

Middlesbrough Council

Guidance for Special Educational Needs [SEN] Support

2019 - 2020

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CONTENTS

- 1. INTRODUCTION**
- 2. SEN SUPPORT**
- 3. ASSESS → PLAN → DO → REVIEW APPROACH**
- 4. SEN SUPPORT PLAN**
- 5. HIGH NEEDS LEARNERS**
- 6. REFERENCE POINTS**



1. INTRODUCTION

Since the reforms were introduced: The Children and Families Act: (2014), The Special Educational Needs and Disability (SEND) Code of Practice, 0-25 years: (2014) amended in 2015, associated regulations for SEN and Disability, there has been a greater emphasis on inclusion and SEN support.

The key principles, as set out in new statutory guidance help shape SEN practice allowing education, health and care professionals, parents, carers and children and young people to identify any additional educational needs earlier, to allow for the implementation of effective SEND support through evidence based practice.

At the heart of the SEND reforms is a different way of engaging with children/young people and their parents/carers through a person centred approach which identifies aspirational and achievable outcomes for children and young people with SEN.

This guidance is intended to support educational and training settings to meet the needs of children and young people of Middlesbrough registered under the special educational needs (SEN) support by adopting the approach of 'Assess', 'Plan', 'Do' and 'Review' approach to achieve better outcomes.

In addition, to allow for changes to the way children and young people with SEN receive support, through the use of a co-ordinated approach by involving the child or young person, parent(s), carer(s), staff and key professionals.

2. SEN SUPPORT

SEN Support is the process educational settings should use to identify and meet the needs of children and young people with SEN. Chapter 6 of the [SEN and Disability Code of Practice:\(2015\)](#) states what mainstream educational settings, including academies should be doing in relation to identify and support children and young people with SEN.

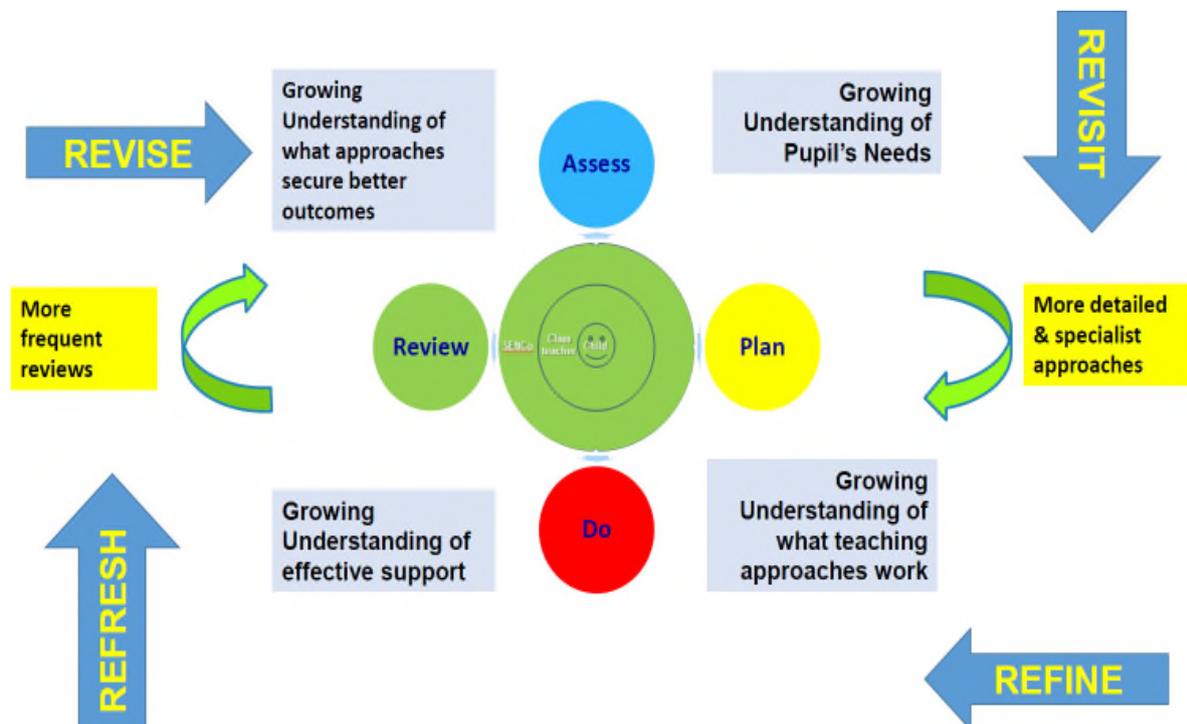
Educational settings should, as a starting point, assess a child or young person's current skills and level of attainment at the time of starting any educational setting, with this being a continuing cycle.

