increased retention of key instructions and information • Improved capacity for independent learning • Increased listening and attention • Improved progress and attainment Reduces anxiety, increase confidence and self-esteem • More appropriate behaviour • Greater interest in learning and engagement • Increased and improved social interactions and inclusion

All Children and Young People

Approach / Intervention / Resource	Expected Outcomes
<ul style="list-style-type: none"> • Safe places to access; for children and young people who need these during unstructured times <p>Environment and organisation</p> <ul style="list-style-type: none"> • Classroom organisation; consideration of groupings, seating plans, etc, to support learning and opportunities to build effective relationships. • Predictable environment; planned daily structures and clear behaviour expectations • Visually supportive learning environment; • Access for all children and young people; irrespective of SEN or disability. • Accessibility plans; demonstrating improved access over time • Positive images of SEN and disability; as part of school displays and resources available <p>Social and Emotional</p> <ul style="list-style-type: none"> • Extra pastoral support arrangements and safe bases; the emotional wellbeing of children and young people with SEN is supported as individuals and within groups, their thoughts and feelings are listened to and measures are taken to prevent bullying; • Social issues; PSHE lessons address social issues in an accessible and sensitive way • Understanding of keeping safe; Vulnerable children and young people access explicit teaching on areas such as safe use of internet and social media, drugs, awareness of alcohol and Child Sexual Exploitation • Responsive opportunities to reflect on negative behaviours Nurturing provision; support for children and young people's emotional growth and development; <p>Inclusion</p> <ul style="list-style-type: none"> • Ethos of diversity and respect; all children feel valued and included in the whole school community. Disabled children and young people and those with SEN are not treated less favourably than others and from being at substantial disadvantage. • Activities alongside non-disabled / peers without identified SEN; including whole school/class events and general school functions. <p>Aids and equipment</p> <ul style="list-style-type: none"> • Provision of auxiliary aids and equipment; (see section 10: Equipment, Aids and Adaptations) • Alternative means of recording; e.g. provision of a scribe, pictorial representations, ICT etc. <p>Strategic approach</p> <ul style="list-style-type: none"> • Staff as positive role models; supporting children and young people social interactions and experience to learn from • Reflective practice • Value and Investment; children and young people with SEN and the work to support their achievement is valued and invested in by the school senior leadership team • Consistency of approach and strategies across all staff <p>Understanding, knowledge and training</p> <ul style="list-style-type: none"> • As part of a core offer, schools should secure SEN expertise at different levels: <ul style="list-style-type: none"> ○ All staff within school require basic awareness of SEN and disability, as well as specific awareness and understanding relating to particular types of SEN for all staff who will come into contact with a child or young person with a specific need. 	

All Children and Young People

Approach / Intervention / Resource	Expected Outcomes
<ul style="list-style-type: none"> ○ All teachers should develop an enhanced level of knowledge to support them in how to adapt teaching and learning to meet a particular types of SEN as part of their delivery of differentiation as part of high quality teaching. ● All staff should have a basic awareness and understanding of child development ● Information sharing: information regarding specific areas of need or needs of individual children and young people is shared with all relevant staff. <p>Transition planning</p> <ul style="list-style-type: none"> ● Clear transition planning; for children and young people moving from class to class or changing education phase; taking account of needs before the change, at the early stage of the change and after the change, to ensure all emerging issues highlighted during the transition process factors have been considered. Reasonable adjustments under the Equality Act must also be considered as part of this; ● Preparing for adulthood, from the earliest stages; aspirations and outcomes from the early years are considered in relation to future life paths and successful transitions into adult life; ● Preparing for adulthood; from year 9 onwards; outcomes should reflect the need to ensure young people are preparing for adulthood <p>Monitoring progress</p> <ul style="list-style-type: none"> ● Ongoing assessment and review; baseline assessment and review on a termly basis ● Pupil records; recording of aspirations, strengths and difficulties ● Involving the pupil and parents; informal and formal sharing of progress towards outcomes 	

