SEN Support

Support for children and young people with Special Educational Needs (SEN) in maintained schools, colleges and early years settings

Information for parents, providers and professionals

All children and young people learn in different ways and progress at varying rates. Some children may need extra help along the way. This document sets out possible interventions to enable them to make progress.

What is SEN Support?

SEN Support is additional to or different from the support generally given to other children or young people of the same age. The purpose is to help a child or young person to achieve the outcomes or learning objectives set for them by their setting. Parents and young people should be fully involved in this process.

What should you expect from your child's setting?

Every school must publish an **SEN Information Report** which will detail their processes for identifying and supporting pupils with SEN and the SEN provision the school has available. This report can be found on the school's website. In addition, parents can find general information on a range of education providers such as early years settings, schools and colleges in Hounslow's Local Offer.

All education providers should offer SEN Support from their **own resources** for any pupil who has been assessed as needing additional help to progress in their learning. Providers can pay for this additional support from Early Years Inclusion Funding, school and college place funding, funds given to schools based on a formula to predict the demand in each school, Pupil Premium (for qualifying SEN pupils), and/or funding provided directly to colleges to support SEN students.

The Local Authority expects the following to be available in all settings:

1. A whole-setting approach to SEN: 'all teachers are teachers of SEN pupils'
2. Differentiated teaching methods: making sure all pupils are successful
3. Sharing of information: everyone knows what works well, including parents
4. Tracking progress in areas of need
5. Adjusted staffing ratios and opportunities for working in small groups
6. Evidence-based interventions: tried and tested strategies that work
7. Use of appropriate outside agencies or experts
8. Implementation of reasonable adjustments under the Equalities Act 2010

In order to support settings to meet these expectations, the Local Authority offers a range of on-going training opportunities for staff in education settings and for other members of the Children and Young People's workforce.

The Local Authority runs a SENCO forum and other sessions that provide opportunities for school staff to meet and share best practice experiences. The Early Years Team offers training and guidance for all pre-school settings.

Who decides what SEN Support my child gets?

Class teachers or Early Years practitioners in consultation with the Special Educational Needs Coordinator (SENCo) or Learning Support staff will conduct regular reviews of the progress of all children/young people. These seek to identify *"less than expected progress"*.

Sometimes parents may be the first to be aware that their child may require some additional support. In this case, please do raise this with your child/young person's teacher or key person.

A graduated approach will be used by the setting when your child/young person is identified as requiring SEN Support. The teacher/practitioner, in consultation with the SENCo or Learning Support staff, will decide which specific interventions are the most appropriate after each progress review. It is expected that all settings will do this as part of a high quality **assess, plan, do, review cycle**.

All children/young people identified as having additional SEN Support needs should have **outcome-based targets** that are reviewed termly. Targets should be agreed between professionals, pupils and their families (if appropriate) and should be **SMART** (Specific, Measurable, Achievable, Realistic and Time-related).

Most children with special educational needs will make progress with the SEN Support put in place. However, if this is not the case, some children may require extra help through an Education Health and Care Plan (EHCP).

How will the setting communicate with me?

It is expected that all settings will use **a person-centred approach** in their communication with parents, children and young people in order to put them at the centre of the process, listen to them and understand their priorities.

Meetings with parents (and/or young people) will be scheduled on a regular basis and take place at least every term in schools and early years settings. All settings will inform parents, children and young people when there are any changes proposed to provision and will hold an annual review of their EHCP / Statement of SEN (if applicable) each year on behalf of the Local Authority.

Where can I get more information, advice or support?

You can find out more about SEN Support by:

- Looking at a school's website and reviewing their **SEN Information Report**
- Talking to your child's teacher/key person or talking to the **SENCo**
- Looking at **Hounslow's Local Offer** at www.Hounslow.gov.uk/localoffer. This will give you information about other organisations, support groups and services and further information about funding

- Reading section 6 of the **Special Educational needs and disability code of practice 0 to 25 years (January 2015)**
- Reading support documents published for providers, such as **SEN Inclusion Fund for Early Years Settings**
- Information about Education, Health and Care (EHC) Plans on the Local Offer including **How to request an EHC needs assessment**

Needs, intervention and resource examples

The following pages provide some examples of the types of interventions and resources available. This is not an exhaustive or definitive list nor is it a checklist to be worked through.

