

# Identifying, assessing and meeting the special educational needs of children & young people in Kirklees mainstream schools

## A Graduated Approach



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## **Foreword**

### **Introduction to this guidance**

The Children & Families Act 2014: Part 3 has been in force since September 2014 and considerable work has been undertaken in Kirklees to implement the reforms across education, health and social care. Significant progress has been made but there is still much work to do. The implementation of the reforms has meant significant and continued development and change for schools in terms of their arrangements for identifying, assessing and making provision for children and young people with SEN and this has been and continues to be a challenging time due to the degree and pace of change.

The implications of the reforms is usefully summarised in the briefing note available on the CDC website on the following link:-

<http://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/schools-briefing-sep-15.pdf>

This guidance has been developed primarily to support mainstream schools (maintained schools, academies and free schools) in Kirklees but will also be useful to other professionals across education, health and social care who work with schools in supporting children and young people with SEN. It is designed to assist schools in the development of their arrangements for identifying, assessing and making provision for children and young people with special educational needs (SEND), setting out local expectations for Kirklees mainstream schools, in accordance with the **Children and Families Act 2014 and the SEND Code of Practice**. This guidance links into and brings together other information and guidance to support the Graduated Approach to identifying, assessing and making provision for children and young people with SEN in Kirklees.

Each school will need to set out its arrangements in their SEN Information Report and SEN Policy (see sections 2.1 and 2.2 below).

This guidance builds on and replaces the guidance 'Children and Young People with SEN: School Based Support' *DRAFT* September 2014.

Please note, throughout this document the term 'parent' includes all those with parental responsibility, including parents and those who care for the child.

1)

## Context

1.1)

### Kirklees Vision

Our ambition for children with special educational needs and disabilities (SEND) is the same as for all children and young people – that they achieve well in their early years, at school and in college and lead happy and fulfilled lives.

To achieve our ambition we are striving to create a 0-25 SEND system that:-

- Enables children and young people to have the best possible start in life and achieve their potential;
- Supports children, young people and their parents to have high aspirations for the future, raising aspirations by not only thinking about what is possible now but thinking creatively about what could be possible in their life;
- Ensures that children and young people and their parents are actively involved in planning and decision making, both at an individual and strategic levels, and have more choice and control over the support they receive;
- Provides joined up education, health and social care services, working together to enable children and young people to achieve the best possible outcomes;
- Ensures children and young people are effectively supported to prepare for adulthood, including employment, independent living, good health and participation in community life.

This vision is reflected in the Kirklees Joint Strategy for SEND.

1.2)

### Our approach

In Kirklees a **child and family centred approach** will be integral to all planning for children and young people with SEND, to ensure best outcomes for our children and young people. The following definition and set of principles have been adopted across services and signed off by the Children's Trust and the Health and Wellbeing Board.

#### A child and family centred approach

In Kirklees, we recognise the contribution that a child and family centred approach has on improving outcomes in relation to:

##### **For the child/young person:**

- developmental gains
- enhanced skills development
- better psychological adjustment

##### **For the parent/carer:**

- increased knowledge of child development
- increased participation
- increased feelings of competency
- enhanced sense of control

Service providers using a **child and family centred approach** recognise that:

- A child/young person with special educational needs achieves best within a supportive family and community context and is affected (both positively and negatively) by the stress and coping abilities of family members.
- The purpose of any work that agencies do with families who have children/young people with SEND is to enhance the quality of life for the child/young person and the family. This includes support to ensure additional needs are met and that children and young people are kept safe.
- In order to best understand the support needs, professionals need to use a **person centred approach** to support children and young people and their parents/carers to:
  - work out what is important for the child/young person and their parents in order to prioritise the child/young person's needs
  - work out what their aspirations and goals are in order to achieve the best outcomes for the child/young person
  - make informed decisions regarding future actions and next steps.
- Professionals support parents and children and young people by:
  - listening carefully to what they say
  - working in partnership with them using a **person centred** and **strength based** approach to decide on priorities and which supports them to come up with their own solutions wherever possible and includes preparation for adulthood
  - providing the right information in the right way in a timely fashion, including that relating to future options.

The focus on the family means that they are fully involved in whatever decisions are made and their knowledge and understanding of their child is respected and reflected in any such decisions. Equally the views of children and young people are respected and considered in relation to any decisions being made, and given due weight according to their age, maturity and capability.

### **Key principles underpinning our work with children, young people and families:**

1. **Valued uniqueness:** the uniqueness of children, young people and families is valued and provided for
2. **Staying safe:** services proactively work together with families to ensure children and young people are kept safe and free from harm
3. **Planning partnerships:** a coordinated assessment, planning and review process in partnership with children, young people and families
4. **Key working:** service delivery is holistic, co-ordinated, seamless and supported by keyworking
5. **Birth to adulthood:** continuity of care is maintained through different stages of a child's life and through preparation for adulthood
6. **Learning and development:** children and young people's learning and development is monitored and promoted
7. **Informed choices:** children, young people and families are able to make informed choices
8. **Ordinary lives:** wherever possible, children, young people and families are able to live 'ordinary lives'
9. **Participation:** children, young people and their families are involved in shaping, developing and evaluating the services they use
10. **Working together:** multi agency working practices and systems are integrated
11. **Workforce development:** Children, young people and families can be confident that the people working with them have the appropriate training, skills, knowledge and experience

## 1.3)

**Underpinning principles**

In addition to the **child and family centred approach** defined above, the following underpinning principles also apply:

- a. **Early identification** - The benefits of early identification and intervention are widely recognised; identifying need at the earliest point, and then making provision improves the long term outcomes for children and young people. In all cases, early identification and intervention can significantly reduce the need for more costly interventions at a later stage. Any delays in support could also impact on the learning difficulty, loss of self-esteem, frustration in learning and behavioural difficulties.  
Parent views and concerns provide an important insight into these early difficulties, it is essential that all professionals listen and understand when parents raise concerns about their child's development. They should also listen to and understand any concern raised by the child themselves.
- b. **Collaboration between education, health and social care to provide support** – If children and young people with SEND are to achieve their ambitions and the best possible outcomes, including getting a job and living as independently as possible, education, health and social care services should work together to ensure they get the right support.
- c. **High quality provision** - Special educational provision is underpinned by high quality teaching and is compromised by anything less. Making high quality teaching available to the whole class is likely to mean that fewer pupils will require anything additional or different to support their educational progress. Schools and colleges **must** use their best endeavours to ensure that educational provision that is additional or different (special educational provision) is made for those who need it.
- d. **Inclusive practice and removal of barriers** – The leaders of early years settings, schools and colleges should establish and maintain a culture of high expectations that expects those working with children and young people with SEND to include them in all the opportunities available to other children and young people so they can achieve well. They must do what is necessary to enable children and young people to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or young person or special educational provision for a child or young person with SEN. Specialist provisions, specialist support services and special schools & specialist colleges all have a role in working collaboratively to develop and share expertise and approaches.
- e. **Successful preparation for adulthood** – With high aspirations and the right support, the vast majority of children and young people can go on to achieve successful long term outcomes in adult life. The Local Authority, education providers and their partners should work together to help children and young people to realise their ambitions in relation to higher education and/or employment, independent living, participating in society and being as healthy as possible. All professionals working with families should look to enable children and young people to make choices for themselves from an early age and support them in their independence, making friends and staying safe and healthy. As children grow older, and from Year 9 in school at the latest, preparing for adult life should be an explicit element of conversations with children and their families as the young person moves into and through post-16 education.

## 1.4)

### The Legislation

#### **Children & Families Act: Part 3**

The way in which we support children and young people with SEND across education, health and social care has been and continues to going through huge change since the implementation of the Children and Families Act 2014: Part 3.

**The SEND Code of Practice: 0-25 years** provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children & Families Act 2014 and associated regulations. The Code of Practice is for all organisations that work with and support children and young people with special educational needs (SEN) or disabilities.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/342440/SEND\\_Code\\_of\\_Practice\\_approved\\_by\\_Parliament\\_29.07.14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf)

<https://www.gov.uk/government/publications/send-guide-for-schools-and-alternative-provision-settings>

#### **Equality Act 2010**

In addition to the requirements of the Children & Families Act: Part 3 schools **must** also take into account the needs of children and young people with special educational needs and disabilities in respect of the Equality Act 2010.