Differentiations for additional needs

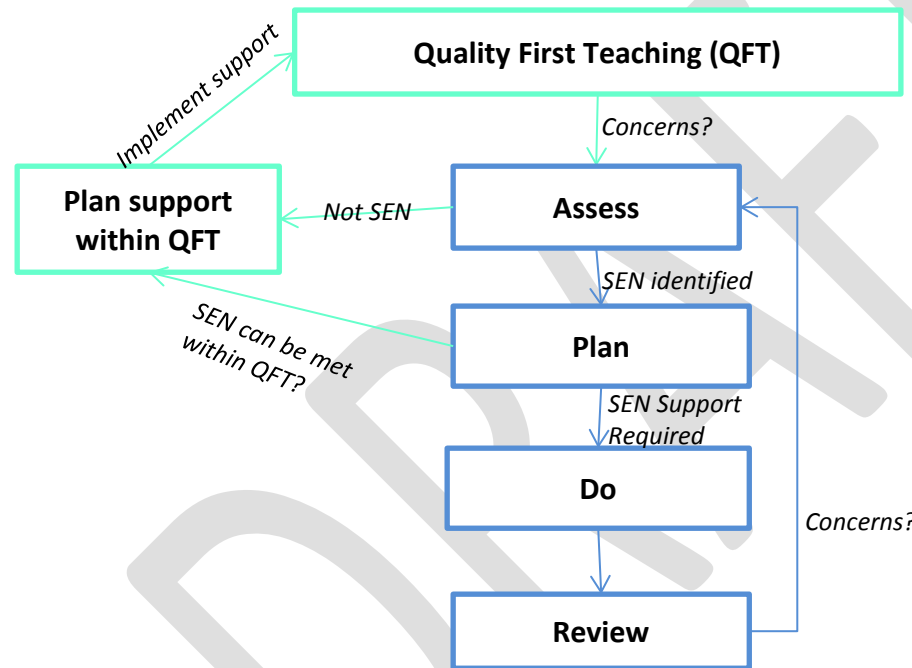
Cognition and Learning	Communication and Interaction	Social and Emotional	Sensory HI	Sensory VI	Physical
<p>Teaching and Learning</p> <ul style="list-style-type: none"> Verbal and non-verbal information with cues, demonstration, and checking of understanding; Explicit links drawn between previous and current learning, vocabulary, learning strategies and life experiences; Use of different learning and multi-sensory approaches; Specific teaching, pre-teaching and explanation of new vocabulary; Consideration of pace <p>Use of the Cognition and Learning toolkit*</p>	<p>Teaching and learning</p> <ul style="list-style-type: none"> Verbal and non-verbal information with cues, demonstration. Information is clear, direct and broken down, with careful use of questioning, rephrasing & repetition. Checking of understanding & listening Awareness of own & children and young people body language Different learning approaches such as role play & language rehearsal Individual and targeted interventions focusing on speaking and listening, thinking skills, phonological awareness & specific social scripts etc. <p><u>Social and emotional</u></p> <ul style="list-style-type: none"> Use of modelling and cues to support socially appropriate behaviour. <p>Use of the Communication and interaction toolkit*</p>	<p>Teaching and learning</p> <ul style="list-style-type: none"> Social and emotional aspects of learning are recognised within curriculum planning <p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> Explicit teaching of self-awareness and emotional reflection; Restorative approaches to managing relationships; Understanding of emotional needs within wider contexts e.g. home, community. <p><u>Strategic approach</u></p> <ul style="list-style-type: none"> Positive behaviour policy, children and young people take responsibility for their own actions. <p><u>Recording and monitoring</u></p> <ul style="list-style-type: none"> Detailed recording and monitoring of incidents related to social, emotional and behavioural needs. <p>Use of the Framework of understanding for children and young people with BESD toolkit*</p>	<p><u>Environment & Organisation</u></p> <ul style="list-style-type: none"> Use of curtains and blinds within teaching areas Physically and sensory clutter free environment; Safe places are provided for specialist equipment and aids when not in use <p><u>Teaching and learning</u></p> <ul style="list-style-type: none"> Awareness of positioning, voice and pace in respect of HI learners. Inclusion of HI learners through adapted communication and visual and sensory cues / approaches to learning. Use of accessible resources, multi-sensory approaches to learning, equipment and aids <p>Use of the Sensory (HI) toolkit*</p>	<p><u>Environment & Organisation</u></p> <ul style="list-style-type: none"> A VI friendly environment; appropriate access adaptations and consistent layout of rooms and outdoor areas; Use of curtains and blinds within teaching areas; Physically and sensory clutter free environment; Safe places for specialist equipment and aids when not in use Awareness of positioning, voice and pace in respect of VI learners. Inclusion of VI learners through adapted communication and verbal and sensory cue. Use of accessible print, resources, multi-sensory approaches to learning, equipment and aids <p>Use of the Sensory (VI) *</p>	<p><u>Environment & Organisation</u></p> <ul style="list-style-type: none"> A PI friendly environment including appropriate access adaptations and consistent layout of rooms and outdoors; Planned movement around school and classroom allocation taking into account specific PI needs; Supported/adapted access to all aspects of school life including physical education, whole school/class events and general school functions (including access to cafeteria systems – carrying trays etc.); Use of accessible resources, multi-sensory approaches to learning, equipment and aids Awareness of the delivery and pace of instructions <p>Use of the Physical needs toolkit*</p>

