



The Right Provision at the Right Time

April 2014

Accessing special education provision for children and young people with Special Educational Needs and Disability (SEND)

This document sets out how Surrey will;

- Ensure that all children and young people (CYP) with Special Educational Needs/Disability (SEN/D) are supported to achieve their outcomes by receiving the right support at the right time
- Ensure that all children and young people with severe, complex and enduring Special Educational Needs (SEN) are supported to achieve their outcomes through the provision of an Education Health and Care Plan (EHCP)
- Detail the profile of CYP for whom an Education Health and Care plan is likely to be necessary
- Detail the range of services/interventions available without the need for an Education, Health and Care Plan (usually available through Early Help and the Local Offer)
- Implement a system that is transparent and equitable.

This document replaces:

Special Educational Needs: A Graduated Response

Improving Intervention Strategy for Pupils with Special Educational Needs: Early Years

Why?: National Context

The Children and Families Act proposes far reaching reforms in the way SEND services are delivered in the future. The Act is supported by

- School funding reform: Arrangements for 2013-14 (Department for Education: June 2012)
- The (0-25) Special Educational Needs Code of Practice (Department for Education: July 2014)

In April 2013 the Department for Education introduced a new way in which the support for pupils with SEN were funded. From April 2014 the notional special educational needs budget for mainstream schools will be increased and distributed using a new funding formula which is largely related to prior attainment data. Schools will be expected to provide more support for pupils with special educational needs than previously from within school funding. High needs pupils are defined as those requiring arrangements costing over £10,000 to meet their special educational needs. In both special and mainstream school placements the school is expected to provide the first £10,000 of provision through their delegated budget. The individual pupil educational support arrangements which cost more than £10,000 will be accessed through an Education Health and Care plan and supported through individual pupil top-up funding.

This change affects mainstream schools from April 2014. In practice this means that maintained mainstream schools must provide a higher (financial) level of support for children with SEN than they have been expected to provide in the past.

The second document, the (0-25) SEN Code of Practice 2014 sets out the statutory guidance a Local Authority must follow when identifying, assessing and making provision for children and young people with special educational needs. The new SEN system means new ways of working for Local Authorities with a strong focus on improving outcomes for children, young people and support for them and their families.

The Code of Practice defines an outcome as the 'benefit or difference made to an individual as a result of an intervention'. When agreeing outcomes Local Authorities should consider both what is important to the child or young person – what they want to be able to achieve; and what is important

for them – the needs that must be met. Outcomes should be informed by the child or young person's longer term aspirations and will usually set out what needs to be achieved by the end of a phase or stage of education in order to enable the child or young person to progress to the next phase or stage.

The Code of Practice also requires Local Authorities to publish, in one place, information about provision they expect to be available in their area for children and young people from 0-25 who have SEN, including those who do not have EHC plans. The local offer must include a description in broad terms of the special educational provision early years providers, schools, and the full range of post 16 providers and other institutions are expected to provide from within their own provision/budgets to support children and young people with SEN. It must also include information about the local authority arrangements for providing top-up funding for children and young people.

<https://www.surreysendlo.co.uk/>

Surrey Context

Core Principles

We are committed to assessment and planning which will:

- Be led by the child and their family
- Focus on the child as a whole person and consider all of his/her needs
- Be person centred and take full account of the child's views and wishes
- Focus on the long term and shorter term aspirations for the child
- Help the family to manage their day to day lives, building on their knowledge, skills and expertise
- Allow families and practitioners to be creative and not just restricted by what is available now
- Trust practitioners to make responsible decisions with families
- Be clearly understood including how decisions are made
- Enable children, families and practitioners to agree together the priority order of the outcomes - the plan will be the roadmap to achieving these
- Be written in plain language

We have worked with family representatives and our partners to agree a **Surrey Vision for Special Educational Needs (SEN) and Disability**.

In Surrey we believe that the best outcomes for children and young people (CYP) with SEN/D are reached by working together in partnership with families, education, health, social care and the voluntary and community sector.

We want CYP and their families to have a good experience of the support system, particularly at key transition points in their lives. We want them to be confident in the system, and know that they will be listened to, with CYP and their families playing a key role in decision-making.

Services will be coordinated around the needs of the CYP, through an integrated assessment pathway and plan and decisions will be made in a timely fashion.

We aim to enable every CYP to contribute and achieve more than they thought possible.