The Equality Act 2010 provides a single, consolidated source of discrimination law. It simplifies the law and it extends protection from discrimination in some areas. From a disability point of view, the Act is clear that schools cannot unlawfully discriminate against children and young people because of their disability. For the purposes of the Act, discrimination includes:

- **Direct Discrimination:** A school must not treat a disabled pupil less favourably simply because that pupil is disabled – for example by having an admission bar on disabled applicants.
- **Indirect Discrimination:** A school must not do something which applies to all children and young people but which is more likely to have an adverse effect on disabled children and young people only – for example having a rule that all children and young people must demonstrate physical fitness levels before being admitted to the school.
- **Discrimination arising from disability:** A school must not discriminate against a disabled pupil because of something that is a consequence of their disability – for example, by not allowing a disabled pupil on crutches outside at break time because it would take too long for him/her to get out and back.
- **Harassment:** A school must not harass a pupil because of his/her disability – for example, a teacher shouting at the pupil because the disability means that he/she is constantly struggling with class-work or unable to concentrate.

In ensuring that disabled children and young people are not discriminated against within schools, all schools have a **duty to make reasonable adjustments** in the following circumstances:

- Where something a school does places a disabled pupil at a disadvantage compared to other children and young people then the school must take reasonable steps to try and avoid that disadvantage.



- Schools are expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled children and young people (See Section 6 - Equipment, Aids and Adaptations for SEN and disabilities, for further information).

Additional information regarding the Equality Act 2010 and its relevance and implementation within schools is available through the following links:-

*The Equality Act 2010 and schools. Departmental advice for school leaders, school staff, governing bodies and local authorities. May 2014*

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

*Disabled Children and the Equality Act 2010: what teachers need to know and what schools need to do, including responsibilities to disabled children and young people under the Children & Families Act 2014, March 2015*

[http://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/equality-act-schools\\_online.pdf](http://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/equality-act-schools_online.pdf)

2)

### The Local Offer

Local authorities **must** publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans.

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

(SEND Code of Practice – Section 4.1 & 4.2)

The **Kirklees Local Offer** can be found at: <http://www.kirkleeslocaloffer.org.uk/>.

The information within the **Kirklees Local Offer** is relevant to parents, young people and professionals and provides information on a number of things, including:-

- special educational provision;
- health provision;
- social care provision;
- community and leisure;
- travel arrangements for children and young people to schools, colleges and early years education; and
- preparing for adulthood, including housing, employment and leisure opportunities.

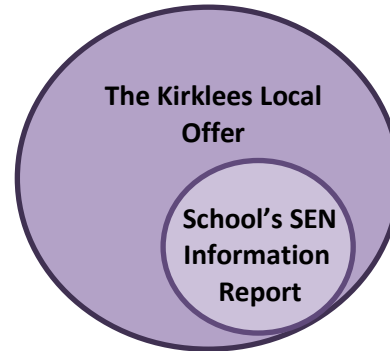
2.1)

### School's SEN Information Report

Schools **must** publish SEN information about the implementation of the governing body's or the proprietor's policy for pupils with SEN and it should be available on the school's website. It should be written for parents and families, and should seek to address the questions they may ask. A number of schools are now involving parents in the development and review of their SEN Information Report which should be reviewed, updated and amended regularly (at least annually) to reflect any changes in provision.

The requirements of what should be included in this report are as detailed in **the SEND Regulations 2014 (Regulation 51)**. Please refer to the Kirklees Publishing Information Guidance on the following link:- <http://www.kirklees.gov.uk/beta/special-education/pdf/sen-publishing-information.pdf>

The SEN Information Report forms the school's contribution to the Kirklees Local Offer, as shown in the diagram below:



The Kirklees Local Offer links to each school's SEN Information Report and schools are required to check these links at least annually.

## 2.2)

### **School's SEN Policy**

The SEN Policy explains what the school does to meet its statutory duties and links to other guidance and policies that may be relevant. It should be available to everyone, but schools may wish to direct parents to the SEN Information Report on the school website if they have specific questions about provision. The following link provides a useful template to support schools in developing their SEN policy:- <http://www.kirklees.gov.uk/beta/special-education/pdf/sen-policy-template.pdf>

3)

### **Identifying, assessing and meeting SEN in mainstream schools in Kirklees**

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best;
- become confident individuals living fulfilling lives; and
- make a successful transition into adulthood, whether into employment, further or higher education or training. (Code, para 6.1)

Every **local authority** (LA) is required to set out in its Local Offer a clear articulation of what it expects to be available from providers for children and young people who have SEN or disabilities (Code, para 4.32).

Every **school** is required to identify and address the SEN of the pupils that they support. Schools **must** use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's SEN (Code, para 6.2). As part of the school contribution to the Local Offer (*School's SEN Information Report – Section 2.2*) all schools are required to outline the support available to children and young people with special educational needs and/or disabilities and their families.

This will show how each school:

- identifies and assesses needs
- plans and puts in place suitable interventions
- reviews outcomes

This section (3) of this guidance sets out what **Kirklees** local authority expects its mainstream schools to make available. It is specifically intended to support schools in developing their arrangements for identifying, assessing and making provision for children and young people with special educational needs. All schools will need to have regard to this guidance and doing so has a number of benefits:-

- it clearly sets out local authority expectations of how mainstream schools will use their delegated budget
- it provides an evidence base for improving progress and securing better outcomes
- parents have greater clarity about what they can expect their child's school to provide
- transparency can improve parental confidence and the working relationships between parents and schools, and parents and the local authority
- it creates a shared understanding between schools, parents and the local authority that can help ensure that requests for an EHC needs assessment and plan are appropriate.

A clear articulation of what LAs expect to be available also helps to define other terms, thresholds and criteria in the SEND Code of Practice. It helps to define:-

- what mainstream schools are expected to do through SEN Support
- relevant and purposeful action: at the point where the local authority is asked to make an EHC needs assessment, they must consider whether there is evidence that, *despite relevant and purposeful action* (Code, para 9.14) by the school or other provider, the child or young person has not made expected progress

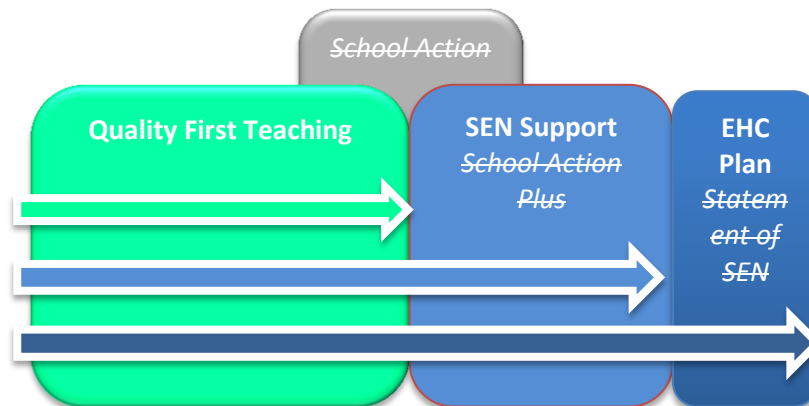
- normally available: at the point where the local authority considers whether to issue an EHC plan, they must consider whether the special educational provision required to meet a child or young person's needs can reasonably be provided from the resources normally available to schools and other providers (Code para 9.55).

### 3.1)

#### **Moving to the new SEND system**

The following diagram reflects the new system for identifying and meeting SEN alongside the old system under the Education Act 1996 (prior to September 2014). It demonstrates how children and young people previously at school action, school action plus have been absorbed into the new system. Children with SEN statements are continuing to be transferred into the new system through transferring statements to EHC plans (transfer review process). This is a phased process which will continue until August 2018.

The Kirklees Transfer Plan (statements to EHC Plans) is available on the following link:- <http://www.kirklees.gov.uk/beta/special-education/pdf/transfer-plan-16.pdf>



## 3.2)

**Whole School Approach**

Schools must do everything they can to meet children and young people's SEN and the most effective way of doing this is through a whole school approach where the leadership team (including the SENCO) and all teachers and staff in school share this responsibility. The following should be in place to ensure a whole school approach to identifying, assessing and meeting SEN:-

- A member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability;
- School leaders should regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement;
- The quality of teaching for pupils with SEN and the progress made by pupils should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff;
- School leaders and teaching staff, including the SENCO, should identify any patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching;
- The identification of SEN should be built into the overall approach to monitoring the progress and development of all pupils;
- The SENCO will be most effective in supporting the strategic development of SEN policy and provision in the school if they are part of the school leadership team. The school should ensure the SENCO has sufficient time and resources to enable them to fulfil their responsibilities in a similar way to other important strategic roles within school.

**Achievement for all** provides further information and links to other sources of training and support materials, see Annex 2: Improving practice and training in education settings. <https://afaeducation.org/>

**The SEND Review Guide** produced by the London Leadership Strategy provides a really useful SEND self-evaluation template (Annex 1) for mainstream schools to evaluate their whole school approach to SEND, covering the following areas:-

- Outcomes for pupils with SEND;
- Leadership of SEND;
- The quality of teaching and learning for pupils with SEND;
- Work with pupils and parents/carers of pupils with SEND;
- Assessment and identification;
- Monitoring, tracking and evaluation.

