

24 March 2021

SEN Support

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SENDIASS



Today's webinar

- Welcome! Today's webinar is being hosted by HPCI (the parent carer forum for Hertfordshire) and delivered by members of the SENDIASS team
- HPCI's main role is to influence the development and improvement of services for children and young people with SEND aged 0-25 years in Herts by representing the views and experiences of their parents and carers at a strategic decision making level.
- Make sure you add your voice and join our parent carer network – details about how to do this are at the end.

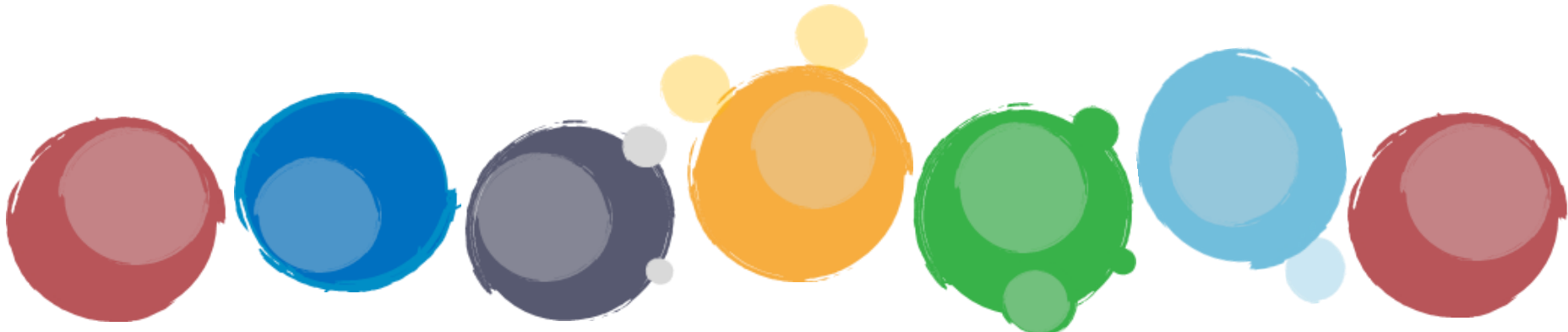


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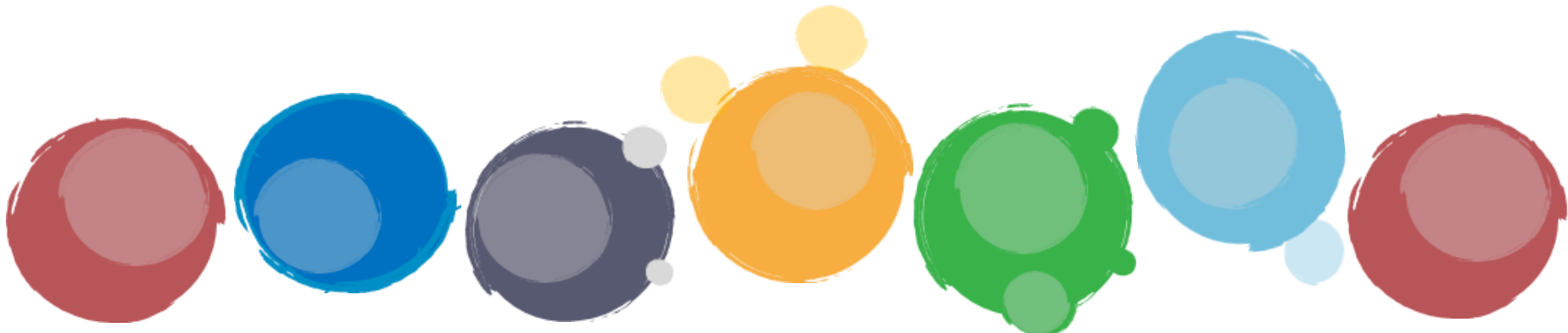
What is SENDIASS?

The **S**pecial **E**ducational **N**eeds and **D**isabilities **I**nformation, **A**dvice and **S**upport **S**ervice provides **impartial** and **confidential** information, advice and support to parents and carers of children with **Special Educational Needs and Disabilities (SEND)**, and young people and children with **SEND** aged 0-25.