We believe that the best partnership is one that considers impact, cost, fairness, value for money and realistic parameters around choice

Early Help

The Code of Practice identifies four main areas of SEN:

- Communication and interaction
- Cognition and learning
- Sensory and/or physical
- Social, Emotional and Mental Health

Whilst four areas of need are identified, we know that many children and young people experience difficulties that do not easily fit into one area, and may have needs that span two or more areas. Within and across areas children and young people may have needs which can be described as mild, moderate or severe.

The Code of Practice explains that most children with special educational needs will achieve their outcomes through the arrangements that can be made available to them without the need for an EHC plan. All schools and colleges are provided with resources in their delegated budget which they can use to support children and young people with additional and special educational needs.

For the majority of children and young people with SEN/D we expect that the outcomes they wish to achieve can be delivered by the range of local and accessible services and education provision available through the Early Help SEND services which are set out in the published Surrey Local Offer

We expect every child and young person with identified SEN/D disability needing additional support arrangements to have a SEND Support Arrangements document which will set out in one place the service inputs and provision which will support them to achieve their outcomes. This will be regularly reviewed to ensure appropriate and timely intervention.

Who is an Education, Health and Care Plan for?

Despite high quality teaching and purposeful intervention, through the school based core offer, a small number of children and young people may make inadequate progress towards their identified outcomes. Where pupils are making inadequate progress given their age, starting point and particular circumstances, it may be appropriate to consider whether an EHCP is needed. This is likely to be the case for children who present with multiple special educational needs of an interrelated and enduring nature and who require more highly specialised and personalised arrangements accessed through an EHCP in order to achieve their outcomes. The arrangements required to be put in place in order for children/young people to progress would be beyond those available through the school based core offer (see figure 1) - i.e. the cost of the necessary arrangements would exceed £6,000.

In summary an EHCP is likely to be beneficial in channelling support for children and young people with multiple special educational needs of an interrelated and enduring nature who require support over and above that available through the school based core offer in order to make adequate progress in relation to their age, starting point and particular circumstances.

Categories of Need

Categories are included in this paper to help both parents and practitioners understand the cohort of pupils EHC plans are intended for, to ensure that specialist support is targeted to those children and young people who need it most and to support creative and robust decision making practices.

The pupil characteristics outlined below are not prescriptive but are intended as a guide to the levels of need and intervention which might indicate the need for statutory assessment. The pupil needs should be considered together with all the other contextual and assessment information available. Where statutory assessment is requested thought must be given to the child or young person's holistic needs and aspirations, the progress they are making and the support currently available to them.

Social, Emotional and Mental Health

Difficulties would be expected in three of the following areas. Not all needs must be of the same level of concern.

- Underperformance of serious concern
- Silent or selectively speaking for more than two terms; continuing isolation, avoidance strategies and/or anxiety impairs curriculum access
- Absence from school because of extreme fearfulness or phobia which has not responded to 3 terms of focused intervention
- Multidisciplinary work identified extreme SEN in addition to health and social needs
- Concerns over mental and physical health which severely impede learning
- Multidisciplinary assessment identifies a sudden or deteriorating mental or physical health condition, and that the child is likely to have SEN in terms of the Code of Practice
- Severe and challenging behaviour that has not responded to targeted intervention over time

Sensory and/or physical needs

There is a wide spectrum of sensory, multi-sensory and physical difficulties. An EHC plan may be considered for:

- Pupils with severe or profound and permanent hearing impairment, vision impairment or a multi-sensory impairment. Children and young people with a Multi-Sensory Impairment have

a combination of vision and hearing difficulties which makes it even more difficult for them to access the curriculum.

- Physical impairments arising from physical, metabolic or neurological causes that lead to complex learning and social needs.

Communication and Interaction

Communication and Interaction as a category includes pupils with Speech, Language and Communication Difficulties and also those with Autism (across the ability range)

Pupils with Speech, Language and Communication difficulties are likely to have difficulties as follows:

- Unable to attend in whole class without support. Attention difficulties in small groups and one to one situations. Not developing/using self help strategies to remain focused in any situation
- Difficulty understanding curricular language, literal interpretation. Limited understanding of verbally presented information and understanding of the world.
- Difficulty recounting events, restricted use of vocabulary and unable to link ideas together to form more complex sentences
- Very occasionally physical difficulties may cause intelligibility problems. Intelligibility is affected in stressful situations and when speaking too fast.
- Social interaction is affected with the pupil reluctant to participate in group activities. May be isolated from peers and unaware of social rules and effect of responses on others.
- For pupils with Speech, Language and Communication Difficulties assessment would broadly be expected to show standardised scores of 67 or below and/or percentile ranks below 1.5 %¹