<http://www.thesendreview.com/sites/default/files/LLS-SEND-Review-Guide.pdf>

### 3.3)

#### **Funding children and young people with SEN in mainstream schools**

Funding is given to mainstream schools under three main headings:-

##### **Element 1**

##### **Core Educational/School place funding (sometimes referred to as the Age Weighted Pupil Unit (AWPU))**

Schools get most of their funding based on the total number of pupils in the school. Every pupil in a school attracts an amount of money and this is the core budget for each school. It is used to make general provision for all pupils in the school including pupils with SEN.

##### **Element 2**

##### **The School's Notional SEN Budget**

Within the schools' block formula allocation there is a 'notional' budget for SEN. The amount in this budget is based on a formula which has been agreed between the schools and Kirklees. It is the responsibility of each school to make sure the 'notional SEN budget' caters sufficiently for the special educational needs of the children and young people in their school. Schools have a duty to identify, assess and make special educational provision for all children with SEN; and the council has a duty to set out what schools are expected to provide from their delegated budget.

A school should use its notional SEN budget to fund up to £6,000 worth of special educational provision for a pupil with SEN (over and above the basic entitlement of all pupils including those with SEN (Element 1)), including those with EHC Plans. Not all pupils with SEN require special educational provision up to the amount of £6,000, it will depend on the individual needs of each pupil.

##### **Element 3**

##### **High needs Block - 'Top Up'**

If the council decides that special educational provision for a child or young person should be made through an EHC Plan then the council will allocate additional educational funding over and above the funding already delegated to the school for Elements 1 and 2 described above. Top up funding is allocated to enable the school to make the appropriate educational provision to meet the educational outcomes identified in the EHC Plan. This is called high needs 'top up' funding. The level of top up funding for each pupil is allocated at four levels i.e. A, B, C or D depending on the type and level of need of each pupil.

The Local Authority expects a school to fully utilise their Element 1 & 2 funding appropriately and in accordance with this guidance before Element 3 funding is considered as part of an EHC Plan.

##### **Budgeting for SEN in school**

'Top up' funding will vary through the year as this money "follows" the child. Kirklees council revises 'top up' funding on a termly basis to take account of children who join or leave schools during the year. Only the top up funding is revised during the year and so schools need to make provision when setting their budgets for unexpected changes in SEN need eg. additional pupils coming into school.

The 3 funding elements are demonstrated in the diagram below:-

Element 1 Core Educational Funding (AWPU)	General provision for all pupils including SEN <b>Quality First Teaching</b>
Element 2 Notional SEN Budget	To cater sufficiently for the SEN of pupils in school, including a contribution of up to £6k to make special educational provision specific to a child or young person <b>SEN Support</b>
Element 3 High Needs 'Top Up'	Top Up funding from the LA to make special educational provision for individual children and young people with EHC plans.



## 3.4)

**Quality First Teaching**

As stated within the SEN Code of Practice (2014), “high quality teaching that is **differentiated and personalised** will meet the individual needs of the majority of children and young people... Special educational provision is underpinned by high quality teaching and is compromised by anything less.”

Kirklees local authority has clear expectations regarding the aspects of **Quality First Teaching** which must be in place to ensure a solid foundation to meeting the needs of children and young people with special educational needs within our schools. It is only after this has been implemented that we should consider whether a child or young person has special educational needs. An overview of these expectations are detailed in the table below and ***at the bottom of this table the links provided take you to more detailed guidance of what is expected to be provided through Quality First Teaching across each of the broad areas of need:-***

All Children and Young People	
Approach / Intervention / Resource	Expected Outcomes
<p><b><u>Inclusion</u></b></p> <ul style="list-style-type: none"> <li>• <b>Ethos of diversity and respect;</b> all children feel valued and included in the whole school community. Disabled children and young people and those with SEN are not treated less favourably than others and from being at substantial disadvantage</li> <li>• <b>Activities alongside non-disabled / peers</b> without <b>identified SEN</b>; including whole school/class events and general school functions</li> <li>• <b>Children &amp; Young People are able to have a say;</b> when adults are making decisions that affect them, and have their views taken into account.</li> </ul> <p>A set of ‘Standards for Participation’ have been developed by a group of Kirklees children &amp; young people with SEND, provided on the following link:- <a href="http://www.kirklees.gov.uk/beta/special-education/pdf/standards-of-participation.pdf">http://www.kirklees.gov.uk/beta/special-education/pdf/standards-of-participation.pdf</a></p> <p><b><u>Strategic approach</u></b></p> <ul style="list-style-type: none"> <li>• <b>Value and Investment;</b> children and young people with SEN and the work to support their achievement is valued and invested in by the school senior leadership team (see section 3.2 - whole school approach)</li> <li>• <b>Reflective practice</b></li> <li>• <b>Consistency of approach and strategies across all staff</b></li> <li>• <b>Staff as positive role models;</b> supporting children and young people social interactions and experience to learn from</li> </ul> <p><b><u>Monitoring progress</u></b></p> <ul style="list-style-type: none"> <li>• <b>Ongoing assessment and review;</b> High quality ongoing assessment alongside other information gathered from school and national data and expectations of progress, to inform pupil progress. This assessment should be reviewed regularly</li> </ul> <p><b><u>Child and family centred approach</u></b></p> <ul style="list-style-type: none"> <li>• <b>Early discussions with parents and involving the child/young person:-</b> <ul style="list-style-type: none"> <li>- to develop a shared understanding of the child/young person’s strengths and difficulties</li> <li>- to jointly agree outcomes and next steps</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Increased and equal access to the curriculum</li> <li>• Increased retention of key instructions and information</li> <li>• Improved capacity for independent learning</li> <li>• Increased listening and attention</li> <li>• Improved progress and attainment Reduces anxiety, increase confidence and self-esteem</li> <li>• More appropriate behaviour</li> <li>• Greater interest in learning and engagement</li> <li>• Increased and improved social interactions and</li> </ul>

## All Children and Young People

Approach / Intervention / Resource	Expected Outcomes
<ul style="list-style-type: none"> <li>- to have the opportunity to express their aspirations as well as their concerns</li> <li>- to involve the child/young person and parents in the informal and formal sharing of progress towards outcomes</li> </ul> <p>Notes of early discussions should be added to the pupil's record and given to parents</p> <ul style="list-style-type: none"> <li>• <b>Mechanisms for children and young people's voice;</b> to understand their aspirations, to support their understanding of their own strengths and needs and the outcomes they are working towards</li> <li>• <b>Good home – school liaison;</b> provide feedback and acknowledgement of parent and child views, enable consistency of approach between home and school and inform parents about changes at school so that they can prepare their child eg. home-school diary</li> <li>• <b>Informed choices;</b> children, young people and families are provided with the right information in the right way in a timely fashion</li> </ul> <p><u>Environment and organisation</u></p> <ul style="list-style-type: none"> <li>• <b>Classroom organisation;</b> consideration of groupings, seating plans, etc, to support learning and opportunities to build effective relationships</li> <li>• <b>Predictable environment;</b> planned daily structures and clear behaviour expectations</li> <li>• <b>Visually supportive learning environment;</b></li> <li>• <b>Access for all children and young people;</b> irrespective of SEN or disability</li> <li>• <b>Accessibility plans;</b> demonstrating improved access over time</li> <li>• <b>Positive images of SEN and disability;</b> as part of school displays and resources available</li> </ul> <p><u>Understanding, knowledge and training</u></p> <ul style="list-style-type: none"> <li>• As part of a core offer, schools should secure <b>SEN expertise at different levels:</b> <ul style="list-style-type: none"> <li>○ <u>All</u> staff within school require basic awareness of SEN and disability, as well as specific awareness and understanding relating to particular types of SEN for all staff who will come into contact with a child or young person with a specific need</li> <li>○ All teachers should develop an enhanced level of knowledge to support them in how to adapt teaching and learning to meet a particular types of SEN as part of their delivery of differentiation as part of high quality teaching</li> </ul> </li> <li>• All staff should have a <b>basic awareness and understanding of child development</b></li> <li>• <b>Information sharing;</b> information regarding specific areas of need or needs of individual children and young people is shared with all relevant staff</li> </ul> <p><u>Appropriate curriculum approaches and strategies including:-</u></p> <p><u>Teaching and Learning</u></p> <ul style="list-style-type: none"> <li>• <b>High expectations and aspirations;</b> for all children and young people with SEN, whatever their prior attainment</li> <li>• <b>Differentiation;</b> taking account of strengths and individual learning style, planned and targeted to address difficulties, overcome barriers to learning and reduce the need for 'additional' or 'different' interventions, whilst promoting independence</li> <li>• <b>Opportunities for collaboration;</b> the curriculum provides opportunities for the development of collaborative working skills for children and young people</li> <li>• <b>Rewards;</b> consistent systems in place across whole school, classes and specific groups</li> <li>• <b>Understanding;</b> planning is informed by an understanding of child development and reflects opportunities across different learning styles (including play) and sensory preferences</li> </ul>	<p>inclusion</p>

