

BOWES HUTCHINSON'S C OF E VOLUNTARY AIDED SCHOOL



POLICY DOCUMENT

SPECIAL EDUCATIONAL NEEDS

School Vision

Love life, God, each other.

With love, I can and I will.

Together we will succeed

Live courageously

Learn every day

Date Revised: 04/05/2020

Date for Review: 01/05/2023

Signed: _____

SPECIAL EDUCATIONAL NEEDS

School Information

Bowes Hutchinson`s CE Aided Primary School

Bowes

Barnard Castle

Co Durham

DL12 9LG

Tel: 01833 628291

E mail: boweshutchinsons@durhamlearning.net

School website: www.boweshutchinsonsschool.org.uk

Headteacher: Mrs C. A. Matthewman

SENCO: Mrs S Scaife

Rationale

Bowes Hutchinson's CE VA Endowed Primary School is committed to providing an education that includes and stimulates all children, regardless of ability. We have pupils with a wide range of abilities and different needs and endeavour to include them in all activities, providing them with the opportunity to fulfil their full potential. We recognise that some pupils will need extra support and adaptations to access the school curriculum and to participate in school activities. This policy gives details of our approach and action we may take to support the pupils in our care.

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

Aims

1. Ensure that all pupils have access to the school curriculum and all school activities.
2. Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
3. Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
4. Pupils to gain in confidence and improve their self-esteem.
5. To work in partnership with parents, pupils and relevant external agencies in order to provide for children's special educational needs.
6. To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
7. To make suitable provision for children with SEN to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
8. Ensure that all children with SEN are fully included in all activities of the school in order to promote the highest levels of achievement.

9. To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
10. To give every child the entitlement to a sense of achievement.
11. To regularly review the policy and practice in order to achieve best practice.

Roles and Responsibilities

Mrs Scaife, SENCO (Special Educational Needs Coordinator) oversees the provision for pupils with special educational needs. All staff are involved in the development of the school's SEN policy. All staff are involved in the development of the school's SEN policy and are aware of the school's procedure for identifying, assessing, monitoring and making provision for pupils with special educational needs. They carry out these procedures for pupils in their class/groups, under the direction of the SENCO. Teaching staff are responsible for reviewing the Support Plans for pupils in their class (in consultation with other staff who work with the pupils and the SENCO). Every teacher is a teacher of every child including those with SEND.

The writing of the Policy reflects the new SEND Code of Practice, 0-25 guidance and has been shared with staff and governors.

It is our intention to raise aspirations and expectations for all our SEND pupils and to provide realistic, focused outcomes for the children with SEND.

Our objectives:

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provide in the SEND Code of Practice, 2014.
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy.
5. To provide support and advice for all staff working with special educational needs pupils.

Identifying SEND

There are 4 broad areas of need and support which give an overview of the range of needs that should be planned for, it is the role of the school to review how well equipped we are to provide support across these areas. They are:

- Communication and Interaction
- Cognition and Learning
- Social, emotion and mental health difficulties
- Sensory and/or physical needs

We do not aim to label or fit a child into a category; the purpose of identification is to work out what action the school needs to take to support the child.

When identifying the needs of a child the school considers the needs of the whole child and therefore does not just consider their special needs.

The school will operate a system of Assess, Plan, Do, Review.

Assess

In identifying a child as needing SEN support, the practitioner, working with the setting SENCO and the child's parents, will have carried out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals

are not already working within the setting, the SENCO should contact them, with the parents' agreement.

Where it is decided to provide SEN support, and having formally notified the parents, the practitioner and the SENCO will agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place and the expected impact on progress, development or behaviour and a clear date for review.

Plan

Plans will take into account the views of the child. The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge.

Any related staff development needs will be identified and addressed.

Parents will be involved in planning

The practitioner, remains responsible for working with the child on a daily basis. With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCO should support the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the practitioner and the SENCO working with the child's parents and taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents should have clear information about the impact of the support provided and be involved in planning next steps.

It is important for the school to consider what is NOT SEN but may impact on progress and attainment:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL: English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

A Graduated Approach to SEN Support

Teachers are responsible and accountable for the progress and development of the pupils in their class, with support from teaching assistants or special staff.

When addressing the needs of SEN children the school first and foremost provides high quality teaching, differentiated for individual pupils.

Although school provides additional intervention and support this cannot compensate for a lack of good teaching quality.

Staff Training

All teaching and support staff are given opportunities to improve their practice and develop their understanding of SEN issues through a comprehensive system of staff training. Some training is carried out within school during staff meetings and Professional Development Days and other training is external. The school also accesses training provided by the Community of Learning.

Identification and Observation of Pupils with SEN

We aim to identify children who have any difficulties as soon as possible so that appropriate support can be given from an early age. Full use is made of information passed to the school when a child

transfers from early education provision and we use assessments during the Foundation Stage to identify pupils and any difficulties they may have (observations on entry, Foundation Stage Profile, Language and Speech Link, teacher assessment/observation). Other methods used by teachers to identify pupils with SEN are as follows:

- CEM Baseline Assessments
- Discussion with parent/carer to see if they have any concerns
- Ongoing teacher/ SENCO assessment and observation
- Progress against the profile points in the Early Years Foundation Stage
- Performance against National Curriculum level descriptors
- Standardised screening or assessment tasks (e.g. Language Link, Speech Link)
- Results from SATs (end of Years 2 and 6) and optional tests in Years 3 to 5.

Supporting children with higher levels of need

The school has established strong links with a range of external agencies and uses them effectively to support children with SEN. These include:

- Educational Psychology Service
- Speech and Language Therapy
- Advisory Teachers for support/advice on areas such as specific learning difficulties such as dyslexia, developmental co-ordination disorder and dyspraxia or dyscalculia.
- Occupational Therapy
- Behaviour Support Service
- Educational Welfare Officers
- CAMHS (Children and Adolescent Mental Health Services)
- School doctor/nurse
- Other medical professionals
- Stronger Families
- SENDIASS

The agency involved would depend upon the area of concern and teaching staff would discuss this with the SENCO and parents before any action is taken.

Deciding on how we place children on the SEN register

In line with the guidance from the SEND Code of Practice, we place children on our register if their learning difficulty or disability calls for special educational provision, which is different from or additional to that normally available to pupils of the same age.

We ensure that high quality teaching is available to the whole class.

We assess and review children on a half-termly and termly basis. This can aid the identification of pupils making less than expected progress, given their age and individual circumstances.

If a child's progress shows it is:

- Significantly slower than that of their peers starting from the same baseline
- Failing to match or better the child's previous rate of progress
- Failing to close the attainment gap between the child and their peers
- Widening the attainment gap

In line with the Assess, Plan, Do and Review process, school carries out the following actions:

- Use of Formal Assessments
- Ensure the child has full access to Quality First Teaching
- The SENCO and the class teacher work together to assess whether the child has SEN

- The SENCO and class teacher formally gather evidence including the views of the child and the parents.
- Extra teaching and rigorous interventions will be put in place. The impact and quality of the support will be evaluated including views from the child and parents.
- An Education Support Plan will be created which includes the views of the staff, child, parents, agencies that may be involved.
- Targets will be SMART (Specific, Measurable, Action Words, Realistic and Relevant and Time-limited).
- The child's progress will be reviewed this will be in the form of observations, assessments, conversations.
- If a child has an Education Health and Care Plan this will be reviewed by the authority every 12 months.

Involving Parents, Families and Young People in the process

- The school provides an annual report for parents on their child's progress
- If a child has SEN support school will talk regularly to parents to set clear outcomes and review progress, discuss activities and identify parents' responsibilities.
- Discussions maybe between the class teacher, SENCO, parents and the child
- Records of outcomes, action and agreed support are kept and shared with all the appropriate school staff. Pupils are also given the records.

Exiting the SEN register (criteria)

If assessments show:

- The gap is narrowed
- Progress has accelerated
- New skills are being learned and developed
- Learning behaviour has improved
- Barriers to learning have been overcome.

This would be agreed through:

- Pupils provision meetings
- Discussion with child/parents –reviews
- Assessment results
- Work Scrutiny
- Staff Meetings
- SEND Reviews

Supporting Pupils and Families

Our website directs parents to the LA Local Offer and provides a link directly to the school's SEND information report.

Links with other agencies include:

- Educational Psychology Service
- Speech and Language Therapy
- Advisory Teachers for support/advice on areas such as specific learning difficulties such as dyslexia, dyspraxia, dyscalculia
- Occupational Therapy
- Behaviour Support Service
- Educational Welfare Officers
- CAMHS (Children and Adolescent Mental Health Services)
- School doctor/nurse
- Other medical professionals
- Stronger Families

- Parental Support Adviser
- SENDIASS

Our admission arrangements are also to be found on the school website under SEND.

