

Special Educational Needs Reform and the 2014 SEN code of Practice

- Reasons for the reforms
- What are the changes
- Implications for Greentrees Primary School



Why are things changing?

“A statement is not enough” Ofsted 2010

“In some schools inspectors met pupils who were provided with significant additional hours whose needs could and should have been met appropriately by differentiated teaching.”

“too often it was assumed that children with SEN could not work with their peers because it was assumed they should work with adult assistance.”

“Inspectors saw schools that identified pupils as having Special Educational Needs when in fact their needs were no different from those of most other pupils.”

The Children and Families Act 2014: produced a new SEN Code of Practice

- New CoP comes into force on 1st September 2014 - covers 0 to 25 age group
- Clear focus on views of Children and Young People (CYP) and their parents
- Joint planning and commissioning of services to ensure close cooperation between education, health and social care
- For those with complex needs, a coordinated, person-centred assessment process and a new Education, Health and Care Plan (EHC) to replace statements (existing statements will be gradually changed over by 2017)
- Option for personal budgets
- LAs must publish a clear 'local offer'
- New guidance on support pupils should receive in education settings (see below)
- Greater focus on support that enables those with SEN/D to succeed and make a successful transition to adulthood – focus on outcomes and raising aspirations

Key Quotes from the new Code of Practice

“Many of the children who are not progressing as expected, or are falling behind their peers, can be supported, and have their needs met, through normal teaching and learning strategies, modification to teaching approaches and to classroom organisation, or through provision of ancillary equipment and aids.”

“Schools must ensure that children who receive additional SEN support and have an identified SEN, have not had their progress hampered by weak teaching or poor attendance.”

“Teachers are responsible and accountable for the progress and development of the pupils in their class, including those with SEN and those who access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. The DfE believes that the majority of pupils can make progress through such teaching. Additional intervention and support cannot compensate for a lack of good-quality, personalised teaching.”

Implications for Greentrees

- Definition of SEN has not changed :

Where a child has a **significantly greater difficulty in learning** than the majority of others of the same age, or has a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided (ie over and above adjustments, aids and services required by the Equality Act 2010).



Four areas of SEN

- Four areas of SEN :
 - Communication and interaction
 - Cognition and Learning
 - Social, emotional and mental health (replaces BESD)
 - Sensory and/or physical



New requirements of the Code

- Schools must publish their own 'local offer' detailing how SEN support is provided on every level (website)
- Full engagement of parents and pupils with SEN must be sought when drawing up policies that affect them and schools should ensure where practical, that pupils with SEN are represented on class and school forums.
- Current categories of School Action and School Action Plus to be replaced with a single category – SEN Support
- Major focus of new code is the accountability of teachers and the importance of effective differentiation by planning lessons that ensure that there are no barriers to every pupil achieving.
- When intervention programmes are used, they should be evidence-based and their impact evaluated and reviewed regularly as part of the graduated approach

Graduated approach: Assess, Plan, Do, Review

- **Assess:** In identifying a child as needing SEN support, the class or subject teacher, should carry out a clear analysis of the pupil's needs, supported by the SENCo.
- **Plan:** The teacher, in consultation with the SENCo, parent and pupil, should agree the adjustments, support and interventions to be put in place, as well as the expected impact on progress, development or behaviour.
- **Do:** 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 teacher, they should still retain responsibility for the pupil.
- **Review:** The class or subject teacher, working with the SENCo, should revise the support in light of the pupil's progress and development.

Other key themes:

- Schools should meet parents at least three times a year... these discussions should be led by a teacher with good knowledge and understanding of the pupil, who is aware of their needs and attainment.
- IEPs no longer a requirement - instead schools should use class-by-class provision mapping, supported by thorough record-keeping.
- Schools should focus on improving teaching and support so that additional provision is not needed.
- Schools should stop identifying pupils as having SEN when they simply need better teaching and pastoral support.
- Early identification of SEN/D issues
- Child and parents are central to the process
- Legislation and paperwork should be simplified so the system is clearer for parents and schools.