### All Children and Young People

Approach / Intervention / Resource	Expected Outcomes
<ul style="list-style-type: none"> <li>• <b>Enjoyment:</b> teaching is planned in a way which imparts enjoyment and enthusiasm to learn and progress whilst being able to take learning risks</li> <li>• <b>Small groups and collective learning:</b> targeting specific areas of weakness or developing certain skills</li> <li>• <b>Understanding, reinforcement and memory aids;</b> e.g. use of visual timetables, checklists, to do list, word maps and reinforcement strategies</li> <li>• <b>Expectations;</b> clear expectations in relation to work and behaviour</li> <li>• <b>Peer support and buddying;</b> to support learning and peer relationships</li> <li>• <b>Self-confidence and independent learning skills;</b> through opportunities, recognition, modelled self-reflection and carefully managed support</li> <li>• <b>Regular movement breaks;</b> for children and young people when they are sat for an extended period of time</li> <li>• <b>Responsive one to one support;</b> should be made available for any children and young people if they require it</li> </ul> <p><u>Unstructured times</u></p> <ul style="list-style-type: none"> <li>• <b>Lunch and break provisions;</b> unstructured and structured, adult led activities and support for all children and young people with a variety of interests and needs</li> <li>• <b>Peer support and buddying;</b> to support peer relationships</li> <li>• <b>Safe places to access;</b> for children and young people who need these during unstructured times</li> </ul> <p><u>Social and Emotional</u></p> <ul style="list-style-type: none"> <li>• <b>Extra pastoral support arrangements and safe bases;</b> the emotional wellbeing of children and young people with SEN is supported as individuals and within groups, their thoughts and feelings are listened to and measures are taken to prevent bullying</li> <li>• <b>Social issues;</b> opportunities to be found in lessons address social issues in an accessible and sensitive way</li> <li>• <b>Understanding of keeping safe;</b> Vulnerable children and young people access explicit teaching on areas such as safe use of internet and social media, drugs, awareness of alcohol and Child Sexual Exploitation</li> <li>• <b>Responsive opportunities to reflect on negative behaviours</b></li> </ul> <p><b>Nurturing provision;</b> support for children and young people's emotional growth and development</p> <p><u>Aids and equipment</u></p> <ul style="list-style-type: none"> <li>• <b>Provision of auxiliary aids and equipment;</b> (see section 6: Equipment, Aids and Adaptations)</li> <li>• <b>Alternative means of recording;</b> e.g. pictorial representations, ICT etc.</li> </ul> <p><u>Transition planning</u></p> <ul style="list-style-type: none"> <li>• <b>Clear transition planning;</b> for children and young people moving from class to class or changing education phase; taking account of needs before the change, at the early stage of the change and after the change, to ensure all emerging issues highlighted during the transition process factors have been considered. Reasonable adjustments under the Equality Act must also be considered as part of this</li> <li>• <b>Preparing for adulthood, from the earliest stages;</b> aspirations and outcomes from the early years are considered in relation to future life paths and successful transitions into adult life (see section 10)</li> <li>• <b>Preparing for adulthood; from year 9 onwards;</b> outcomes should reflect the need to ensure young people are preparing for adulthood (see section 10)</li> </ul>	

### Differentiations for additional needs

Cognition and Learning	Communication and Interaction	Social and Emotional	Sensory HI	Sensory VI	Physical
<b>Teaching and Learning</b> <ul style="list-style-type: none"> <li>• Verbal and non-verbal information with cues, demonstration, and checking of understanding;</li> <li>• Explicit links drawn between previous and current learning, vocabulary, learning strategies and life experiences;</li> <li>• Use of different learning and multi-sensory approaches;</li> <li>• Specific teaching, pre-teaching and explanation of new vocabulary;</li> <li>• Consideration of pace.</li> </ul> <b>Use of the Guidance for Schools: Cognition and Learning *</b>	<b>Use the C&amp;I Guidance for Schools on the following link:-</b> <a href="http://www.kirklees.gov.uk/beta/special-education/pdf/graduated-approach-communication.pdf">http://www.kirklees.gov.uk/beta/special-education/pdf/graduated-approach-communication.pdf</a>	<b>Use of the Guidance for Schools: SEMH* on the following link:-</b> <a href="http://intranet.kirklees.gov.uk/getattachment/2622728c-5768-4013-b89d-5c8ea88c054e/3.%20Guidance%20for%20Schools%20-%20Graduated%20Approach%20-%20SEMH.aspx">http://intranet.kirklees.gov.uk/getattachment/2622728c-5768-4013-b89d-5c8ea88c054e/3.%20Guidance%20for%20Schools%20-%20Graduated%20Approach%20-%20SEMH.aspx</a>	<b>Environment &amp; Organisation</b> <ul style="list-style-type: none"> <li>• Use of curtains and blinds within teaching areas;</li> <li>• Physically and sensory clutter free environment;</li> <li>• Safe places are provided for specialist equipment and aids when not in use.</li> </ul> <b>Teaching and learning</b> <ul style="list-style-type: none"> <li>• Awareness of positioning, voice and pace in respect of HI learners;</li> <li>• Inclusion of HI learners through adapted communication and visual and sensory cues / approaches to learning;</li> <li>• Use of accessible resources, multi-sensory approaches to learning, equipment and aids.</li> </ul> <b>Use of the Guidance for Schools: Sensory (HI) *</b>	<b>Environment &amp; Organisation</b> <ul style="list-style-type: none"> <li>• A VI friendly environment; appropriate access adaptations and consistent layout of rooms and outdoor areas;</li> <li>• Use of curtains and blinds within teaching areas;</li> <li>• Physically and sensory clutter free environment;</li> <li>• Safe places for specialist equipment and aids when not in use.</li> <li>• Awareness of positioning, voice and pace in respect of VI learners;</li> <li>• Inclusion of VI learners through adapted communication and verbal and sensory cues;</li> <li>• Use of accessible print, resources, multi-sensory approaches to learning, equipment and aids.</li> </ul> <b>Use of the Guidance for Schools: Sensory (VI) *</b>	<b>Environment &amp; Organisation</b> <ul style="list-style-type: none"> <li>• A PI friendly environment including appropriate access adaptations and consistent layout of rooms and outdoors;</li> <li>• Planned movement around school and classroom allocation taking into account specific PI needs;</li> <li>• Supported/adapted access to all aspects of school life including physical education, whole school/class events and general school functions (including access to cafeteria systems – carrying trays etc.);</li> <li>• Use of accessible resources, multi-sensory approaches to learning, equipment and aids;</li> <li>• Awareness of the delivery and pace of instructions.</li> </ul> <b>Use of the Guidance for Schools: Physical (PI) *</b>

\*Guidance is available for C&I and will be available for each specific area of need in the near future.

### 3.5)

#### **Responding to emerging needs through Quality First Teaching**

Where a school has concerns that a child is **making less than expected progress** given their **age and individual circumstances** and in order to support educational progress, it is important to have early discussions with parents to gain a shared understanding of the pupil's strengths and difficulties. More regular high quality ongoing assessment and review will be necessary. Individually focussed targets can be set and appropriate interventions put in place to secure better progress.

**Less than expected progress** can be characterised by progress which:

- is significantly slower progress than that of peers starting from the same baseline
- fails to match or better previous rates of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap. (Code, para 6.17)

Assessment of a pupil for whom there are concerns about their progress, should include:

- understanding strengths and areas of difficulty
- what is working/not working
- formal and informal testing and observations
- factors outside of school that may be having an impact on learning progress e.g. home life, home language etc.

The information collected should consider information across all the domains of need; cognition and learning, communication and interaction, physical and sensory development and personal, social and emotional development and considered alongside national data and expectations of progress.

All children and young people who are identified as having emerging difficulties should be recognised and responded to as early as possible. Whilst this information gathering is ongoing, this should not prevent steps being taken to target the areas of concern that have been highlighted through targeted interventions and teaching support. This early intervention may prevent the child or young person's progress slowing further, the pupil's response to this intervention may also provide a further insight into their specific needs.

