

**Bury**  
**SENDiass**

Special Educational Needs,  
Disability Information,  
Advice & Support Service.

**SEN Support**

- **Graduated approach in schools**
- **SEN support in early years settings**
  - **SEN support in colleges**

**If you require further information or support  
please contact:  
01706 769 634**

The accurate information provided within this pack is given in line with the following legislation and statutory guidance

## **Legislation**

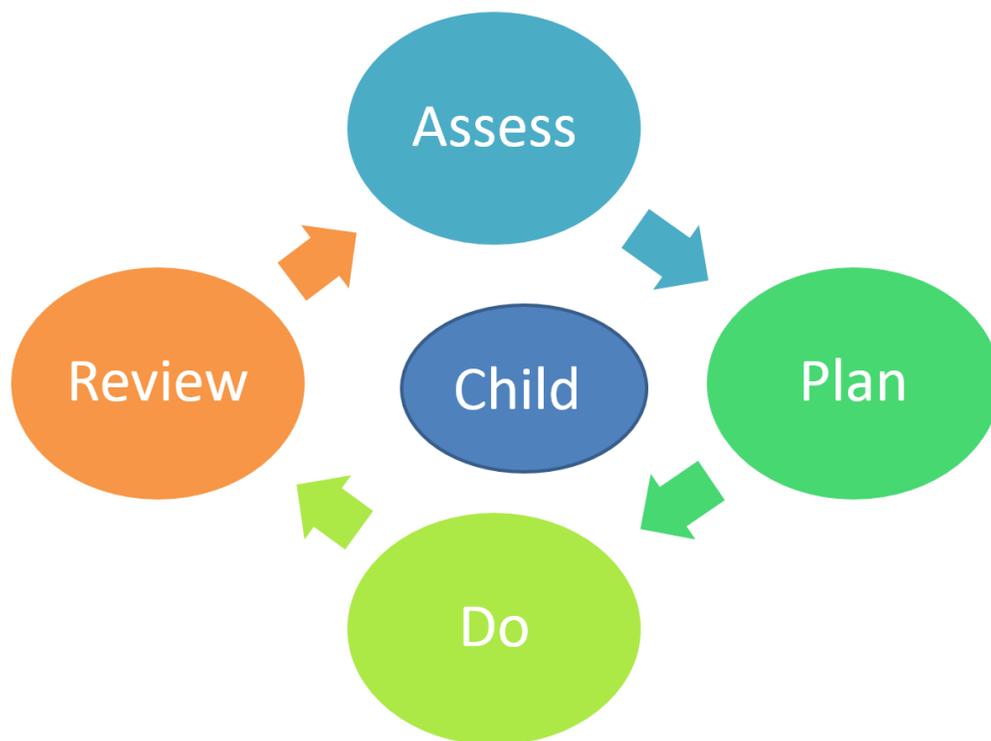
- .Children and Families Act 2014
- .The Equality Act 2010

## **Statutory Guidance**

- Special educational needs and disability code of practice:0 to 25 years

## **SEN Support in Schools**

6:44- 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. This SEN support should take the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.



# Assess

**6:45-** In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment and behaviour. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.

**6:46-** This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

**6:47-** In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them if the parents agree.

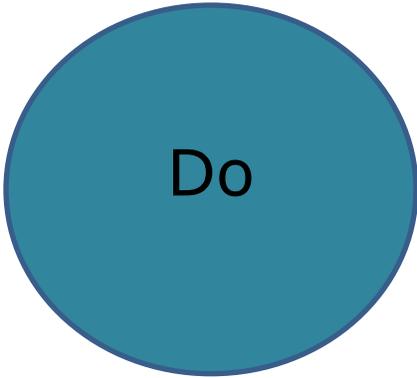
# Plan

**6:48-** Where it is decided to provide a pupil with SEN support, the parents **must** be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

**6.49-** All teacher support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.

**6:50-** The support and intervention provided should be selected to meet the outcomes identified for the pupils based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.

**6:51-** Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute progress at home.



Do

**6:52-** The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.



# Review

**6:53-** The effectiveness of the support and interventions and their impact of the pupil's progress should be reviews in line with the agreed date.

