

The Graduated Response in Sefton



Guidance for Teaching Professionals

Sefton SEN and Inclusion Service 2020

The Graduated Response

Contents

Section 1:	Introduction Key Practitioners Local Authority Practitioners: SENIS School Practitioners: Whole School Ethos/Senior Leadership Team Role of the SENDCO Role of the Class Teacher
Section 2:	What is the Graduated Response?
Section 3:	Quality First: What is Quality First? Assessment practices Planning for all learners Making Reasonable Adjustments Monitoring and Reflecting on your Quality First Offer
Section 4:	SEN Support: Identification of SEN Support pupils Assessment Areas of Need Developing robust SEN Support Plans Interventions Monitoring and Reflecting on SEN Support Offer
Section 5	Education Health and Care Plans Request for Assessment EHCP Statutory Timelines Review Process
Section 6	Appendix

Introduction

This booklet has been devised by Sefton Special Educational Needs and Inclusion Service. It is intended to support school practitioners in the implementation of the Graduated Response in Sefton school settings.

Sefton is a fully inclusive authority and expects all school settings to promote a positive ethos of inclusion. Schools are expected to welcome all pupils with diverse needs with caring and understanding, and to fully support all pupils and their families, during their time in the setting. Senior Leadership Teams are expected to promote this ethos.

A Guide to Sefton SEN and Inclusion Service

Key Practitioners

This service is comprised of the following specialist teams. Practitioners work together, to support schools at each stage of the Graduated Response:

Early Years Team and Portage

The Early Years Team works closely with families, early years settings and other agencies. Work includes contributing to the assessment of young children's needs, helping to plan and review interventions and monitor progress, providing support with transitions and delivering training. The team consists of Portage Advisors, a SEN Inclusion Officer, Early Years Inclusion Consultants and Educational Psychologists. Schools with Nursery provision are able to refer to the Team for support for their pupils and this support continues for a transition period into Reception (first term). Referrals to this team should be made no later than a term prior to the pupil's entry to Reception.

Generic Inclusion Consultants

The Generic Inclusion Consultants are a small team of skilled educational practitioners, whose background is rooted in teaching and special needs. The team has experience of working with pupils and advising teaching professionals, including SENDCOs from Foundation Stage to Key Stage 4, in mainstream and in specialist settings.

The Inclusion Consultants support whole school staff in developing excellence in practice at Quality First and SEN Support Level. The team are currently working with SENDCOs and Senior Leadership at a strategic level, using a range of methods including Cluster Group Meetings, individual and team approaches, with training in SEND available to both Primary and Secondary settings. The Inclusion Consultants also support schools with pupil transition.

Complex Needs Team

The Complex Needs Team support and advise staff in Sefton schools and settings to facilitate the inclusion and academic progress of children and young people with physical, medical and complex needs. The team work closely with parents, carers and health professionals to consider the physical access needs of a physically disabled pupil in terms of the school site and the curriculum and to ensure that the educational implications of a pupil's medical needs are understood. This supports enables settings to make reasonable adjustments to their practice to effectively include the child or young person.

The team receive referrals from schools, settings, Health Visitors and Therapy Services.

Sensory Team

The Sensory Needs Team are a team of qualified, experienced teachers with additional specialist qualifications in teaching children with Vision and Hearing Needs. This includes Qualified Teachers of Visual Impairment (QTVI), Qualified Teachers of the Deaf (QToD), an Educational Audiology (EdAud) and a Sensory Support Worker.

Hearing Needs Team

The Hearing Needs Team facilitates the inclusion and academic progress of children and young people with a clinical diagnosis of a childhood hearing loss. This is achieved through direct teaching and support to schools, settings and parents.

Visual Impairment Team

The Visual Impairment Team facilitates the inclusion and academic progress of Children and Young People (CYP) with a clinical diagnosis of Visual Impairment from birth through to 25 years. This is done through direct teaching and support and advice to educational settings (supporting Quality First Teaching and the Graduated Response) and Parents/Carers in the home. Anyone can refer to the Visual Impairment Service if they suspect a child or young person has a vision impairment including parents/carers and schools, but most referrals come to us via Alder Hey Ophthalmology Department. The Local Offer has been recently updated with information on how to refer a CYP to the service including the appropriate referral and consent forms.

Specialist Teachers

The Specialist Teachers deliver direct teaching to identified students in schools across Sefton who have specific learning difficulties particularly with aspects of literacy and numeracy. They are a team of experienced teachers with additional specialist qualifications and are able to assess students to establish areas of need, deliver a bespoke programme and measure impact

through ongoing regular assessment. They can also work with teachers and teaching assistants to develop personalised programmes of work for students. The services of Specialist Teachers can be purchased by schools through a service level agreement.

Social Communication Team

The Autism and Social Communication Team offers support to children and young people with Social Communication Needs and Autism in mainstream settings. The team consists of a Lead Practitioner and Inclusion Support Workers, who are specialists in providing advice, support, training, modelling, coaching and resources to primary and secondary mainstream schools across Sefton. The team work closely with the Inclusion Consultants to provide this support.

The team offer INSET training within schools as well as bespoke centralised training, a training and networking support programme for Primary Teaching Assistants, and specialist transition support programmes for children moving from nursery to reception, and from Y6 to Y7.

Educational Psychology Service

Educational Psychologists are professionals trained and skilled in understanding the development of children and young people and in understanding what makes it more difficult for them to learn, make progress and experience positive well-being. They offer a range of services. They offer a range of services, which might include ongoing consultations and assessments, Statutory Assessments and advice in line with the SEND Code of Practice 2015, individual and group interventions, support to the Local Authority in strategic areas such as Mental Health and Wellbeing. The team is also commissioned to support children and young people Looked After by the Local Authority and support other services such as Youth Offending Team and Early Help. The Psychology team is accessed via schools through Planning Meetings.

The SEN Team

The Special Educational Needs Team is the part of the SEN and Inclusion Service is responsible for carrying out Education, Health and Care (EHC) Assessments, producing EHC Plans and carrying out the Annual Reviews of those EHC Plans. When an EHC Assessment is agreed the child has a Casework Officer and Casework Assistant allocated to carry out their assessment. They will be the main point of contact for the school and family during the assessment, with the Casework Officer able to attend meetings to co-produce the EHC Plan. The Casework Officer can also attend Annual Reviews of the EHC Plan when this is necessary. Each school has a Casework Officer and Casework Assistant specifically allocated to them who they can contact regarding any queries about the EHC assessment process or any children with EHC Plans that they have in their school.

The Virtual School

The Virtual School supports Looked After Children, through their education journey to help them to overcome barriers to learning and achieve their potential. Every Looked After Child has a Personal Education Plan, which is developed by the Social Worker, the Looked After Child, the school and the carer. The Virtual School will check that the plan is ambitious, focused and detailed enough to be effective, and will pay a Pupil Premium Plus grant to the school to help with the cost of carrying out the plan. The plan is monitored each term and adjusted as needed. Each Looked After Child has an Education Coordinator who will monitor their progress and work with the child, and any professionals who are involved in their care, to ensure successful outcomes in education.

Post-16 Support

Post 16 Support in Sefton is designed to help young people prepare for adulthood by increasing independence and identifying suitable progression routes relating to education, training and employment. Sefton commissions Career Connect to provide information, advice and guidance to young people between the ages of 16-24 where the young person has additional needs and has or had an Education Health and Care Plan (EHCP).

Career Connect delivers individual support from either Year 9 (early intervention) or 3 years from transition with specialist advisors linking with schools and the SEN team. Provision dovetails with existing school Careers Education Information Advice and Guidance Arrangements, and wider partner support for the young person.

For full details on the Sefton/Career Connect offer, visit

<https://www.seftondirectory.com/kb5/sefton/directory/service.page?id=QwybcMnrYL0&localofferchannel=8>

Schools: Roles and Responsibilities

Headteacher

The Headteacher should take overall responsibility for whole school SEND provision. In doing this they must ensure:

- The SENDCO has sufficient time and resources to carry out their duties
- They work with the SENDCO and School Governors to ensure that the school meets its' responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

(Code of Practice, 2015: 6.91)

The Governing Body

All Governing Bodies have statutory duties towards pupils with special educational needs. The Governing Body must do its' best to ensure that the school makes the necessary provision for every pupil with SEND.

Role of the Special Educational Needs Co-ordinator (SENDCO)

The Special Educational Needs Co-ordinator (SENDCO) is integral in inspiring inclusive practice in the school setting and ensuring the best possible outcomes for all children and young people. The statutory requirements around this role are set out in the Children and Families Act (2015), the SEND Regulations (2015) and The SEND Code of Practice (DfE, 2015).

- Governing bodies must ensure that there is a designated SENDCO, who is a qualified teacher (6.84)
- The newly appointed SENDCO must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment (6.85)
- This will equip SENDCO's to fulfil their duties as outlined in the Code of Practice (COP)

Sefton aims to support SENDCO's in fulfilling their duties in accordance with the COP.

The Special Educational Needs and Disabilities (SEND) Code of Practice sets out the key responsibilities of the SENDCO with the support of Senior Leaders as (6.90):

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Liaising with the relevant designated teacher for looked after children, where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEN
- Liaising with early years providers, other schools, colleges and educational providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact for external agencies, especially the LA and its support services
- Liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date
- Selecting, supervising and training learning support assistants who work with pupils who have SEN

- Advising teachers about differentiated teaching methods appropriate for individual pupils and contributing to INSET for teachers at the school
- Preparing and reviewing the information the governing board is required to publish

In summary, the SENDCO will be providing strategic direction and development, co-ordinating provision and tracking progress along with leading and developing others.