The Greentrees School 'Offer'

- Greentrees Primary School is an inclusive school. We uphold children's right to education and recognise the diverse educational needs within our community. We acknowledge those needs may change over time and require a range of provision. We believe we have a duty to offer that provision where we can, to foster inclusion and provide full educational access.
- We ensure all pupils are included in all aspects of school life and we encourage all children to 'Reach for the stars, strive to succeed'.
- The Greentrees Primary School Offer for SEND pupils aims to provide information and answer some key questions for parents, carers and those who support children with SEND in our school. The Offer details the provision and support that parents and carers can expect our school to provide.

Greentrees Primary School firmly believes in the effective inclusion of all pupils in high-quality everyday personalised teaching, known as 'Quality First Teaching'.

We value the abilities and achievements of all of our pupils, and are committed to providing the best possible learning environment for every child.

We aim to support all learners and to provide well resourced, appropriate and effective provision which is personalised to meet the needs of individual children.

We believe that the most effective learning takes place when children are happy and confident, when they have high self-esteem and believe in themselves as learners.

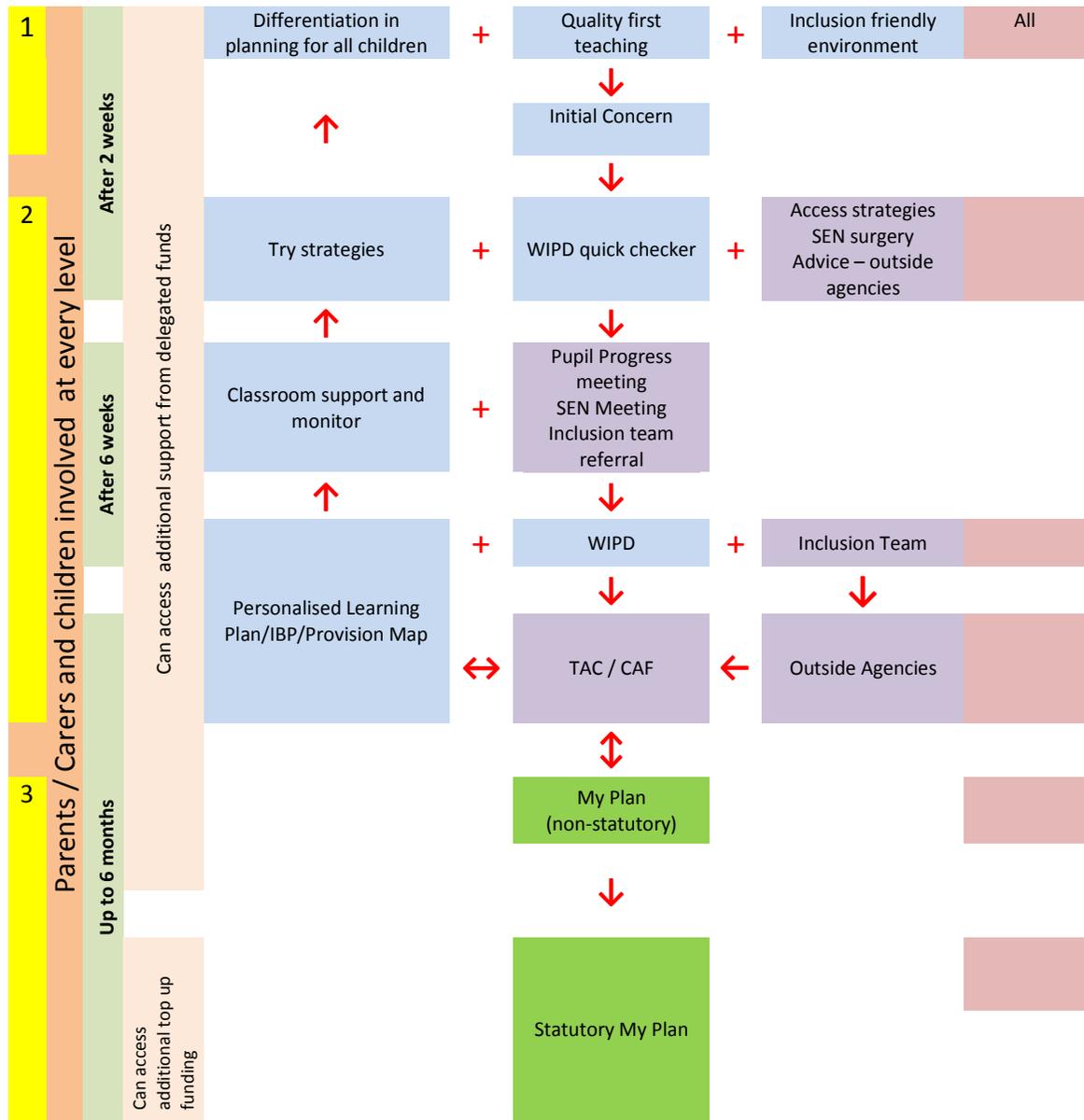
We aim to 'build learning power' and children are encouraged to develop their skills in the four 'Rs' – Resilience, Resourcefulness, Reciprocity and Reflectiveness