**6:54-** The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support outcomes and consultation with the parent and pupil.

**6:55-** Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

**6:56-** Where a pupil has an EHC plan the local authority **must** review that plan as a minimum every 12 months. Schools **must** co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf. Further information about EHC plan reviews is given in Chapter 9, Education, Health and Care needs assessments and plans.

# **SEN Support in Early Years**

## Chapter 5 of the SEND code of Practice

Chapter five of the **SEN and Disability Code of Practice 2015** (the "**Code**") deals with SEN in the early years. It applies to all children in early years settings whether or not they have an EHC plan. It emphasises the legal requirement upon early years' providers to have arrangements in place to identify and support children with SEN and disabilities. This could be done through the universal progress checks at age two or five, or at any other time. The Code identifies four broad areas of need:

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

Special educational provision given to children is called SEN Support. The Code recommends a graduated approach which has four stages of action: Assess; Plan; Do; Review.

Early years settings are advised to involve specialists "*where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need*". The decision to involve specialists should be taken with the child's parents (paragraph 5.48 of the Code).

Records about their children must be available to parents and they must include information about how the setting supports children with SEN and disabilities.

(IPSEA WEBSITE)

# **SEN Support in Post 16 education**

Chapter seven of the **SEN and Disability Code of Practice 2015** (the "**Code**") contains the statutory guidance in relation to further education colleges, sixth form colleges, 16 – 19 academies and some independent specialist colleges to identify, assess and provide support for young people with SEN.

Young people should be supported to participate in discussions about their aspirations, their needs, and the support that they think will help them best. Support should be aimed at promoting student independence and enabling the young person to make good progress towards employment and/or higher education, independent living, good health and participating in the community.

SEN Support should follow a cycle of action:

- **Assess:** Colleges should bring together all the relevant information from the student, the school and anyone else working with the student. This should be discussed with the student, who can be accompanied by a parent, advocate or other supporter.
- **Plan:** A support plan should be developed with the student. Support might include assistive technology, specialist tuition, note takers, access to therapies (for example, speech and language therapy) or a range of other types of support.
- **Do:** This plan should be put into place by the college.
- **Review:** The effectiveness of the support should be reviewed regularly, taking into account the student's progress and any changes to the student's own ambitions and aspirations, which may lead to changes in the type and level of their support.

External specialist help can be involved at any time, and should always be involved where the student's needs are not being met by the interventions put in place.

A record should be kept of the support provided and the student's progress.

Where, despite the college having taken relevant and purposeful action to identify and meet the student's needs, the student is still not making expected progress, the college or the young person should consider **requesting an Education, Health and Care needs assessment**.

(IPSEA Website)

## **Key Points**

. Individual support which requires anything additional to or different from what can be provided universally should be documented. This can be recorded as an ILP (Individual Learning Plan) IEP (Individual Education Plan), Pupil Passport or a provision map. Different schools/settings may use different terminologies.

.Parents should have awareness of what this is, what support is being given and to have opportunities to work in partnership with the setting.

.If you are not aware of what support is being given arrange a meeting with the setting SENCO (Special Educational Needs Co-Ordinator).

## **Best Endeavours**

The law says:

*"If a registered pupil or a student at a school or other institution has special educational needs, the appropriate authority must, in exercising its functions in relation to the school or other institution, use its best endeavours to secure that the special educational provision called for by the pupil's or student's special educational needs is made."*

(Section 66 of the Children and Families Act 2014)

## **Useful Links and Resources**

<https://www.ipsea.org.uk/how-your-nursery-school-or-college-should-help>

<https://www.ipsea.org.uk/the-best-endeavours-duty>

<http://livelink.barnardos.org.uk/otcs/lisapi.dll?func=ll&objId=267779885&objAction=viewheader>

# **Questions to ask school during school meeting regarding SEN support**

Please explain to me how you have used the graduated approach?

What assessments have been done?

What needs were identified?

What plans did you make as a result of this?

When did school implement the support?

What did the review tell you about the support you have put in place?

What is in the new plan as a result of the review?