This makes clear the admission arrangements for all children including SEND.

SEND children are assessed in the same way as all children, but may require extra time, support or resources to access assessments.

Transition arrangements

- We differentiate for SEN children in Numeracy and Literacy by giving them access to a class where the pitch of teaching is accessible to their level of capability.
- We work closely with parents, staff and the SENCO in secondary school to enable smooth transitions.
- We share information between schools regarding levels of need, support and intervention.
- We take part in transition days with all secondary schools to ensure smooth transition.
- With the secondary school, we identify where specific and additional support may be needed again, to ensure a smooth transition.

Supporting Pupils At School with Medical Conditions

- We recognise that pupils at school with medical conditions are properly supported so that they have full access to education, including school trips and physical education.
- Some children with a medical condition may be disabled therefore we comply with its duties under the Equality Act 2010.
- Some children may have special educational needs and have a statement or Education, Health and Care plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- Medical Care Plans are drawn up in conjunction with parents and the School Medical Officer and SENCO to provide an agreed support and care plan for our children.

Monitoring and Evaluation of SEND

Once assessments have been carried out and arrangements, support and consultations have been carried out and put into place, the staff under the guidance of the SENCO do the following:

- Discuss SEND on a regular basis in staff meetings
- SENCO carries out observations on children and staff
- Termly meetings are held to look at the progress and success of provision and intervention given to the children.
- Informal discussions with pupils and parents.
- Records are kept to support outcomes being achieved

This is a continual and active process of review, ensuring that we do our best to provide quality provision for the SEN pupils allowing barriers to be removed in order to help them achieve their outcomes.

Role of School Governors

- Understand how the responsibilities for SEN provision are shared within the school
- Meet the SENCO on a termly basis to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEN policy
- Discuss with school staff the outcomes of the school's monitoring and evaluation of the provision made for pupils with special educational needs
- Observe at first-hand what happens in school both inside and outside the classroom to ensure that SEN pupils are actively involved in all aspects of school life

- Take opportunities to meet and talk with parents of SEN children
- Keep informed about developments in the area of special educational needs, nationally, locally and within the school.

Staff Training

All teaching and support staff are given opportunities to improve their practice and develop their understanding of SEN issues through a comprehensive system of staff training. Some training is carried out within school during staff meetings and Professional Development Days and other training is external. The school also accesses training provided by the Community of Learning.

This Policy is to be read in conjunction with DCC supporting children and young people with SEN in Early Years, Schools and Post 16 provision and account should be taken of the following statements (see sheet).

SEN Policy Review

This policy will be reviewed as part of the 3 yearly rolling programme of subject review and the audit, self review process and evaluation will be undertaken by the SENCO involving all the appropriate members of staff and Governors.

APPENDIX 1 TO ANNEX B

**Bowes Hutchinson's C E Aided School
Bowes
BARNARD CASTLE
Co Durham
DL12 9LG**

Tel: 01833 628291

Date

Dear *Parent*

You are invited to attend a review, to be held at school, to discuss *child's* progress following a programme of extra help with *Curriculum Area* on *date* at *time*.

Please let me know if you are able to attend.

Yours sincerely

SENCO

ANNEX D

PLANNING FOR DIFFERENTIATION

There is a wide range of methods that teachers can use to provide differentiation for pupils with SEN. Effective teaching is supported by:

- defining the objectives, including the knowledge, understanding and skills
- planning activities appropriate to class, group and individuals

Planning for differentiation can involve:

- ensuring that pupils' strengths are used to build their confidence and maintain motivation e.g. involving a tetraplegic pupil in observation and recording of results while others carry out manipulation of equipment
- using a multi-sensory approach to give pupils the opportunity to learn effectively in a way suited to their abilities
- helping pupils overcome learning difficulties e.g. by simplifying the language of instruction for pupils with reading difficulties
- including the possibility of pupils' work and reports being recorded in different ways to suit their capabilities e.g. on computers, in written form, video and audio tapes.
- Providing opportunities for the assessment of pupils' progress and responses and giving feedback to individual pupils
- Employing active learning strategies giving pupils first hand experience selected from or reinforced by everyday examples
- Matching the demands of the activity to pupil's level of attainment
- Providing a range of activities which will ensure the participation of all pupils (differentiated by task) and/or
- Providing similar work for the whole group but allowing different outcomes for different individuals (differentiation by outcomes)
- Using a clearly defined, step by step approach which promotes a gradual development of concept and skills
- Allowing sufficient repetition to consolidate skills
- Using jargon-free, simple, unambiguous language starting from the pupils own language and introducing words as needed, especially to express a concept e.g. dissolving as opposed to melting
- Explaining new words to pupils regularly to ensure they understand them and can then use them
- Allowing time for pupils to reflect on their work
- Ensuring that the pace of the lesson takes account of the differing work rates of individual pupils

- **Using visits as stimuli for work and to reinforce concepts taught in school**
- **Using material which is free of gender bias and uses the different cultural and ethnic background of pupils to enrich teaching and learning**
- **Using a range of communication methods, including speech, picture/diagrams, writing**
- **Using adaptations of communications for the particular special educational needs, e.g. enlarged print, simple and consistent language, clear uncluttered illustrations**
- **Having a consistent presentation for written material and a format for practical work which will avoid anxiety and encourage confidence and participation**
- **Ensuring safe working conditions and the use of appropriate equipment and aids**
- **Making effective use of classroom helpers and technical support whilst maintaining pupil control of the work**
- **Organising work to be done in groups or pairs so that pupils are able to demonstrate to each other what they can do.**

From 'Teaching Science to Pupils with Special Educational Needs' NCC.

ANNEX E

The quality of the environment will depend not only on the classroom teacher, it will reflect the policies and provisions of the headteacher, other members of the school staff, the governing body, and the local education authority (LEA). Characteristics of a good learning environment will include:

- An atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs in which all pupils can thrive
- Classroom layout and appearance, which will stimulate pupil, teacher interaction and adjustment to changing curricular needs
- Easy access to resources including IT
- Flexible grouping of pupils
- Management of pupil behaviour through whole-school approach to discipline
- Co-operative learning among pupils
- Communication and co-operation among staff and with governors: headteachers can create a forum for discussing how pupils' needs can be met within the National Curriculum
- Effective management of support from SEN support staff, classroom assistants, parents and volunteers for instance – through clear definition of roles and use of room management, one-to-one tutoring and other strategies
- Access to specialist advice through SEN advisory and support services, school psychological services, speech therapy, health and social services and other sources
- Co-operation between special and ordinary schools in providing the National Curriculum
- In-service training, both school and centre based
- Continuous communication with parents and mutual parent-teacher support

From 'A Curriculum for All: Special Needs in the National Curriculum' NCC2

This kind of support environment is already in evidence in a range of ordinary and special schools. Where it is being planned, a whole-school approach will make it easier to achieve.

- Pupils' teaching needs
- Curriculum development plans, schemes of work and classroom and school environments need to be closely aligned with the teaching needs and individual curriculum plans of pupils with learning difficulties and disabilities so that maximum access to the National Curriculum is ensured.

CONTACTS

SENCO

Mrs S Scaife

Named Governor with responsibility for special needs

Mrs P Nicholls

Teaching Assistant with specific responsibility
For SEN

Miss V Pollard

Educational Psychologist

TBA



**Supporting Children and Young People with
SEN in Early Years, Schools and Post 16
provision**

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Other useful information

Introduction

The Children and Families Act 2014 was implemented in September 2014. This legislation is the most significant reform for children and young people in decades. The SEND Code of Practice provides the statutory guidance for implementing the Act. This can be downloaded [here](#)

This guidance explains the responsibilities on Early Year providers, schools and Colleges for meeting the special educational needs of children and young people, through a graduated approach, as well as describing the process for an Education, Health and Care assessment.

The guidance and the process has been developed by a group involving education, health and care colleagues, including school representatives, as well as parents.

The Local Offer

The Local Offer is an important development to help children and young people with SEND, parents, carers and practitioners to access information about services. Early Year providers, schools and Colleges must publish information about the services they provide.

Any service that provides information, advice and support to children and young people with SEND and their parents/carers should be registered on the Local Offer website. You can register your service or Network Groups at www.countydurhamfamilies.info/localoffer

Funding arrangements

Information about the **funding arrangements to support children with special educational needs** is available on the extranet, Education Portal and the Local Offer website.