‘A SENDCOs power of persuasion and influence to inspire others towards achieving common goals and shared values relating to SEN, is driven by their vision for SEN and their passion to do the very best for pupils with special educational needs within a school.’ NASEN, Role of the SENDCO, 2019

Responsibilities of the Class Teacher:

The child or young person’s teacher(s) are responsible for their progress. The Special Educational Needs and Disability Code of Practice (2015) is very clear about this:

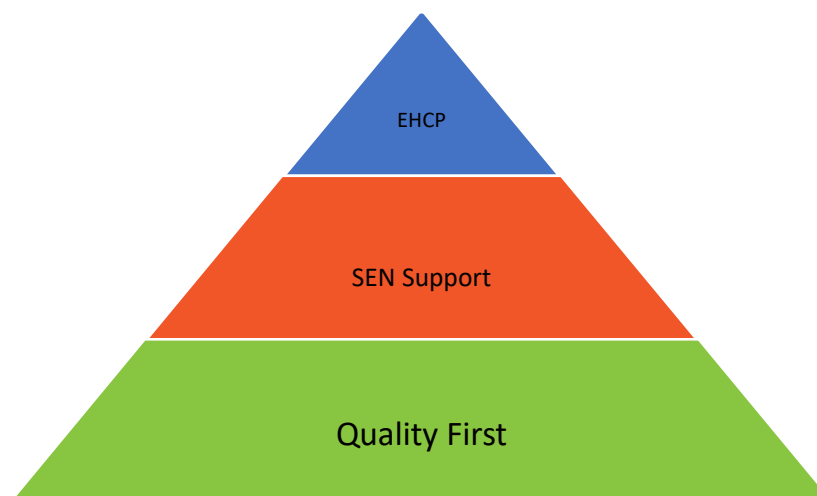
‘The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.’ (DfE, 2015:101).

Classroom Teachers should:

- Meet all statements on the Teachers Standards (2020) and adapt teaching and learning to support their learners progress
- Treat all pupils with respect in their class
- Focus on outcomes for the child: be clear about the outcome wanted from any SEND support
- Be responsible for meeting the special educational needs of pupils in their class;
- Have high aspirations for every pupil: set clear progress targets for pupils and ensure provision is appropriate to pupil’s needs and developmental levels
- Ensure a full range of resources are provided to match the task and support pupil learning effectively
- Involve parents/carers and pupils in planning and reviewing progress: seek their views and provide regular updates on progress and strategies in place for their child
- Use the SENDCO strategically to support the quality of teaching for their SEN pupils
- The quality of teaching for pupils with SEND should be a key part of the school’s appraisal and professional development arrangements

What is the Graduated Response?

The Code of Practice, 2015 provides guidance on a 'graduated response' to identify and support pupils with a range of differences across the developmental spectrum. Sefton SEN and Inclusion Service supports schools in fulfilling their statutory duties at each level of the Graduated Response (see below).



Definition of Special Educational Needs:

'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.' Code of Practice, 2015, 6.5

'These [in school assessments] should seek to identify pupils 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' (Code of Practice, 2015, 6.17)

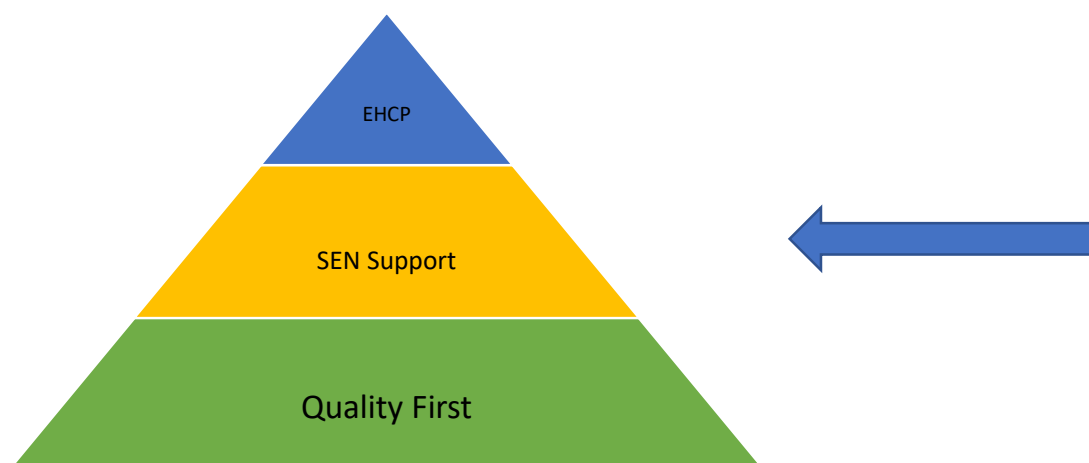
Schools use these definitions of SEN to identify pupils who may have special educational needs. Some pupils may have a diagnosis but may not require additional and different support and may be making good progress. Schools monitor these pupils carefully and make 'reasonable adjustments' as and if they are required. Schools support their pupils using the Graduated Response model.

Definition of Disability

Children and young people may have a disability, defined by the Equality Act 2010 as:
‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

The SEND Code of Practice (DfE, 2015: xviii) outlines that:

‘This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.’



Quality First Teaching and Learning

Quality First Teaching is the school’s universal offer of excellent teaching to all pupils.

The Code of Practice 2015 states that Quality First Teaching is the first step schools must take in achieving the best outcomes for their pupils. Quality First Teaching is defined as:

‘High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered’. Code of Practice, 2015, 6.37

In order to deliver excellence in teaching, research documents (Professor Rob Coe, What Makes Great Teaching? 2014, EEF Evidence Reports) identify the importance of high quality continuous professional development on the teaching and learning of SEND pupils. It is important therefore that schools continue to engage with CPD in SEN to continually refine staff understanding of how best to support pupils with SEN. Evidence also indicates that teachers sharing good practice between schools has significant positive impact on learner outcomes, teacher’s practice and school systems (Effective School Partnerships and Collaboration for School Improvement: A Review of the Evidence, Research Report, 2015, Dr Paul Armstrong). Sefton aim to facilitate this through a robust training programme, use of local hubs, and through SENDCO Cluster Meetings.

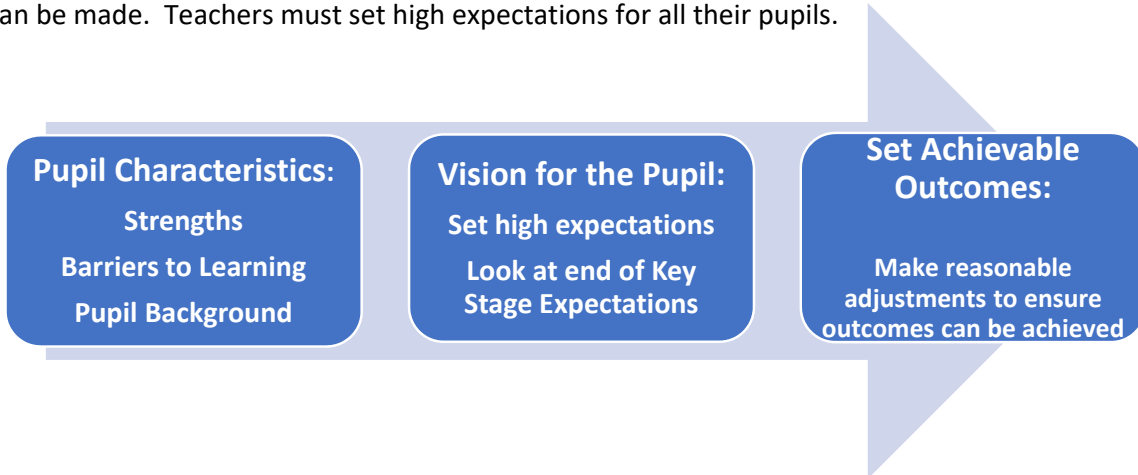
Assessment at Quality First Level:

- Class teachers undertake informal and formal assessments throughout the year to guide their practice
- These assessments form part of their practice in setting effective outcomes for their learners
- Assessments may place on a daily, weekly and termly basis, and inform teacher planning over time

Individual Outcomes

At Quality First level, staff set outcomes/targets for all pupils. Staff may notice some pupils beginning to find some aspects of learning challenging. At this point it may be helpful for staff to consider and reflect on the following, so that appropriate outcomes are set for pupils starting to experience some difficulties:

A review of the pupil’s barriers to learning, and a projection of outcomes at the end of year and end of key stage will enable reasonable adjustments to be put in place so that progress can be made. Teachers must set high expectations for all their pupils.



At a whole school level, whole class outcomes are set as part of schools’ Performance Management procedures. The SENDCO should support the process of reviewing SEN data so that they can coordinate support for pupils, to ensure that progress is made e.g. pupil progress meetings.

Making Reasonable Adjustments as Part of Quality First:

Pupil Engagement:

Pupil engagement in learning is a key element in enabling progress to be made. Schools actively promote pupil engagement using a variety of means:

- use of classroom management strategies,
- setting clear expectations (rules) and reinforcing these regularly
- differentiate expectations to accommodate a range of pupils needs
- use of IT and manipulatives to support learning sessions
- appropriate use of support staff to promote active listening
- use of positive reward systems to motivate learners

The Learning Environment:

Simple adjustments can be made to the learning environment which support pupils at Quality First level. This may include adjustments to:

- Seating Arrangements/Groupings
- The Learning Space
- The Use of Support Staff

Extensive detail of Quality First Strategies and adjustments which can be made by staff is shared in Sefton's Quality First Strategies Document.

Adaptive Teaching:

Definition of Adaptive Teaching:

'it begins by having the same learning intentions for the vast majority of pupils (with the possible exception of 'some learners with the highest levels of SEND' (Ofsted Education Inspection Framework, p.9)), with no lowering of expectations for those pupils who might find these more challenging. In order for all pupils to be able to achieve these intentions, it will be necessary to 'adapt teaching' for some, through the use of strategies', Adaptive Teaching, NASEN, April 2020

Methods of Adaptive Teaching:

- Modelling (possible appendix with additional information)
- Questioning (possible appendix with additional information)
- Talk for Learning
- Vocabulary Development
- Intervening Appropriately
- Addressing Misconceptions
- Small Step Learning
- Recognising cognitive load (including working memory)

Recent research into teaching approaches highlights the role played by working memory. The Education Inspection Framework, 2019 states:

‘teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts’

See Appendix: Working Memory - Simple Strategies List

Schools seek to develop independence and resilience in achieving learning outcomes using adaptation and differentiation.

Differentiation:

‘Differentiation has a broad meaning, as it includes any way in which you modify the content, presentation, environment or expectations of teaching and learning. It may be something which you have planned carefully, such as a specific activity, and it may also be something spur of the moment, based on a pupil’s response to teaching.’

NASEN, *Differentiation*, 2020

Types of Differentiation:

Teachers can use a variety of approaches to differentiation, these include the following:

- Differentiation by Resource
- Differentiation by Support
- Differentiation by Outcome

Schools can also refer to Sefton’s Quality First Booklet, provided to all settings, which gives detailed adaptations for each area of pupil need.