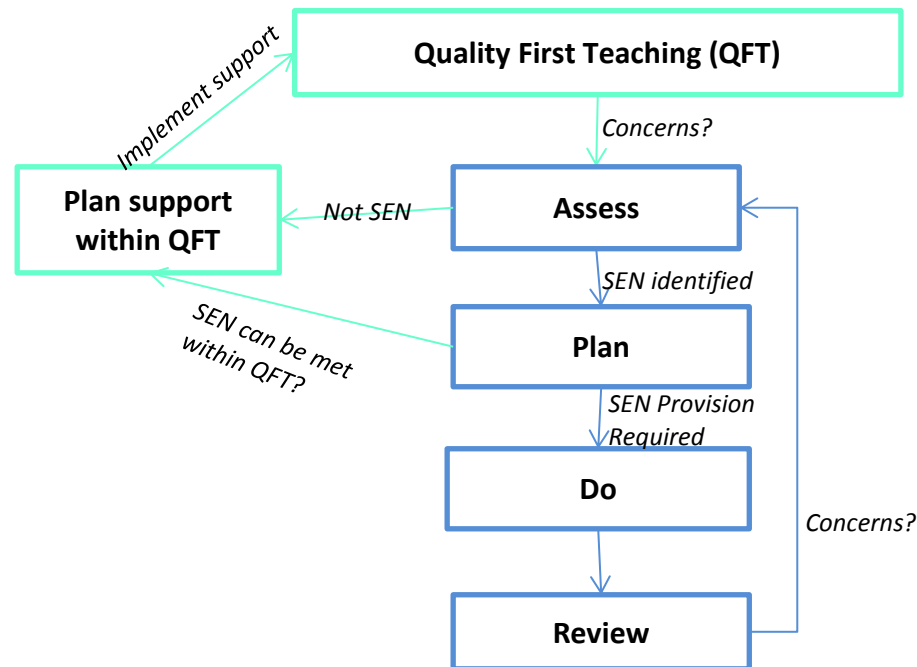
#### **Identifying SEN**

Consideration of whether **special educational provision** is required should start with the desired outcomes, including the expected progress and attainments and the views and wishes of the child or young person and their parents. This will help to determine the support that is needed and whether it should be provided by adapting the school's core offer through **Quality First Teaching** or whether something additional or different is required at **SEN Support** (Code, para 6.40)

## 3.6)

**Assess, Plan, Do, Review**

Thorough assessment is the first stage of the Assess, Plan, Do, Review cycle for children and young people identified as having SEN. This four part cycle provides a thorough methodology to identifying and meeting the needs of children and young people with special educational needs, ensuring that support is given which is appropriate and proportionate to their needs. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people. It is known as the graduated approach and is demonstrated in this simple diagram:-



### 3.6.1)

#### Assess

When identifying a child as needing SEN Support the class or subject teacher should have worked with the SENCO to carry out a clear analysis of the pupil's needs, drawing on all of the above assessments/information already gathered (3.5).

This assessment should be reviewed regularly to ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

Use of more detailed National Curriculum (NC) assessment tools or specialist assessment tools may well be necessary at SEN Support. Outside agency involvement may be appropriate to further inform these assessments.

Parents must be notified where it is decided to provide their child with SEN Support. Parents should previously have been involved in early discussions as needs emerged through Quality First Teaching (3.4).

### 3.6.2)

#### Plan

Having completed an assessment of the child or young person's needs (3.6.1), the right information should be available to make an informed plan about how the pupil's needs will be supported through SEN Support within school and the expected outcomes this will achieve. In consultation with the pupil, parents and involved professionals, a provision map/IEP can reflect the 'additional' and 'different' provision which needs to be put in place as part of school based SEN Support.

When planning provision for a pupil with SEN, the SENCO and class teacher will need to consider a number of things, including the following:-

- Are the outcomes SMART and do they take into account the child/young person's goals and aspirations (important **to**) and address their special educational needs (important **for**)?
- Does the provision in place help to make progress towards agreed outcomes (working well/not working well)?
- Who will deliver each aspect of provision? How often? Do they have the necessary skill and understanding?
- If the provision requires a dedicated space, what does this need to look like? Can adaptations be made within the classroom or other area within the school to provide this space?
- Is everyone aware / involved who needs to be aware / involved? Are there other circumstances (family, domestic) that need to be considered or plans in place that need to be taken into account (TAF Plan, Health Care Plan etc.)?
- Are parents fully involved in providing their views, including aspirations and concerns, developing a shared understanding of the child's strengths and difficulties and setting outcomes and reviewing progress? Where appropriate has their involvement been sought to reinforce or contribute to progress at home?

## **Using a Person Centred Approach**

In Kirklees all professionals need to use a **person centred approach** (section 1.2) to support children and young people and their parents/carers to:

- work out what their aspirations and goals are in order to achieve the best outcomes for the child/young person
- work out what is important for the child/young person and their parents in order to prioritise the child/young person's needs
- make informed decisions regarding future actions and next steps.

A person centred approach is about discovering and acting on what is important **to** a person as well as what is important **for** them and finding the right balance between them. It is a process of continual listening and learning, focusing on what is important to someone now and in their future. Using a person centred approach can ensure that children, young people and parents are supported and enabled to express their views, wishes and feelings, and are central to planning and decision-making.

### **My profile**

One page profiles are a practical way of recording and sharing information about a child or young person. They can be used to get to know a child or young person in order to know how to best offer support. They are an important part of a My Support Plan (Section 1) and an Education, Health and Care Plan (Section A) and should also become an important part of the school's own planning approach eg. IEP.

One page profiles should provide a very clear picture of things from child/young person's perspective which is important when developing outcomes and how the support to achieve the outcomes might best be provided. They are completed by being person centred and there are many person centred planning tools that can be used in order to get this information. These person centred tools can be used in a variety of situations and can help to plan, organise, understand and connect with the child/young person and their family. Examples are 'good day/bad day', 'what is working/not working', 'the Relationship Circle', 'thinking about what is important around work etc'.

The one page profile should be completed by someone who knows the child/young person well. It is developed through conversations and learning about what matters to the child/young person by what they say and what they do. Typically, a lot of information may already be known to whoever is completing the one page profile because there has been a strong relationship developed over time. Whilst this information may be important, it is essential that whoever completes the one page profile with a child/young person doesn't take anything for granted and includes the child/young person in completing this and checking out their responses. This will ensure that the exact views of the child/young person are recorded rather than the views of the adult completing the profile who is basing their view on what they think, which may not be accurate.

### ***Tips:***

- Listen to what the child/young person is saying and the way they are saying it (body language, tone of voice)
- Use person centred tools to generate conversations and information
- Look for repeating themes, these indicate importance to the child/young person
- Gently check what you are hearing from others, eg, how are you sure that is important to XXX".

Further information and resources for a person centred approach, developing outcomes etc. are available in the 'person centred approach' section on following link <http://www.kirklees.gov.uk/beta/special-education/special-education-documents.aspx>



### My Support Plan (MSP)

The majority of children and young people at SEN Support will have their needs effectively met and will make progress with the school using their own approach to planning and recording eg. provision map/Individual Education Plan (IEP). Schools have used IEPs for many years so it will be necessary for all schools to review their IEP format to ensure they are reflective of the SEND reforms ie. person centred and outcome focussed. Doing this will mean that the school's own planning approach will be similar throughout the graduated approach and will make any necessary move to MSPs more straightforward.

The school determines whether a My Support Plan is necessary. It provides a more coordinated and personalised planning approach to meeting a child or young person's SEN supporting them to make progress, particularly if:-

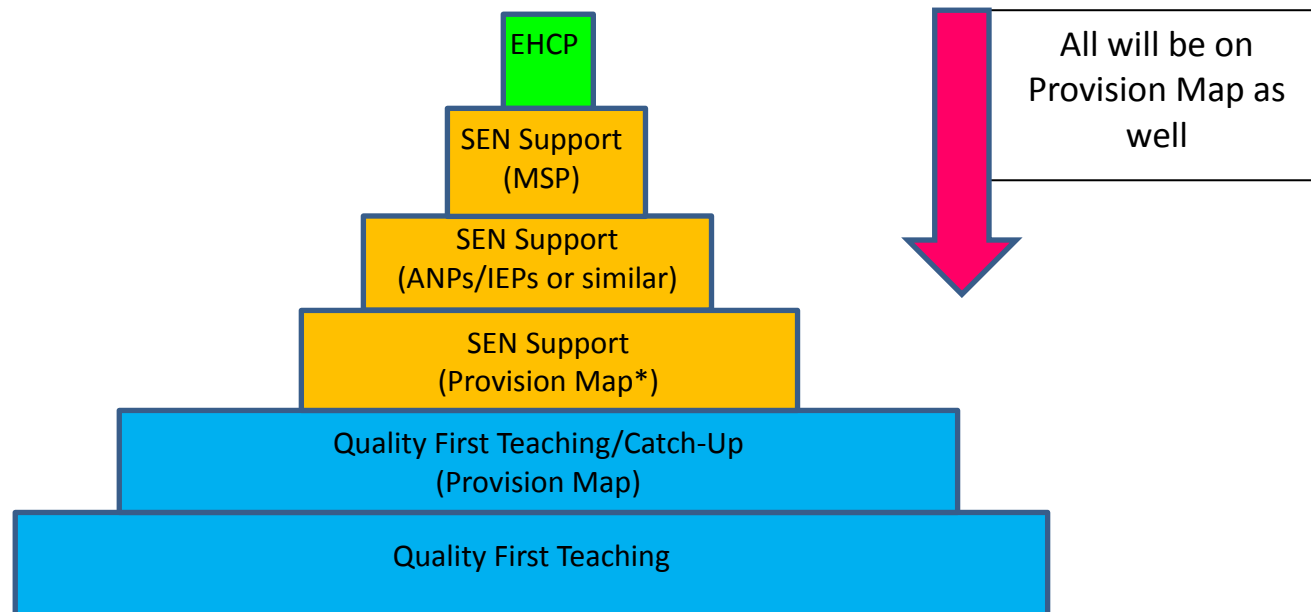
- a pupil continues to make limited progress despite evidence based SEN support delivered by appropriately trained staff;
- a number of professionals are involved and a shared understanding of strengths and needs and joint agreement of outcomes and actions is important.

