



Southcote Primary School

Providing an inclusive curriculum for all.

Changes in SEN Code of Practice since 2001



- The main changes from the SEN Code of Practice (2001) reflect the changes introduced by the Children and Families Act 2014. These are:
 - The Code Of Practice (2014) covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN
 - There is a clearer focus on the participation of children and young people and parents in the decision making at individual and strategic levels.
 - There is a stronger focus on high aspirations and on improving outcomes for children and young people.
 - It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health and social care.

Changes in SEN Code of Practice since 2001 (cont)



- It includes guidance on publishing a Local Offer of support for children and young people with SEN or disabilities.
- There is new guidance for education and training settings on taking a graduated approach to identifying and supporting pupils and students with SEND (to replace School Action and School Action Plus)
- For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care Plan (EHC) replace statements and Learning Difficulty Assessments (LDAs)
- There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood.
- Information is provided on relevant duties under Equality Act 2010
- Information is provided on relevant provisions of the mental Capacity Act 2005.

Specifics Around the Code



- 0-25 years
- Single SEND category **with a graduated approach**
- Change in SEND category BESD to Social, emotional and mental health.
- Statements change to Education Health Care Plans (EHC Plans)
- 26 weeks assessment cycle reduced to 20 weeks
- **Local Offer** central to the new system.

Specifics Around the Code (cont)



- Option for Personal Budgets / **RAS**
- All schools/settings must publish their school offer of the local offer.
- **Co-production** of Local Offer and EHC Plans
- **Outcomes -based accountability** approach.
- Person Centred Planning (recommendation) for Annual Reviews

Identifying SEND at Southcote

- A clear approach of identifying and responding to SEND.
- "A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age." (SEN Code of Practice.)
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - Has a significantly greater difficulty in learning than the majority of others of the same age, or
 - Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions.

Identifying SEND at Southcote



- Data meetings identify pupils who are making less than expected progress given their age and individual circumstances.
- This can be characterised by progress which:-
 - is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child's previous rate of progress
 - fails to close the attainment gap between the child and their peers
 - widens the attainment gap
- It can include progress in areas other than attainment e.g. where a pupil needs to make additional progress wider development or social needs in order to make a successful transition to adult life.

Identifying SEND at Southcote

- First response to such progress is high quality teaching Wave 1 targeted at areas of weakness.
- If progress then continues to be less than expected the class teacher working with SENCO assess for SEND.
- Extra teaching or interventions then put in place.



Identifying SEND at Southcote

- Slow progress and low attainment do not necessarily mean that a child has SEND.
- Also attainment in line with chronological age should not assume that there is no learning difficulty or disability.

