

# SEND Parent Support Group

September 2016

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# 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

# SEND Definition

- \* '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

# Identifying and teaching pupils with SEN

- \* **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

# The role of the SENCO

- \* 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

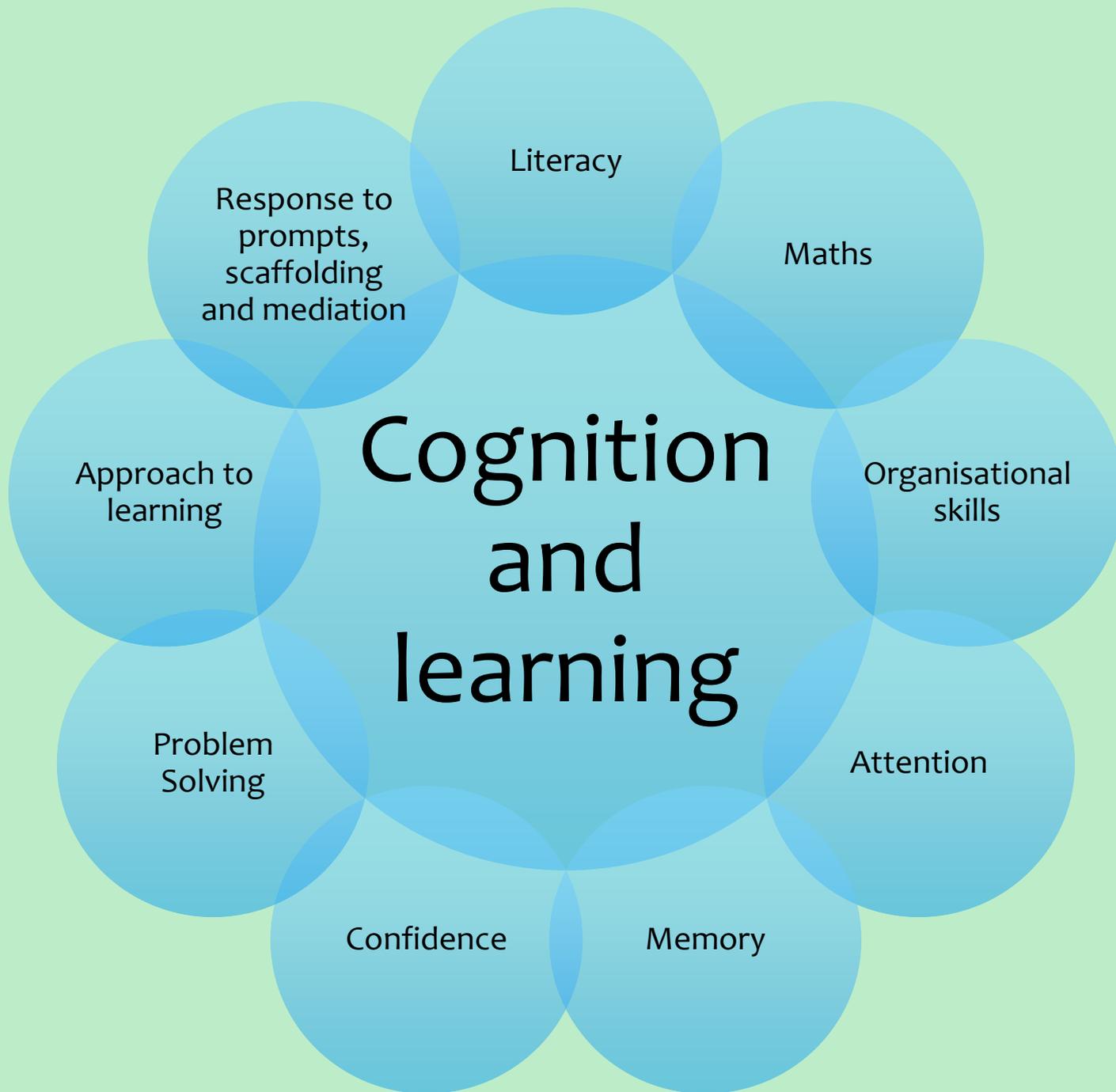
- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and Sensory