Branded tools / resources referred to are examples only and not approved, recommended or quality assured by London Borough of Hounslow.

Communication and Interaction

Social communication and interaction difficulties, social imagination difficulties, behavioural difficulties, sensory difficulties, language difficulties, speech difficulties

Examples of pupil needs

- problems understanding non-verbal communication such as gesture, body language
- short attention span, easily distracted
- lack of awareness of own and others states of mind, including thoughts, feelings and motives
- unsuccessful at negotiating and compromising in social situations and imagining how situations affect others
- has trouble coping with change or unfamiliar situations
- does not easily follow an appropriate adult agenda or understand adult roles
- has trouble starting or retaining focus on activities not of their choosing or not of immediate interest, resulting in repetitive play / interests
- Hyper- or hypo- (over or under) sensitivity to noise, light, texture, smell, colour, people in close proximity, busy social environments
- misunderstands some words or sentences
- difficulty comprehending written material
- issues understanding aspects of speech such as intonation and has a literal interpretation of language
- difficulties saying words or sentences, slow speech, lisp, missing out sounds

Examples of interventions

- consistent use of language, routines and rules
- clear and simple explanations
- use of descriptive praise, concrete and specific language so the pupil understands their achievement and can repeat it
- consistent learning environment including in lunchtimes / breaks
- preparation for change of activity or lesson; predictable routine
- support for high anxiety levels such as relaxation techniques
- alternative methods of recording work
- support for attention and listening skills
- support for language and literacy (including comprehension, prediction and inference)
- backward chaining, which means working backwards from an end point / goal

- interventions to support social inclusion such as:
    - social stories / social review
    - cartoon conversations
    - peer support overseen by teaching staff
    - buddy systems, circle of friends
    - flexible grouping in class
- break instructions into smaller chunks and check understanding regularly
- multi-sensory teaching, such as visual materials, hands-on learning and active interactive learning

Examples of resources

Environmental examples

- low arousal areas available in the learning environment, including work spaces and space or time for homework
- areas clearly defined and labelled, such as visual timetables, schedules, task breakdown sheets, symbols including tactile symbols
- printed vocabulary cards such as Talking Frames, Barrier Games
- calming activities such as sensory activities (e.g. tactile items, chewables, music, soft play)

Resources within the learning environment

- Time to Talk / Talkabout programmes, Talk buttons, Talking Postcards
- Social Stories (*Carol Gray*)
- Cartoon / Comic Strip Conversations (*Carol Gray*)
- for engagement purposes: Helen Sanderson Associates materials

Staffing

- support from outside agencies such as Speech and Language Therapy, Educational Psychology, SEN Specialist Support team (SENSS)
- access to Emotional Literacy Support Assistants (ELSA)
- Personal, Social, Health Education sessions (PSHE)

Technology

- tablets, laptops
- Outlook diaries, apps (e.g. Wheel of ASD and Wheel of Acc apps)

Cognition and learning

Examples of pupil needs

- difficulty acquiring new skills (particularly literacy and numeracy)
- difficulty in dealing with abstract ideas or in forming concepts
- some speech and language difficulties, such as generalising information, understanding abstract language
- some difficulties with fine or gross motor skills
- some signs of frustration or episodes of disengagement (not taking part)
- difficulties with skills such as sequencing, ordering, word finding
- some phonological and short-term memory difficulties

Examples of interventions

- say pupil's name and establish eye contact before giving clear and simple instructions, broken down into chunks and given one at a time
- visual cues and prompts, visual timetable
- clarify, display and refer back to new and/or difficult vocabulary and have key vocabulary displayed or available
- multi-sensory approach to learning: visual (e.g. pictures, video, signs and symbols), auditory (e.g. noises, music, recordings), kinaesthetic (e.g. objects, things to experiment with, touch, use and build)
- consistent use of terms, positive language and positive marking
- consistent implementation of rewards and sanctions
- repetition and reinforcement of skills
- targeted / guided lessons in literacy and/or numeracy

Examples of resources

Environmental examples
- writing frames (tables or headed boxes to provide structure / prompts)
- individual whiteboards
- vocabulary, memory or flash cards