Reviewing and Monitoring Quality First Practice

The SEND Code of Practice explains that the quality of teaching should be regularly evaluated through school’s performance management processes.

Monitoring and reviewing and developing of Quality First provision can be undertaken in a variety of ways:

- Shared Observations and Peer Observations to share good practice, (including Performance Management Observations)
- Modelling and coaching approaches to support staff CPD
- Use of focused Learning Walks
- Use of Book Scrutiny/Moderation
- Development of pupil voice, feedback on delivered lessons

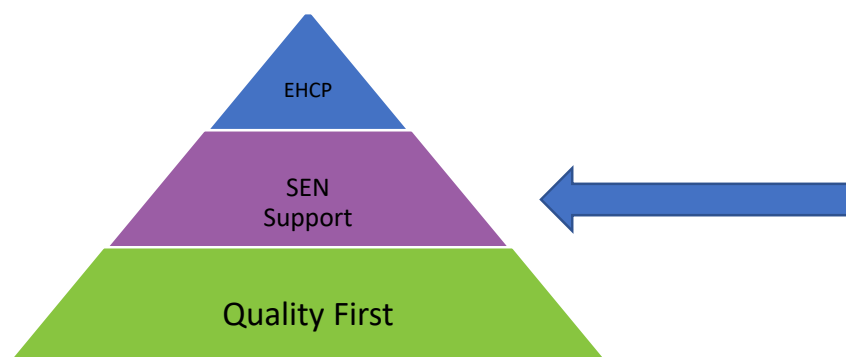
- Training of staff on Quality First Approaches and a range of SEN need appropriate to their class cohort
- Please contact your IC for support to your setting if required, when reviewing your Quality First Offer

Most schools identify pupils who may be in receipt of intervention support at a class-based level. These pupils may require a very robust Quality First response and may be those pupils who are at a later point identified with SEN needs. Please see Record of Enhanced Quality First Form within the Appendix.

SEN Support Level

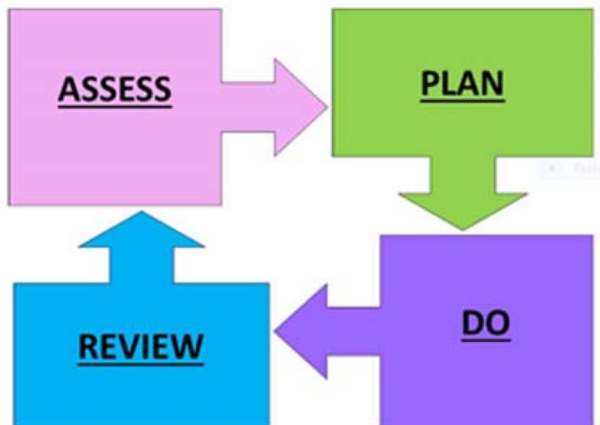
Should pupils not make expected progress from their starting points even with a robust Quality First offer, schools in consultation with parents and other professionals where appropriate, may then decide to move the pupil to SEN Support Level. Pupils at SEN Support Level may require additional or different approaches to enable curriculum access and progress to be made.

This forms the next layer of the Graduated Response:



SEN Support is the system by which schools should assess the needs of children and then provide appropriate support. The system should follow four stages, often referred to as the Graduated Approach (see below).

The Graduated Approach:



Using this approach teaching staff, SENDCO's and the school leadership team closely monitor all their pupils to ensure they make expected progress, and plan and implement an effective curriculum to ensure this progress is sustained. The review informs the next learning steps for the pupil.

Identification

For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early. Parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children and young people themselves.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN, however this should always be considered as a possible causal factor. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multiagency approach, such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.

Slow progress and low attainment could be an indication of underlying SEN Need. If a pupil is working a year below age related expectations, responsive in-class intervention together with Quality First approaches may be sufficient to move a child or young person on. However, if a pupil is working significantly below the age-related expectations (this may be more than two years plus, below expectations), more robust planning and intervention will be required to support this pupil in accessing learning at SEN Support Level. Some pupils (for example those with an ASD profile) may achieve highly in curriculum areas but display significant social communication difficulties which require support and intervention in the school setting.

Assessment

Schools have in place a raft of assessment, monitoring and tracking systems which can be used to identify limited progress and attainment of their SEND pupils. Schools also use formal statutory assessments and informal assessment materials such as NFER Tests, Phonic Screening Test, SATS, CAT Assessments, Reception Baseline Assessment.

Schools need to be very precise when assessing, tracking, and monitoring pupil's progress over time. Schools will need to accurately indicate the attainment level of the pupil, general descriptors such as 'working towards' or 'working below' will not effectively reflect this and may mask the attainment level at which pupils are actually working. This has a significant impact for ensuring pupils access the appropriate support and curriculum to move their learning forwards. Schools may use the following documents/tracking systems to monitor progress and attainment: BSquared, PIVATS, Target Tracker, Autism Education Trust Progression Framework and may report end of key stage attainment using statutory materials such as Pre-Key Stage Standards and Engagement Steps.

Schools may also seek to use a range of diagnostic materials and should make sure that they select evidence-based materials which are suitable for purpose. Please see Appendix for a list of possible diagnostic materials which schools may wish to investigate further.

Accurate assessment is a key factor in ensuring all the pupil's needs are correctly identified so that effective provision can be put in place.

Referral to Outside Agencies:

Outside Agencies also play a key role in assessing and understanding pupils' needs. Schools must put in place timely referrals to the appropriate agencies, with parental permission. External agencies may include health-based agencies such as the Community Paediatrician, Speech and Language Services, Occupational Therapy Services, or may be local authority-based services such as the Educational Psychology Service, the Social Communication Team or the Complex Inclusion Team. Referrals to the Visual Impairment and Hearing Needs Team are usually generated through Alder Hey Hospital. It is important that recommendations from these services are put into place to provide the appropriate support for pupils within the school setting. Schools may also make referrals to Social Care and can signpost parents to Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) and Independent Parental Special Education Advice (IPSEA) for support and guidance.

The Four Areas of Need

When reviewing and managing special educational provision the broad areas of need and support outlined below may be helpful, and schools should consider how well equipped they are to provide support across each area.

The SEND Code of Practice (DfE, 2015:97-98) identifies 'four broad areas of need'. These are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

In practice, individual children or young people often have needs that range across all these areas and may change over time. The support provided to an individual should always be based on a full understanding of their developing strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

Communication and Interaction Needs

Children and young people with speech, language and communication needs (SLCN) have difficulty in their receptive language (listening and understanding), expressive language (spoken language) skill or have difficulty with social communication skills. Assessment by a Speech and Language Therapist is required to identify where the difficulties lie, and in developing appropriate supportive programmes of learning. The profile for every child with SLCN is different and their needs may change over time. Children and young people, within the Autism Spectrum are likely to have difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. Sometimes, the way in which language is used in the classroom and around school may impact on their learning. Pupils with Hearing Needs may also experience difficulties in this area.

Cognition and Learning Needs

Learning difficulties cover a wide range of needs, some pupils experience significant difficulties in acquiring basic skills to move their learning forwards in curriculum areas. These children are likely to need support in all areas of the curriculum and at SEN Support Level appropriate in-class and out of class interventions should be implemented to promote

positive progress. Interventions must be linked closely to classroom learning, and pupils should apply learning from interventions in classroom sessions.

Educational Psychologists offer a range of cognitive assessments which enable school staff and parents to understand the underlying learning needs a pupil may have and can suggest ways forward to support these pupils. Some children and young people may present with specific learning difficulties (SpLD), which affect one or more specific aspects of learning. This encompasses a range of learning differences such as dyslexia, dyscalculia and dyspraxia. A diagnosis of a specific learning difficulty requires detailed assessment by an appropriately qualified professional. Many pupils experience difficulties with spelling, it should be noted that not all pupils with spelling difficulties have dyslexia. The needs of some pupils with these learning differences can sometimes be met through Quality First adjustments.

Some pupils may experience significant learning difficulties and a diagnosis may be given by an external professional (e.g. Paediatrician, Certified Assessor).

Children with diagnoses (for example those with Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder, Autism Spectrum Condition, diagnosed physical/medical needs) may also experience some learning differences, impacted upon by their conditions.

Social, Emotional and Mental Health Needs (SEMH)

Children and young people may experience a wide range of social and emotional difficulties which can manifest themselves in many ways. These may include becoming withdrawn or isolated, or displaying challenging behaviour. These behaviours may reflect a range of underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people diagnosed with learning difficulties Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or Attachment Disorder (AD) may present with co-occurring behavioural manifestations which could fit within the category of SEMH. External agencies will be involved in the diagnosis of these conditions.

Sensory and/or Physical Needs

Some children and young people may have a sensory impairment such as visual impairment (VI), hearing needs (HN) or a multi-sensory impairment (MSI). This may require specialist support and/or equipment to enable access to learning.

Some children and young people with a physical disability (PD) may require additional ongoing support and equipment to access all the opportunities available to their peers. These pupils may require access assessments to ensure that the school environment is appropriately

adapted to meet their needs. Pupils may also have difficulties with the processing of sensory information. Some children and young people within this area of need will not have learning needs whereas others may also have associated needs within the area of Cognition and Learning.

SEN Support Plans

The Special Educational Needs & Disability (SEND) Code of Practice 2015 states:

“Where it is decided to provide SEN support, and having formally notified the parents, the practitioner and the SENDCO should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should take into account the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge.” (P86 para 5.40 SEND Code of Practice 2015)

This can be achieved by using a SEN Support Plan to implement the graduated approach (assess, plan, do, review) in your setting. This document can be used to record and evidence specific inclusion strategies for a child as well as the SMART targets. The SEN support plan should be viewed as a “working document” which is constantly reviewed in line with the child’s development and progress, in a collaborative approach between the setting SENDCO, keyperson and parents.