*Toolkits will be available for each specific area of need in the near future.

Assess, Plan, Do, Review

Where a school has concerns about whether a pupil has special educational needs or that they are not progressing as expected, this should be discussed with both the parent and the child. In order to ensure support any special educational needs and educational progress, the first step is to gain an understanding of the pupil's strengths and weaknesses through assessment.

This assessment is the first stage of the Assess, Plan, Do, Review cycle for children and young people with SEN. The cycle provides a thorough methodology to identifying and meeting the needs of children and young people with special educational needs, ensuring that support is given which is appropriate and proportionate to their needs.



5a. Assess

All settings should have **clear approaches to support the identification and response to SEN** through assessment, observation and building upon information from previous settings. This should be built into the overall approach to monitoring progress and development of all children and young people in education settings.

The information gathering process should also include an early discussion with the child / young person and their parents. These early discussions with parents should be structured in a way that they develop a good understanding of the child/young person's areas of strength and difficulties, the parents' aspirations and concerns and the agreed next steps and target outcomes for the child / young person.

Following the implementation of Quality First Teaching, should any children or young people making less than expected progress given their age and individual circumstances, further assessment is required in order to ensure the correct support is put in place.

Identification of SEN may be characterised in the following:

- significantly slower progress than that of peers starting from the same baseline
- failure to match or better previous rates of progress
- failure to close the attainment gap between the child and their peers
- widening of the attainment gap.

Assessment of a pupil for whom there are concerns about their progress, should include:

- known strengths and weakness
- what has worked / not worked
- formal and informal testing and observations
- involvement of specialists, as appropriate, such as Speech and Language Therapist, Educational Psychology, Kirklees Specialist Provision
- factors outside of school e.g. home life, home language etc.

The information collected should consider information across all the domains of need; cognition and learning, communication and interaction, physical and sensory development and personal, social and emotional development and considered alongside national data and expectations of progress.

All children and young people who are identified as having emerging difficulties should be recognised and responded to as early as possible. Whilst this information gathering is ongoing, this should not prevent steps being taken to target the areas of concern that have been highlighted through targeted interventions and teaching support. This early intervention may prevent the child or young person's progress slowing further, the pupil's response to this intervention may also provide a further insight into their specific needs.

5b. Plan

Having completed an assessment of the child or young person's needs, the right information should be available to make an informed plan about how the pupil's needs will be supported through SEN Support within school and the expected outcomes this will achieve. In consultation with the pupil, parents and involved professionals, a **provision map** (or similar*) can reflect the 'additional' and 'different' provision which needs to be put in place as part of school based SEN Support.

When planning provision for a pupil with SEN, you may want to consider the following:

- Do the identified outcomes match the provision required and the child or young person's identified needs?
- Who will deliver each aspect of provision? Do they have the necessary skill and understanding?
- If the provision requires a dedicated space, what does this need to look like? Can adaptations be made within the classroom or other area within the school to provide this space?
- Is everyone aware / involved who needs to be aware / involved?
- Are parents fully aware of the planned support and interventions and, where appropriate has their involvement been sought to reinforce or contribute to progress at home?

