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**SEFTON’S EXPECTATIONS REGARDING SEN PROVISION IN PRIMARY SETTINGS**

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| Expectations |
| Every school is required to use their best endeavours to ensure that every child with SEN getsthe support they need to make progress take an active part in school life. All childrenshould have access to a broad and balanced curriculum and high expectations should be setfor all pupils, relevant to their prior attainment. Potential areas for difficulty should beidentified and addressed as soon as possible. Lessons should take account of possible areasof difficulty so that any barriers to achievement can be overcome, if possible through goodinclusive teaching.  |
| Roles and Responsibilities |
| Governing Bodies must ensure that a qualified teacher takes the role of SENCO within eachschool. The SENCO has an important role to play with the headteacher and governing bodyin determining how SEN is developed in the school and the additional support provided forchildren with SEN. All teachers are responsible for the progress of pupils in their class,including those who access additional support. It should therefore be the class teacher thatparents initially 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 addressthe needs of pupils within their school, and consider how this can be improved. TheGoverning body must publish information on the school’s website about their SEN policy andhow it is implemented. |
| Identification |
| The Identification of SEN should be built into the overall approach to monitoring the progressand development of all pupils. All schools should aspire to meet the needs of their schoolpopulation as far as possible through good quality inclusive teaching. A pupil has SEN whenin order for them to make progress they require additional or different support to theschools’ quality first offer (that which is available to all children). Regular assessment shouldhelp identify pupils who are not making anticipated progress and therefore require moretargeted support. When pupils are identified as requiring SEN Support parents must benotified 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 beclassified * 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 tonote that identification of a specific type of need is not necessary to put a support plan intoplace. Equally the identification of a type of need does not automatically call for theimplementation of SEN Support. Frequently pupils have needs across categories and schools’priority should be to gain a good understanding of how the pupil learns to ensure provision isappropriate, rather than focusing on category of need.  |
| Quality First Offer |
| Primary schools in Sefton have agreed to the provision of a minimum offer in terms of qualityfirst teaching. This ensures that all pupils will access good quality inclusive teaching thatprovides reasonable adjustments to accommodate learning difference. Schools will beexpected 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 toindividual pupils who have an identified SEN, but are currently making progress. In thesecircumstances the desired strategies could be listed in the pupil’s profile, and it would beexpected that these approaches were employed on a regular basis. For pupils accessing SENsupport the strategies should be incorporated within their support plan. |
| SEN Support |
| Schools must identify pupils within their assessment cycle who are not making anticipatedprogress. Once identified schools must consider whether they have a full understanding ofthe pupil’s learning profile to identify whether any SEN is impacting on learning. They maywish to consult with outside professionals at this point to help them gain a betterunderstanding of the child’s profile. Alternatively they may feel they have enoughinformation to decide next steps internally. They should consider all factors that may impacton learning, such as emotional issues, motivation, appropriateness of teaching and learningenvironment, in order to decide if the lack of progress is caused by SEN. If school decides that additional and different provision is necessary for the pupil to make progress they must contact parents and put effective special educational provision into place,as detailed in the graduated approach. |
| The Graduated Approach |
| The process for implementing SEN support is described in the new Code of Practice as theGraduated Approach and has a four stages:-**Assess**The school should gather all the information they have about the pupil from a variety ofsources (teacher, pupil, parent, outside agencies) in order to develop an accurate picture ofthe pupils’ needs, attainment, projected targets, motivators, and how they respond toteaching approaches, etc.**Plan**A support plan is put together to outline the methods to be used in order to achieve specificoutcomes. The plan should include any or all of the following:a) Quality First Inclusive teaching approaches that are effective to enhance pupil’s learningb) Proven interventions that have been identified to achieve specific targets – and how they will be delivered and monitoredc) Any focused support from a teaching assistant in class. This should be purposeful, with the ultimate aim to develop the pupil’s independence and maximise pupils contact withhis / her class teacher and other pupils d) Resources to ensure access to curriculum or environmente) Suggestions as to how the parent and / or pupil can contribute to the plan When determining plans across the school leadership will need to be mindful of effective andefficient use of school resources. Schools are responsible financially for up to £6,000 of theadditional and different support they action for individual pupils. Although it is expected thatthe cost of support for most children will be less than this amount.**Do**Once recorded (schools may use paperwork that best suits them in this process) the planbecomes a working document. It may be annotated to show progress towards outcomes and/ or adjustments made to determine success. The class teacher manages the plan and suggested actions. They will be accountable for theoutcomes and therefore should discuss with the SENCO if they feel the pupil is not makinganticipated progress, for whatever reason.**Review**A timescale must be attached to the plan so that everyone involved appreciates whenoutcomes should be reviewed. A review should take place within this timescale in whichinterventions can be evaluated, along with the views of the pupil and the parents. A furtherplan can then be devised, if required, to enable the pupil to achieve their next steps inlearning. Alternatively the pupil may have made sufficient progress for the plan to cease.**Further Options** * Where there are ongoing concerns about progress, despite appropriate intervention, the