SEN Support Plan Criteria:

- Plan led by class teacher (with SENDCO support as appropriate)
- Holistic assessment of the child's needs (pupil profile)
- Includes tracking data over time
- Details of Quality First strategies and approaches used
- The plan should be outcomes led — interventions put in place to achieve specific, measurable, achievable and realistic, and timely outcomes
- The impact and quality of the interventions should be monitored
- Interventions specified should detail the number of sessions delivered, duration, size of group, lead in delivery etc
- Outside agencies recommendations and strategies should be included
- There must be a clear timescale for reviewing plan
- The plan should be shared with all members of staff working with the pupil
- School must engage with parents throughout process
- Pupil's view must be taken into account

Good Practice to Underpin all Tiers of the Graduated Response:

Interventions

Interventions should be research-based and demonstrate the impact on the learning of SEN pupils. SENDCOs and school staff can use the following documents and online materials to identify effective research-based interventions.

See: Literacy Interventions: Greg Brooks: What works 2016?

This lists literacy interventions and comments on research information reflecting their effectiveness

www.evidence4impact.org.uk

This is an independent service that provides teachers and school leaders with accessible information on which educational interventions have been proved to be effective. This service reviews interventions used across all areas of need, including curriculum areas such as English and Maths.

Education Endowment Foundation

The Sutton Toolkit provides research-based information on strategies which are effective in supporting pupils within the school setting. The Foundation also invests in promising research-based projects which develop new interventions for use in schools. It additionally provides reports on how to implement the most recent and effective educational research into school provision.

Website Link: <https://educationendowmentfoundation.org.uk/>

Schools must be mindful of the amount of time pupils spend out of class in intervention learning. Interventions must be purposeful and closely reflecting pupils learning needs (these may be social communication or language needs). Close links must be made between the intervention and class-based learning, with teachers fully conversant with the purpose and delivery of the intervention, so they can make links in class. Schools must monitor interventions closely and should review their impact regularly. If impact is not being noted, SENDCO's may then choose alternative effective approaches.

Monitoring and Reviewing Provision

Provision Mapping

Sefton highly recommends the use of provision maps as a strategic tool for SENDCOs to reflect, evaluate and respond to the needs of SEN pupils within their school.

The SEND Code of Practice (DfE, 2015:6.76) states:

‘Provision maps are an efficient way of showing all the provision that the school makes which is **additional to and different from** that which is offered through the school’s curriculum. The use of provision maps **can help** SENDCOs to maintain an overview of the programmes and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention.’

What is the purpose of Provision Maps?

Provision Maps show the interventions taking place in each class/year group. They monitor how effective the interventions are and measure the impact of your interventions. They should be reviewed on a termly basis.

How to develop your Provision Map

Step 1: Review your Current Provision

Summer Term:

- Current area of need of pupils
- Audit of Staff training undertaken and its’ impact
- Audit resources for SEN pupils
- Current interventions delivered in setting

Consider how effective your interventions have been:

- What progress have pupils made over the year?
- Is this progress in line with key stage and end of year projections?
- Is the impact of each intervention what you expected?
- Which staff are providing outstanding support or provision?
- If you commissioned external support, what impact did it have?
- How are you measuring the impact of social communication interventions?

Step 2: Plan Provision for Next Academic Year

- Update overview of pupils' areas of need
- Identify needs within new cohort
- Identify gaps in current provision – does the provision reflect the needs of your new cohort or changing needs of current pupils?
- Identify pupils who are funded and require support for the coming year
- List new provision required
- Use staff audit to identify further training needs
- Set yearly and termly targets for intervention pupils, base this on projected outcomes at the end of key stage, yearly and termly
- Plan how and when monitoring and reviews will take place
- Ensure relevant baseline assessments are taken at the start of each intervention so that impact can be effectively measured

Step 3: Review Provision Termly

- Measure which interventions are effective using baseline evidence
- Ensure all pupils continue to access the most effective intervention to meet their needs, respond to changes in pupil need or to progress levels
- Identify gaps or overlaps in provision
- Include a review of the use of current funding through EHCPs to ensure it is being used effectively and efficiently, for maximum impact (though this is for pupils at a higher level of need it should form part of school's review of provision)
- Meet staff delivering interventions and share feedback with the senior leadership team
- Discuss provision and impact with class teachers

Internal and external data should also be used to support reflection on the effectiveness of provision in moving pupils from starting points to expected end of key stage attainment. Progress data should be reviewed to ensure pupils continue to be on track to achieve end of key stage projected outcomes.

Education, Health and Care Plans



The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges. Some children and young people may require an Education, Health and Care (EHC) needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan. This should be requested where the provision cannot reasonably be provided from the resources normally available to mainstream or FE settings. In the majority of cases the setting should have already implemented the support available from its own resources. If the pupil is not making appropriate progress despite this support, then an EHC needs assessment should be considered.

If the request for assessment is agreed, information is gathered from stakeholders involved with the pupil, including the pupil and parent/carer, school, external agencies, health care and social care professionals. This information is then collated, and a decision made as to whether an EHC Plan is required for the pupil. If the decision is made that an EHC Plan is required, this statutory document is then drafted and issued. Schools are then required to implement this plan for the pupil and review outcomes with stakeholders on a yearly basis. If the resources required for the delivery of the EHC Plan exceed school resources (£6000), schools will be able to request additionality in order to fully meet their pupil's needs. This will be undertaken through liaison between schools and their allocated Case Worker and will form part of the EHC Process.

Criteria and Thresholds

When considering whether or not an assessment is appropriate, the following should be considered;

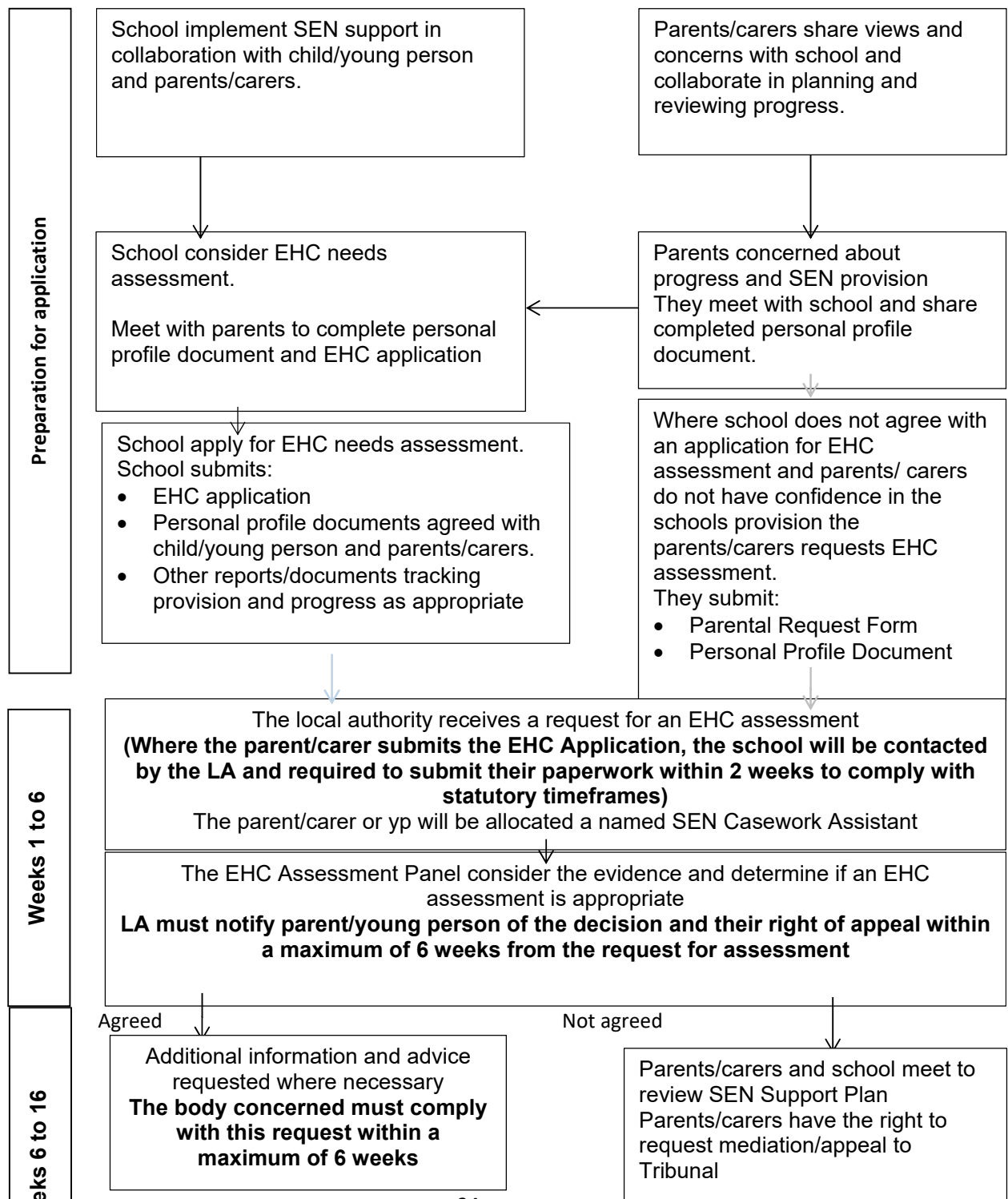
- Has the young person had access to all relevant resources available from their educational setting, including universal & targeted health services and social care input?
- Is there evidence of a child/young person with significantly greater need than others of the same age?
- Has the Educational setting sought advice from external professionals?
- Has the setting followed an Assess, Plan, Do, Review cycle with targets set based upon advice received?
- Has the setting provided detailed information about the targets set, reviews and adjustments and the progress made over time?
- Is the information current – within the last 6 months?
- Has the educational setting worked in partnership with parents?
- Has the educational setting provided information as to how existing resources have been used?
- Are all appropriate signatures and consents present?

