SEND Parent Support Group

September 2016
Mrs Louise Aldridge (Deputy Head and Inclusion Manager)
The SEND Code of Practice:

- Extends its age range to cover children and young people from 0-25
- Now includes children and young people with disabilities as well those with SEN
- Focuses on the views of children and young people and their parents
- Focuses on high aspirations and improving outcomes
- Emphasises the importance of integration between different agencies
‘A child or young person has a special educational need when they have either a learning difficulty or disability and they need special educational provision (SEP) to be made for them. SEP is defined as any education or training provision that is additional to, or different from that made generally for others of the same age in mainstream schools.’

DfE 2015: Special Educational Needs and Disability Code of Practice 0-25 years
Every teacher is responsible for every pupil

Every teacher is responsible for the progress and development of every pupil in his/her class. This includes pupils who access extra support from teaching assistants or specialist staff.

The first step in supporting all pupils, including those with SEN, is high-quality teaching, differentiated for individual pupils.

Some pupils may need additional help to access the curriculum or make expected progress. These pupils may have SEN.
Identifying and teaching pupils with SEN

Not every pupil making slower progress has SEN

* Some pupils may make slower progress for a reason unrelated to SEN, such as a gap in their learning.

* You should regularly assess the progress of all pupils and work with the SENCO to identify whether a pupil has SEN.

* You should ask whether the pupil’s progress is:

  * Significantly slower than that of his/her peers starting from the same baseline
  * Failing to match or better the pupil’s previous rate of progress
  * Failing to close the attainment gap between the pupil and his/her classmates
  * Widening the attainment gap
Your school’s SENCO will support you in delivering SEN provision, but his/her role is largely a strategic one.

He/she is not responsible for teaching pupils with SEN, or for deciding on specific teaching strategies for pupils with SEN, though he/she will offer you advice on how to do these things.
Key messages from SEND COP

Schools must use their best endeavours to ensure effective provision for all pupils with SEN.

Teachers are responsible and accountable for the progress of all pupils in their class.

Special educational provision is underpinned by high quality teaching.

High quality teaching is the first step in responding to pupils who have or may have SEN.

The quality of teaching for pupils with SEN should be part of performance management and CPD approaches.
The four broad areas of need

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and Sensory
Communication and Interaction

Verbal and non-verbal communication

Receptive language (understanding of language)

Expressive language (language production)
Cognition and learning

- Literacy
- Maths
- Organisational skills
- Attention
- Confidence
- Memory
- Problem Solving
- Approach to learning
- Response to prompts, scaffolding and mediation
Social Interaction
Feelings
Self Regulation
Behaviours
Following classroom routines
Understanding rules
Self esteem
Confidence
Motivation

SEMH
Physical and Sensory

- Fine motor skills
- Gross motor skills
- Sensory likes or dislikes
- Self care
The graduated approach

3. The reform vision: A whole school approach

- Review
  - Engage parent
- Assess
  - Engage parent

SENCO

Wider support/specialist expertise

Class/subject teacher

Child or young Persons with SEN

Class/subject teacher

Wider support/specialist expertise

Plan

Engage parent
Graduated approach

* **Assess:** the class/subject teacher and SENCO should clearly analyse a pupil’s needs before identifying him/her as needing SEN support

* **Plan:** the class/subject teacher and SENCO should agree the support to be put in place. Parents must also be notified and consulted. The support will usually be set out in a school-based SEN support plan

* **Do:** the class/subject teacher remains responsible for working with the pupil on a daily basis. Pupils may also receive additional interventions outside the main curriculum, but the focus should be on integrating all pupils and continuing to use high-quality, differentiated teaching.

* **Review:** the class/subject teacher and SENCO should review the effectiveness of the support regularly and agree any changes where needed.
Waves of Provision Model:

*Used to determine the type of support best suited to each pupil.*

**WAVE 1**
High-quality, differentiated teaching

*For all pupils*

**WAVE 2**
Quality teaching plus extra short-term support

*For pupils making slower progress*

**WAVE 3**
SEN support: additional long-term, individualised support

*For pupils still making less progress than their classmates*

**WAVE 4**
EHC plan (or statement)

*For pupils with more complex needs*
<table>
<thead>
<tr>
<th>Outcome: To increase sight vocabulary and phonics knowledge so that I can improve reading and spelling accuracy</th>
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<tbody>
<tr>
<td><strong>Targets</strong></td>
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<tr>
<td>I can read 20 more high frequency words from the first 100 list</td>
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<tr>
<td>I can spell the tricky words from Phase 2, 3 and 4 letters and sounds</td>
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<tr>
<th>Outcome: To improve social skills so that I can form maintain meaningful friendships</th>
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<tr>
<td><strong>Targets</strong></td>
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<tr>
<td>I can learn to initiate a conversation</td>
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<tr>
<td>I can take turns in a conversation</td>
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<table>
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<tr>
<th>Outcome: To improve my fine motor skills so that I can produce legible handwriting</th>
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</thead>
<tbody>
<tr>
<td><strong>Targets</strong></td>
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<tr>
<td>I can join up all my lower case letters</td>
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## Progress Review

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<thead>
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<th>Child’s views on progress</th>
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<table>
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<th>Parent/Carer views on progress</th>
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