For those children and young people whose needs, outcomes and provision appear more complex than can be effectively managed through a provision map, or for whom a provision map has been in place without satisfactory progress being made and outside agencies are now becoming involved, a more personalised and detailed plan is likely to be more appropriate. A **Support Plan** can be put in place; this is a plan has many similarities to the format of an Education, Health and Care Plan and should always be put in place before a request for an EHC Assessment.

http://www2.kirklees.gov.uk/childrenandfamilies/learning/documents/subjects/Special_Educational_Needs/Documents/SEN-Support/Support-Plan.docx

** The SEN Code of Practice recommends the use of provision maps however schools may wish to use other effective formats, such as Individual Education Plans.*

5c. Do

The provision for a pupil with SEN will include Quality First Teaching with the addition of the following SEN Support:

Across all domains of SEN

Approach / Intervention / Resource	Expected Outcomes
<p><u>Child and family centred approach</u></p> <ul style="list-style-type: none"> • Regular, personalised discussion and feedback; with both children, young people and parents regarding their aspirations, strengths, weakness and reviewing progress towards shared outcomes, at least termly; • Targeted mechanisms for children and young people’s voice • Identification of an appropriate professional to undertake key working functions; <i>further training will be delivered in the autumn term;</i> <p><u>Teaching and Learning</u></p> <ul style="list-style-type: none"> • Differentiation: access to adapted lessons which take into account the needs, strengths and interests of a child. • Targeted extra classroom support; to address areas of weakness • Planned, specific 1:1 and group time; supported by an adult, for a range of targeted programmes of work and pre-teaching. • Understanding, reinforcement and memory aids; Individualised visual timetables, to do list, sequencing aids with adult support to use • Opportunities for collaboration; planned around the needs of the pupil and relationship dynamics • Use of personalised resources; pre-prepared in advance of specific lessons. • Alternative and augmentative communication; children and young people have access to communication support including Makaton, Sign Supported English, British Sign Language, use of pictures and symbols and ICT. • Learning pace; a reduced pace of learning to allow for targeted, small step instruction, guidance and task completion. • Rewards; consistent, personalised reward systems to build self esteem • Regular breaks; Regular breaks to support reengagement in tasks <p><u>Unstructured times</u></p> <ul style="list-style-type: none"> • Lunch and break provisions; access to targeted adult support <p><u>Environment and Organisation</u></p> <ul style="list-style-type: none"> • Dedicated spaced; for individual and targeted learning e.g. access to quiet areas, Learning support centre etc. <p><u>Social and Emotional</u></p> <p>Anxiety management; allowing the use of comfort objects and behaviours when the pupil is experiencing stress.</p> <p><u>Aids and Equipment</u></p> <ul style="list-style-type: none"> • Provision of auxiliary aids and equipment; (See section 10: Equipment, Aids and Adaptations) • Alternative means of recording; Targeted and ongoing support for alternative means of recording; scribe, pictorial representations, ICT etc. <p><u>Understanding, knowledge and training</u></p> <ul style="list-style-type: none"> • Enhanced level of knowledge; for direct teaching and support staff regarding a particular types of SEN as reflected within the school cohort. • Targeted involvement; specialist and outside agencies to inform work within school or provide regular targeted intervention. 	<ul style="list-style-type: none"> • Able to access mainstream curriculum • Improved behaviour • Reduced frustration and anxiety • Personal needs met • Improved communication • Improved comprehension • Improved retention of information • Ability to cope with transitions • Increased social inclusion • Ability to access group working • Increase confidence and self esteem

Across all domains of SEN

Approach / Intervention / Resource	Expected Outcomes
<ul style="list-style-type: none">• Joint assessment, planning and reviewing <p>Transition planning</p> <ul style="list-style-type: none">• Enhance transition planning; for children and young people moving from class to class or changing education phase; using multi-agency input to take account of needs before the change, at the early stage of the change and after the change, to ensure all emerging issues highlighted during the transition process factors have been considered.	