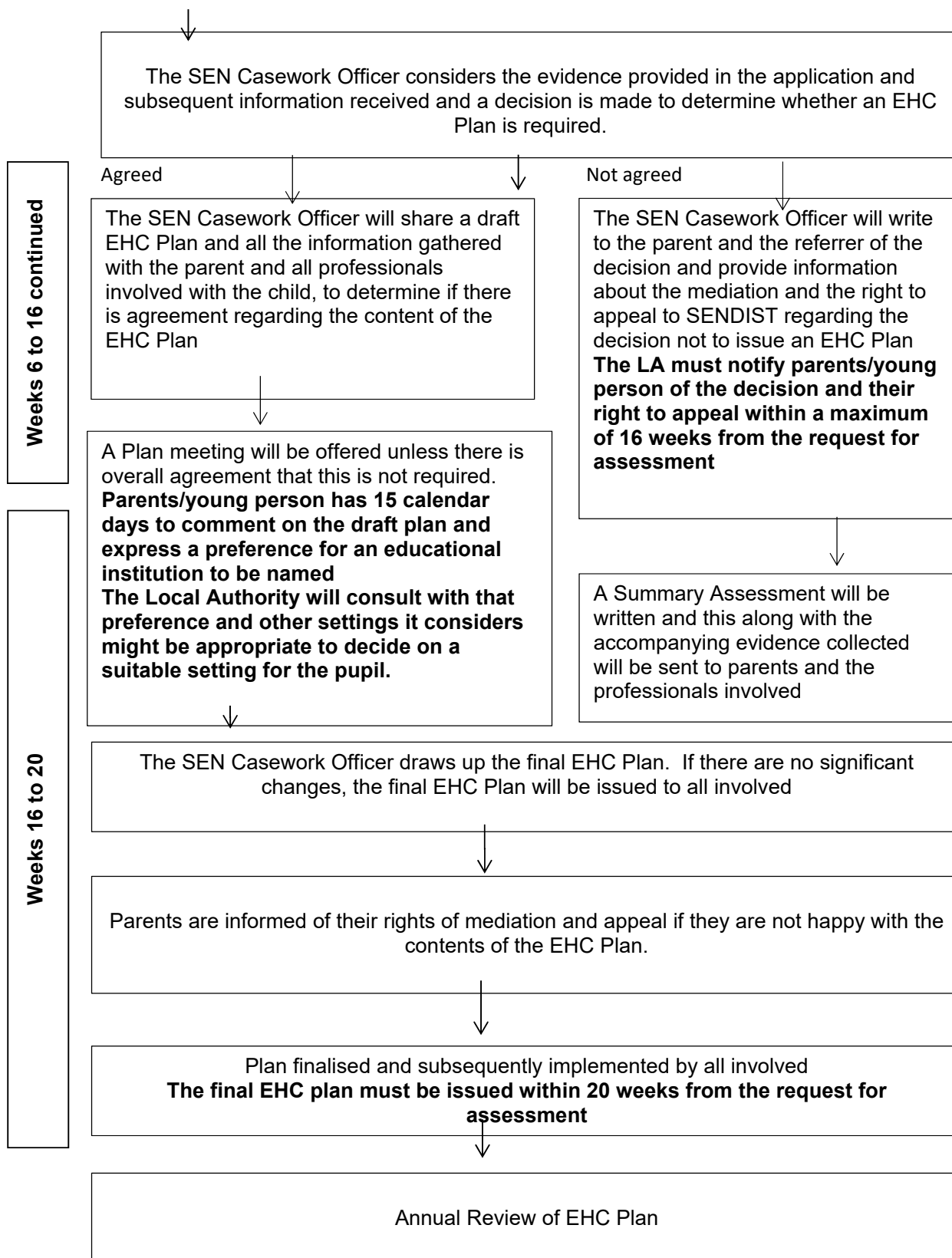


- Where the request comes from a source other than an educational setting – it may be necessary to gather this information before proceeding with a decision. This is usually done before a request is placed before panel

The process for application is shown below

Summary of EHC needs assessment process and statutory time scales



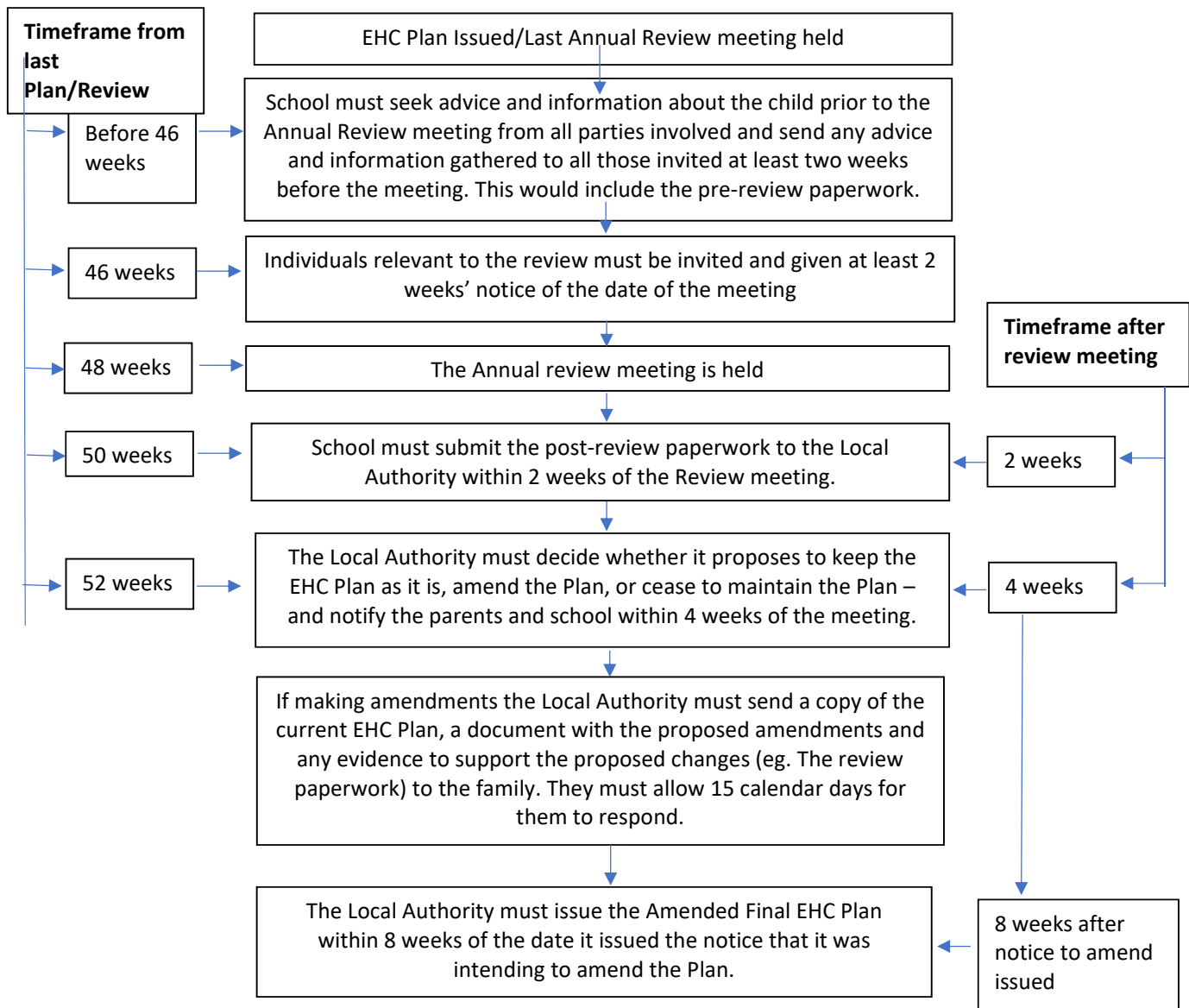




Annual Review Process

- Annual Reviews must be held as a minimum every 12 months.
- The first review must be held within 12 months of the date when the EHC Plan was issued and then within 12 months of any previous review.
- The Local Authority must issue its decision after an annual review meeting to parents within 4 weeks of the review meeting (and within 12 months of date of issue of the EHC Plan or previous review.)

Annual Review Process: In terms of process this means it flows as below:



Appendix

Quality First Support Materials:

SEND Acronyms

Book Look

Learning Walk Guide

Learning Walk, Environment (Primary)

Behaviour for Learning: Environment (Secondary)

Pupil Provision (SEND) Observation

Record of Enhanced Quality First

Simple Working Memory Strategies

SEN Support Materials:

SEN Support Plan (Annotated with Guidance)

SEN Support Plan Template (Primary)

SEN Support Plan Template (Secondary)

Assessment Materials

Provision Map Exemplar

Lorraine Chester, Sophie Walsh 2020

SEND Acronyms

ADD: Attention Deficit Disorder
 ADHD: Attention Deficit Hyperactivity Disorder
 ASD/ASC: Autistic Spectrum Disorder or Condition
 AWO: Attendance Welfare Officer
 CAMHS: Child and Adolescent Mental Health Services
 CP: Child Protection
 C of P: Code of Practice
 DDA: Disability Discrimination Act
 EAL: English as an Additional Language
 EHCP: Education, Health and Care Plan
 EP: Educational Psychologist
 HI: Hearing Impairment
 IC: Inclusion Consultant
 IEP: Individual Education Plan
 LA: Local Authority
 LAC: Looked After Children
 MLD: Moderate Learning Difficulty
 MSI: Multi-Sensory Impairment
 OCD: Obsessive Compulsive Disorder
 ODD: Oppositional Defiance Disorder
 OT: Occupational Therapy/Therapist
 PD: Physical Disability
 PDA: Pathological Demand Avoidance
 PMLD: Profound and Multiple Learning Difficulties
 PRU: Pupil Referral Unit
 PSP: Pastoral Support Plan
 PVI: Private, Voluntary and Independent (Nurseries)
 QF: Quality First
 SALT: Speech and Language Therapist
 SEN: Special Educational Needs
 SEND: Special Educational Needs and Disabilities
 SENDCo/SENCO: Special Educational Needs and Disabilities Co-ordinator/Special Educational Needs Coordinator
 SENDIASS: Sefton's Educational Needs and Disabilities Information Advice and Support Service
 SSENIS: Sefton SEN Inclusion Service
 SLCN: Speech, Language and Communication Needs
 SLD: Severe Learning Difficulties
 SpLD: Specific Learning Difficulties
 TA: Teaching Assistant
 VI: Visual Impairment

SEND Pupils Book Look

SENDCO:	
School:	
Inclusion Consultant:	
Date:	
Focus of Book Look:	<ul style="list-style-type: none"> • Progress over time, building learning in sequential steps • Development of subject specific knowledge and skills over time • Opportunities to revise, revisit and practise learning to address misconceptions • Evidence of depth of learning over time • Evidence of access to broad and balanced curriculum (when topic books are included in Book Look review) • Evidence of assessment used to support learning steps • Evidence of the pupil working at their attainment level

Books Reviewed:	e.g. Writing Books, Read Write Inc. Books, Maths Books, Topic Books, Subject Specific Books, Jotters
------------------------	--

Year Group	What's going well...	Even better if...
	•	•
	•	•
	•	•
	•	•
	•	•
	•	•
	•	•

Across School Overview, SEN Pupils:

What's going well...:

•
Even better if...