Resources within the learning environment
- ACE dictionary (for spelling, a look-up system using vowel sounds)
- Cloze passage (pupil fills in missing words from a word bank)
- Numicon, Unicornmaths, Rapid Maths
- communication toolkits including objects, film clips, concrete apparatus
- reading programmes such as Rapid Reading, Letters and Sounds, Wellington Square, Oxford Reading Tree, Every Child a Reader
- Wave 3 maths resources

- Early Literacy Support (ELS) <u>Technology</u>
  - laptop / tablets / dicta-phones,
  - spellcheckers, predictive text, speak to text software
  - *Wheel of Apps Literacy*, *BBC touch typing*, *Dragon Software*, *Clicker*, *Textease*, *Texthelp*, *Wordbar*, *Clicker 6*, *Easispeak*
- Catch up programmes such as reading, phonics

<u>Staffing</u>

- specialist support from outside agencies including Educational Psychologist, SENSS, Dyslexia Teacher, Education Welfare Service, Therapy Services

Social, emotional and mental health difficulties

Examples of pupil needs

- presenting as withdrawn or tearful, significantly unhappy or stressed
- disruptive or attention-seeking behaviours in lessons
- showing signs of frustration and early indications of disaffection (dissatisfied with or not accepting authority)
- fluctuations in mood or unpredictability over attitude to learning tasks
- difficulty making and maintaining healthy relationships with peers
- increasing inability to follow instructions and routines and remain on task
- sudden increase or decrease in habits such as eating, group engagement, arousal/excitement level, level of interest
- seeking frequent adult support

Examples of interventions

- visual prompts for positive behaviours, reinforcement of rules
- consistent use of rewards and sanctions, structured routines and clear guidelines
- social seating (sitting with preferred people) and proximity to an adult
- time out and calming systems within the classroom
- supportive peer systems, Buddy systems, friendship strategies, circle time,
- peer mediation / mentoring scheme
- provision of a significant adult
- pastoral support plan
- anger-management programmes, solution-focused and problem-solving approach to emotional support

Examples of resources

Environmental resources
- 'Drop In' centre for pupils
- referral to a Learning Support Team / SEN room or area

Resources within the learning environment

- Thrive Approach for individual emotional assessments, Emotional Literacy Assessments
- SEAL (Social Emotional Aspects of Learning) (Silver Set), small group work, nurture groups
- differentiated curriculum including PSHE/Citizenship Curriculum
- cross-agency assessment of need
- informal behavioural analysis such as ABCC (antecedent, behaviour, consequence, communication approach), if advised by an Educational Psychologist
- individual behaviour plan
- supervision systems for Out of Class behaviour

Staffing

- advice from external agency (such as mental health nurse, Educational Psychologists, counselling services, behaviour consultant)
- family support workers
- visit/observation by external agencies for advice e.g. Targeted Mental Health in Schools (TAMHS)
- Home School Liaison Officer
- outreach support work from Advanced Skills Teachers, Special Schools
- staff training in Positive Behaviour Support principles

Technology

- Miss Dorothy.com, Watch Over Me app

Physical and / or sensory needs

Examples of pupil needs

- mild or moderate hearing impairment
- unilateral hearing impairment
- fluctuating hearing loss
- mild or moderate visual impairment
- dual impairment with a mild or moderate loss in both modalities
- difficulties with moving around the environment
- missing spoken information leading to misunderstanding
- difficulty retaining information
- processing of unknown language takes longer
- difficulty with new social situations
- difficulty recording work
- difficulty accessing practical subjects

Examples of interventions

- frequent checking of understanding using open questions which require more than a Yes / No answer
- summarise key points at start and end of lesson
- preferential seating of student and unobstructed view of early years practitioner / teacher
- reduce background noise to improve acoustic environment; consider personal FM Radio System to transmit information from teacher to student
- practitioner/teacher repeats the spoken contributions of others
- support for theory of mind development, emotional literacy and peer relationships
- use of large print, visual aids and prompts including to changes to routine
- specialist touch-typing teaching sessions
- sensory integration programmes
- gross and fine motor programmes

Environmental resources
- Improved lighting
- blinds/curtains to block sun
- subtitles on audio visual material
- high colour contrast materials, including on whiteboard
- high quality print and photocopier facilities
- well supported and comfortable seating
- uncluttered and well organised learning environment
- sloping writing boards
- use of carpets and curtains and other soft materials to support acoustics