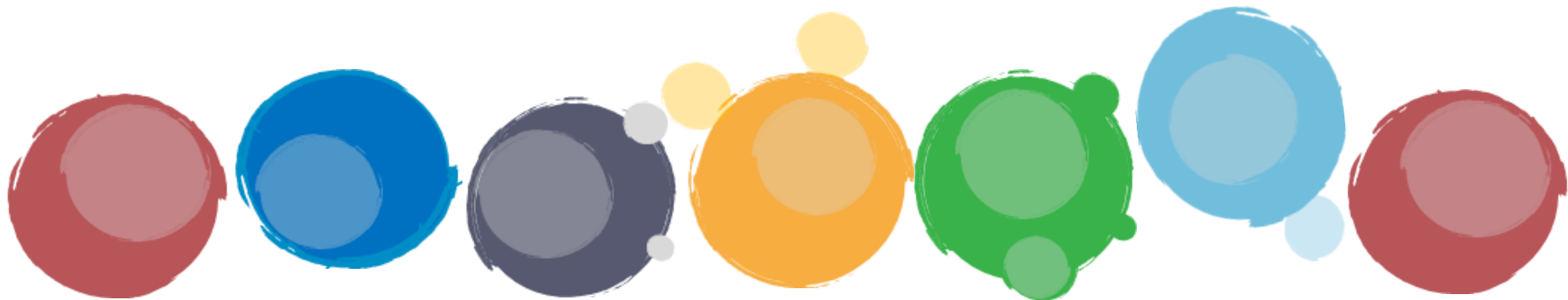
Jargon Busting

- **CFA** – Children and Families Act 2014
- **SEN/D** – Special Educational Needs and Disability
- **CYP** – Children and Young People
- **SEND CoP** – Special Education Needs and Disability Code of Practice 0-25 years 2015
- **SENCo** – Special Educational Needs Coordinator



By the end of this session, we hope you will know:

- How Special Educational Needs is defined
- How schools decide whether a child needs SEN Support
- How the 'Graduated Approach' works for children with SEN



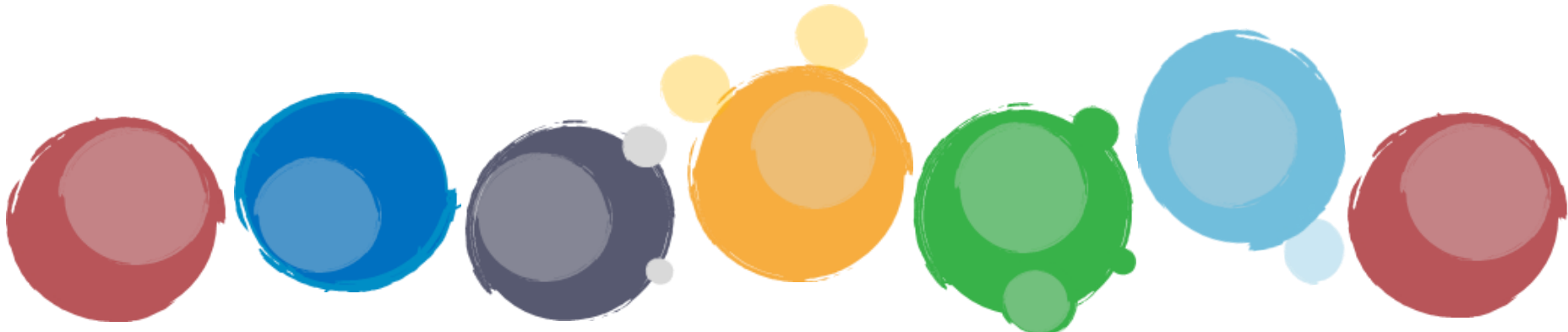
**SEN
Support
in
schools**



Legal References

Children and Families Act 2014

- *Section 29:* CYP with SEN but no EHC Plan
- *Section 35:* Children with SEN in maintained nurseries and mainstream school
- Section 66: Using best endeavours to secure special educational provision
- Section 69: SEN Information report

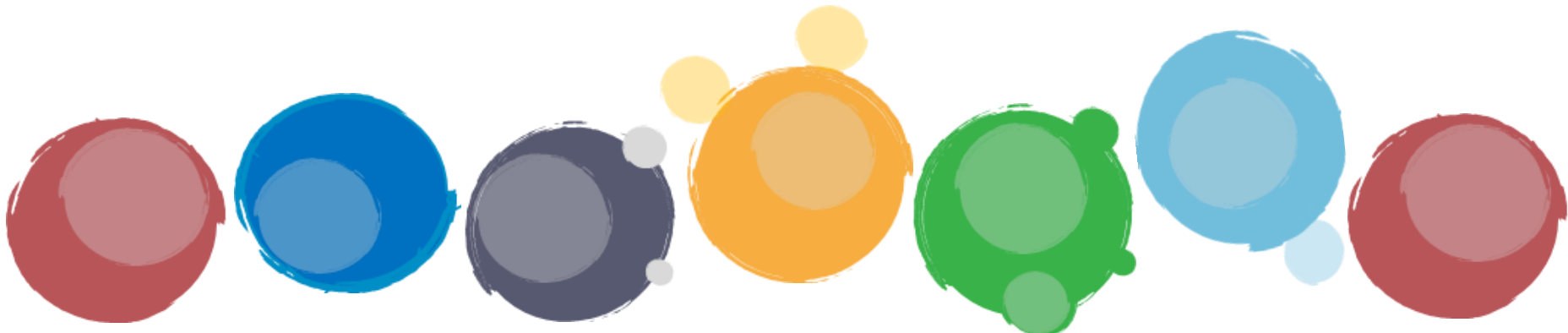


Legal References

Equality Act 2010 – Part 2 Equality: Key Concepts

- *Chapter 1 (Protected Characteristics)* – Section 6: Disability
- *Chapter 2 (Prohibited Conduct)*– Sections 13 -19: Discrimination
- *Chapter 2 (Prohibited Conduct)* – Sections 20 -22: Adjustments for disabled persons