Improving outcomes for children and young people with SEND

Definition of Special Educational Needs

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

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

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Act).

Definition of disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

A child must have a special educational need to be considered for an Education, Health and Care assessment. A care need or medical need, in isolation, would not result in an EHC assessment.

Underpinning principles

Children, young people and families should experience well-co-ordinated assessment and planning leading to timely, well-informed decisions. The following general principles underpin effective assessment and planning processes:

a) Participation in decision-making:

- Children, young people and their parents are key partners in the process, and their views on how, when and to what extent they would like to engage must be taken into account. They should feel confident that they will be listened to and their opinions will be valued.
- Practitioners in all services involved in the assessment and planning process need to be skilled in working with children, parents and young people to help them make informed decisions. All practitioners should have access to training so they can do this effectively.

b) Support for children/young people and parents:

- Local authorities, health agencies and other agencies must work with parents and young people to understand how best to minimise disruption to the child, young person and their family. For example, multiple appointments should be co-ordinated or combined where possible and appropriate, and some children and young people may need special arrangements for appointments.
- Local authorities must provide all parents, children and young people with impartial information, advice and support in relation to SEN, including the statutory assessment process, EHC plans and personal budgets. This should include key working and, as appropriate, an Independent Supporter.
- Local authorities should have early discussions with parents or the young person about what the assessment and planning processes will involve, and the range of options that will be available, such as different types of educational institutions and their right to request personal budgets. The local authority must provide information, advice and support in understanding what a personal budget entails and how it can be used.

c) Co-ordination:

Local authorities are responsible for ensuring that there is effective co-ordination of the assessment and planning process. This is a separate function from the provision of impartial information, advice and support). The co-ordination should include:

- Co-ordination and mediation of professional input;
- Planning the process to meet the needs of children, parents and young people;
- Arranging meetings; and
- Keeping the parent or young person informed.

The assessment and planning process should actively be supported by senior leadership teams monitoring the quality and sufficiency of assessments through robust quality assurance systems. Families should have confidence that those overseeing the assessment process will be impartial and act in their best interests.

d) Sharing information:

- Information sharing is vital to support an effective assessment and planning process which fully identifies needs and outcomes and the education, health and care provision needed by the child or young person. Information can be shared if there are agreed local processes designed to meet specific legal requirements about confidentiality, consent and security of
- information. Agencies should work together to agree local protocols for information collection and management so as to inform planning of provision for children and young people with SEN at both individual and strategic levels.
- As far as possible, there should be a 'tell us once' approach to sharing information during the assessment and planning process so that families and young people do not have to repeat the same information to different agencies, or different practitioners/services within each agency.
- Local authorities must discuss with the child's parent or the young person what information they are happy for the local authority to share with other agencies.

e) Timely provision of services:

- Where particular services are assessed as being needed, such as those resulting from statutory social care assessments under the Children Act 1989 or adult social care legislation, their provision should be delivered in line with the relevant statutory guidance and should not be delayed until the EHC plan is complete.

f) Cross-agency working:

- Joint working between local authorities and CCGs in the development of an EHC plan supports the provision of effective services for children and young people with SEN.

Consideration should be given to:

- The range of professionals across education, health and care who need to be involved and their availability;
- Flexibility for professionals to engage in a range of ways;
- Allowing professionals to feedback on the process, and its implementation, to support continual improvement.

g) Looked after children:

- Local authorities should be particularly aware of the need to avoid any delays for looked after children and work to carry out the assessment in the shortest possible timescale. Addressing a looked after child's SEN will be a crucial part of avoiding breakdown in their care placement.

Four areas of SEN

The four primary areas of special educational need (SEN)

Even the most detailed guidance cannot fully reflect the complexity and subtlety of individual pupils' needs, and the implications of these for education. The determining factor for a child or young person being identified as having SEN must be educational issues. Children and young people may have other difficulties such as housing, family or other domestic circumstances which should be addressed through a multi-agency approach using the Early Help assessment. In County Durham, this is provided by the ONE Point Service.

The definition of SEN set out in the Code of Practice is deliberately broad due to the wide spectrum of difficulties that can lead to a child or young person experiencing problems in learning. The Code of Practice narrows this spectrum into four areas of SEN, with the intention of helping schools and others to plan their provision and to focus on relevant and high quality interventions:

The **four primary areas of special educational need** are:

- 1. Communication and Interaction;**
- 2. Cognition and learning;**
- 3. Social, emotional and mental health;**
- 4. Sensory and/or Physical**

Individual needs which do not constitute SEN

The needs described below are not, in themselves, indicators of a child or young person having SEN. Some children may, however, have SEN in addition to these needs.

a) Attendance

Attendance may be affected for a variety of reasons and should be addressed through school and LA policies.

b) Specific medical difficulties

Where children have specific and potentially serious medical conditions (e.g. allergies, diabetes, epilepsy) it is important that staff know what should be done to ensure their general wellbeing, and how to deal with emergencies. Where such

difficulties have no impact on the child's general educational progress they do not constitute a special educational need.

c) Minor/short term difficulties

A block of treatment – such as physiotherapy or speech and language therapy – following an accident does not constitute a special educational need when the difficulty is known to be relatively short term, and has no impact on general educational progress.

d) Looked After Children

Children who are known to be Looked After will have a Personal Education Plan, designed to ensure that their wider educational needs are considered.

e) Family-based issues

Children may be the subject of an agency referral (early intervention) for support relation to a family-based issue. Although this is important for the school to be aware of, such issues do not constitute a special educational need where there is no impact on their general educational progress.

f) English as an Additional Language

Children whose first language is not English may require additional support to access the curriculum. Where this support is needed solely for their lack of English it does not constitute a special educational need.

g) Differentiation and in-school support

Many children whose progress is below average will not have SEN per se. Slow progress and underachievement do not, in themselves, constitute a special educational need. Such children should have their needs met by quality-first teaching, differentiation of the curriculum and access to support in the classroom. Where such provision is sufficient to enable progress, children should not be registered as having SEN.

h) Exclusions

Fixed-term or permanent exclusions for behaviour which does not have an ongoing impact on general educational progress do not constitute a special educational need. However, you would need to consider whether or not there is:

- An underlying learning difficulty; or
- a social, emotional or mental health need.

How to support parents to tell their child's story

a) My Story

Any professional who believes that a child has a special educational need, should be informing the child, parent or carer that their background information can be recorded in "My Story" to prevent them from repeating their story. In some instances, they might require support to complete or update the document. Versions of My Story can be downloaded from this site.

b) The Early Support app

The Early Support app has been developed by the Early Support Team at the Council for Disabled Children. The app provides an easy way for the parents or carers of a child with SEND to store, share and organise information about their child and the support and services they receive. It places the child and parents/carers at the centre, enabling them to choose what information to upload, and who they want to share information with; be that doctors, nurses, teachers or social workers. **c)**

Wiki

In County Durham, we are piloting a new multi-media approach called a wiki that promotes person centred planning. The wiki has been developed by The Rix Centre and details can be found [here](#)

All of the above belong to the child, young person and their parents/carers. They decide who to share it with.

The assess, plan, do, review approach

SEN support in the early years (0-5)

Providers of early years education, that is all early years providers in the maintained, private, voluntary and independent sectors that a local authority funds, are required to have regard to the SEND code of practice. They **must** have arrangements in place to support children with SEN or disabilities.

In relation to statutory duties, practitioners working in maintained schools, including nursery schools and nursery classes/units within a primary school, need to refer to chapters 5 & 6 of the 0-25 SEND code of practice.

The Early Years Foundation Stage (EYFS) is the statutory framework for children aged 0 to 5 years. All early years providers **must** follow the safeguarding and welfare requirements of the EYFS and the learning and development requirements, unless an exemption from these has been granted. This may be downloaded at www.foundationyears.org.uk

In addition, providers must comply with the duties as outlined in the Equality Act 2010. All publicly funded early years providers **must promote equality of opportunity** for disabled children. Early years providers must not discriminate,

harass, or victimise disabled children and there must be reasonable adjustments made for disabled children.

