



Stoke-on-Trent City Council

Reasonable Expectations of Educational Settings and Local Authority to make provision for children and young people with Special Educational Needs within the Stoke-on-Trent EHC Pathway.

Overview

This document has been developed to support the process of meeting the individual needs of all children and young people with special educational needs. It describes reasonable expectations for schools, colleges and other stakeholders when meeting needs of children and young people. It is designed to support schools and colleges when planning appropriate provision for individuals and groups and as a reference document when considering whether an individual might benefit from joining the education, health, care pathway.

The tables below are not a checklist of provision but should be used to improve learning and teaching for all children and young people and enhance SEN provision at whole school, class, group and individual level. The suggestions should be considered in the context of each setting and adapted as appropriate. They are designed to encourage questioning and to support the gathering of evidence and evaluating how a setting is providing for a child's or young person's needs.

The approach outlined is based upon a graduated approach to meeting additional needs. It is intended to support the notion that those with greater need receive the greater provision.

Who has SEN?

A child or young person is considered to have SEN if, following asses-plan-do-review cycles, it is clear that High quality Universal Teaching and Early Intervention does not meet their needs. They will receive personalised provision and assessment from the school's SEN provision. A person centred approach, involving the child/ young person and their family wherever possible should always be used.

Broad Areas of Need

N.B. Although the tables that follow are categorised by need it must be recognised that children and young people may have needs in more than one area and that provision developed should be personalised to address each individual's particular set of needs.

The Code of Practice identifies broad delineation of need in four areas. These are:

Communication and Interaction:

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Broad Areas of Need

Cognition and Learning:

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with all appropriate differentiation. Learning difficulties cover a wide range of needs, including MLD, SLD, where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to PMLD, where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment, SpLD, affect one or more aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties:

Children and 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. These behaviours may reflect 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 may have disorders such as ADD, ADHD or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Broad Areas of Need

Sensory and/or physical needs:

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with VI, HI or MSI will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Information on how to provide services for deafblind is available through the Deafblind guidance.

Some children and young people with a physical disability require additional ongoing support and equipment to access all opportunities available to their peers.

Criteria for obtaining educational support through an EHC plan.

Not all children with SEN will be eligible for support through an EHC plan. Decisions as to whether to write an EHC plan will be made against the following three criteria:

Criteria 1:provision

The child/ young person has clear outcomes, based on their and parents/ carers aspirations, relevant to the level of need. These have been resourced appropriately from within the totality of resources available to the school/ college.

Criteria 2: Co-ordinated approach

The child/ young person's needs have been addressed through a coordinated approach, including use of external services. All planning has had the child/ young person and family at the heart in a person centred way.

Criteria 3: Exceptional, severe and complex needs that are long term

The child/ young person 's needs are significantly greater than peers of the same age, are long term and require specialist resources or provision to achieve long-term positive outcomes.

The reasonable expectations tables are devised to assist with decision making and determining whether a child or young person's needs meet the criteria.

Graduated response

A whole school ethos that respects individuals' differences, maintains high expectations for all and promotes good communication between teachers, parents/ carers and pupil.

Knowledgeable and sensitive teachers who understand the processes of learning and the impact that specific difficulties can have on these.

Creative adaptations to classroom practice enabling children with special needs to learn inclusively and meaningfully, with and alongside their peers.

Access to additional learning programmes and resources to support the development of key skills and strategies for independent learning when assessment indicates that the pupil is not making progress.

Using a sophisticated meta-analysis John Hattie ranked the effectiveness of influences and interventions at raising students achievement. By questioning the data he identified the following key aspects of effective teaching. Learning objectives/ success criteria that are clear and modelled for the pupils.

Goal that are appropriately challenging and seek to extend the CYP's positive beliefs about their abilities and skills.

CYP that are clear about their progress—what they have mastered and what current goals are still being worked upon.

Encouraging CYP to develop a balanced self—image, that reflects strengths and weaknesses rather than as a member of a labelled group.

Graduated Response

Monitoring effectiveness of particular strategies and alter approaches towards those that enhance pupil performance.

Staff creating learning environments that are experienced by pupils as psychologically safe, allowing them to ask for help.

Providing opportunities for pupils to practise new skills on a “Little and often” basis during the school day, rather than via periodic practice for longer periods across the school week.

Lessons that allow for collaborative learning and problem-solving with peers who are also able to offer feedback and encouragement.