Equality Act 2010 – Part 6: Education



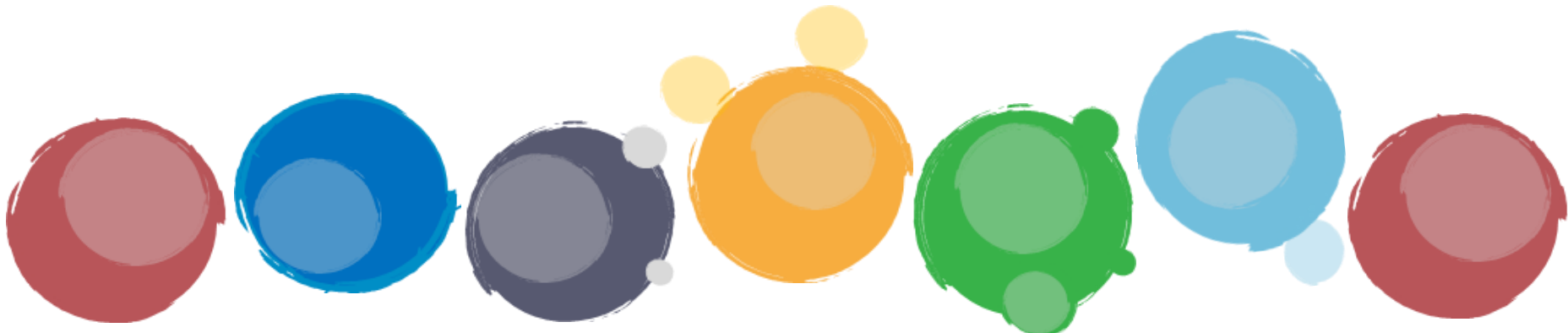
Statutory Guidance and Regulations

Special Educational Needs Code of Practice: 0 to 25 years 2015

- *Section 6: Schools*

The Special Educational Needs and Disability Regulations 2014

- *Part 2 (Children and young people with special educational needs) – Section 4: Determination whether or not special educational provision may be necessary*
- *Part 3 (Duties on Schools)*
- *Part 4 (Local Offer)*

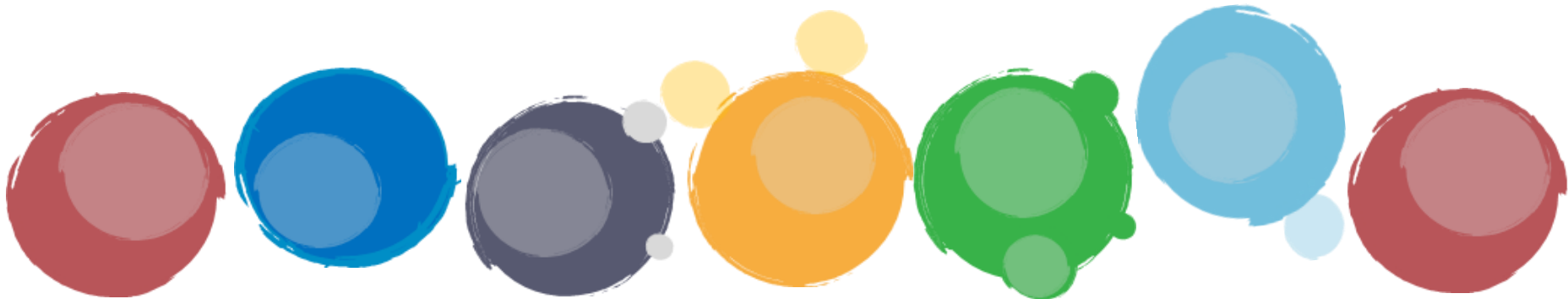


Common Terms

Best Endeavours

Reasonable Adjustments

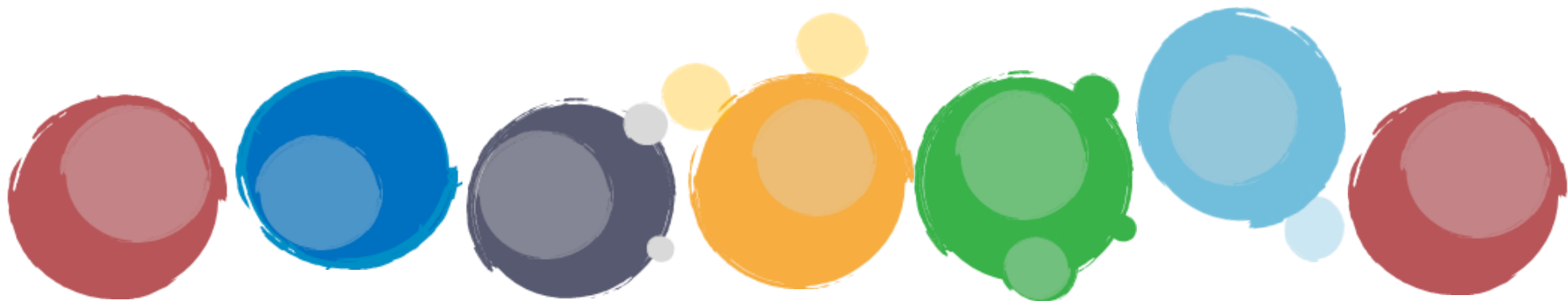
Quality First Teaching



What is a SEN?