Please remember .....

- Although a My Support Plan is required as evidence to support an EHC Needs Assessment request, it should **not** be regarded solely as a form filling exercise by which to request an EHC needs assessment. As stated above, the MSP provides a more personalised and coordinated planning approach to support children to make progress at SEN Support. A number of schools are seeing the positive impact of the MSP and are also reflecting some of the principles of the MSPs within their own approach to planning and recording – IEPs.

Some examples are shown in the 'good practice' section on the following link:- <http://www.kirklees.gov.uk/beta/special-education/special-education-documents.aspx>

- Schools don't have to have an MSP in place for all children at SEN Support. Schools can choose to use an MSP if they find this planning approach supportive but there is no requirement to do so where children can/are making progress using the school's own planning approach ie. Provision map/IEP. Where needs are complex schools may choose to put an MSP in place without having had an IEP in place first.
- This block diagram demonstrates the graduated pathway and the increasingly personalised planning approaches required to support some C&YP to continue to make progress.



Further guidance on the My Support Plan is available on the following links:-

a) The Coordinated Planning Approach and Pathway – My Support Plan

<http://www.kirklees.gov.uk/beta/special-education/pdf/graduated-approach-guidance.pdf>

b) My Support Plan – template

<http://www.kirklees.gov.uk/beta/special-education/pdf/my-support-plan-template.pdf>

c) My Support Plan - example

<http://www.kirklees.gov.uk/beta/special-education/pdf/my-support-plan-example.pdf>

## 3.6.3)

Do

The provision for a pupil with SEN will include Quality First Teaching with the addition of **SEN Support**: An overview of what the local authority expects its mainstream schools to make available at SEN Support (in accordance with a pupil's assessed needs and agreed outcomes) are detailed in the table below.

***At the bottom of this table the links provided take you to more detailed guidance of what is expected to be provided at SEN Support across each of the broad areas of need:-***

Across all domains of SEN	
Approach / Intervention / Resource	Expected Outcomes
<p><b><u>Child and family centred approach</u></b></p> <ul style="list-style-type: none"> <li>• <b>Regular, personalised discussion and feedback;</b> Formally notify parents where it is decided to provide a pupil with SEN Support. Early discussions should already have commenced with parents at Wave 1 (Quality First Teaching).             <ul style="list-style-type: none"> <li>- Meet with parents regularly (at least three times per year) and involving the child/young person in order to:-                 <ul style="list-style-type: none"> <li>- have a shared understanding of the child/young person's strengths and difficulties, set clear outcomes and review progress towards them;</li> <li>- discuss the activities and support that will help achieve the outcomes;</li> <li>- provide their views, including aspirations as well as concerns, in order to support effective planning;</li> <li>- identify responsibilities of the parent, child/young person and school;</li> <li>- increase parental engagement in the approach and offer consistency at home. Also to share essential information about impact of SEN support or any changes outside of school.</li> </ul> </li> <li>- A record of outcomes, action and support should be agreed through these discussions and kept and shared with appropriate school staff and parents</li> </ul> </li> <li>• <b>Targeted mechanisms for children and young people's voice;</b> ensure good mechanisms for including the child/young person's views in assessment, planning, provision and review, in order to understand their aspirations, to support their understanding of their own strengths and needs and the outcomes they are working towards.</li> <li>• <b>Identification of an appropriate professional to undertake key working functions;</b> A key worker should be allocated to the child/young person and their family who will develop a positive and trusting relationship with the pupil to support their learning and emotional needs. This person will act as an advocate for the child and be the child and parents key person of contact.</li> </ul> <p><b><u>Monitoring progress</u></b></p> <ul style="list-style-type: none"> <li>• <b>Ongoing assessment, planning and review;</b> Use of more detailed NC assessment tools. SENCO works with the class teacher and the parents to identify needs, plan support and review progress, with outside agency involvement as appropriate. School determines its approach to record keeping at SEN Support. eg. provision maps/IEP/MSP.</li> </ul> <p><b><u>Environment and Organisation</u></b></p> <ul style="list-style-type: none"> <li>• <b>Dedicated space;</b> for individual and targeted learning e.g. access to quiet areas, Learning support centre etc.</li> <li>• <b>Lunch and break provisions;</b> Appropriate adaptations at lunch and break times, including access to targeted adult support where appropriate.</li> </ul> <p><b><u>Teaching and Learning</u></b></p> <ul style="list-style-type: none"> <li>• <b>Differentiation:</b> an appropriately differentiated curriculum which takes account of the child's strengths, is developmentally appropriate, targeted to</li> </ul>	<ul style="list-style-type: none"> <li>• Able to access mainstream curriculum</li> <li>• Improved behaviour</li> <li>• Reduced frustration and anxiety</li> <li>• Personal needs met</li> <li>• Improved communication</li> <li>• Improved comprehension</li> <li>• Improved retention of information</li> <li>• Ability to cope with transitions</li> <li>• Increased social inclusion</li> <li>• Ability to access group working</li> <li>• Increase confidence and self esteem</li> </ul>

**Across all domains of SEN**

Approach / Intervention / Resource	Expected Outcomes
<p>address their needs, and promotes their independence.</p> <ul style="list-style-type: none"> <li>• <b>Targeted extra classroom support;</b> to address areas of difficulty.</li> <li>• <b>Planned, specific 1:1 and group time;</b> supported by an adult, for a range of targeted programmes of work and pre-teaching.</li> <li>• <b>Understanding, reinforcement and memory aids;</b> Individualised visual timetables, to do list, sequencing aids with adult support to use.</li> <li>• <b>Opportunities for collaboration;</b> planned around the needs of the pupil and relationship dynamics.</li> <li>• <b>Use of personalised resources;</b> pre-prepared in advance of specific lessons.</li> <li>• <b>Alternative and augmentative communication;</b> children and young people have access to communication support including Makaton, Sign Supported English, British Sign Language, use of pictures and symbols and ICT.</li> <li>• <b>Learning pace;</b> a reduced pace of learning to allow for targeted, small step instruction, guidance and task completion.</li> <li>• <b>Rewards;</b> consistent, personalised reward systems to build self esteem.</li> <li>• <b>Regular breaks;</b> Regular breaks to support reengagement in tasks.</li> </ul> <p><u><b>Social and Emotional</b></u></p> <p><b>Anxiety management;</b> allowing the use of comfort objects and behaviours when the pupil is experiencing stress.</p> <p><u><b>Aids and Equipment</b></u></p> <ul style="list-style-type: none"> <li>• <b>Provision of auxiliary aids and equipment;</b> (See section 6: Equipment, Aids and Adaptations)</li> <li>• <b>Alternative means of recording;</b> Targeted and ongoing support for alternative means of recording; scribe, pictorial representations, ICT etc.</li> </ul> <p><u><b>Understanding, knowledge and training</b></u></p> <ul style="list-style-type: none"> <li>• <b>Enhanced level of knowledge;</b> for direct teaching and support staff regarding a particular types of SEN as reflected within the school cohort.</li> <li>• <b>Targeted involvement;</b> specialist and outside agencies to inform work within school or provide targeted intervention.</li> </ul> <p><u><b>Transition planning</b></u></p> <ul style="list-style-type: none"> <li>• <b>Enhance transition planning;</b> for children and young people moving from class to class or changing education phase; using multi-agency input to take account of needs before the change, at the early stage of the change and after the change, to ensure all emerging issues highlighted during the transition process factors have been considered.</li> </ul>	