Teachers set goals and tasks and choose teaching methodologies on the basis of the prior knowledge of pupils and their developmental level.

Staff use behavioural classroom management techniques to maximise group and individual engagement.

Hattie provides a ranking of the impact of interventions and approaches on pupil achievement. The rankings need to be used cautiously to inform but not determine approaches chosen. He emphasises the need for teachers “to see themselves as evaluators of their impact, and as change agents purposely setting up conditions to impact on learning. This approach entails teachers seeking feedback about their impact then modifying actions in the light of this feedback.

High Quality Universal Teaching

1. School ensures that evidence based, effective, inclusive teaching and learning approaches are being implemented consistently and effectively by all adults.
2. Learners are supported within lessons so that they can achieve the learning objectives.
3. Learners receive helpful non-verbal feedback in lessons, and through marking, about the progress they are making towards learning targets, how to best structure their learning and their next steps towards meeting outcomes.
4. Learners are encouraged to develop independence in their learning via high expectations, appropriate ICT and supportive learning environment.
5. Parents/ carers receive regular detailed information about their child's progress.
6. All learners are fully included in all aspects of the school curriculum including extra-curricular provision and school visits
7. School seeks appropriate advice and support to enhance it's universal provision to meet the needs of vulnerable learners, including providing appropriate professional development for staff at all levels.
8. Reasonable adjustments are made to teaching approaches, the curriculum, resources, policy implementation and the environment to enable all learners including those with SEND to progress well.
9. TA's and other adults make a significant contribution to the learning taking place within lessons whilst facilitating greater independence in learners.
10. Effective positive behaviour management strategies and anti-bullying procedures ensure that learners enjoy their school, feel safe and are free from bullying and harassment.

Early Intervention in addition to High Quality Universal Teaching

What it looks like:

In addition to High Quality Universal Teaching, the school recognises that some learners will need additional support to help them make accelerated progress towards meeting their learning targets or to address gaps in understanding to catch up to age related expectations.

1. These additional interventions are discussed with learners and parents/ carers. They are:

Time limited (Usually 10-12 weeks) with expected progress agreed at the beginning.

Short regular focussed sessions

Evidence based interventions

Delivered by a well-trained individual who maintains an ongoing record of progress made by the child/ young person and knows what to do if the CYP is not making progress.

2. Parents/ carers are involved in the coproduction of plans wherever possible and are kept informed about the progress their child/ young person is making

3. Disruption to universal lessons is minimal, but this work may take place within a small group with similar needs. The learning will relate to key skills needed to ensure that the child/ young person can access their learning effectively in the classroom. Class teachers are expected to reinforce and practice new learning in class.

4. Children and young people involved in co-production of plans where possible, in a person centred way.

The school resources the additional support from its national SEN including providing training for staff to deliver appropriate interventions. If the learner has SEND, this additional support will be recorded in a personalised plan (e.g. a plan as part of the assess-plan-do-review cycle, a personal passport or an individualised provision map)

Personalised Provision in addition to High Quality Universal Teaching

What this looks like:

In addition to High Quality Universal Teaching the school recognises that this learner needs some additional highly personalised provision which would usually be delivered one to one or in a very small group outside of universal classroom lessons by a specialist or professional or suitably qualified and well trained teaching assistant.

This learning will relate to their on-going learning and be reinforced with a highly personalised approach in class.

The content and purpose of such provision is discussed in detail with learners and parents/ carers and is reviewed frequently (at least half termly) to ensure it is having a positive impact.

The provision is recorded in an individual provision map, a personal passport or education plan.

With this learner, school may seek advice or request additional professionals to contribute to a more comprehensive assessment of needs to ensure that appropriate personalised provision is in put in place.

School will usually allocate sufficient resources to implement “element 2” of any finding from a national SEN budget. If they have an EHCP, extra resources may be allocated through this as “element 3”

In some rare cases there may be provision allocated through the high needs budget to support a child’s or young person’s needs without an EHCP. This may happen when the locally agreed formula cannot cover the cost of the additional provision when sudden trauma (for instance an accident or illness) occurs or the pupil is new to the area.

The following Reasonable Expectations tables show what Early Intervention and Personalised provision looks like for the broad areas of need and their sub-categories. The provision and approaches within the tables are cumulative. It is important to remember that children and young people may have needs from more than one area. Where appropriate, provision described in any cell in the table may be used to inform and develop an individual’s provision map at any stage.