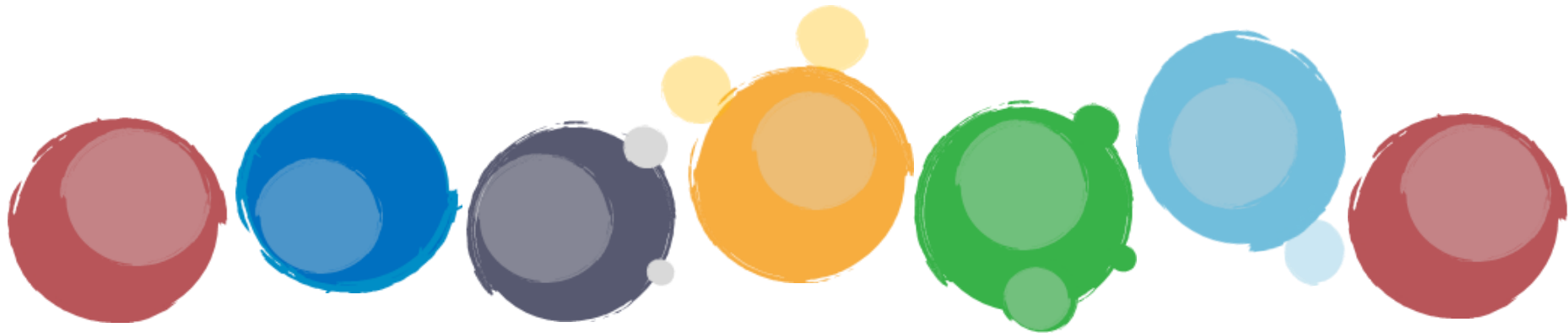
Section 20 Children and Families Act 2014 defines a child as having Special Educational Needs (SEN) if he or she:

“has a learning difficulty or disability which calls for special education provision to be made for him or her”



A child is considered to have a learning difficulty if she or he:

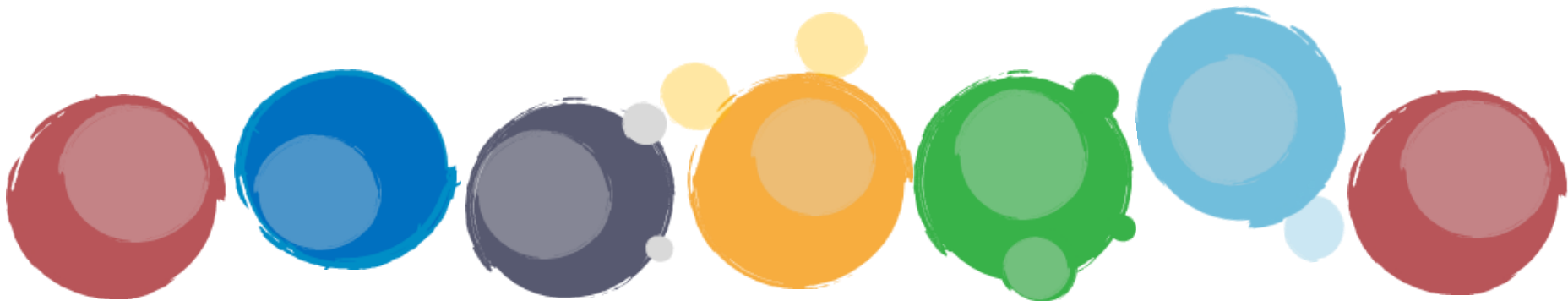
- has a significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.



Areas of need and support

These are the **four broad areas of need**, a full description of each can be found in the **SEND Code of Practice 2015 chapter 6:**

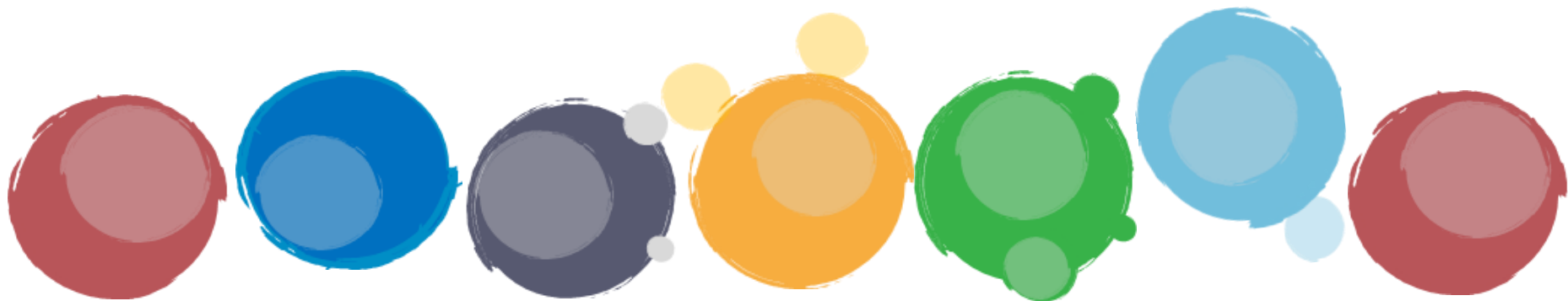
- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs



SEN Support in mainstream settings

'Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place.'