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Specific areas of SEN

Cognition and Learning	Communication and Interaction	Social and Emotional	Sensory HI	Sensory VI	Physical
<p><u>Teaching and learning</u></p> <ul style="list-style-type: none"> • Pre-preparation of materials taking into account learning needs • Personalised support to ensure access to learning, understanding and engagement • Learning is based around concrete concepts and context based experiences <p>Use of the Cognition and Learning toolkit*</p>	<p><u>Teaching and Learning</u></p> <ul style="list-style-type: none"> • Pre-preparation of materials taking into account communication and interaction needs • Involvement from a specialist working with children and young people with communication and interaction needs, as appropriate, through Kirklees Specialist Provision for SLCN. <p><u>Transitions</u></p> <ul style="list-style-type: none"> • Planned transitions between individual activities to support children and young people ability to change and move on to new activities <p>Use of the Communication and interaction toolkit *</p>	<p><u>Teaching and Learning</u></p> <ul style="list-style-type: none"> • An individually planned and targeted nurturing curriculum • Planned & consistent access to key person / nurturing adult to explore feelings; • Planned opportunities to further encourage positive relationships • Planned and targeted opportunities to reflect on behaviours • Consistency of strategies & approaches; • Appropriate involvement from specialists, eg. Pupil Referral Service. <p><u>Recording and monitoring</u></p> <ul style="list-style-type: none"> • Detailed recording and monitoring of incidents including specific context details & plans to prevent future difficulties arising. • Identification of trends with targeted intervention plans. <p>Use of the Framework of understanding for children and young people with BESD toolkit*</p>	<p><u>Teaching and Learning</u></p> <ul style="list-style-type: none"> • Pre-preparation of materials taking into account hearing needs • Involvement of a specialist Teacher of Deaf children and young people, as appropriate, through Kirklees Specialist Provision for HI. <p><u>Environment and Organisation</u></p> <ul style="list-style-type: none"> • Investment ins altering the school and classroom environment <p><i>See Section 9 - Equipment, Aids and Adaptations for SEN and disabilities</i></p> <p>Use of the Sensory (HI) toolkit *</p>	<p><u>Teaching and Learning</u></p> <ul style="list-style-type: none"> • Pre-preparation of materials taking into account vision needs • Involvement from a specialist teacher for visual impaired children and young people and habilitation staff, as appropriate, through Kirklees Specialist Provision for VI. <p><u>Environment and Organisation</u></p> <ul style="list-style-type: none"> • Investment ins altering the school and classroom environment <p><i>See Section 9 - Equipment, Aids and Adaptations for SEN and disabilities</i></p> <p>Use of the Sensory (VI) *</p>	<p><u>Teaching and Learning</u></p> <ul style="list-style-type: none"> • Pre-preparation of materials taking into account physical needs • Involvement from a specialist working with physically impaired children and young people, as appropriate, through Kirklees Specialist Provision for PI. <p><u>Environment and Organisation</u></p> <ul style="list-style-type: none"> • Investment ins altering the school and classroom environment <p><i>See Section 9 - Equipment, Aids and Adaptations for SEN and disabilities</i></p> <p>Use of the Physical needs toolkit*</p>

5d. Review

Any interventions put in place through SEN Support must be reviewed on a termly basis; the review must include all involved relevant professionals within school, parents, pupil views and any other relevant professionals.

The purpose of the review is to look at what is working and what is not working in relation to the plan that is in place. Evidence of progress (or lack of progress), provision that has worked well or not so well and observed or assessed changes in need must be brought to the review and discussed.

Evidence should normally include:

- parent and pupil views, including their aspirations and desired outcomes
- formal or informal tests or assessment results
- performance in relation to National Curriculum levels / P Levels
- observations
- information from any involved professionals

Progress should be measured by:

- closing the attainment gap in relation to peers
- prevention of the attainment gap becoming wider
- small step progress based on the child or young person's previous baseline
- demonstration of new skills
- improved self – confidence, independent learning and / or behaviour
- progress towards identified outcomes

Any area for which the pupil has made progress should be recognised, celebrated and either the outcome agreed as achieved or provision amended to support continued progress.

Any area for which the pupil has not made progress, this should be analysed in relation to what else could be provided to support progress, if approaches, resources or strategies need to change or whether further assessments of need, need to be undertaken in order to ensure an improved understanding of the child or young person's needs and therefore the provision required to support this.

5. Consideration of an EHC Assessment

The majority of children and young people with SEN or disabilities will have their needs met within mainstream schools, in accordance with the Children & Families Act 2014, all educational settings are required to use their **best endeavours** to meet the needs of children and young people with special educational needs. If a pupil continues to not make any expected progress towards any identified outcomes, despite **relevant and purposeful action** to identify, assess and meet their needs, it may be appropriate to consider making a request for EHC assessment.