Further assessment will also identify whether a child or young person is making less than expected progress. Where a child or young person has been identified as having SEN, educational settings should take action to remove any barriers to learning.

3. ASSESS, PLAN, DO, REVIEW

SEN support should take the form of a four-part cycle, in which earlier decisions and actions are revisited, refined and revised with a growing understanding of a child or young person's needs and what will support them to make good progress to secure positive outcomes.

Educational settings should use a graduated approach when working with children and young people, following the cycle of **ASSESS** → **PLAN** → **DO** → **REVIEW**.



The Graduated Response: SEND Code of Practice 0-25 years: (2015), section 6.45 – 6.53

- ASSESS:** In identifying a child or young person as needing SEN support the class or subject teacher, working with the SENCo, should carry out a clear analysis of the child or young person's needs. This should draw on the teacher's assessment and experience of the child or young person, their previous progress and attainment, as well as information from the educational setting's core approach to child or young person progress, attainment and behaviour.

It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the child or young person's own views and, if relevant, advice from external support services.

Educational settings should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the child or young person is developing.

- **PLAN:** Where it is decided to provide a child or young person with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENDCo should agree in consultation with the parent and the child or young person the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the child or young person should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the educational setting's information system.

The support and intervention provided should be selected to meet the outcomes identified for the child or young person, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

- **DO:** 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 child or young person. 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.

The SENDCo should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

- **REVIEW:** The effectiveness of the support and interventions and their impact on the child or young person's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the child or young person and their parents.

This should feed back into the analysis of the child or young person's needs. The class or subject teacher, working with the SENDCo, should revise the support in light of the child or young person's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and child or young person.

Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. *(Special Educational Needs & Disability Code of Practice: (2015) Pg.100-102).*

4. MIDDLESBROUGH'S SEN SUPPORT PLAN

To support educational and training settings, a SEN Support template has been designed by the SEND Assessment Team (0-25) in partnership with Middlesbrough SENDCo's (please see appendix 1).

A well written SEN Support Plan shows effective practice and evidence of steps taken and progress made as part of a 'Graduated Approach'. SEN Support Plans are flexible working plans that can follow a child or young person when they move between educational settings.

Middlesbrough LA would expect educational and training settings to draft and maintain a SEN Support Plan for children and young people at SEN Support stage identified as High Needs Learners. A SEN Support Plan, when agreed and completed, should also have a start and review date.

5. WHAT SHOULD BE INCLUDED IN A SEN SUPPORT PLAN?

PERSONAL DETAILS

Personal information including the child/young person's name, date of birth, address, the child/young person's unique child or young person number (UPN) and contact details of parent(s), guardian(s) or carer(s).

OVERVIEW

This section should be a brief oversight of the child/young person, including the name of their educational setting (early years, educational setting, and post - 16 institutions) and how they present as a child/young person in relation to:

- Communication and interaction
- Cognition and Learning
- Social Emotional and Mental Health
- Sensory and / or Physical needs
- Self - help and Independence Skills

Where identified, information should be provided relating to professional involvement, e.g. Speech & Language, Educational Psychology, Health or Social Care.

WHAT IS IMPORTANT TO THE CHILD/YOUNG PERSON?