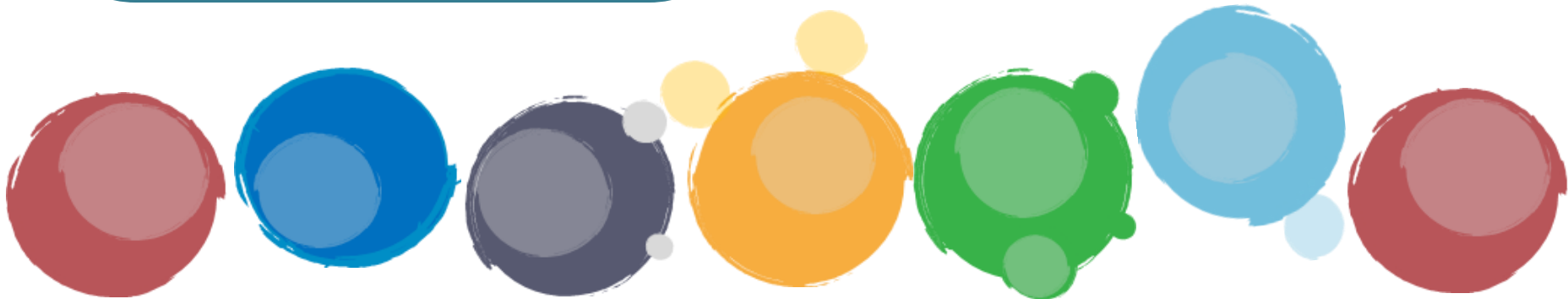
(6.44 - SEND Code of Practice 2015)



The SEND Code of Practice says that all mainstream settings must:

- Use their **best endeavours** to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's SEN

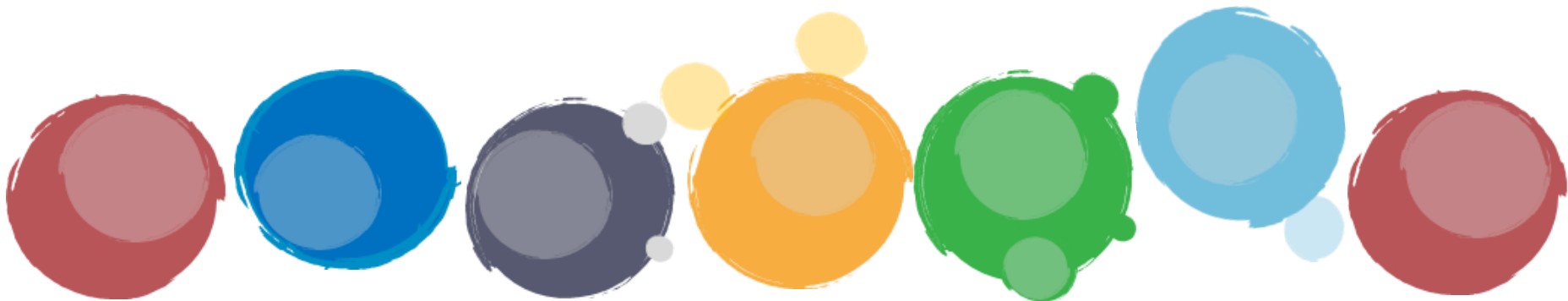
- Ensure that children and young people with SEN engage in the activities of the setting alongside pupils who do not have SEN



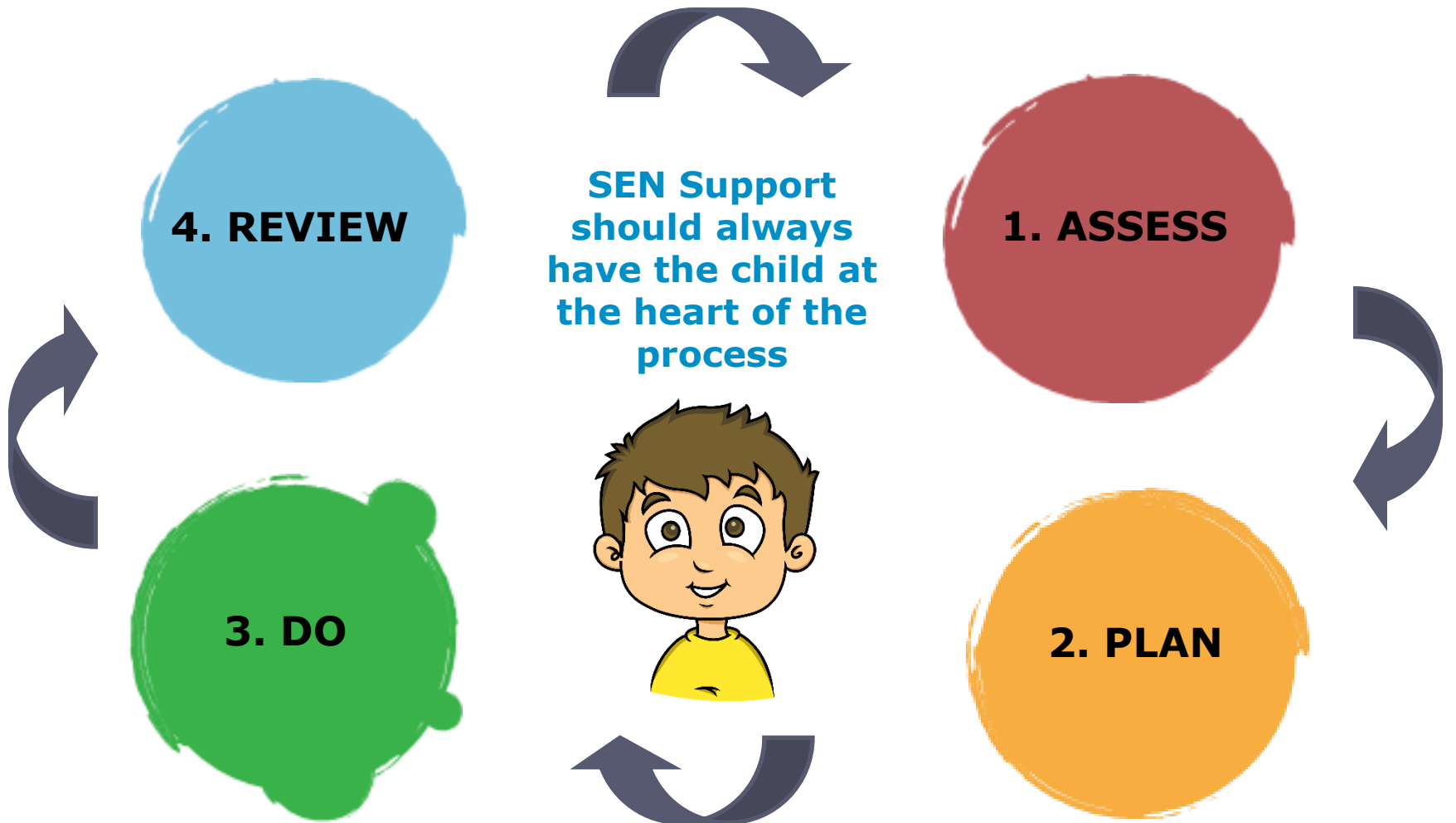
- Designate a teacher to be responsible for coordinating SEN provision – the **SENCo**.