Learning Walks: A Guide for SENDCOs

Aims:

- Supports whole school SEND improvement
- Generate reflective staff dialogue about practice
- Provides a clear picture across school relating to a focus (e.g. Quality First Strategies, pupil engagement on task, use of support staff)
- To identify and address possible inconsistencies in provision
- To identify future training needs
- To identify if practice reflects policy

Features of and Preparation for a Learning Walk:

- Informal observation
- Forms a part of collaborative working practices within school
- Identified focus should be shared with class staff at least a week prior to being undertaken
- The Learning Walk should focus on the designated theme only
- Class staff should be informed when you will be visiting their classrooms
- A Learning Walk is non-judgemental and is not for appraisal purposes
- Observers should act with professionalism, courtesy and integrity
- Learning Walks form part of the 3 observation sessions undertaken each year (NEU Guidelines)
- Try not to have too many observers (maximum of 2 suggested by NEU)
- Prepare resources in advance: checklists of what you are observing, questions you may ask class staff or pupils
- Check if all classes can be visited during your allocated session (e.g. are there visitors in class, assessments being undertaken?)
- Be mindful of your discussions during the Learning Walk, do not distract from teaching and learning being undertaken
- If asking pupils and staff questions, ensure these are focused and clear and can be easily answered in time allocated
- Pose longer questions to staff after the session so they can respond without also trying to support their pupils
- Design/devise method of feedback prior to Learning Walk – consider when (Staff Meeting?), where and how (Verbal feedback or written feedback?)
- Feedback promptly following Learning Walk
- Provide staff with opportunities to discuss feedback to support engagement with ways forwards

Types of Learning Walk:

Ghost Walks:

- Undertaken when the classroom is empty with teachers' permission
- Observation is specifically focused on discussions around the learning environment

Capacity-Building Learning Walk:

- To collect data
- To review evidence of good practice
- To identify areas of inconsistency
- To identify training needs
- To support good practice development (teachers share Learning Walk to identify top tips they can incorporate into their own practice)

Department/Co-ordinator Learning Walk:

- In Secondary Provision: staff to reflect on practice within their own department, or to observe good practice in another
- In Primary Provision: the SENDCO could link with a Co-ordinator to review practice in a specified area (e.g. reading/writing/calculation)

Governor Learning Walk:

- Used to develop Governor understanding of SEND Provision within the setting

Peer to Peer Learning Walk:

- Opportunity for staff to observe colleagues to identify good practice they can incorporate into their own learning

Outcomes Following the Learning Walk:

- Analyse and Review information from Learning Walk:
 - What evidence of good practice has been noted?
 - Is there any evidence of inconsistencies and how could these be addressed? (Training and peer observations)
 - What areas for development have you identified and how can these be shared with staff?
 - Does the evidence of practice support SEND policy?
 - Do strengths and areas for development link with the areas identified in the school improvement focus?

Setting Future Outcomes and Sharing with Staff:

- Explain overall trends to staff in the format you have decided upon
- If providing individual feedback, use positive language e.g. 'wonderings' : I wonder what you could do in your classroom ... to encourage engagement and reflection
- Provide staff with the opportunity to feedback their views
- If the Learning Walk identified a specific issue, raise this with SLT, Co-ordinator or Key Stage Leader
- Identify areas of future training if required
- Review Action Plan to include next steps

LC 2020

References: The Key: Checklist for Planning A Learning Walk; NEU: Learning Walks a Model Policy; NEU: Support Staff Observations; AIDST: Learning Walk2 PDF;

Learning Walk: Classroom Environment

SENDCO:	
School:	
Inclusion Consultant:	
Date:	

Focus Areas:	What is done well...	Even better if...
<p>Environment Overview:</p> <ul style="list-style-type: none"> • The environment is uncluttered • There are no obvious safety issues (tripping or movement hazards) • Resources are clearly labelled (photographs used to support younger learners) • Resources are easily accessible to support independence • Background noise does not distract learners from task engagement 		
<p>Seating Arrangements:</p> <ul style="list-style-type: none"> • Seating arrangements enable all pupils to see the teacher • Seating arrangements enable all pupils to see the Smartboard clearly • Seating supports flexibility of groupings • Seating enables class staff to effectively support SEND learners • Seating supports needs of cohort <p>Additional Considerations:</p> <ul style="list-style-type: none"> • Designated areas check: is a workstation in place to support learners with known needs (as required), is there a quiet area for learners • Furniture check: would removing tables provide more space for learners to work successfully? • Furniture check: is there space in the classroom which could be used more effectively? 		
<p>Displays:</p> <ul style="list-style-type: none"> • Displays reflect current topics or curriculum focus • Displays aid recall of key information recently taught 		

Focus Areas:	What is done well...	Even better if...
<ul style="list-style-type: none"> • Scaffolds and prompts for learning are clearly visible (phonics support materials, spellings and grammar focus, mathematical information/processes) • Displayed vocabulary is referred to during teaching sessions • Class rules are clearly visible and are referred as required • Rules for good listening are clearly visible and referred to during teaching sessions • Class visual timetable (and individual personalised timetables) are in place to provide structure and security for pupils who require this <p>Additional Considerations:</p> <ul style="list-style-type: none"> • Are displays used effectively to support teaching and learning? 		
<p>Visual Support Materials:</p> <ul style="list-style-type: none"> • Prompts to support learning (word mats, phonic mats, number lines, number and times table squares) are easily accessible to learners • Concrete materials (manipulatives) are easily accessible to learners (dienes, numicon, coins, cubes etc) • Dictionaries and thesaurus materials are available to all learners <p>Additional Consideration:</p> <p>Is there an Enable Table or Support Station in class so all learners can access support materials independently?</p> <p>Has school considered a learning pack for all pupils to support inclusion of all pupils?</p>		
<p>Reading Focus:</p> <ul style="list-style-type: none"> • Reading Area is engaging and contains a range of texts (including special interest books/comics) to interest all learners • Love of reading is a clear priority for all learners in class • Condition of texts is good <p>Additional Considerations:</p> <p>Are opportunities to link reading and writing in evidence? E.g. 'Write a review of the story you have read' / 'Draw a picture showing your favourite part of the story'</p>		

Focus Areas:	What is done well...	Even better if...
<p>IT</p> <ul style="list-style-type: none"> • IT is used effectively to model learning • Pupils have opportunities to access learning through a range of media (iPads, laptops, PC's) • Some interventions are delivered using IT approaches (as appropriate) 		

Summary of Learning Walk: Environment

What is done well in our school...	Even better if...

LC/2020

Reference Materials: from The Key

Behaviour for Learning: Classroom Environment Audit

This tool is designed for self-reflection but could be used in discussion with a supportive peer/SEND/CO/Behaviour Leader.

Rating Scale: 1=Strongly disagree, 2=disagree, 3=Neutral, 4=Agree, 5=Strongly agree

Physical Factors	1	2	3	4	5
Lighting levels and temperature are conducive to learning					
Sound level in the classroom is suitable					
Sufficient space for movement with high traffic zones situated away from teaching space					
Furniture is arranged to best effect but pupil tables can be altered to match task demand					
Teaching position allows all areas to be scanned during teaching input					
Classroom displays support learning and reflect pupil diversity					
Materials required for tasks are easily accessible					
Classroom management					
Teacher arrives at classroom before pupils and greets pupils upon arrival					
Established routines for entering/leaving the room and teacher determines the seating plan					
Prior liaison with support staff means that they are appropriately prepared for the lesson					
Support staff are clear about their role and remit in supporting learning in the classroom					
Materials are distributed and collected in a timely and orderly manner					
Teacher can gain attention of whole class and is prepared to wait until this is achieved					
Teacher ensures that pupils are quiet and remain seated and whilst instructions are given					
Oral instructions are clear and supported with visual resources e.g. visual timetable					
Strategies are used to change the pace or mood of the lesson as appropriate					
Curriculum					
Pupils are clear about the learning objectives					
Pupils understand what is being asked of them (pupils can explain task to adult / peer support)					
Teacher is aware of the individual learning needs of pupils					
Pupils have access to appropriately differentiated tasks which are achievable					
There is an appropriate balance between teacher input and pupil led activity					
There are opportunities for both independent and collaborative working with peers					
Sufficient time is given to complete tasks but extension activities are available					
Lessons have a clear structure with opportunities to review learning during the session					
Understanding of key concepts and task demand is reviewed throughout the lesson					
Sufficient time is given to ensure that pupils understand and have recorded homework tasks					
Relationships					
Teacher shows interest in each student as an individual					
Teaching staff demonstrate that they are knowledgeable about individual pupil needs					
Pupils are encouraged to be supportive of one another					
Teacher acts as a role model for positive behaviour e.g. 3:1 ratio of praise to criticism					
Teacher attempts to anticipate and deal with inappropriate behaviour					
Teacher manages interruptions effectively					
Pupils are told what is expected of them rather than what is not wanted					
Rewards and sanctions (whole school policy) are clearly understood by the pupils					
Rewards and sanctions are agreed and applied consistently by all adults					
Conversations around issues with individual pupil behaviour are done discreetly					
A range of strategies are used to manage pupil behaviour					
Positive feedback is given to those pupils displaying appropriate behaviour for learning					
Criticism is constructive					
Rules					
Rules are displayed and understood by pupils					
Rules reflect whole school policy and are consistently reinforced and applied					
Rules are positively phrased					



Record of Enhanced Quality First Provision

Pupil	Year	Teacher
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Learning profile

Think about

- When the pupil engages best in lessons (working independently / collaboratively / kinaesthetically / in discussions / ICT / etc
- Concentration levels (when working on something they enjoy / don't like
- Subjects they enjoy / interests
- Skills and talents
- Motivation factors
- Attendance
- Access needs
- Cognitive profile

Potential Barriers to Achievement

Could include

- Concentration difficulties
- Specific difficulties affecting learning or access
- Communication needs
- Stress and anxiety levels
- Emotional instability
- Developmental delay
- Mobility and sensory difficulties

	Current attainment level	Target for the end of the year
English		
Maths		
Other		

It is important to note that working at a lower level of attainment from their peers should not in itself act as a barrier to achievement. The priority must be to ensure that the curriculum and all learning opportunities are pitched accurately to reflect the next steps for the individual child, taking into account their levels of attainment and development. Teaching approaches and methods of delivery are listed below.