## Specific areas of SEN

Cognition and Learning	Communication and Interaction	Social and Emotional	Sensory HI	Sensory VI	Physical
<b><u>Teaching and learning</u></b> <ul style="list-style-type: none"> <li>Pre-preparation of materials taking into account learning needs</li> <li>Personalised support to ensure access to learning, understanding and engagement</li> <li>Learning is based around concrete concepts and context based experiences</li> </ul> <b>Use of the Guidance for Schools: Cognition and Learning *</b>	<b>Use the C&amp;I Guidance for Schools on the following link:-</b> <a href="http://www.kirklees.gov.uk/beta/special-education/pdf/graduated-approach-communication.pdf">http://www.kirklees.gov.uk/beta/special-education/pdf/graduated-approach-communication.pdf</a>	<b>Use of the Guidance for Schools: SEMH* on the following link:-</b> <a href="http://intranet.kirklees.gov.uk/getattachment/2622728c-5768-4013-b89d-5c8ea88c054e/3.%20Guidance%20for%20Schools%20-%20Graduated%20Approach%20-%20SEMH.aspx">http://intranet.kirklees.gov.uk/getattachment/2622728c-5768-4013-b89d-5c8ea88c054e/3.%20Guidance%20for%20Schools%20-%20Graduated%20Approach%20-%20SEMH.aspx</a>	<b><u>Teaching and Learning</u></b> <ul style="list-style-type: none"> <li>Pre-preparation of materials taking into account hearing needs</li> <li>Involvement of a specialist Teacher of Deaf children and young people, as appropriate, through Kirklees Specialist Provision for HI.</li> </ul> <b><u>Environment and Organisation</u></b> <ul style="list-style-type: none"> <li>Investment ins altering the school and classroom environment</li> </ul> <i>See Section 6 - Equipment, Aids and Adaptations for SEN and disabilities</i> <b>Use of the Guidance for Schools: Sensory (HI)*</b>	<b><u>Teaching and Learning</u></b> <ul style="list-style-type: none"> <li>Pre-preparation of materials taking into account vision needs</li> <li>Involvement from a specialist teacher for visual impaired children and young people and habilitation staff, as appropriate, through Kirklees Specialist Provision for VI.</li> </ul> <b><u>Environment and Organisation</u></b> <ul style="list-style-type: none"> <li>Investment ins altering the school and classroom environment</li> </ul> <i>See Section 6 - Equipment, Aids and Adaptations for SEN and disabilities</i> <b>Use the Guidance for Schools: Sensory (VI)*</b>	<b><u>Teaching and Learning</u></b> <ul style="list-style-type: none"> <li>Pre-preparation of materials taking into account physical needs</li> <li>Involvement from a specialist working with physically impaired children and young people, as appropriate, through Kirklees Specialist Provision for PI.</li> </ul> <b><u>Environment and Organisation</u></b> <ul style="list-style-type: none"> <li>Investment ins altering the school and classroom environment</li> </ul> <i>See Section 6 - Equipment, Aids and Adaptations for SEN and disabilities</i> <b>Use the Guidance for Sechools: Physical (PI)*</b>

\*Guidance is available for C&I and will be available for each specific area of need in the near future.

### 3.6.4)

#### Review

Any interventions put in place through SEN Support must be reviewed on a termly basis (3 times a year) and sometimes more frequently, due to the complex needs of the child or young person and the high level of intensity of the planning approach required. The review must include all those involved with the child/young person within school, the parents, the child/young person and any other relevant professionals.

The purpose of the review is to look at what is working and what is not working in relation to the plan that is in place. Evidence of progress (or lack of progress) towards outcomes, provision that has worked well or not so well and observed or assessed changes in need must be brought to the review and discussed, and appropriate adjustments then made to the plan.

Evidence should normally include:

- parent and pupil views, including their aspirations and desired outcomes
- formal or informal tests or assessment results
- performance in relation to National Curriculum levels / P Levels
- observations
- information from any involved professionals

Progress should be measured by:

- progress towards identified SMART outcomes
- closing the attainment gap in relation to peers
- prevention of the attainment gap becoming wider
- small step progress based on the child or young person's previous baseline
- demonstration of new skills/progress in areas other than attainment and across the range of needs being planned for
- improved self-confidence, independent learning and / or behaviour

Any area for which the pupil has made progress should be recognised, celebrated and either the outcome agreed as achieved or provision amended to support continued progress.

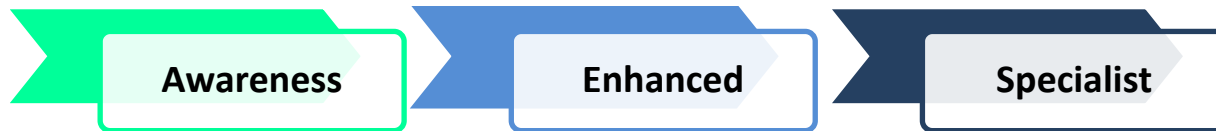
Any area for which the pupil has not made progress should be analysed in relation to what else could be provided to support progress, whether approaches, resources or strategies need to change or whether further assessments need to be undertaken in order to ensure an improved understanding of the child or young person's needs and therefore the provision required to support this.

4)

### Training and Expertise

As reflected in the provision expectations earlier in this document, in order to ensure effective and appropriate support for children and young people with SEN, staff across the whole school team require a level of understanding, awareness and expertise appropriate to their role.

These levels of awareness and expertise are described in the SEN Code of Practice as follows:



- **Awareness** - to give a basic awareness of a particular type of SEN, appropriate for all staff who will come into contact with a child or young person with that type of SEN
- **Enhanced** - how to adapt teaching and learning to meet a particular type of SEN, for early years practitioners, class and subject teachers/lecturers and teaching assistants working directly with the child or young person on a regular basis
- **Specialist** - in-depth training about a particular type of SEN, for staff who will be advising and supporting those with enhanced-level skills and knowledge

5)

### Specialist Services

Schools should also involve specialist expertise from outside of the school, when supporting children and young people with more complex needs at SEN Support. Depending on the service a range of support is offered such as consultation, time limited interventions, training etc .

These services can also provide and/or signpost to resources, materials and training packages to support high quality first teaching.

Such specialist services include:-

#### **Education (Specialist Learning Support Service)**

- Educational Psychologist
- EY SEN Support Service
- Kirklees Specialist Provision
- The PRS Service

#### **Health**

- Therapists
- Nursing Services
- CAMHS

The links provided in sections 3.4 and 3.6.3 of this guidance link to more detailed guidance of what is expected to be provided through Quality First Teaching and at SEN Support across each of the broad areas of need. Within this guidance there is further detail of the resources and support offered through outside agencies.

Further information on the Specialist Learning Support Service can be found on the following (school's only) link:-

<http://intranet.kirklees.gov.uk/specialistlearning>

Further information on all of the services listed above can be found on the Local Offer website:- [www.kirkleeslocaloffer.org.uk](http://www.kirkleeslocaloffer.org.uk).

It is expected that the needs of a child/young person with SEND will also be addressed through using the range of support detailed in the Kirklees Local Offer, such as community resources in the local area.

6)

### **Equipment, Aids and Adaptations for SEN and disabilities**

Equipment, aids and adaptations may be required for children and young people with SEN or disabilities.

Under the Equality Act (2010), schools are **expected to provide auxiliary aids or services** for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled children and young people.

The words 'auxiliary aid' means aids and services. An aid is a piece of equipment which helps the disabled person, such as a special chair, adapted text, or special computer equipment or software. A service is something people provide, such as personal assistance.

Auxiliary aids (equipment) for children and young people with SEN and disabilities can be relatively inexpensive or costly, dependant on the specialist nature of the equipment. Both schools and the LA have responsibilities to provide these auxiliary aids and services.

### **Arrangements in Kirklees for the provision of Auxiliary aids (equipment)**

#### **a) Kirklees Specialist Provision**

All schools have funding to enable them to support special educational needs and specifically to fund the first **£6,000** of a child or young person's SEN provision, so it is expected that low cost equipment under £800 can be funded by the school. This could include items such as laptops, ipads, tactile resources, talking equipment, software.

Kirklees Specialist Provision holds a small budget and bank of equipment to assist mainstream educational settings in providing higher cost equipment for children & young people with SEND. Types of equipment that can be provided from this budget includes soundfield systems, radio systems and loop systems (HI), touch screen computer, screen reader, Braille notes and writers - Perkins Brailler (VI) and powered wheelchairs (via health referral) (PI).



The full Kirklees Council Specialist Provision Equipment Budget Protocol can be found on the following link:- <http://www.kirklees.gov.uk/beta/special-education/pdf/equipment-budget-protocol.pdf>

**b) Kirklees Integrated Community Equipment Service (KICES)**

KICES provides equipment that supports the physical wellbeing and promotes the physical independence of children and young people. This equipment includes specialist seating, changing beds, standers, mobile hoists etc. Referrals for equipment are made through the appropriate therapy service in liaison with the school.

**c) Communication Aids**

NHS England provides communication aids only when they meet their high specialist thresholds. Local arrangements must be in place to provide communication aids where requests don't meet NHS England's highly specialist thresholds. Kirklees local arrangements are currently being further developed, and will be referenced in this guidance in the near future.