- Inform parents when they are making special educational provision for a child.

- Publish a **SEN information report** and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided and their accessibility plan.



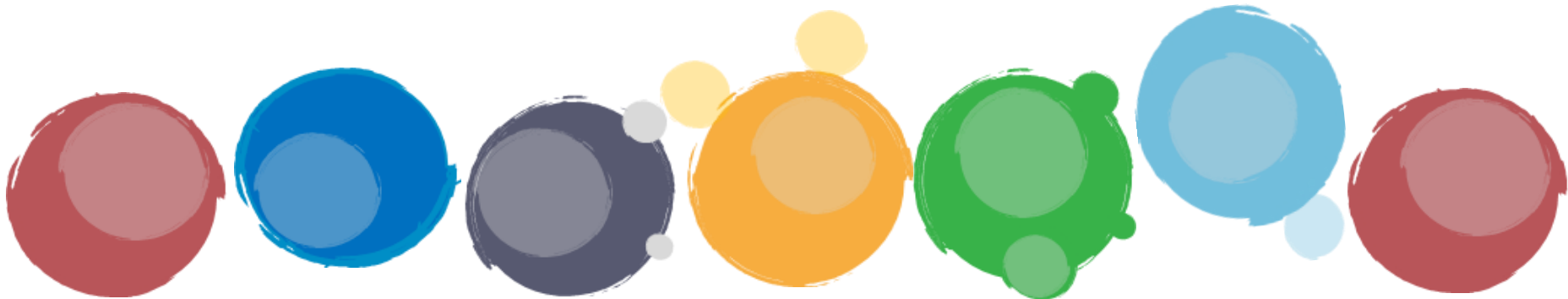
The Graduated Approach



(SEND Code of Practice 5.43 & 6.55)

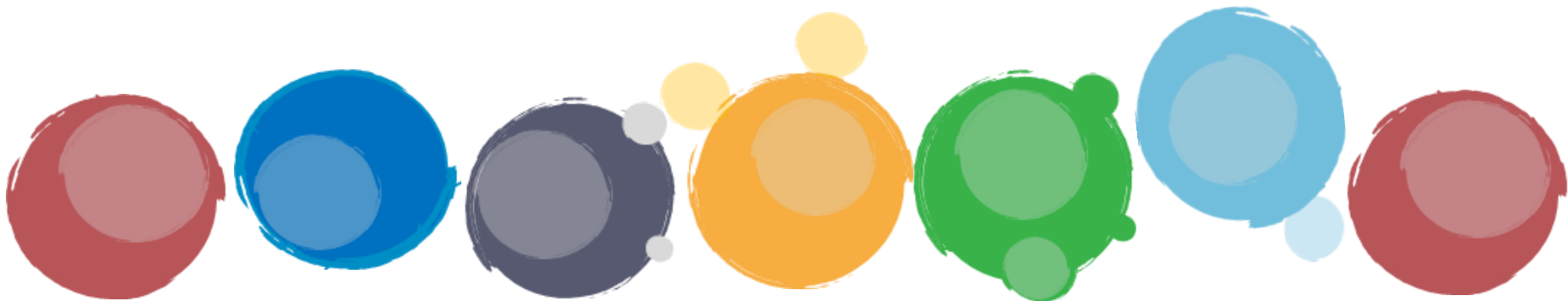
Assess

- Observations
- Gather information from Families/ Pupils
- Use school tracking of pupil progress
- Have pupil Progress meetings
- School based informal and standardised assessment – identifying specific needs and *level* of needs