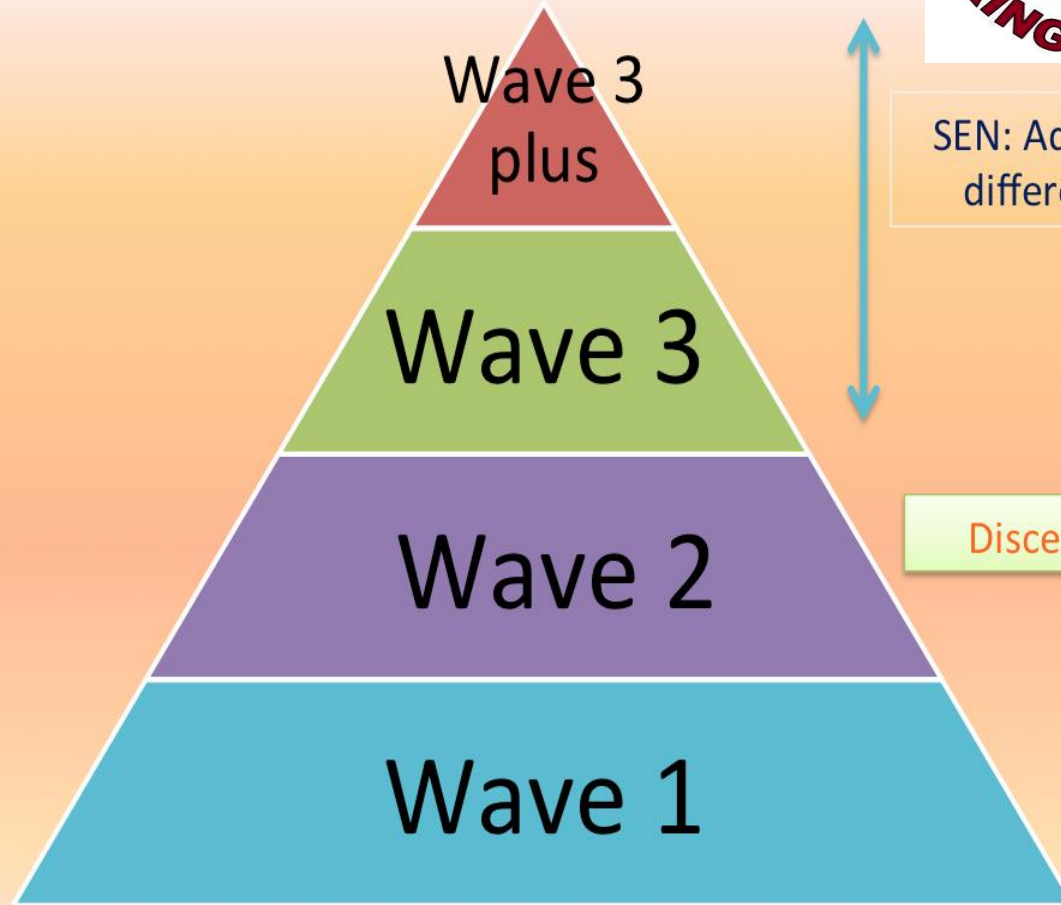


SEND provision for Cognition Learning



- Good Wave 1 teaching Support within lesson - differentiated work to assist children (scaffolded help to allow them to progress at their rate)
- Wave 2 intervention (SEN support children)- in class support, catch up programmes e.g. Numicon, Precision teaching.
- Wave 3- If more support needed e.g. 1:1 apply for Statutory Assessment which may result in Child receiving a EHCP for particular need.
- SEND support & EHCP (Education, Health Care Plan-replacing Statemented) children help from outside agencies e.g. Educational Psychologists

Fundamentals



SEN: Additional & different from

Discernment Zone



QFT

4 Broad Areas of Need



Cognition & Learning needs

- Moderate Learning difficulties - MLD
- Severe learning difficulties- SLD
- Profound and multiple learning difficulties- PMLD
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. E.g. dyslexia, dyscalculia and dyspraxia) - Educational Psychologists, OT

Communication & Interaction

- Speech, language and communication needs-SLCN,
- ASD, including Asperger's syndrome and Autism included)- Speech & Language, ASD advisory teachers.

4 Broad Areas of Need



Social, Emotional and mental health difficulties

- Withdrawn or isolated
- Disruptive and disturbing behaviour
- Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder

Behavioural Support (PSP's)

Emotional Well Being Development Officer

Social Skills

Play therapist

Sensory & Physical

- Vision impairment(V)
- Hearing impairment (HI)
- Multi sensory impairment (MSI)
- Physical disability (PD)

Occupational Therapy, Massage therapy

SEND support



- Boxall profile conducted which identifies pupils needs
- Children placed in suitable intervention groups
- Provision maps may be written addressing particular needs (these are not statutory)

SEN support in Southcote



Assess-

- identify needs, analysis of needs
- Regularly review assessment to ensure support and intervention matches needs.
- Outside agencies can inform assessment.
- Plan
- Do
- Review

SEN Support at Southcote



- Plan
- Intervention and support put in place, expected impact on progress, development or behaviour and clear review date set.
- Support recorded.
- Where appropriate parental involvement to reinforce or contribute to progress.

SEN Support at Southcote



- Do
- Class teacher remain responsible for working with the child.
- Group or one -to-one interventions away from main class still responsibility of the teacher.
- SENCO support, problem solve and advise on effective implementation of support.

SEN Support at Southcote



- Review
- Reviewed with agreed date - usually termly.
- Impact and quality of support evaluated.
- The latter feed back into analysis of needs.
- Support revised with SENCO and class teacher.
- If child has EHCP the local authority reviews it every twelve months.

Other Interventions



We also provide:

- Numicon(a visual maths programme, either as a withdrawal group or within the class maths)
- Fine Motor skills
- Gross Motor Skills
- Movement groups
- Speech & Language
- Social skills groups
- Dyslexia groups
- Massage therapy
- ELSA (Emotional Literacy Support Assistant)support
- Play therapy
- Saplings group
- Bespoke programmes from Educational Psychologists delivered to selected children
- PHAB (Phonological programme)
- Nessy (Computer based Dyslexia programme)
- Visual Memory
- Auditory memory