Approaches to overcome barriers

List the quality first approaches that the teacher will employ on a regular basis to support the learner

Role of an additional adult in class

List the support strategies that will be used by an additional adult to support pupil's learning and help them access teaching (if required)

Quality First Interventions

List any opportunities for direct teaching to improve skills or understanding (if required)

Intervention Purpose	Delivery methodology			Outcomes
	Frequency	Duration	Group size	

Sample of Completed Termly SEN Support Plan

Termly SEN Support Plan example

The first section is an administrative section:

School		Pupil		Year Group		Date of Birth	
Teacher Managing Provision							
Academic Year to which plan applies		Autumn	X	Spring		Summer	
Attendance % this year		Autumn					

Quality First Approaches to be used by the teacher and support staff to help the pupil overcome potential barriers to access curriculum as independently as possible

In this section, state all the relevant and appropriate quality first approaches you have used, and link this closely to the pupil strengths and barriers to learning (demonstrated in the pupil profile). Ensure approaches are bespoke and tailored to the individual

Use the Code of Practice headings if appropriate:
 Communication and Interaction
 Cognition and Learning
 Social, Emotional and Mental Health
 Sensory/Physical

See also Sefton's Quality First Booklet for a range of strategies you may now feel relevant to introduce/consolidate

Understanding of Pupil / General

This section should be used to create a pen portrait of the pupil. It should contain detailed holistic information about the pupil's strengths and barriers to learning, and should include the following so that it presents a comprehensive picture of the pupil:

Use bullet points to comment on strengths and barriers to learning in each area

- What are the pupil's strengths and interests?
- Attitude to learning
- Learning preferences
- Behaviours and impact on learning
- How does she/he learn best?
- Write realistically/truthfully but ensure that it is positive and kind

Include:

- Diagnoses which the pupil may have
- Outside Agencies involved (SALT, OT, EP, Physiotherapist, Paediatrician, Complex IC, IC, Social Communication Team, Early Help...) and a brief summary of the professional's reflection on the pupil's strengths and barriers to learning, using outside agency reports to inform your profile

Use subheadings linked to the Code of Practice to organise information if this is appropriate:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical/Sensory



Area to be Developed	Current Attainment	Next steps to develop child's learning or wellbeing	Strategies and Approaches	Outcomes Achieved (Quantify the impact of specific interventions)
<p>Use Areas of Need and break down into key areas:</p> <p>Communication and Interaction:</p> <p>Listening and Responding/Receptive Language</p> <p>Speaking/Expressive Language</p> <p>Cognition and Learning:</p> <p>Reading/Writing/Maths/Spelling</p> <p>Social, Emotional and Mental Health</p> <p>Understanding Own Emotions/ Understanding the Emotions of Others/ Interactions with peers/adults....</p> <p>Physical/ Sensory:</p> <p>Fine Motor Skills/Sensory Needs/ VI/HI</p>	<p>Use appropriate assessment tools:</p> <ul style="list-style-type: none"> • BSquared • Ryats • Engagement Model • Autism Education Trust Progression Framework <p>Demonstrate you have a strong understanding of the pupil's current attainment</p>	<p>Setting Outcomes:</p> <p>Set SMART outcomes:</p> <ul style="list-style-type: none"> • Specific • Measurable • Achievable • Realistic • Time-specific <p>Take your outcomes from BSquared/AET Progression Framework Choose outcomes that will move learning forward and address pupil areas of need identified in your pen portrait e.g.:</p> <p>Reading: recognises a range of high frequency words at their reading level</p> <p>The pupil would require a range of relevant outcomes (more than one in each area). This is a terms' outcomes you are setting.</p>	<p>Include here:</p> <p>What?</p> <p>When?</p> <p>Who?</p> <p>Include:</p> <ul style="list-style-type: none"> • Interventions • Timescale • Frequency of delivery • Size of Group • Who will deliver: • TA/Specialist Teacher <p>E.g.:</p> <p>Reading Programme,</p> <ul style="list-style-type: none"> • 1:1 • 3 times weekly • 20 minutes per session • delivered by TA 	<p>Review the plan each term detailing progress made:</p> <ul style="list-style-type: none"> • Reads with increased fluency (now 40 words per minute, previously 20 words per minute) • Reading is less hesitant • Pupil is now beginning to use punctuation to inform some expression

Attainment over time																
<p>Use relevant tracking materials, this should include information on social communication skills or language levels which should link appropriately to the pupil's needs:</p> <ul style="list-style-type: none"> • B Squared data • Ryats • Link to AET Assessment Tool, see https://www.autismeducationtrust.org.uk • Boxall Profile <p><u>Additionally</u> you may wish to include here (if it is relevant)</p> <ul style="list-style-type: none"> • Assessments from Outside Agencies e.g. SALT language levels 																
	Reading			Writing			Maths			PSHE			Spoken Language			Other
	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	
Current Year																

Pupil View:
<p>Can be in the first or third person, report exactly what the child says</p> <p>Possible question prompts to use:</p> <p>What do you like doing in school? What do you find easy/difficult?</p> <p>What do you want to be when you grow up?</p> <p>Who do you like playing with?</p> <p>Who helps you in school?</p> <p>What helps you learn best in school?</p> <p>For very young children adjust level of questions – these may reflect the child's interests and what they like or do not like in school</p>

Termly SEN Support Plan

School		Pupil		Year Group		Date of Birth	
Teacher Managing Provision							
Academic Year to which plan applies		Autumn		Spring		Summer	
Attendance % this year		Autumn					

Understanding of pupil / general

Quality First Approaches to be used by the teacher and support staff to help the pupil overcome potential barriers to access curriculum as independently as possible

Area to be Developed	Current Attainment	Next steps to develop child's learning or wellbeing (outcomes)	Strategies and Approaches (including interventions – timescale and frequency of delivery, size of group, who will deliver, TA support, Specialist Teacher etc.)	Outcomes Achieved (Quantify the impact of specific interventions)

Attainment over time																
	Reading			Writing			Maths			PSHE			Spoken Language			Other
	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	
Current Year																
Previous Year																

Pupil View:

Parent View:

I agree that this information can be shared with relevant professionals should the school require additional advice to support my child.

Parent/Carer Signature	
Date	

SECONDARY SEN SUPPORT PLAN

Pupil's Name:		DOB:		Year:	
School:		SENDCO:		Term:	

Understanding of the Pupil

General -

Area of Need

(barriers to learning and include any advice from outside professionals)

Approaches

(including advice from outside professionals)

Cognition and Learning -

Communication and Interaction -

Sensory and/or Physical -



Social, Emotional and Mental Health -	

Pupil View

Parent / Carer View



<p>Area to be Developed (e.g. Reading, Writing, Maths, PSHE etc.)</p>	<p>Current Attainment (e.g. B Squared Reading Step 4:3)</p>	<p>Outcomes / SMART Targets</p>	<p>Strategies and Approaches (including interventions – timescale and frequency of delivery, size of group, who will deliver, TA support, specialist teacher etc.)</p>

Area to be Developed (e.g. Reading, Writing, Maths, PSHE etc.)	Current Attainment (e.g. B Squared Reading Step 4:3)	Outcomes / SMART Targets	Strategies and Approaches (including interventions – timescale and frequency of delivery, size of group, who will deliver, TA support, specialist teacher etc.)

Termly Personalised Learning Plan

Term	
------	--

Attainment over time																		
	Reading			Writing			SPAG			Maths			Other			Other		
Year Six <small>End of year scale scores/assessments</small>																		
	English			Maths			Other			Other			Other			Other		
Term	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr
Year Seven																		
Year Eight																		
Year Nine																		
Year Ten																		
Year Eleven																		



Review of the SEN Support Plan

Pupil's Name	Date of review
People present at review	
Outcomes following Plan / review of outcomes	
List the pupil's achievements (academic / social / attitudes / behaviour)	
Note any ongoing barriers to achievement	

Parent / Carer View

Pupil View

Pupil can make progress through quality first approaches – no plan required	Complete a new plan for the next cycle of support	Approach agencies to gain better understanding of the pupil
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Assessment Materials:

There is a wide range of assessment materials available for schools to purchase. Schools should access training on their use and interpretation and ensure that the assessment protocol is always followed. Diagnoses can only be provided by qualified assessors.

Assessments include:

Language and English Assessments:

BPVS 3: British Picture Vocabulary Scale

Assesses the receptive vocabulary of children from 3 – 16 years of age
(This can be used to support the Dyslexia Profile Assessment)

Diagnostic Reading Assessment (DRA)

The DRA Assessment Tool identifies a pupil's reading age, accuracy, fluency and comprehension. This can be undertaken for pupils from ages 7 - 16

Salford Reading Test

This is a quick standardised assessment of reading comprehension and accuracy. Designed for the 5 – 10.6 age range

Phonological Awareness Battery (PHAB 2)

The PHAB can help identify the specific phonological difficulties that some children experience so that appropriate intervention may be provided, with processing sounds in spoken language. Ages 5 – 11 years

Dyslexia Portfolio (Screener)

This assessment identifies dyslexic tendencies and recommends intervention strategies. Ages: 5 – 16+ years

Single Word Spelling Test (SWST)

This tool assesses pupil's spelling attainment of pupils aged 5 – 14 years

Maths Assessments

Sandwell Early Numeracy Test

The Sandwell Numeracy Test comprises of an edition for pupils aged 4-8 (SENT-R) and a version to enable the assessment of older pupils experiencing difficulties with numbers suitable for pupils aged 8 to 14 years (SENT KS2–KS3). The Sandwell Early Numeracy Test assessments enable teachers to assess a pupil's ability with numbers, through exploring five strands of basic numeracy skills: **identification, oral counting, value, object counting and language.**

Dynamo Maths

Identifies and supports pupils at risk of developmental dyscalculia and pupils who are performing significantly below their peers in maths. Ages 6 - 11

Dyscalculia Screener

Identifies dyscalculic tendencies in pupils 6 – 14+ and recommends intervention strategies

TOBANS: Test of Basic Arithmetic and Numeracy Skills

This assessment tool is an accurate assessment tool for KS2 that efficiently assesses children's number processing and arithmetic skills (Ages 7 – 11)

DANS: Diagnostic Assessment of Numeracy Skills

This is a set of multisensory diagnostic tests for KS1 and KS2 students who are struggling with maths.