Pupils with autism may experience difficulties as follows:

- Severe difficulty in adapting to school structures and expectations, with curriculum access restricted despite adaptations made by the school to provide a modified individual pupil approach
- Difficulties with social relationships which may be manifested as; difficulty responding in social situations and to adult instruction, appears aloof or shows markedly inappropriate interactions with other children
- Severely impaired social communication skills requiring intensive programme of intervention. Adaptation of communication by adults is essential.
- A profound impairment of ability to show empathy or to predict the emotional response of others.
- Obsessional adherence to routines. Requires a high level of consistency and routine in order to reduce anxiety and access the curriculum.

Cognition and Learning

Learning difficulties covers a wide continuum of need ranging from moderate learning difficulties (MLD), Severe Learning Difficulties (SLD) where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

Specific Learning Difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia; dyscalculia; dyspraxia

¹ Most tests that provide standardised scores have an average score (statistical mean) of 100. Scores above 100 are said to be above average and scores below 100 are said to be below average. A standardised score of 67 is below average and categorised as very low. A percentile rank details the number of people of a similar age who would achieve the same score on a test i.e. a percentile rank of 1.5 indicates that, out of 100, 98.5 people would achieve a higher score .

For pupils with learning difficulties assessment would broadly be expected to show standardised scores of 67 or below and/or percentile ranks below 1.5 %.

The Right Support at the Right Time: Advice for Education Settings

Identification, Assessment and Intervention: A Graduated Approach

We know that early identification of SEN followed by high quality interventions improves the long-term outcomes for the child.

At the earliest possible time all educational settings should accurately identify children or young people with SEN and those which might need additional or different provision in order to achieve their outcomes. As part of a graduated approach to supporting outcomes and making the appropriate arrangements they should first:

- Consider whether core teaching approaches should be changed to meet the needs of the cohort as a whole
- Listen to and talk to the parent/carer so that agreement is reached on how best to meet the child's needs
- Listen to and talk to the child/YP, involving them fully in decisions about their education

Schools are encouraged to undertake assessment using the Early Help toolkit. This can be particularly valuable to identify where a child requires additional educational provision from a setting or from other providers forming part of the Local Offer:

- There should be a SEND Support Arrangements documentation that focuses on what outcomes are expected and the support that the setting and any relevant agencies will provide;
- Review of progress should be held regularly
- Where relevant external services and providers should work with settings to meet the needs of children with SEN
- Settings should review the effectiveness of what is happening and consider the need for further assessment and whether there should be any changes to the support provided.
- Settings are encouraged to adopt key working principles to ensure families have single point of contact who can offer support and coordination of service provision for the family

This is a graded response, drawing on approaches that are more detailed, more frequent review and more specialist expertise in successive cycles, in order to match the interventions to the special educational needs of the children and young people.



Early Years

For some children and young people special educational needs can be identified from birth or at an early age. It is likely that a health professional, such as a paediatrician or health visitor, is the first to raise concerns. The paediatrician will refer on to other appropriate health care professionals for medical/therapeutic intervention. The Designated Health Officer will write to colleagues in education if they think that the child has special educational needs which may require support additional to that already available through the Local Offer.

For some children it is clear from an early age that they need a personalised learning pathway which takes into account their unique combination of special educational needs. We recognise the importance of early intervention, of getting the right help at the right time. In the early years you will not need an EHC plan in order to access specialist support arrangements.

In the early years we can provide the following support arrangements without the need for an EHC plan:

- Additional support in an early years setting
- Assessment place in a specialist setting e.g. special school or specialist nursery
- Access to specialist advice through targeted Early Help

In line with best practice there is an expectation that the assessment/intervention plan is regularly reviewed to ensure that the interventions are appropriate to need and that the child is making timely progress to achieving the identified outcomes. Where, through the multi-agency review process, it becomes evident as a child approaches school age that an EHC plan will be beneficial in providing

continued support arrangements, then this will be completed in a timely fashion to support a smooth transition to the next phase of education.

For those in statutory education or training

School Age

For a number of CYP concerns regarding their progress will become evident as they move through school. In order to provide early intervention and avoid bureaucracy, schools have money in their budget which they must use to fund up to the first £6,000 of additional support arrangements needed by a pupil. With this targeted support, the majority of pupils will be able to achieve their outcomes.