Maintained nursery schools must:

- use their best endeavours to make sure that a child with SEN gets the support they need
- ensure that children with SEN engage in the activities of school alongside children who do not have SEN
- designate a teacher to be responsible for co-ordinating SEN provision (the SEN co-ordinator, or SENCO)
- inform parents when they are making special educational provision for a child

They **must** also prepare a report on:

- the implementation of their SEN policy
- 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 to enable access to the school for disabled children, and
- their accessibility plan showing how they plan to improve access over time

Early identification

All early years' settings must continually monitor and support children to ensure that they develop and learn as appropriate, identifying any developmental issues, working with parents to address any identified problems, use their own best endeavours to support the child – using their own resources, drawing in extra help if needed (SEN Support). If necessary encourage the parent to refer their child for and Education, Health and Care Plan assessment. **From birth to two**

It is important to recognise that parents/carers early observations of their children are crucial and health services including, health visitors, general practitioners and paediatricians should work with the family, support them to understand their child's needs and help them to access early support. Early years providers should work with families and health and care services to monitor the child's progress and to ensure the child's needs are met within the setting.

5.15 *Where a health body is of the opinion that a young child under compulsory school age has, or probably has, SEN, they **must** inform the child's parents and bring the child to the attention of the appropriate local authority. The health body **must** also give the parents the opportunity to discuss their opinion and let them know about any voluntary organisations that are likely to be able to provide advice or assistance. This includes the educational advice, guidance and any intervention to be put in place at an early point and before the child starts school. (SEND Code of Practice July 2014)*

This support can take a number of forms. Examples are:

- Specialist support from educational psychologists or specialist teachers such as a teacher of the deaf, visually impaired, or multi-sensory impairment. These specialists may visit families at home. Their role is to support parents and the child with early learning programmes and approaches. They provide practical support, answering questions, discussing communication and clarifying needs.
- Home-based programmes such as Portage offer a carefully structured system to help parents support their child's early learning and development.
- A professional or trained, independent volunteer providing a single point of contact or key working.

Within Durham support for parents is available via:

- Educational Psychologists
- Specialist teachers, i.e. (Teacher of visual/hearing/multi-sensory impairments)
- Local One Point Service
- Portage Service
- Information, Advice and Support Service (previously Parent Partnership)
- The Early Support Programme supports the better delivery and coordination of services for disabled children, young people and their families. Information about the Early Support Programme can be found at [Early Support | UK children's charity | National Children's Bureau](#) or <http://www.nhs.uk/CarersDirect/guide/parent-carers/Pages/Early-SupportProgramme.aspx>
- Information about these services will be included in the local offer, and be available from other local impartial information and advice services.

Two year olds

From September 2014, two year olds for whom Disability Living Allowance is paid will be entitled to free early education. Those children with an Education, Health and Care Plan or Statement of SEN are also eligible. Further information may be obtained from www.gov.uk/free-early-education **Progress check at age two**

When a child is aged between two and three , early years practitioners **must** review progress and provide parents with a written summary of their child's development , focussing on the prime areas of learning; communication and language, personal, social and emotional development and physical development. (This check only applies if a child is attending a funded setting or child-minder).

This check **must** identify a child's strengths as well as any areas where progress is less than expected. If there are significant emerging concerns practitioners should develop a targeted plan with the parents/carers, involving other professionals as appropriate.

The progress summary must describe the activities and strategies the provider intends to adopt to address any issues or concerns. If a child moves settings between the ages of two and three it is expected that the progress check will be undertaken in the setting where the child has spent most time. Further guidance may be found in the 'Know **How Guide**'-The EYFS progress check at age two'. This can be downloaded at www.foundationyears.org.uk

Between the ages of two and three as part of the Universal Healthy Child Programme, health visitors currently check children's developmental milestones. It is important to encourage parents/carers to share the information from the progress check completed in the setting with the child's health visitor, particularly if there are concerns about their child's development. Practitioners **must** seek permission from parents/carers to share the progress check with others.

In Durham two year olds attend a range of provision including settings, child-minders and schools. Advice and support is available for both practitioners and settings from the early years team and the designated Co-ordinator for two year olds. **SEN support in the early years (children three to five)**

Early years practitioners working with children should monitor and review the progress and development of all children.

5.21 *In assessing progress of children in the early years, practitioners can use the non-statutory Early Years Outcomes guidance as a tool to assess the extent to which a young child is developing at expected levels for their age. The guidance sets out what most children do at each stage of their learning and development. These include typical behaviours across the seven areas of learning: This can be downloaded at www.foundationyears.org.uk (SEND Code of practice July 2014)*

In addition it is important that practitioners refer to the appropriate Ofsted guidance and EYFS Framework with regard to the progress and attainment of individual children.

Assessment at the end of the EYFS-The Early Years Foundation Stage Profile

In the final term of the year in which the child turns five, the EYFS Profile must be completed for all children, including those children with special educational needs or disabilities. Reasonable adjustments to the assessment process for children with SEND must be made as appropriate. The profile must reflect all ongoing observation; all relevant records held by the setting; discussions with parents/ carers and any other adults who may make a useful contribution. It should inform plans for future learning and identify any additional needs for support.

Identifying needs in the early years

5.28 *Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, practitioners should consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs.*

Early years providers should consider information on a child's progress across the prime areas. Within Durham 'The Flying from the Start' assessment package supports practitioners in recording and monitoring the progress of individual and groups of children. This can assist in supporting practitioners in the early identification of an emerging need and/ or delay in a child's development.

Where any specialist advice has been sought from beyond the setting, this should also inform decisions about whether or not a child has SEN. All the information should be brought together with the observations of parents and considered with them.

5.29 *A delay in learning and development in the early years may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, there should be an assessment to determine whether there are any causal factors such as an underlying*

learning or communication difficulty. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, should be adopted.

In Durham this may be supported by **First Contact (Tel 03000 267979)** who will triage information using the Early Help assessment and will identify the level of need. They will then refer to the most appropriate professional or service.

Where progress gives cause for concern, practitioners should work in partnership with parents and/or carers to develop a plan to ensure children with SEN receive the right levels of support for their future learning and development.

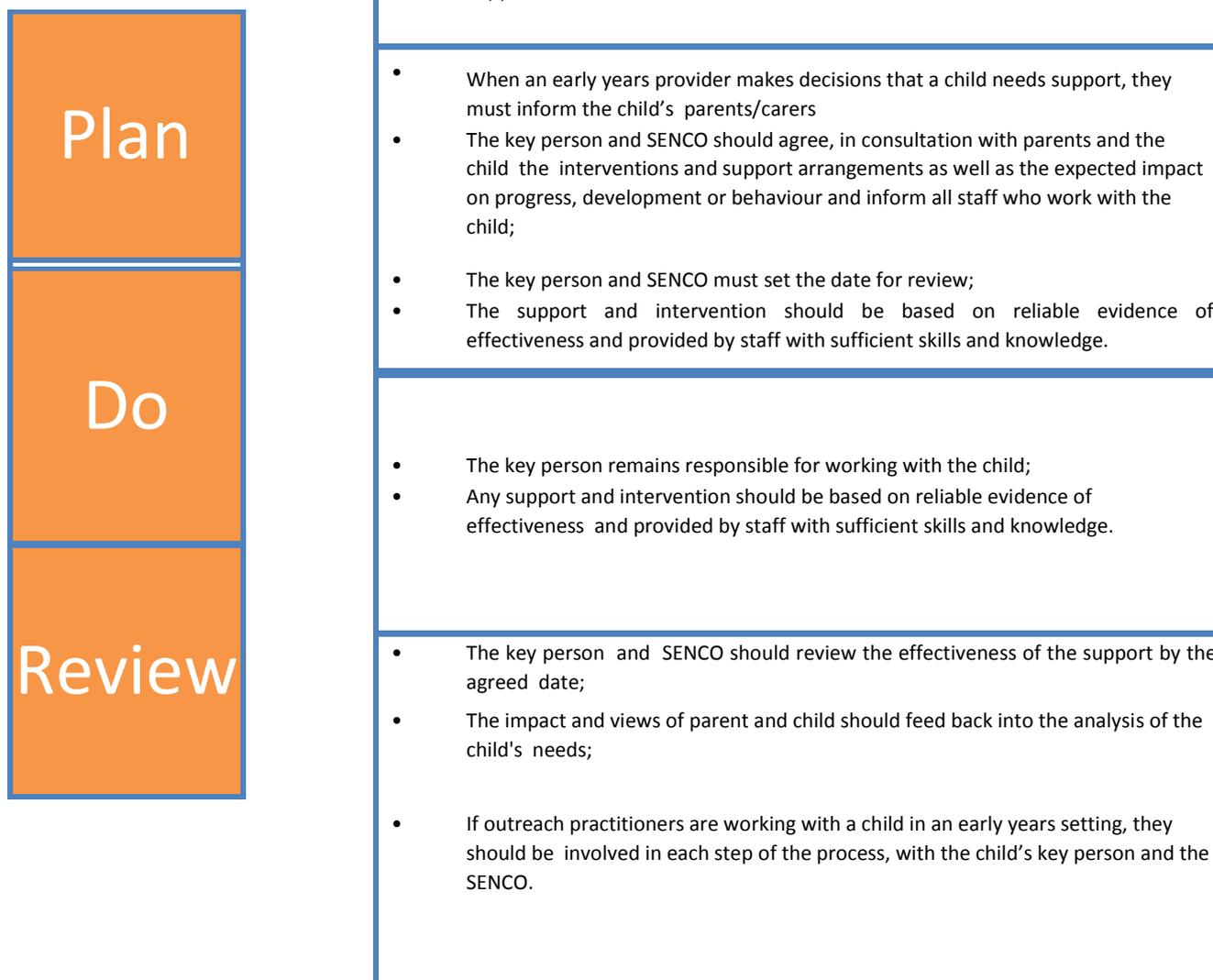
Early years settings should adopt a graduated approach involving a cycle of assessment, planning, doing and reviewing their actions in increasing detail and with increasing frequency, to identify the best way of securing good progress, as detailed overleaf.