school should consider involving specialists to gain a better understanding of the pupil’sneeds. Parents should always be involved in the decision to involve specialists.* Request top up funding from the local authority if cost of support goes beyond the £6,000

threshold that is the school’s responsibility. The school will need to complete a highneeds 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 child’s SEN, the child has not made anticipated progress, the school orparents should consider requesting an Education, Health and Care assessment. To informits decision the local authority will expect to see evidence of the action taken by theschool as part of SEN support. Schools will need to demonstrate that the pupil requiresprovision that is additional and different from the resources ordinarily available to amainstream school (including those that can accessed from the local authority). |
| Tracking Progress |
| Schools must track progress for all pupils. There should be rigorous approach to themonitoring and evaluation of SEN support. This should include quantative data and progresstowards identified outcomes. The code of practice recognises that for some pupils it isnecessary to track progress outside of academic attainment. These areas should be outlinedin the pupil’s support plan. Schools should also outline expected progress, with someexplanation if the pupil’s expected trajectory is outside that expected from their peers.  |
| Transitions |
| Schools should have clear procedures for supporting pupils in moving between phases ofeducation.  |
| Building Capacity |
| It is important that all schools have, or can access, qualified staff to support the range ofneed outlined in their school community. New SENCOs must achieve a National Award in Special Educational Needs Co-ordinationwithin three years of appointment. School leaders should regularly review expertise within the team to ensure that they havethe knowledge and skills required to best support pupils in their class and CPD offered shouldmatch identified areas for development. Schools should ensure that classroom teachers have the skills required to fulfil therequirements of the graduated approach, particularly with regard to the deployment ofteaching assistants and monitoring of interventions.Schools should be aware of how to secure additional specialist support if they require furtheradvice in the identification of pupil need and how to address it.  |
| Quality of Provision |
| The quality of teaching for pupils with SEN, and the progress made by pupils, should be a corepart of the school’s professional development for all teaching and support staff.In addition to SEN support schools should regularly review the quality of teaching for allpupils, including those at risk of underachievement. This will ensure that schools maintainthe minimum quality first offer agreed across the authority  |
| Equal Opportunities |
| Schools must ensure that children with SEN engage in the activities of the school alongsidepupils who do not have SENSchools have duties under the Equality Act 2010 They must not directly or indirectly discriminate against, harass or victimise disabled childrenand young peopleThey 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 withtheir peers. This duty is anticipatory – it requires thought to be given in advance to whatdisabled children and young people might require and what adjustments might need to bemade to prevent that disadvantage.  |
| Social and Emotional Development |
| Children may experience a wide range of social and emotional difficulties which manifestthemselves in many ways. These may include becoming withdrawn or isolated, as well asdisplaying 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 doesnot adversely affect other pupils.  |

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