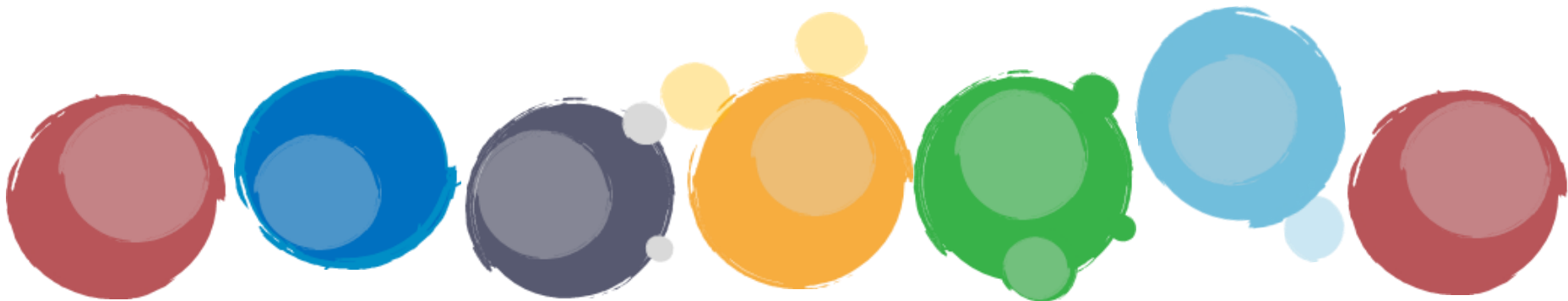
Plan

- Class environment
- Differentiation of the curriculum
- Matching pupils needing additional support to evidenced-based effective provision
- Clear entrance / exit criteria linked to targeted interventions
- Ensuring that all additional support is recorded
- Ensuring that a monitoring and evaluation tool is linked to all targeted interventions



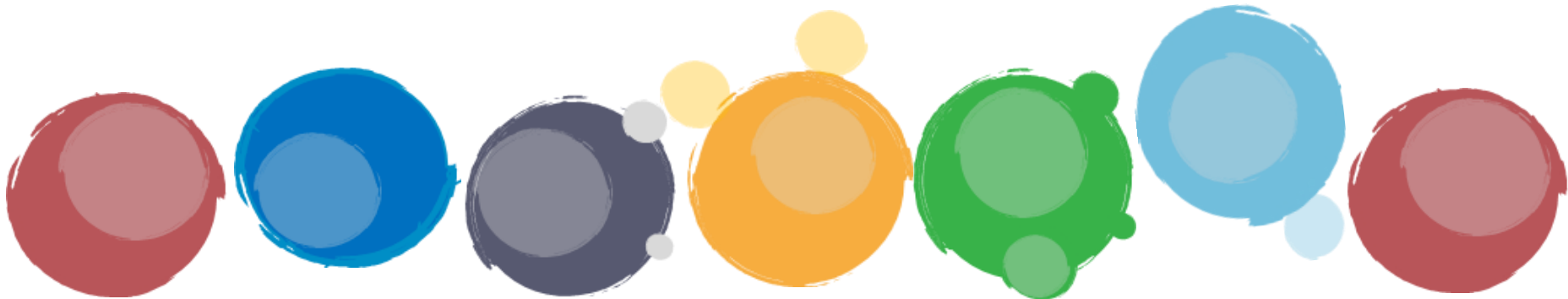
Do

- Ensuring additional or different provision is given consistently, over a short time and then reviewed
- Ensuring that taught skills are brought back into the classroom
- Ensuring that staff delivering the intervention are trained and confident to support
- Ensuring that communication systems are in place to enable support and teaching staff/SENCo to be aware of focus of additional support and on-going outcomes



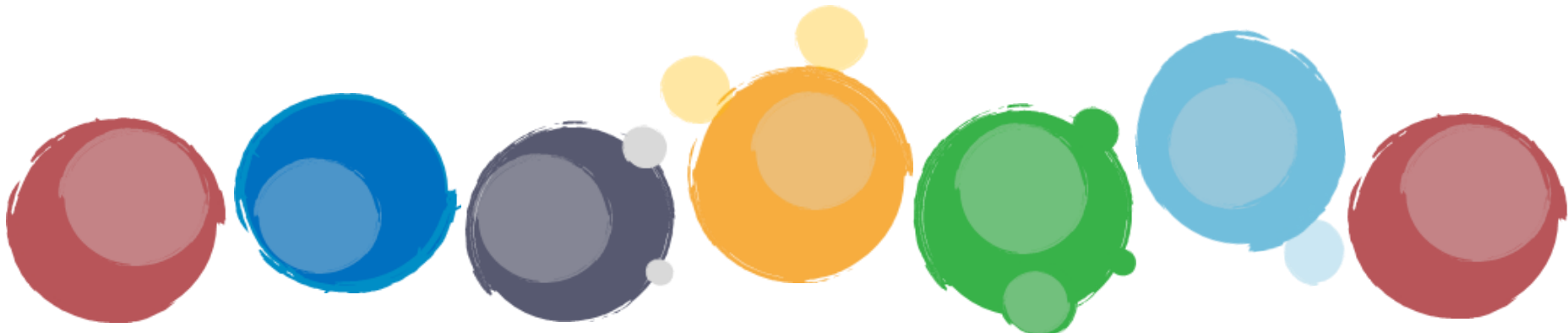
Review

- Monitor the progress of pupils with SEND on a regular basis
- Show if support has been effective in increasing the rate of progress and 'narrowing the gap' for identified pupils
- Review support arrangements regularly with regard to their impact on pupils' agreed longer term outcomes