The graduated approach in the Early Years is:



Assess

- Early years providers should establish a clear analysis of a child's needs. This will draw on practitioner assessments and experience of the child as well as progress, attainment and behaviour information;
- The key person or SENCO should record any concerns raised by the parent and compare them against their own assessment and information about the child's development
- It will draw on an individual's development in comparison to their peers, the views and experience of the parents and child and advice from external support services;
- There must be a regular review of the assessment;



At each stage parents should be engaged with the setting, contributing their insights to assessment and planning. Intended outcomes should be shared with parents and reviewed with them, along with action taken by the setting, at agreed times.

Settings should also involve others with specialist expertise **if, at any stage**, a child is not developing as expected or is not responding to action taken by the setting.

Where practitioners believe that a child has or may have SEN, they should discuss their concerns with the child's parent or carer, and notify the local authority that is responsible for the child.

Requesting Education, Health and Care plans

5.49 Where despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the setting should consider requesting an Education Health Care needs assessment. (see chapter 9 of the SEND Code of Practice for guidance relating to specific age ranges)

Transition

Transition needs to be carefully planned for all children. For those children with SEND this needs to be handled sensitively and parents need to be central to the process.

Additional resources

In Durham, as part of our commitment to improving services for children and young people with SEND, Durham County Council and Partners have taken a strategic decision to continue funding access to childcare. This is currently known as 'Supporting Disabled Children's Access to Childcare (SDCATCH)'. This funding is available to enable children with SEND, resident in County Durham, access to childcare, where their needs cannot be entirely met by the childcare provider. The funding is only available for children until the start of their school reception year. For more information contact the Early Years Team at County Hall (Inclusion and Equalities team)

Outreach Nursery provision

Some children with significant and complex special educational needs will require additional support in an Early Years Education setting.

In Durham, 17 of our Nursery schools or Nursery Units have been allocated additional funding to provide an Outreach service. This means that those children who require additional support will have their needs met at their local nursery or early years provider.

An Education, Health and Care assessment is not required to access this support. Decisions will be taken by a specialist Panel following receipt of a referral from the education provider.

The role of the SENCO in early years provision

- 5.52 *A maintained nursery school **must** ensure that there is a qualified teacher designated as the SENCO in order to ensure the detailed implementation of support for children with SEN. This individual should also have the prescribed qualification for SEN Co-ordination or relevant experience.*
- 5.53 *The EYFS framework requires other early years providers to have arrangements in place for meeting children's SEN. Those in group provision are expected to identify a SENCO. Child-minders are encouraged to identify a person to act as SENCO and child-minders who are registered with a child-minders agency or who are part of a network may wish to share that role between them.*

Support for early years setting

Within Durham we provide advice and practical support to early years providers about approaches to identification, assessment and intervention within the SEN Code of Practice. This role was previously carried out by the Area SENCO Team and is currently supported by the Education and Development Advisors within Early Years Team (Inclusion and Equalities)

School age

The majority of children and young people with SEN have their needs met through mainstream education providers through the SEN Support Plan and will not need EHC assessments or EHC plans.

There are different types of mainstream providers including nursery schools, mainstream schools (maintained schools, academies and free schools that are not special schools), 16 – 19 academies, further education institutions, pupil referral units and alternative provision academies. All of these schools **must**:

- use their best endeavours to ensure that the necessary provision is made for any individual who has SEN;
- co-operate generally with their local authority in developing the local offer.

Maintained nursery schools and mainstream schools, including academies and free schools, **must** also:

- designate an appropriate member of staff (the SEN co-ordinator, or SENCO) as having responsibility for co-ordinating provision for children with SEN;
- ensure that children with SEN take part in the activities of the school together with children who do not have SEN as far as possible;
- publish information on the school or nursery's SEN policy, and the measures and facilities put in place to assist access for disabled children.

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within the setting or require the involvement of specialist staff or support services. As part of using its 'best endeavours', an education setting should have arrangements in place to identify the need for and secure such provision, whether through expertise and resources available within the setting or by drawing on support from outside services.

With the SEN reforms, the whole of the process and the provision should be underpinned by an effective Local Offer. Information about all services across education, health and care must be included within the Local Offer. **School based interventions**

Schools should:

- make sure that the identification of SEN is part of their overall approach to monitoring the progress and development of all pupils.
- assess each pupil's current skills and levels of attainment on entry.
- make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting

point they should be given extra support. This is a whole school responsibility involving the class teacher, any and subject teachers, supported by the senior leadership team.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.

At this early stage, teachers may suspect that a pupil has SEN. While informally gathering evidence (including the views of the pupil and their parents) schools should not delay putting general teaching support in place where required. The pupil's response to such support can help identify their particular needs.

This information gathering should include an early discussion with the pupil and their parents. These early discussions with parents should be structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. A **short note** (*the template is available on the extranet, education portal and Local Offer sites*) of these early discussions should be added to the pupil's record on the school information system and given to the parents. Schools should also tell parents and young people about the local authority's information, advice and support service (former Parent Partnership Service).

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCO, should assess whether the child has a significant learning difficulty. Where this is the case, then there should be agreement about the SEN support that is required to support the child.

Where a SEN is identified, early years providers, schools and colleges should put appropriate evidence-based interventions in place. SEN Support Plans should relate to a clear set of expected outcomes, which should include stretching and relevant academic and developmental targets (including for older children, and young people, targets around preparing for adulthood). Progress towards these outcomes should be tracked and reviewed regularly, at least termly.

These outcomes are most effective where they reflect the views, wishes and feelings of children and young people and their families.

In schools, support should be planned and reviewed by the class or subject teacher, in collaboration with parents, SENCOs, and, where appropriate, the pupil themselves.

Once a potential SEN is identified, the assess, plan, do and review cycle should be used to put effective support in place, and recorded in the SEN Support Plan. A request for an EHC assessment should **not** be the first and immediate response to a special educational need. Personalised approaches must be adopted that puts the child and family at the **centre** of the decision making process.

The graduated approach in schools and

Post 16 provision is:



Assess

- Schools, colleges and other education settings should establish a clear analysis of a child's needs. This will draw on teacher assessments and experience of the child as well as progress, attainment and behaviour information;
- The teacher or SENCO should record any concerns raised by the parent and compare them against their own assessment and information about the child's development
- It will draw on an individual's development in comparison to their peers, the views and experience of the parents and child and advice from external support services;
- There must be a regular review of the assessment;
- Support must be matched to the needs of the child.

Plan

- When a school, College or setting make decisions that a child or young person requires support, they must notify the child's parents and the young person, if they are over 16;
- The teacher and SENCO should agree, in consultation with parents and the child the interventions and support arrangements as well as the expected impact on progress, development or behaviour;
- The teacher or SENCO must set the date for review;
- The teacher or SENCO must inform all staff who work with the child;
- The support and intervention should be based on reliable evidence of effectiveness and provided by staff with sufficient skills and knowledge.

Do

- the class teacher remains responsible for working with the child;
- any support and intervention should be based on reliable evidence of effectiveness and provided by staff with sufficient skills and knowledge.