7)

### **Consideration of an EHC Needs Assessment**

Most children and young people with special educational needs (SEN) will have their needs met by support that is usually available in local mainstream early years settings, schools or colleges, with access to delegated educational funding (Elements 1&2 or Early Years inclusion funding) and services available through the Local Offer ([www.kirkleeslocaloffer.org.uk](http://www.kirkleeslocaloffer.org.uk)). The previous sections of this guidance have provided a description of the sort of things that should be done in our Kirklees schools to support children with special educational needs or disabilities, through schools own delegated educational funding.

However, a small number of children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan. In considering whether an EHC needs assessment is necessary, the local authority will consider whether there is evidence that despite the education setting having taken relevant and purposeful action to identify, assess and meet their special educational needs, the child or young person has not made expected progress. (Code, para 9.14)

To make a fully informed decision schools are asked to present a range of information to demonstrate the above. **Kirklees** has developed a pre- EHC needs assessment request checklist to help schools to think about the evidence they should gather together before proceeding to complete 'An Education, Health and Care (EHC) Needs Assessment Request Form.' The checklist includes a number of questions and provides further guidance to clarify the evidence that is required.

#### **Kirklees pre-EHC needs assessment checklist**

1. Is a My Support Plan (MSP) in place? \*

2. Has there been sufficient time to review its impact/effectiveness? \*

*\*Prior to requesting EHC needs assessment a My Support Plan will normally be in place with sufficient time allowed to determine its impact on the child/young person's progress. Normally at least two review cycles are expected to determine how the agreed provision is having an impact on the child/young person's academic attainments and their wider development, to determine progress towards the outcomes agreed in the MSP, and to have the opportunity to make adjustments to the agreed provision and/or seek further advice following a review.*

*In some circumstances, a My Support Plan may not be in place, for example a child moving into the LA or a sudden and significant change in need eg. brain injury. In these circumstances schools should speak to their SEN Assessment & Commissioning Team Casework Officer.*

3. Can you provide clear evidence of the child/young person's:-

- a. academic attainments, compare attainments to age related expectations and demonstrate rates of progress?
- b. rates of progress/development across the full range of needs that you are planning for, and compare to age related expectations?

4. Does the My Support Plan (and relevant appendices) clearly evidence 'relevant and purposeful action' already being taken to meet the child/young person's SEN?

Further guidance on 1-4 above is provided on the checklist, which is at the front of the EHC Needs Assessment request form and is provided on the following link:- <http://www.kirklees.gov.uk/beta/special-education/pdf/ehc-request-schools.rtf>

8)

### **SEN Panel**

Requests for EHC Needs Assessment are considered by the special educational needs (SEN) Panel as to whether to undertake an EHC needs assessment. These meetings are held twice per month. Members of the panel include:

- SEN Manager
- A Casework Officer from the SEN Assessment & Commissioning Team
- Two Head Teachers represent mainstream and special schools
- A Senior Educational Psychologist
- Representatives from Health and Social Care

The SEN Panel is in place to ensure all decisions are made using the same process, and to make sure that it is fair and consistent across Kirklees. The different professionals at the meeting act as support to the LA Designated Officer (SEN Manager) in making decisions.

Further information about the EHC needs assessment process can also be found on the following links:-

- a) The Coordinated Planning Approach and Pathway – My Support Plan  
<http://www.kirklees.gov.uk/beta/special-education/pdf/graduated-approach-guidance.pdf>
- b) Local Offer page – EHC Assessments and EHC Plans – information for parents, carers and young people - answers to questions  
<http://www.kirkleeslocaloffer.org.uk/>
- c) Statutory timescales for EHC Needs Assessment  
<http://www.kirklees.gov.uk/beta/special-education/pdf/ehc-statutory-timescales.pdf>
- d) Kirklees EHC Needs assessment flowchart  
<http://www.kirklees.gov.uk/beta/special-education/pdf/ehc-assessment-flowchart.pdf>
- e) Kirklees EHC Plan template  
<http://www.kirklees.gov.uk/beta/special-education/pdf/ehc-plan-template.pdf>

9)

### **Personal budgets**

A personal budget is an amount of money identified by the council to deliver provision set out in an Education, Health and Care (EHC) plan where a parent or young person is involved in securing that provision.

The child's parent or young person has the right to request a personal budget when the council has completed an Education, Health and Care (EHC) needs assessment and agreed it will prepare an Education, Health and Care (EHC) plan, or at a statutory EHC Plan review. Funding to support a Personal Budget may come from education, social care, health or a combination of these services, provided that they enable the child or young person to achieve the identified outcomes on the child or young person's EHC plan.

Kirklees has a policy and guidance in place for providing a personal budget through an EHC Plan, available on the following link:-

<http://www.kirklees.gov.uk/beta/special-education/pdf/personal-budgets-ehc-plan.pdf>

Kirklees intends to increase its scope for offering Personal Budgets over the next few years and will be involving Headteachers as this work develops.

10)

### **Preparing for adulthood**

Preparing for adulthood means preparing for:

- higher education and/or employment – this includes exploring different employment options, such as support for becoming self-employed and help from supported employment agencies
- independent living – this means young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living
- participating in society, including having friends and supportive relationships, and participating in, and contributing to, the local community
- being as healthy as possible in adult life.

With high aspirations and the right support, the vast majority of children and young people can go on to achieve successful long term outcomes in adult life.

Early years providers, schools and colleges should enable children and young people to have the information and skills they need to help them gain independence and prepare for adult life. So PfA in early years and schools should ensure a focus on building skills including:-

- independence
- social awareness
- ability to make choices and decisions
- road safety
- awareness of danger

Discussions about longer term goals should start early and ideally well before Year 9.

From Year 9 onwards, preparing for adult life should be an explicit element of conversations with children and their families as the young person moves into and through post-16 education. Annual reviews should include the four areas (employment, independent living, community inclusion, health) and post-16 transition planning. Kirklees is currently developing its EHC Plan and review (from year 9 onwards) to ensure that these four areas are explicit within the process and paperwork.

There are specific person centred planning tools and resources that are available to support preparing for adulthood from Year 9 onwards.

- Information on the PATH Tool is available on the following link:- <http://www.kirklees.gov.uk/beta/special-education/pdf/path.pdf> Further information is also available from schools own link Educational Psychologists or from Lucy Yeomans – [lucy.yeomans@kirklees.gov.uk](mailto:lucy.yeomans@kirklees.gov.uk)
- In 2016 Kirklees ran a project with Newsome High School called Planning for Life, a short video of the project can be found in 'person centred approach' section on the following link:- <http://www.kirklees.gov.uk/beta/special-education/special-education-documents.aspx>. We are extending this project to include other secondary schools and special schools during the coming year. Interested schools should contact Corby Whitehead at [corby.whitehead@kirklees.gov.uk](mailto:corby.whitehead@kirklees.gov.uk)

The Local Offer website has a range of information about preparing for adulthood. <http://www.kirkleeslocaloffer.org.uk/>

11)

### **Person Centred Annual reviews**

Taking a person-centred approach in annual reviews of EHC Plans is essential to making sure that children, young people and their families are at the centre and ensuring that the key principles of the Children and Families Act 2014 are upheld. A person centred annual review will:

- Ensure a continual, shared understanding of a child's needs and the support needed to promote the child's learning and development and success into adult life;
- Be led by the aspirations and goals of the child/young person and their parents in order to achieve the best outcomes;
- Focus on what is important for the child/young person and their parents in order to prioritise the child/young person's needs;
- Support the child and family to make informed, timely decisions regarding future actions and next steps;
- Support a coordinated, partnership approach between the child, family and all agencies who are involved.

Annual reviews must be held every 12 months, with the first review being held within 12 months of the Final EHC Plan being issued and any further reviews within 12 months of each subsequent review. Reviews may be called early if there is a likelihood of the educational placement breaking down / risk of permanent exclusion or if a change in placement is being requested. It is a school's responsibility to ensure the annual review of EHC Plans in place for any children within their school.

Annual reviews should focus on the child's progress towards the identified outcomes within the EHC Plan, this should be done as part of an assess, plan do review approach, recognising and celebrating any progress made by the child and ensuring that where progress is made, new SMART outcomes are jointly agreed, and that where progress towards outcomes is not being made in line with expectations, outcomes and provision are refined to promote greater success and progression.

Further guidance on EHC annual reviews and annual review paperwork, can be found at:

<http://www.kirklees.gov.uk/beta/special-education/pdf/ehc-head-report.rtf>

<http://www.kirklees.gov.uk/beta/special-education/pdf/ehc-school-report.rtf>

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#### **Last Updated – April 2017**

This guidance has been developed by the LA with SENCO champions, practitioners and in liaison with PCAN. To provide comments/feedback on this guidance please email The Children & Families Act Project Team at [kate.mawer@kirklees.gov.uk](mailto:kate.mawer@kirklees.gov.uk)