Greentrees – An inclusive school

- Quality First Teaching
- Inclusive classrooms
- One-page profiles
- Provision Mapping
- Provision 'Menu'
- Recognised Strategies for different areas of SEN
- Specialist Advice and Training



SEN/D Flowchart



Key:

Classroom teacher	Class teacher and Inclusion team	SEND Lead Worker	↓ If not enough progress made
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Area of Need	Quality First Teaching (Wave 1) available to all children	Interventions (Wave 2) for a time limited boost or catchup period	Personalised interventions (Wave 3) after or to supplement wave 2 intervention
Speech, Language and Communication	Visual timetable Use of total communication (speech, signs, pictures/symbols) Use of rhyme/rhythm and song Response partners/trios Speaking and listening activities	Speech sound assessment and programme SALT helpline TALKBOOST Derbyshire Programme	Individual visual timetable Personalised visual support SALT programme ELKLAN Pre-teaching vocabulary/concepts
Cognition and Learning	Appropriate differentiation Variety of teaching methods Shared objective and success criteria Self assessment/peer assessment strategies Paired Reading / Cued Spelling Numicon and other concrete resources Overcoming Barriers Memory games within lessons Class Teacher's Assessment Pack WESFORD Dyscalculia Assessment Soundwell	SENSS helpline Rapid Maths, Rapid Reading, Rapid Writing, Rapid Phonics programmes Springboard Maths Numicon programme Supporting Children with Gaps ELS/ALS/FLS/Sir Kit's Quest Working memory support Boosting Reading @ Primary Home learning club	Individual targets within lessons Toe by Toe WESFORD Nessy Accelerread/Acclerwrite Numbers Count Memory games – small group or 1:1 SENS or EP consultation report
Emotional, Social and Mental Health	Meet and greet Playtime touchdown Home/school communication oral/book Behaviour policy and golden time classroom log Circle time Play buddies BOXALL profile Goodman's Strengths & Difficulties Audit	PSA support for family Target/ reward chart Reflections diary / expressions book SEAL group Circle of friends School Counsellor (Time to Talk) Playtime mentor Invited Breakfast Group/Home Learning club Nurture group Play Therapy	Social Stories Nursery Narrative Safe and calm retreat area PCAMHS Education Welfare Officer Behaviour Support Teacher /Assistant advice Social Skills Programme Personalised Transition Plan
Physical and Sensory	Writing aids (slope, ruler grip, pencils, pencil grip) Alternative recording Eurythmy exercises Wake and Shake Wriggle break	Write from the Start handwriting Fine motor exercise pack SPARK park / OT helpline SpeedUp Handwriting Programme	Wobble cushion/ weighted blanket School Doctor / School Nurse OT programme
English as an Additional Language	Collaborative learning activities Visual timetable Visual aids eg playtime fan Response trios Speaking and listening activities Own language reading /writing/speaking Child as language expert Bilingual classroom labels	English phonics sessions Bi lingual Assistant	EMAS consultation report
Able and Interested	Rich questioning	Cluster group events	Braeside courses mentoring

Any Questions.....

- SENCo/Inclusion Officer
- clairedemetri@greentrees.wilts.sch.uk
- Parent Support Advisor
- Mrs Helen Coombe

Learning
Support
TA

Behaviour
Support
ELSA

Pupil
Premium
PPTA



Peer
Support

Teacher
Support

Parent
support
PSA