Examples of resources

Resources within the learning environment
- visual aids and prompts
- subject vocabulary dictionary
- tactile calendars
- large print books, electronic books
- specialist stationary (pens, pencils, scissors, rulers etc.)
- adapted PE equipment
- individual photographic books to support dressing skills, exercise programme etc.
- fine motor skills packs

Staffing
- Monitoring advice / support from SEN Specialist Support Service SENSS
- Habilitation Officer in mobility and life skills
- Co-production with other services e.g. health, charities

Technology
- specialist equipment e.g. iPad, Soundfield
- Radio Aid/FM System
- SFS (Speech Filing System)
- processing and keyboard training
- ICT training to increase independent access
- Laptop/board connection via appropriate links

Pathways to Employment

Examples of pupil needs

- not able to apply for work
- not able to attend an interview
- not able to understand employment options
- not able to learn work skills independently
- unable to accept correction or constructive criticism or offer it
- unable to communicate with colleagues or seniors in the workplace
- unable to communicate needs in the workplace or make a complaint
- unable to understand how to adapt communication for different settings

Examples of interventions

- systematic instruction to help with learning new skills
- visual guidance and tasks broken down step by step
- teaching about self-employment, applications and CVs etc.
- social/work skills development work in small groups
- CV writing and face to face careers guidance tailored to the individual (Government Guidance January 2018)
- sessions to develop awareness of rights to reasonable adjustments in the workplace, Access to Work etc.

Examples of resources

- Disability Employment Services, Hounslow Local Authority
- Connexions careers Advice service, Hounslow Local Authority
- Job Centre Plus Disability Employment Advisors
- schools /colleges careers advice services
- social skills groups and sessions
- GOV.UK for information on apprenticeships, traineeships, supported internships and benefits
- Hounslow Local Offer

Independent living

Examples of pupil needs

- difficulty making some day to day choices or longer-term decisions
- difficulty managing own safety in the community and travelling
- independently
- vulnerable to abuse as a result of disability or special educational needs (sexual, financial, bullying)
- unable to manage own finances
- unable to find own accommodation
- difficulty managing emotions in education settings and in the community

Examples of interventions

- language and communication support focused on communication of critical needs
- communication support focused on reduction of vulnerability and lowering risk in the community
- communication systems for pupil to seek guidance and support, when necessary
- targeted PSHE sessions and introduction to travel training skills
- functional maths curriculum
- structured conversations (agenda-driven)
- accessible transition plans
- decision-making and personal responsibility actively encouraged in schools and colleges
- support to understand how to seek help and to understand risks

Examples of resources

- advice available about benefits, bursaries and other financial advice services (including via SEN Local Offer)
- IT / mobile technology to provide reminders, guidance and information and to promote independence skills
- specialist software / equipment to support independent working
- intervention and advice from outside agencies e.g. adult mental health,
- speech and language services

<u>Staffing</u>
- peer mentors
- personal tutors
- voluntary sector services
- leaving care services
- advocacy and/or counselling

Participation in society

Examples of pupil needs

- unable to make friends easily / at risk of social isolation
- planning or accessing outings or attending events is challenging
- tends to get into conflict situations / unable to maintain friendships
- unaware of rights and / or place within society

Examples of interventions

- opportunities for structured social contact
- support to join interest groups / clubs
- support to develop confidence with regard to social media
- support to research or apply to appropriate venues / clubs

Examples of resources

- access to social skills groups
- staff training with regard to pupils with social communication issues / ASD
- advice about finding specialist clubs / activities and accessible mainstream settings / activities
- mentor time
- staff training with regard to behaviour / mental health

Health

Examples of pupil needs
- not able to access health services independently (GP, A & E, preventative screenings)   - not able to self-regulate diet or exercise levels   - not able to self-medicate or make own health-related decisions   - requires significant medical input (e.g. long-term condition, mental health condition)

Examples of interventions
- PSHE curriculum adapted to cover healthcare, healthy eating etc   - support to access physical activity   - may require medical plan in school or college including reference to SEN   - support needs

Examples of resources
- nutritionist advice   - support to register with a GP and access annual health checks   - use of fitness apps / technology   - support to find suitable exercise opportunities   - Hounslow obesity services (via GP)   - referral to NHS or social care or specialist advice from NHS professionals, if appropriate