Review

- The teacher or SENCO should review the effectiveness of the support by the agreed date;
- The impact and views of parent and child should feed back into the analysis of the child's needs;

Where a child continues to make little or no progress, despite well-founded support that is matched to the child's area of need, the school should:

- consider involving specialists, including those from outside agencies ([County Durham's Families Information Service | SEND Local Offer](#))
- Involve parents in any decision to involve specialists.
- The SENCO and class teacher, together with the specialists, should consider a range of well-founded and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. This will involve the SENCO, class teacher and specialists. They should agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.
- Adapt or replace the support, depending on how effective it has been in achieving the expected outcomes.
- **Include planning and preparation for the transitions between phases of education and preparation for adult life.**

In Durham, the school should develop a SEN Support Plan, costed provision map and support timetable with the parent and child which includes a guaranteed level of support / provision during the period of the plan. In some instances, the school might require some top-up funding to meet the needs of the child. This will help to re-assure the parents and the child or young person about the provision.

This process is explained below:



N.B. Durham's Provision Guidance includes the SEN Planning Tools.

Enhanced Mainstream Provision (EMP)

In Durham, we have a range of provision for supporting children and young people with SEND.

If a placement in an EMP is being considered, the child or young person would not require an Education, Health and Care assessment. The child and parent/carer's views must be sought and the decision will be taken by an appropriate Panel.

The mainstream schools that have Enhanced Provision can be viewed on the Local Offer website.

Post 16 education

The Post-16 education and training landscape is very diverse. It encompasses school six forms (both mainstream and special schools), sixth form colleges, general further education colleges (FE) colleges, and 16-19 academies, special post-16 institutions, and vocational learning and training providers in the private or voluntary sector.

The statutory duties on post-16 institutions are set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years from page 112.

Post-16 provision (referred to from now on as college) should also be underpinned by an effective Local Offer and funded through the budget allocated to the establishment. Additional funding is made available, from the local authority, through top-up funding where the cost of the special educational provision required to meet the needs of an individual young person exceeds the nationally prescribed threshold.

Supporting young people to express their views

From Year 9 onwards, local authorities, schools, colleges and other agencies involved in the planning for a young person's transition to adult life should help them and their families prepare for the change in legal status once a young person is over compulsory school age. The local authority and other agencies should establish what support he/she needs to express views, and how the family should be involved. Schools and colleges should involve the families of young people with SEN in discussing their needs and their progress where that is their usual policy for students, and should ensure they have arrangements in place to contact the family if necessary where they have safeguarding, welfare or other concerns.

When a child is over compulsory school age it is their views that take precedence over those of their parents, in respect of assessments and Education Health and Care Plans. Where there is a conflict of interests between the young person and the parent, it is the view of the young person that prevails, for example, in respect of the educational setting the young person wishes to attend. A decision by a young person to choose a particular college will typically involve discussion with their family and others, but the final decision will be with the young person.

Although the decision rests with the young person, a young person can ask any family member or other advocate to support them in any way they wish.

Some young people will require support from a skilled advocate to ensure that their views are heard and acknowledged. They may need support in expressing views about their education, the future they want in adult life and how they prepare for it, including their health, where they will live, their relationships, control of their finances, how they will participate in the community and how they will achieve greater autonomy and independence. Schools and colleges working directly with young people should also involve their family in, for example, discussions about their study programmes and support.

The right of young people to make a decision is subject to their capacity to do so as set out in the Mental Capacity Act 2005. The underlying principle of the Act is to ensure that those who lack capacity are empowered to make as many decisions for themselves as possible and that any decision made or action taken on their behalf is done so in their best interests.

For young people aged over 18, the Children and Families Act requires local authorities to have regard to their age when:

- forming an opinion about whether to conduct an assessment;
- making a decision, following an assessment, about whether to make an EHC plan;
- reviewing an EHC plan or deciding whether to secure a reassessment; and
- determining it is no longer necessary to maintain an EHC plan.

Transition to Post-16

Colleges have an important role to play in working with schools to support young people with SEN to make a successful transition into post-16 education or training. It is important that information about previous SEN provision is shared with the further education or training provider.

In Durham Personal Advisers from the One Point Service will have the responsibility for ensuring young people with a SEN Support Plan are supported through their transition into post-16 education and training. A process will be put in place which will facilitate how the support plan will be shared in a timely manner, so that the new provider can develop a suitable study programme and prepare appropriate support.

Where the young person has an EHC plan the responsibility for supporting those young people through their transition into post 16 will be with the SEN Caseworkers in the Improving Progression of Young People Team. Colleges will be fully involved in the development of the outcomes for the young people coming to their institution who have an EHC plan which will include planning for their transition.

College based interventions

The principles outlined earlier in this document relating to schools apply equally to how colleges should identify and support students with SEN through the graduated approach. Once a potential SEN is identified, the assess, plan, do and review cycle should be used to put effective support in place. In Durham the college should develop a SEN Support Plan which outlines the guaranteed level of support/provision which will be put in place. Where funding for the plan exceeds the national threshold, then the college will be required to make an application to the local authority for high needs funding.

Support for schools is available through Durham's Provision Guidance which includes the SEN Planning Tools. The intention is to further develop this resource for colleges.

A request for an EHC assessment should **not** be the first and immediate response to a special educational need. Personalised approaches must be adopted that put the young person and where appropriate the family at the **centre** of the decision making process.

Colleges should give all applicants an opportunity before or at entry and at subsequent points, to declare whether they have a learning need, a disability or a medical condition which will affect their learning. If a student makes a declaration the college should discuss with the student how they will provide support. Any screenings and assessments should be differentiated and proportionate to the likely level of SEN.

Students who fell behind at school, or who are studying below level 2, should have their needs identified and appropriate support should be provided. It should not be assumed that they have SEN just because they have lower attainment levels than the majority of their peers. They may do, but this should be identified specifically and supported. Equally it should not be assumed that students working on higher level courses do not have any learning difficulty or disability that may need special educational provision.

Where a student has a learning difficulty or disability that calls for special educational provision, the college **must** use its best endeavours to put appropriate support in place. 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.

Support should be evidence based. This means that colleges should be aware of effective practice in the sector and elsewhere, and personalise it for the individual. They should keep the needs of students with SEN or disabilities under regular review. Colleges should take a cyclical approach to assessing need, planning and providing support, and reviewing and evaluating that support so that it can be adjusted where necessary. They should involve the student and, particularly for those aged 16 to 18, their parents, closely at all stages of the cycle, planning around the individual, and they should ensure that staff have the skills to do this effectively.

Young People aged 19-25

Young people aged 19-25 have the right to request an assessment of their SEN at any point. 19-25 year olds do not have an automatic right to receive support through an EHC plan, nor is it in the best interests of every young person to stay in education or training until the age of 25. However, local authorities **must not** deny or cease support through an EHC plan simply because a young person is over 18.

In every case, the local authority **must** make a judgement, in close consultation with the young person and their parents on whether agreed outcomes have been met and whether the young person has been prepared and enabled to make a successful transition into adult life.

Where a young person with an EHC plan is over 18 but needs to take longer to complete or consolidate their education or training, EHC support can continue up until the end of the academic year in which they turn 25. But the local authority **must** take into account whether it is in the best interests of an individual to stay in education or training. Many young people will want to complete their education or training and progress into adult life and work much sooner than this. If a local authority chooses to continue an EHC plan until the end of the academic year in which a young person attains the age of 25, they should continue to provide them with the same level of support; this includes any transport support they have been providing.

Some young people will have successfully completed their time in formal education or training and will primarily require on-going health and/or care support and/or access to adult learning opportunities. These young people will be best supported via universal health services, adult care and support alongside learning opportunities in the adult skills sector." For those who have just completed an Apprenticeship Traineeship or a Supported Internship, the best option may be for them to leave formal education or training and either begin some kind of paid employment resulting from their work placement, or to access further support and training available to help them secure a job. Pathways to employment include Apprenticeships.

Apprenticeships are paid jobs that incorporate on and off the job training leading to nationally recognised qualifications. Apprentices earn as they learn and gain practical skills in the workplace. Anyone living in England, over 16 years old and not in full time education can be an Apprentice. Young people who meet the criteria for Apprenticeships can retain their EHC plan while they are participating.