Ideally to include the child/young person's views, what the child/young person likes and dislikes both in and outside their educational setting (i.e. favourite and least favourite aspect of educational setting), interests, hobbies, what help they want, priorities and aspirations for the future. This section ensures that children/young person are at the heart of the SEN support process, they have a voice and feel listened to and understood.

In some cases a child or young person may communicate what is important to them in other ways i.e. by writing this down or through the use of assistive technology or by being supported by an adult.

Some children/young people should be supported to ensure that their views and aspirations have been accurately heard and used in the process using a person centred approach.

WHAT IS IMPORTANT FOR THE CHILD/YOUNG PERSON?

This part should be driven by the adults around the child or young person; parent(s), carer(s), teaching staff, support staff, health or social care professionals, where involved, and should be drafted in partnership with the child or young person where possible.

In line with the Preparing for Adulthood agenda, young people from year 9 attending an education or training setting, where they are confident enough or capable to do so, should be actively encouraged to share their views and this should be clearly outlined in their SEN Support Plan i.e. what a child or young person requires in and outside their educational setting.

WHAT IS WORKING WELL?

From an educational, health and or care perspective, progress in learning, independence, social skills, relationships, along with the type of support in place or already provided by education, health and/or social care professionals.

PARENT/GUARDIAN AND CHILD/YOUNG PERSON CONCERNS?

This covers concerns raised by parent(s), carer(s), child or young person, whether this is an educational, health or social care need.

CURRENT NEEDS, SUPPORT AND PROVISION

Following any assessments or the identification of need, this will indicate the type of provision required, these parts of a SEN Support Plan should cover *what the child or young person needs to aid progress and achieve*; i.e. modifications, targeted 1:1 intervention to improve literacy skills, much prompting, short periods for learning, speech and language strategies used/updated, positive behaviour strategies, or outreach support.

Provision should include any provision in place where needs have been identified that are impacting on a child/young person's health and/or care. A SEN Support Plan not only demonstrates the type of provision that is in place or has been in place to support a child or young person, it will also show the impact upon being reviewed.

OUTCOMES

Outcomes should not be misinterpreted as a description of provision, i.e. 'Stewart will receive 30 minutes of targeted 1:1 support from a teaching assistant, twice a week during English lessons to develop his spelling and grammar.'

Outcomes are defined as something that follows on from an action as a result or the consequence of that action. Outcomes are overarching e.g. 'What you want the child/young person to do at the end of the intervention you have put in place' (provision).

Outcomes should be written using a SMART approach: Specific Measurable Achievable, Relevant & Time-bound. These should describe what the child, young person, parent, carer, educator want to see the child or young person doing in the immediate and long term future, for example:

'By the end of year 13; Stewart will have completed a meaningful study programme and will have gained work experience; he will have developed key skills required for the 'world of work' making him work ready.'

'By the end of KS3, Stewart will be an independent traveller, crossing roads safely when out and about in the community' by using pedestrian crossings and traffic lights'.

HIGH NEEDS FUNDING SUPPORT

Details of any High Needs Funding (HNF) allocation made by the LA following any SEN matrix requests. As part of the 'Graduated Response' to meet a child or young person's needs, subject to eligibility criteria, High Needs Funding should have been applied for by an educational setting before considering an Education, Health and Care (EHC) assessment request, to allow for funding to be considered.

SEN matrix requests will only be considered for children and young people at SEN Support stage where a SEN Support Plan is in place.

WHO WILL DO WHAT?

Following on from outcomes and provision, this section should outline who will do what to ensure the child or young person has the best possible chance of achieving. When a plan has been drafted and agreed, this should to be signed by the parent, educational representative and the child/young person, with professional contact details also included.

REVIEW OF SEN SUPPORT PLANS

Although there is no specific timeline on when to review a SEN Support Plan, the LA would recommend plans are reviewed at least annually, however settings can review these termly if these wish to do so.