Settings should review the effectiveness of what is happening and consider the need for further assessment and whether there should be any changes to the support provided in line with the graduated response referenced earlier in this paper.

Figure 1 broadly outlines the types of arrangements the LA expects a school to make, using this funding, to meet the needs of children and young people with A/SEN.

School Based Core Offer			
No Additional top-up funding			
Below threshold for Education Health and Care Plan			
Cognition and Learning	Communication and Interaction	Social, Mental and Emotional Health	Sensory and/or Physical
<p>Significant modification of the curriculum through presentation timing and recording methods.</p> <p>Specialist advice and regular input for school staff on how to enable full access to curriculum and provide support for a number of curriculum or skills areas and/or task analysis, differentiated activities and resources in small groups/1:1 situations OR smaller classes.</p> <p>Assistance with and alternative recording for a number of curriculum areas.</p> <p>Identified staffing to support access to the curriculum and/or with personal development</p> <p>In order to access the curriculum the pupil will require some teaching in small groups, 1:1 situations or within smaller classes.</p>	<p>Support to facilitate effective communication, interaction and curriculum access/personal development and to ensure understanding of instructions and tasks and to modify language through a specified programme for most of the day.</p> <p>Support to develop attention and concentration skills for most of the day.</p> <p>Alternative and Augmentive Communication programme required</p> <p>Frequent advice and occasional input from SLT or staff with relevant expertise to train school staff in Assistive Communication.</p> <p>Specific/targeted and visual strategies to enhance the communication environment throughout the day.</p>	<p>Support to develop a combination of:</p> <ul style="list-style-type: none"> • social skills using adult intervention to structure learning and social situations • specific programmes/small group opportunities to develop empathy and awareness of others • strategies to enhance attention control • programmes/approaches to develop emotional regulation • a range of coping strategies for dealing with difficult situations • independent learning strategies <p>Positive Handling Plan in place.</p> <p>Supervision to ensure safety at unstructured times.</p> <p>Access to a safe area at break times.</p>	<p>Implementation of health related programmes on a daily basis.</p> <p>Support for mobility and healthcare plans.</p> <p>Multi sensory delivery of some of the curriculum.</p> <p>Strategies to support fine and gross motor skills.</p> <p>Guidance and support to develop self-help and independence skills.</p> <p>Specialist teacher advice and regular input from qualified teachers of HI/VI/MSI/PD</p> <p>Daily access to a trained adult to ensure correct functioning of audiological equipment</p>
<p>Staff training and qualification</p> <p>Access to a qualified SENCo with responsibility for co-ordinating the provision for children with additional needs. Staff in all educational settings who are working with children and young people with special educational needs will receive training in the relevant area following the Surrey County Council staff training programmes</p>			

Post 16

For Post 16 young people/non-statutory school age in Further Education College, Sixth Form College and Independent Specialist College a young person's needs have usually been identified before they attend the college. Pathways Advisors work with young people and their families from year 9 onwards providing information, advice and guidance at key educational transition stages for young people with statements/EHC plans. Pathways Advisors liaise closely with educational establishments and other Surrey agencies (e.g. Social Care) in order to provide a client centred approach and ensure the young person receives an appropriate support package to address needs and enable them to successfully transition in to their chosen education, training or employment options.

Young people are funded on an individual basis, dependent on need highlighted by the college in their pre-entry assessment. Young people are funded through the High Needs Student funding; in order to access this funding, the college must provide evidence of support requirements in the young person's Individual Placement Agreement (IPA). In order to be eligible for this funding the IPA must evidence support costs of over £11,000.

Colleges should review the effectiveness of the support that is given to the young person and consider the need for further assessment and whether there should be any changes to the support provided. This is done in consultation with SCC and can be adjusted at any stage of the learners programme.

For those young people who have not previously been in receipt of a statement/EHC plan, the college must first undertake an assessment using the Early Help toolkit. This can be particularly valuable to identify where a young person requires additional educational support from a setting or from other providers forming part of the Local Offer. Once this has been exhausted, the college should then be in discussion with SCC to start the EHC plan process. A young person attending college cannot access High Needs Student funding without an EHC plan and an IPA to evidence need.

A young person's college placement is annually reviewed to ensure progression, outcomes and transition are successfully achieved. Once a young person transitions out of college to either employment, supported living or on to Higher Education, the EHC plan will cease.