Key principles of an EHC assessment (all ages)

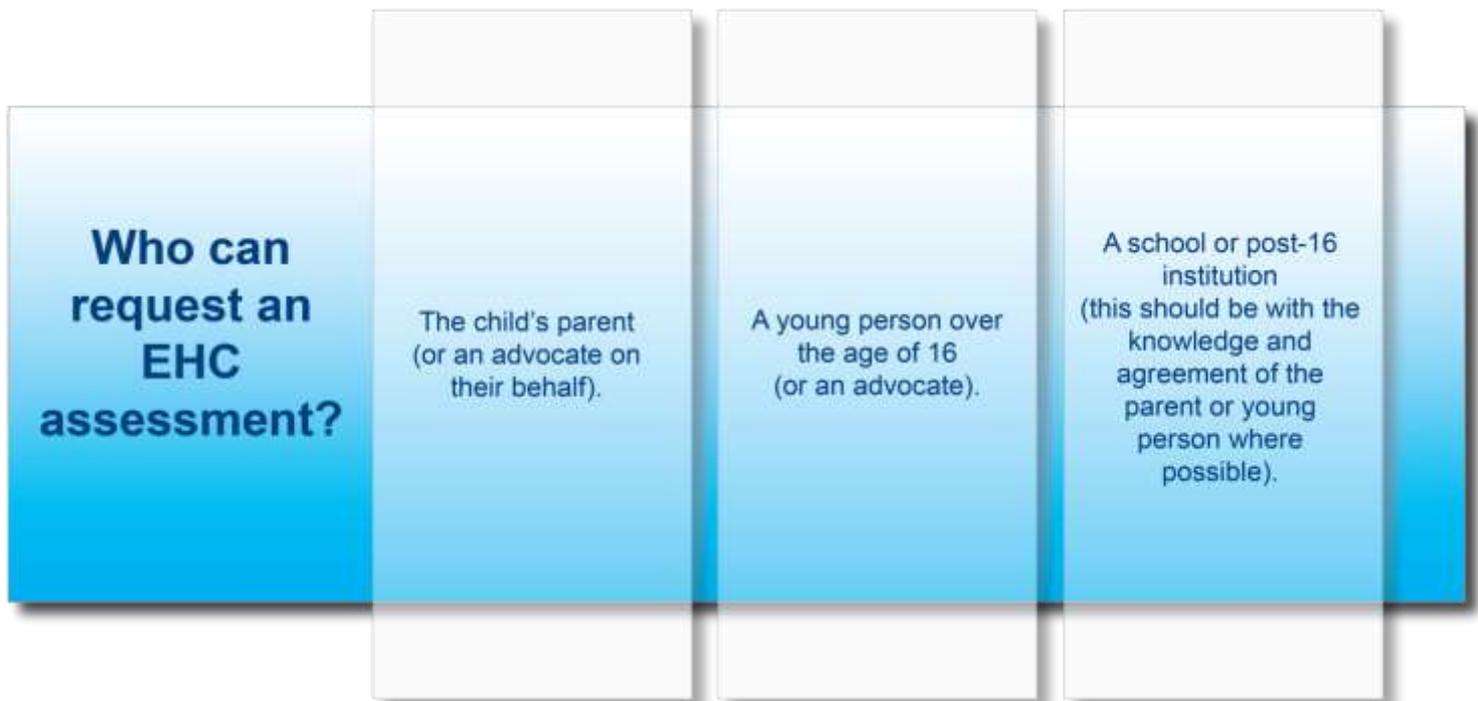
In considering whether a statutory assessment is necessary, local authorities should pay particular attention to:

- a. **The views, wishes and feelings of the child or his or her parent/carer, or the young person**, using an appropriate method, such as Picture Exchange Communication Systems (PECS), Information Technology

etc. These can be expressed through an advocate if that is helpful. The local authority must consult the child's parent or young person as soon as practicable following a request for assessment (or having otherwise become responsible).

- b. Evidence of the child or young person's attainment and rate of progress.
- c. Information about the nature, extent and cause of the child or young person's SEN.
- d. Evidence of the action already taken by the early years provider, school or post-16 institution to meet the SEN.
- e. Evidence that where progress has been made, it has only been the result of much additional effort and instruction at a sustained level over and above that which is usually provided.
- f. Evidence of the child or young person's physical, emotional and social development and health needs.
- g. where a young person is aged over 18, the local authority **must** consider whether the young person requires additional time, in comparison to the majority of others of the same age who do not have special educational needs, to complete their education or training. Remaining in formal education or training should help young people to achieve education and training outcomes, building on what they have learned before and preparing them for adult life.

Education, Health and Care assessments



In addition, anyone can bring a child or young person who has (or may have) SEN to the attention of the local authority. This could include, for example foster carers, health and social care professionals, early year practitioners, youth offending teams or probation services, those responsible for education in custody, school or college staff or a family friend. Again, this should be done with the knowledge and agreement of parents or the young person where possible.

In Durham, any professional requesting an assessment must complete a request form (available to download on the Local Offer website, extranet and education portal) and submit supporting evidence. This will be in the form of educational, EP and medical advice and must include:

- A SEN Support Plan, that has been developed with the child and parent/carer
- Costed Provision Map and support timetable (at this stage, mainstream schools only)
- Evidence of relevant and purposeful action over time with intervention from additional support agencies, as appropriate.

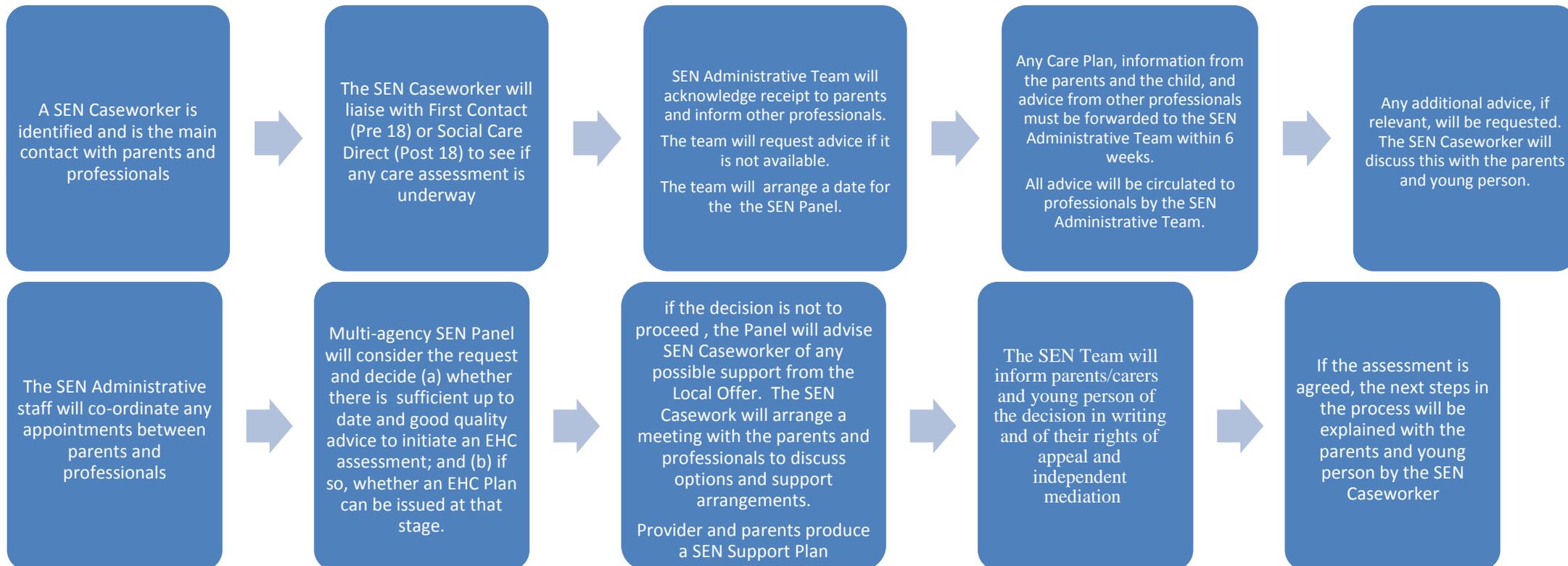
Advice or reports from other agencies e.g. social care must also be submitted, if available. The costed provision map and support timetable will demonstrate the measures taken by the school, and the funding allocated, to support the child as part of the graduated approach to assess, review, plan and do. The process is described on the flowchart.