Transition

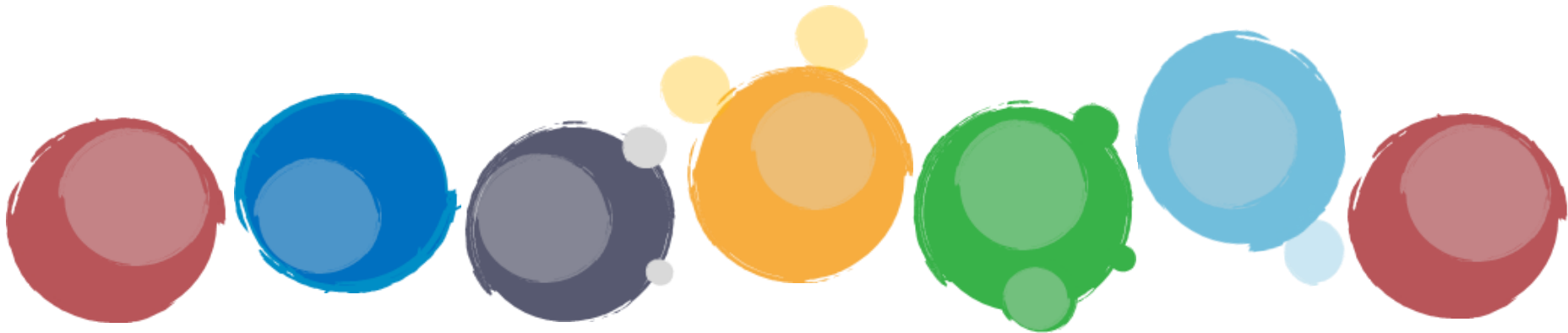
Key Stage	Year Group	Age	Transition Year
EYFS – Early Years Foundation Stage	Pre-school, Nursery, Reception	0-5	Reception
Key Stage 1	Year 1-2	5-7	Year 2 (if an infant only school)
Key Stage 2	Year 3-6	7-11	Year 6 (for secondary school)
Key Stage 3	Year 7-9	11-14	
Key Stage 4	Year 10 -11	14-16	Yr 11 (post 16 – college/ sixth form/ apprenticeship)
Key Stage 5	Year 12-13	16-18	A-levels Yr 13 or end of course for other qualifications



Involving Specialist

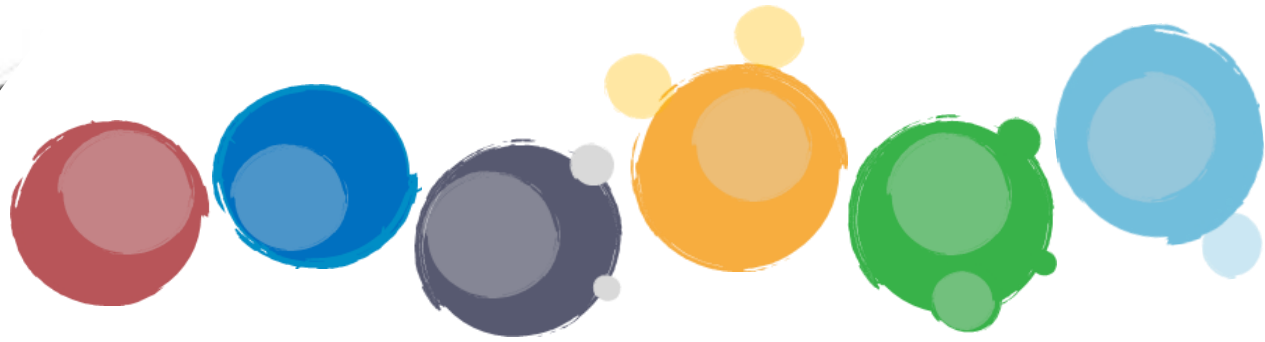
- Speech Language & Communication
- Hearing loss and Sight loss
- Mental Health and Wellbeing
- Learning Difficulties and Disabilities
- Physical Needs
- Behaviours that Challenge

[Hertfordshire Services for CYP](#)





**What
happens
next?**



Hertfordshire SENDIASS:

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Phone: 01992 555847

Herts Parent Carer Involvement:

www.hertsparentcarers.org.uk

Hertfordshire Local Offer:

www.Hertfordshire.gov.uk/localoffer





Any Questions?

Thank you for attending!

- If you have any further questions, you can always email these to the meeting organiser: contact@hertsparentcarers.org.uk
- Not a member? Then please add your voice to those of other Hertfordshire parents and carers: www.hertsparentcarers.org.uk/get-involved/become-a-member/