Memory:

Digit Span Memory Test

This assessment enables SENCO's and school staff to better understand a pupil's working memory. Age 6 and above

Social, Emotional and Mental Health:

Boxall Profile: 2017, for pupils aged 4 – 11; Boxall Profile for Young People: ages 11 - 19

This is an online resource used to assess the social, emotional and behaviour development of children and young people in educational settings.

Working Memory

Recent research into teaching approaches highlights the role played by working memory. The Education Inspection Framework, 2019 states:

‘teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts’

‘working memory is the brain’s ‘Post-it note’. We make mental scribbles of what we need to remember. In addition to remembering information, we also use working memory to process or manage that information.... Working memory is critical for a variety of activities at school, from reading comprehension and math to copying from the board...’ *Understanding Working Memory*, Tracy Packiam Alloway and Ross Alloway, 2015

In their teaching practices schools therefore seek to promote fluent recall of learning.

Simple Strategies to Support Working Memory:

- Identify pupils with working memory difficulties through classroom observation, or using the Digit Memory Span Assessment
- Revisit, revise, review structure to learning sessions
- Check mastery at the beginning and end of lessons
- Chunk sessions to reduce memory overload (teach in steps)
- Teach to the pupil’s attention levels – aim to teach a bit less, a bit more effectively
- Allow accommodations around focused learning, working on the basis that it will take twice as long for some pupils to produce half as much
- Provide overlearning over time (revisit knowledge in lesson starters – spaced retrieval)
- Link knowledge, vocabulary and skills across curricular areas, e.g. maths skills revisited in science sessions (interleaving)
- Use a ‘hands down’ approach to class questions, allow pupils time to process, take up and think, before telling their partner and then the rest of their table
- Tell your quick forgetters that ‘the next question is yours’ but only ask it after allowing them take up and discussion time and discretely checking the answer will be correct
- Don’t put pupils on the spot for quickfire answers unless the individuals are sufficiently confident
- Use knowledge organisers effectively to teach key language and information
- Use a range of ‘assessment for learning’ activities to monitor the impact of your teaching
- Use quizzing (formal and informal) to aid recall

References: Neil MacKay: Teachwire, Why Issues Dyslexic Learners Difficulties Stem from Working Memory Difficulties

Claire Sealy, Memory not Memories, Teaching for Long Term Learning, Primary Timery

Pupil Provision SEND: Observation Profile

SENDCO:	
School:	
Inclusion Consultant:	
Date:	

Use a highlighter to identify what is done well from the checklists below:

Focus Areas:	What is done well...	Even better if...
Ethos: <ul style="list-style-type: none"> • High expectations are set for all learners (including those with SEND) • Pupils with SEND achieve well and produce work of a high quality • Pupils with SEND can communicate their learning 		
Whole Class Session: <ul style="list-style-type: none"> • Pupils with SEND are actively engaged in whole class learning • Pupils with SEND are asked relevant questions which incorporate appropriate challenge • Pupils with SEND actively seek to answer questions • Pupils with SEND are resilient and continue to try to answer questions if initially unsuccessful • Pupils with SEND are encouraged to communicate their learning appropriately • Sequence of learning builds the understanding of SEND learners • Reading and literacy skills are developed throughout the session (dependent on the session type) • Tasks are clearly modelled • Visuals support verbal instructions when appropriate • Visualiser used to support explanations as appropriate • Displays are used as teaching tools, and referred to as part of session delivery 		

Focus Areas:	What is done well...	Even better if...
<ul style="list-style-type: none"> • Pupils are given time to respond to questions • Key vocabulary is taught within the learning session with pupils encouraged to verbalise their own definitions 		
<p>Task Level:</p> <ul style="list-style-type: none"> • Tasks provided are ambitious in moving SEND pupils on from their starting points and are set at an appropriate developmental level • Reading and literacy skills are developed throughout the task • SEND learners can and are encouraged to recall prior knowledge required to undertake tasks set • Misconceptions are quickly identified and addressed • Clear and direct feedback is provided • Tasks are coherently sequenced so that SEND pupils accumulate knowledge and skills • Learning is sequenced to meet the needs of SEND pupils • Teaching is adapted as necessary to support the needs of learners within the group • Information from assessments is used to check understanding and inform teaching • Understanding is systematically checked • Pupils are encouraged to record information in a variety of ways • Pupils are encouraged to select the appropriate learning scaffold to support their learning • Explicit links are made between learning tasks 		
<p>Peer to Peer Engagement:</p> <ul style="list-style-type: none"> • Groupings in class enable a range of grouping options: mixed ability, peer to peer engagements • Pupils are encouraged to verbalise their ideas with their peers • A range of activity types in place, including active learning sessions which allow pupils to talk and share knowledge 		

Focus Areas:	What is done well...	Even better if...
<p>Use of Support Staff (if available):</p> <ul style="list-style-type: none"> • Support staff do not replace high quality teacher engagement • Support staff are well prepared for the learning session and understand the pupil’s next learning steps • Support staff should intervene when pupils require assistance to proceed further • Support staff use learning scaffolds to build pupil independence • Tasks are clearly modelled and explained • Pupils are encouraged to engage independently in tasks once they have been understood • Questioning is used to deepen understanding • Support staff focus on learning content rather than task completion • Explicit links are made between learning tasks 		
<p>Independence:</p> <ul style="list-style-type: none"> • Use of learning scaffolds are explicitly taught, and modelled • Pupils are encouraged to access the support materials which best help their learning • Learning scaffolds are gradually withdrawn over time as learning is secured • Pupils are provided with thinking time before support is put in place • Questions and prompts are used to develop pupils’ thinking and understanding without providing the solutions • Pupils are encouraged to be as independent as possible in managing their own resources (for tasks, and for self-care skills) • Scaffolds used support the development of pupil skills (e.g. use of whiteboard to practice spellings/calculations) • Marking encourages independence (mark individual letters in spellings correct so that pupil is encouraged to address errors) 		

Focus Areas:	What is done well...	Even better if...
<p>Use of Resources:</p> <ul style="list-style-type: none"> Resources are used to support the development of knowledge and skills Pupils are taught to use and apply a range of visual prompts and concrete materials to develop their understanding and skills, so that they can select the most appropriate materials to support their learning Pupils with specific needs have access to quiet work spaces or work stations Pupils with specific medical and complex needs have access to specified resources (sloping boards, Heathfield Chairs etc). Teaching and learning for pupils with specific needs is clearly structured (task planners and structured teaching approaches used where appropriate) 		
<p>Questions to ask pupils:</p> <ul style="list-style-type: none"> What do pupils already know about this topic? What new things have pupils learnt today? Was there anything in the lesson pupils found hard? If so, what would have/ did help them to learn better? 		

LC 2020

References: The Key: Learning Walk Questioning; The Key: Lesson Observations based on Ofsted Framework; EEF Report: Maximising the Impact of TAs

Provision Map Exemplar:

Overview Section, this could be completed for each class, year group or key stage:

YEAR GROUP/KEY STAGE:	CLASS:	TEACHER:	TERM
Quality Teaching	Explain the way your teachers meet the needs of learners on a day-to-day basis. Include: Inclusive learning strategies (Quality First Strategies): e.g. number lines, modelling work, tasks broken into smaller chunks <ul style="list-style-type: none"> • Differentiated approaches • Use of groupings • Social communication quality first strategies (use of workstations etc) 		

INTERVENTION	STAFF/CHILD RATIO	FREQUENCY	PUPILS	TOTAL COST	TARGET	EXPECTED OUTCOME	ENTRY DATA	EXIT DATA
Phonics Daily intervention delivered by trained TAs	1:5	20 mins daily			To know phase 3 phonics list confidently	Using phase 3 phonics confidently in class		
Reading – closing the gap Daily intervention delivered by class teachers	1:1	15 mins daily			To answer questions on green level books with accuracy and confidence	Accelerated progress in reading All children to progress by xx in a term		

INTERVENTION	STAFF/CHILD RATIO	FREQUENCY	PUPILS	TOTAL COST	TARGET	EXPECTED OUTCOME	ENTRY DATA	EXIT DATA
First Class Number Maths intervention for year 1 children delivered by trained TA	1:4	3 x 45 mins for 15 weeks			Children to have a solid understanding of number Children to apply this understanding independently in class	Accelerated progress in maths Children in group to progress by xx a term		
Occupational therapy group Planned by local authority occupational therapist but delivered by trained TA	1:5	2 x 30 mins weekly			Individual targets set on children's individual education plan	These outcomes would be set by the occupational therapist before the group starts		
Social skills group Intervention delivered by the learning mentor	1:4 (including 2 role models)	2 x 15 mins weekly			To learn how to respond appropriately when: <ul style="list-style-type: none"> You don't agree with your group You are told to work on something you don't want to 	Children to learn what appropriate responses are when working in a group		

INTERVENTION	STAFF/CHILD RATIO	FREQUENCY	PUPILS	TOTAL COST	TARGET	EXPECTED OUTCOME	ENTRY DATA	EXIT DATA
Lego Club Intervention delivered by the school counsellor	1:4	1 x 30 mins weekly			To learn how to: <ul style="list-style-type: none"> • Lead a group • Follow instructions • Play a supporting role in the group 	Fewer playground incidents		

Blank provision map

YEAR GROUP:	CLASS:	TEACHER:	TERM:					
Quality teaching	Explain the way your teachers meet the needs of learners on a day-to-day basis. Include: Inclusive learning strategies (Quality First Strategies): e.g. number lines, modelling work, tasks broken into smaller chunks <ul style="list-style-type: none"> • Differentiated approaches • Use of groupings • Social communication quality first strategies (use of workstations etc) 							
INTERVENTION	STAFF/CHILD RATIO	FREQUENCY	PUPILS	TOTAL COST	TARGET	EXPECTED OUTCOME	ENTRY DATA	EXIT DATA

YEAR GROUP:	CLASS:			TEACHER:		TERM		

Materials adapted from the Key