Multi-agency process for requests for Education, Health and Care assessments

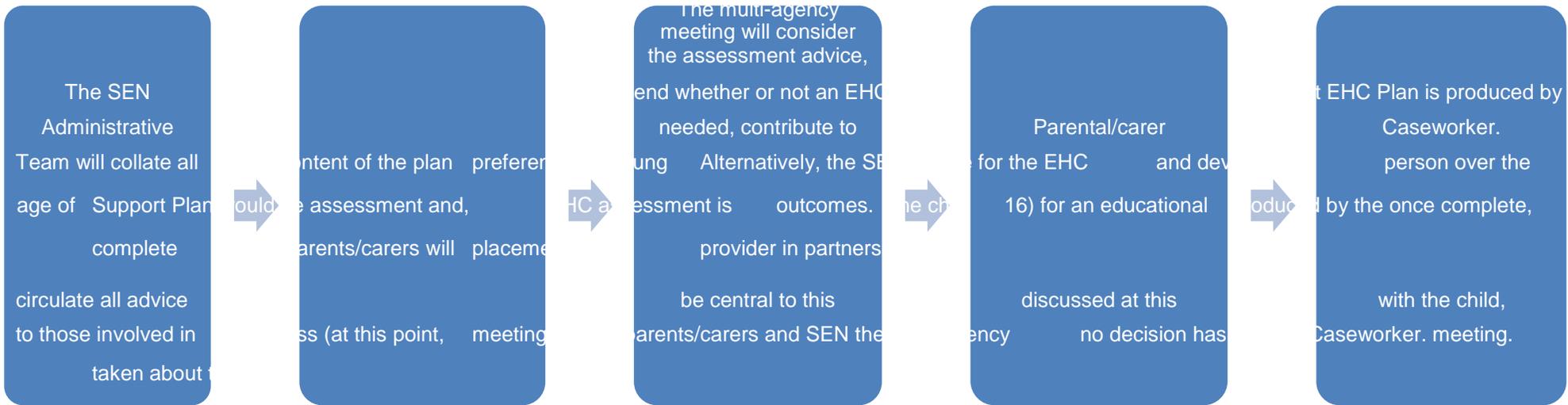
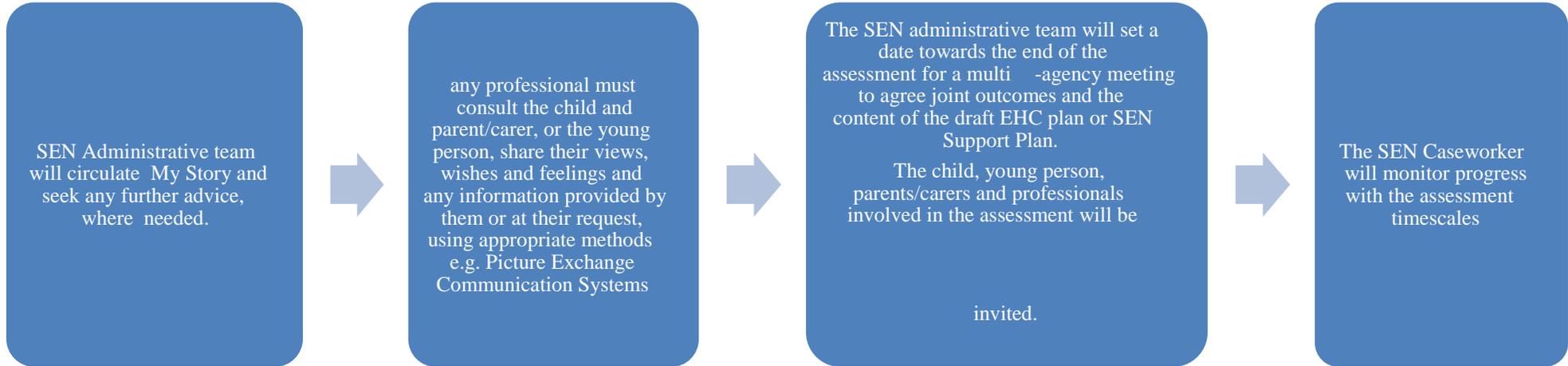
1. Request (maximum of 6 weeks)

Request for EHC assessment and supporting evidence submitted to the SEN Casework Team.

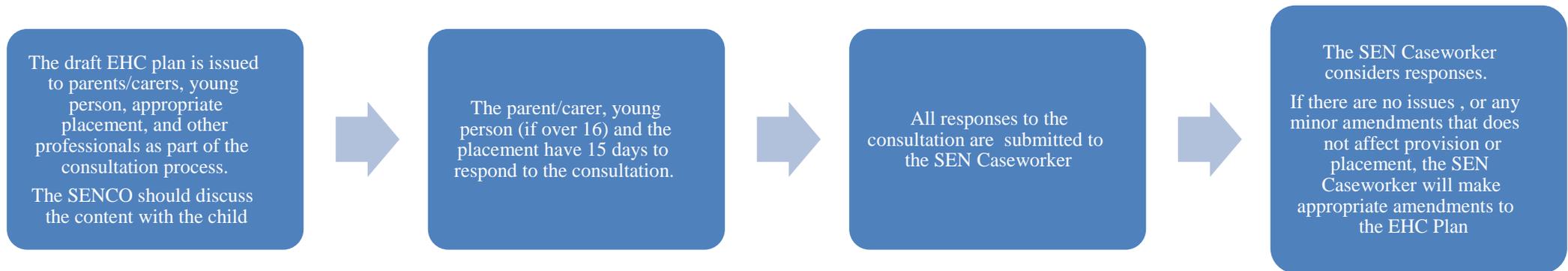
(N.B. Advice should not be requested by the SEN Caseworker if it is already available and suitable. Up to date, quality advice that is outcome focussed must be submitted with the request. Author of advice to give consent about the suitability of the advice for the assessment)

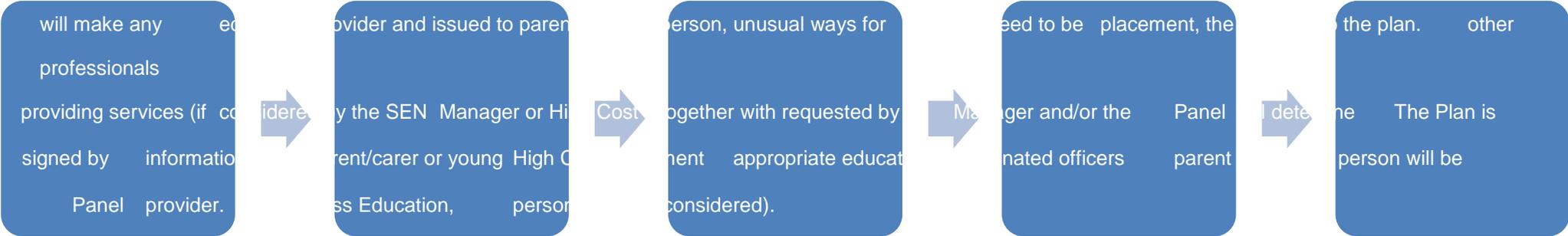


2. If the assessment is agreed...



3 Consultation and Finalising the Plan





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SEN Caseworker role

The SEN Caseworker has the specialist knowledge of the statutory assessment process and the law around special educational needs.

The SEN Caseworker will:

- Co-ordinate the Education, Health and Care assessment. This will include seeking appropriate up to date, quality advice for the assessment and ensuring that the assessments are completed within the statutory timescales.
- Be the main contact with the parents/carers, young person and professionals and keep them informed of progress.
- In partnership with the family and all professionals, arrange and attend a multiagency meeting towards the end of the assessment process to consider the outcomes of the assessment and agree joint outcomes.
- Prepare a draft EHC plan and seek outline approval for funding from education, health and care before the multi-agency meeting.
- Prepare an Personal Budget, prior to the multi-agency meeting.
- Present the evidence at a **person centred** multi-agency meeting and contribute to the following:
 - Whether or not an Education, Health and Care Plan is issued;
 - The outcomes for the child or young person
 - The appropriate provider for the services identified within the plan
 - Levels of provision in order to meet the outcomes for the child
 - Signpost the family to services in the Local Offer. This is important for any child or young person with a special educational need
- If an EHC Plan is not issued, ensure an appropriate handover of the case to the educational provider and that parents/carers have the SEN Casework details to discuss any future matters and information about services in the Local Offer.
- Seek final approval for the plan from education, health and care before the Proposed Plan is issued. The final decision about the contents of the

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Plan and the funding arrangements rests with senior staff across education, health and care.

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- Attend any meeting requested by parents to discuss the content of the plan. The Caseworker must be willing to attend any meeting with parents/carers at any stage in the process.
- Represent the Local Authority in any mediation session or at Tribunal.
- Advise the parents/carers and professionals on the statutory process and SEN legislation
- Advise parents/carers on their rights to independent mediation and tribunal appeals.

Other useful Information:

- Disagreement Resolution and Independent Mediation
- Provision for children and young people with Special Educational Needs:
 - Early Year Providers
 - Schools
 - Independent and non-maintained special schools
 - FE Providers
- Education funding arrangements
- Personal Budgets
- Admission arrangements
- Home to school and home to college transport
- Accessibility Strategy
- Children with medical needs

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