For reviews of SEN Support Plans, a co-ordinated approach should be used as best practice, with all parties involved including, parent(s), carer(s), child, young person and any professionals involved. Any reviews should be recorded and will clearly demonstrate whether any progress towards outcomes has been made; with new outcomes and effective interventions embedded where required or where there is evidence of a graduated response, a request for an Education, Health and Care (EHC) assessment could be considered.

Where intervention has been measured as not supporting progress, it should be recorded with reasons as to why this is the case, with evidence of a change in thinking and intervention needs being documented. Many educational settings are using these plans for children/young people instead of IEP's and others have rolled this out for children/young people with SEN support in early years, primary, secondary and Post-16 settings.

Please note: in Post -16 settings, SEN Support Plans are sufficient for young people to receive adequate support, for settings to apply for High Needs Funding, up until 19 years of age.

SEN Support Plans will allow educational settings to demonstrate best practice and their best use of resources. To summarise, SEN Support Plans are flexible working docs which will follow a child or young person where there is movement between educational settings.

6. POINTS OF REFERENCE AND RESOURCES

SEND Assessment Team 0-25 (Duty Line):	01642 201831
SEND Information, Advice & Support Services (SENDIASS):	01642 608012
Child Adolescent Mental Health Service (CAMHS):	03000 132000
Adult Health Services (Involvement and engagement):	01642 516468
Transitions Team (19-25 years):	01642 303902
Children with Disabilities Team (0-18 years):	01642 579182
Adult Social Care:	01642 065070
Parents 4 Change:	01642 200526
First Contact Team:	01642 726004

Middlesbrough Council SEND Local Offer:
<http://www.middlesbrough.gov.uk/localoffer>

Middlesbrough Council Family Information Services:
<http://www.middlesbrough.gov.uk/fsd>

Department of Education and the Department of Health /Special Educational Needs and/or disability Code of Practice: [0-25 years] (2015):
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>



SPECIAL EDUCATIONAL NEEDS (SEN) SUPPORT PLAN

PHOTO	PERSONAL DETAILS				
	Name:		Gender:		DOB:
	Ethnicity:		UPN Number:		
	Home Address:				Post Code:
	Name of parent(s) / carer(s):		Relationship to child / young person:		
	Address: <small>*if different from above</small>				Post Code:
Key Person:			Role:		

OVERVIEW

What is important to ?	What is important for ?
•	•

What is working well in educational setting or educational setting? (as discussed at meeting held on 2018)	Parent(s) / carer(s) and child/young person concerns
•	

OUTCOMES	PROVISION
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1.	Outcome - SEN Support Plan	Steps towards achieving the outcome (short term)	Outcome met/ partially met/ not met	PfA theme <small>E/I/C/H</small>	Provision - SEN Support Plan
	Suggested amendment to outcome in SEN Support Plan	Amended/ new steps towards achieving the outcome (short term)		PfA theme <small>E/I/C/H</small>	Provision required for new/ amended outcome

2.	Outcome - SEN Support Plan	Steps towards achieving the outcome (short term)	Outcome met/ partially met/ not met	PfA theme E/I/C/H	Provision - SEN Support Plan
	Suggested amendment to outcome in SEN Support Plan	Amended/ new steps towards achieving the outcome (short term)		PfA theme E/I/C/H	Provision required for new/ amended outcome

What the educational setting will do?	What parent(s) / carer(s) will do?	What outside agencies will do?

Details of High Needs Funding allocation from LA following request submitted

Assessment Review	Autumn			Spring			Summer		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
<u>Example categories given below and in the columns to the right – please adapt</u>									

<u>categories to your setting as necessary</u>									
Points progress									
Meeting Expected									
Overall Achievement									
Reading age									
BPVS									
QCA Score (SEMH)									

Professionals involved		
Name	Role	Contact Details

Completed by:		Signature:		Date:	
Child/Young Person:		Signature:		Date:	
Parent/Carer:		Signature:		Date:	

Date:

Review Date:

This support plan is based on assessment of need; it measures the performance and educational progress of a child/young person with additional needs and will be monitored and reviewed as agreed. The educational setting is responsible for maintaining this plan.

A non-statutory support plan.

