

## Expectations for SEN Provision in Sefton's Secondary Schools

### Expectations

Every school is required to use their best to ensure that every child with SEN gets the support they need to make progress and take an active part in school life. All young people should have access to a broad and balanced curriculum and high expectations should be set for all pupils, relevant to their prior attainment. Lesson planning and delivery should address identified difficulties so that barriers to achievement can be overcome, where possible, through good inclusive teaching approaches.

### Roles and Responsibilities

Governing Bodies must ensure that a qualified teacher takes the role of SENCO within each school. The SENCO has an important role to play with the headteacher and governing body in determining how SEN is developed in the school and the additional support provided for pupils with SEN. All teachers are responsible for the progress of pupils in their classes, including those who access additional support. Schools should identify the name of the practitioner that parents should approach if they have concerns about their child's progress or well-being.

School leaders should regularly review how the expertise and resources are used to address the needs of pupils within their school, and consider how this can be improved. The Governing body must publish information on the school's website about their SEN policy and how it is implemented.

### Identification

The Identification of SEN should be built into the overall approach to monitoring the progress and development of all pupils. All schools should aspire to meet the needs of their school population, with the resources available to them. A pupil has SEN when, in order for them to make progress, they require additional or different support to the school's Quality First Offer. Regular assessment should help identify pupils who are not making anticipated progress and require more targeted support. When pupils are identified as requiring SEN support parents / carers must be notified, and their views (and those of the child) must be incorporated in any targeted plan.

### Types of Need

The Code of Practice identifies four broad areas of special need, under which SEN can be classified

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

The categories are useful to schools in order to plan provision. However it is important to note that identification of a specific type of need does not automatically mean that the pupil requires a support plan. Approaches used in an inclusive classroom may enable the pupil to make progress without additional support. Frequently pupils have learning needs across categories and the school's priority should be overcoming barriers in order that the pupil achieves targeted outcomes; rather than the identification of a specific type of need.

### Quality First Offer

All secondary schools in Sefton have agreed to the provision of a minimum offer in terms of quality first teaching. This ensures that all pupils will have access to good quality inclusive teaching that provides reasonable adjustments to accommodate learning difference. Schools will be expected to monitor this provision to ensure that it consistently meets the agreed standard.

Some teaching approaches within the quality first offer may be particularly pertinent to individual pupils who have an identified SEN, and are currently making progress. In these circumstances the desired strategies could be listed in the pupil's profile, and it would be expected that these approaches were employed on a regular basis. For pupils accessing SEN support the strategies should be incorporated within their support plan.

### SEN Support

Schools must identify pupils within their assessment cycle who are not making appropriate progress. Once identified schools must consider all the factors that could affect progress and decide whether any SEN is impacting on learning. They may wish to consult with outside professionals to help them gain a better understanding of the pupil's profile. Alternatively they may feel they have enough information to decide next steps internally.

If the school decides that the pupil requires a SEN support plan to make progress, they must contact the parents / carers and put effective special educational provision in place.

## The Graduated Approach

Having identified a Special Educational Need appropriate support is put into place to achieve targeted outcomes. This process is described in the new Code of Practice as the Graduated Approach. It has four stages.

### Assess

The school should gather all the information they have about the pupil from a variety of sources (teacher, pupil, parent, outside agencies) in order to develop an accurate picture of the pupil's needs, attainment, projected targets, motivators, how they respond to teaching approaches, etc.

### Plan

A support plan is put together to outline the methods to be used in order to achieve specific outcomes. The plan should include any or all of the following:

- a) Quality First inclusive teaching approaches identified to enhance the pupil's learning.
- b) Any focused in class support from a teaching assistant that is required to facilitate pupil progress or enable curriculum access. Support should be directed by the teacher and ultimately aim to develop the pupil's independence.
- c) Proven interventions that have been identified to achieve specific targets – and how they will be delivered and monitored
- d) Resources to ensure access to curriculum or environment
- e) The role of the parent / carer and pupil in the implementation of the plan

When determining plans across the school, leadership will need to be mindful of effective and efficient use of school resources. Schools are responsible financially for up to £6,000 of support they action for individual pupils, with identified SEN.

### Do

Once recorded (schools may use paperwork that best suits them in this process) the plan becomes a working document. It may be annotated to show progress towards outcomes and / or adjustments made to determine success.

A variety of practitioners may be accountable for elements of the plan. However a person should also be named to manage the plan and be accountable for the review of outcomes.

### Review

A timescale must be attached to the plan so that everyone involved appreciates when outcomes should be reviewed. A review should take place within this timescale in which interventions can be evaluated, along with the views of the pupil and the parents. An amended plan can then be devised, if required, to enable the pupil to achieve their next steps in learning. It may be decided that the pupil has made enough progress to cease the plan.

### Further Options

- Further consultation requested from outside agencies to gain a better understanding of the pupil's profile and recommendations for support
- Request for top up funding from the local authority, if the cost of support goes beyond the £6,000 threshold that is the school's responsibility. The school will need to complete a high needs application which shows that their plan is efficient and likely to succeed
- Where, despite the school having taken relevant and purposeful action to identify, assess and meet a pupil's needs, the pupil has not made anticipated progress, the school or parents should consider requesting an Education, Health and Care Assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support. Schools will need to demonstrate that the pupil requires provision that is additional and different from the resources ordinarily available to a mainstream school (including those that can be accessed from the local authority)

### **Tracking Progress**

Schools must track progress for all pupils. There should be a rigorous approach to the monitoring and evaluation of SEN support. This should include quantitative data and progress towards identified outcomes. The code of practice recognises that for some pupils it is necessary to track progress outside of academic attainment. These areas should be outlined in the pupil's support plan.

### **Transitions**

Schools should have clear procedures for supporting pupils in moving between phases of education.

### **Building Capacity**

It is important that all schools have, or can access, qualified staff to support the range of need outlined in their school community.

New SENCOs must achieve the National Award in Special Educational Needs Co-ordination within three years of appointment.

School leaders should regularly review expertise within the team to ensure that they have the knowledge and skills required to best support pupils in their schools and CPD offered should match identified areas for development.

Schools should ensure that classroom teachers have the skills required to fulfil the requirements of the graduated approach, particularly with regard to the deployment of teaching assistants and monitoring of interventions.

Schools should be aware of how to secure additional specialist support if they require further advice in the identification of pupil need and how to address it.

### **Quality of Provision**

The progress of all pupils, including those with SEN, is an integral part of the appraisal process for all teachers.

Schools must regularly review the quality of teaching for all pupils, including those at risk of underachievement and those with SEN. This rigour will ensure that the agreed minimum Quality First Offer is maintained for all pupils.

### Equal Opportunities

*Schools must ensure that children with SEN engage in the activities of the school alongside pupils who do not have SEN*

Schools have duties under the **Equality Act 2010**

They must not directly or indirectly discriminate against, harass or victimise disabled children and young people

They must take reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children are not at a substantial disadvantage when compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

### Social and Emotional Development

Young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

Schools should have clear processes to support children and with social and emotional needs. These should include how they manage the effect of any disruptive behaviour, so that it does not adversely affect other pupils.