An **EHC needs assessment** is a detailed exploration to find out what a child's special educational needs are and what provision should be put into place to meet them. It is the step before an **Education, Health and Care Plan** or a means of supporting a much more thorough and **detailed Support Plan**.

Copy of the EHC Assessment request paperwork can be found through the following link:

<http://www2.kirklees.gov.uk/childrenandfamilies/learning/sen.aspx?hid=6ef984b45fda2a1f9e1a32ea5bc4b00d#document>

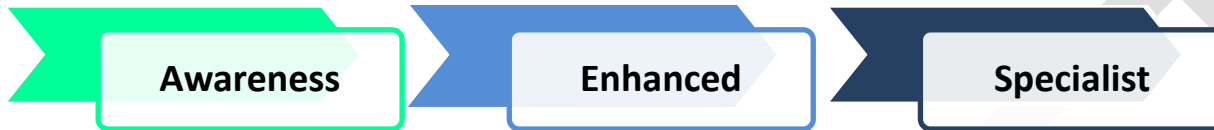
Further information regarding EHC Assessments can be found within the SEN Code of Practice:

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND Code of Practice approved by Parliament 29.07.14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf)

6. Training and Expertise

As reflected in the provision expectations earlier in this document, in order to ensure effective and appropriate support for children and young people with SEN, staff across the whole school team require a level of understanding, awareness and expertise as appropriate to their role.

These levels of awareness and expertise are described in the SEN Code of Practice as follows:



- **Awareness** - to give a basic awareness of a particular type of SEN, appropriate for all staff who will come into contact with a child or young person with that type of SEN.
- **Enhanced** - how to adapt teaching and learning to meet a particular type of SEN, for early years practitioners, class and subject teachers/lecturers and teaching assistants working directly with the child or young person on a regular basis
- **Specialist** - in-depth training about a particular type of SEN, for staff who will be advising and supporting those with enhanced-level skills and knowledge

Schools should also involve specialist expertise from outside of the school, when supporting children and young people with more complex needs, such as:

- Educational Psychologist
- Speech and Language Therapist
- Kirklees Specialist Provision

7. Funding for SEN

All schools have funding to support children and young people with special educational needs, this is provided as part of schools block funding. It is the responsibility of each school to ensure that they have a 'notional budget' which caters sufficiently for the needs of the children and young people within their school. The Education Funding Agency describes the funding available within schools for SEN pupil as being made up from 3 elements:

Element 1 Core Educational Funding	Mainstream per pupil funding (AWPU)
Element 2 Schools Block Funding	Contribution of £6k to additional support required by children and young people with high needs, from the notional SEN budget.
Element 3 High Needs Top Up	Top Up funding from the LA to meet the needs of individual children and young people with EHC plans.

The Local Authority expects a school to fully utilise their Element 1 & 2 funding appropriately and in accordance with this guidance before Element 3 funding is considered as part of an EHC Plan.

8. Equipment, Aids and Adaptations for SEN and disabilities

Equipment, aids and adaptations may be required for children and young people with SEN or disabilities.

Under the Equality Act (2010), schools are **expected to provide auxiliary aids or services** for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled children and young people.

The words 'auxiliary aid' means aids and services. An aid is a piece of equipment which helps the disabled person, such as a special chair, adapted text, or special computer equipment or software. A service is something people provide, such as personal assistance.

Auxiliary aids (equipment) for children and young people with SEN and disabilities can be relatively inexpensive or costly, dependant on the specialist nature of the equipment.

Both schools and the LA have responsibilities to provide these auxiliary aids and services, the LA are currently looking at commissioning expectations regarding these aids and arrangements for funding from with school and LA resources, as well as social care and health. Schools will be expected to fund a certain amount from Element 1 and 2 funding, further details regarding this will follow.

9. Signposting, Resources and The Local Offer

The Local Offer is an online resource which provides information on what services children and young people with SEND and their families can expect from a range of local agencies, including education, health and social care. The

The information within the local offer is relevant to both parents and professionals and provides information on a number of things, including:

- special educational provision;
- health provision;
- social care provision;
- community and leisure;
- travel arrangements for children and young people to schools, colleges and early years education; and
- preparing for adulthood, including housing, employment and leisure opportunities.

The Local Offer for Kirklees can be found at: <http://www.kirkleeslocaloffer.org.uk/>