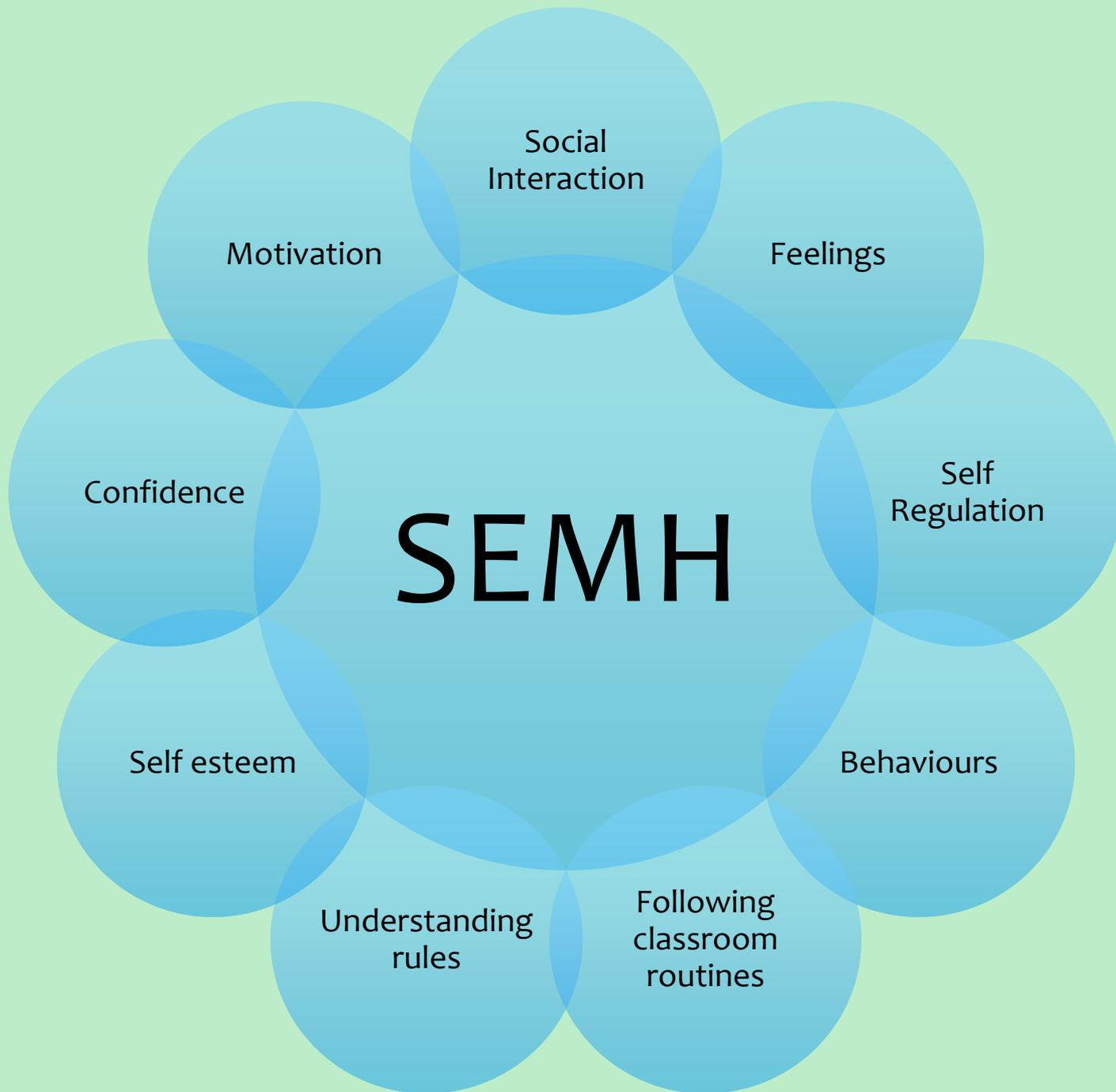
**Verbal and non-  
verbal  
communication**

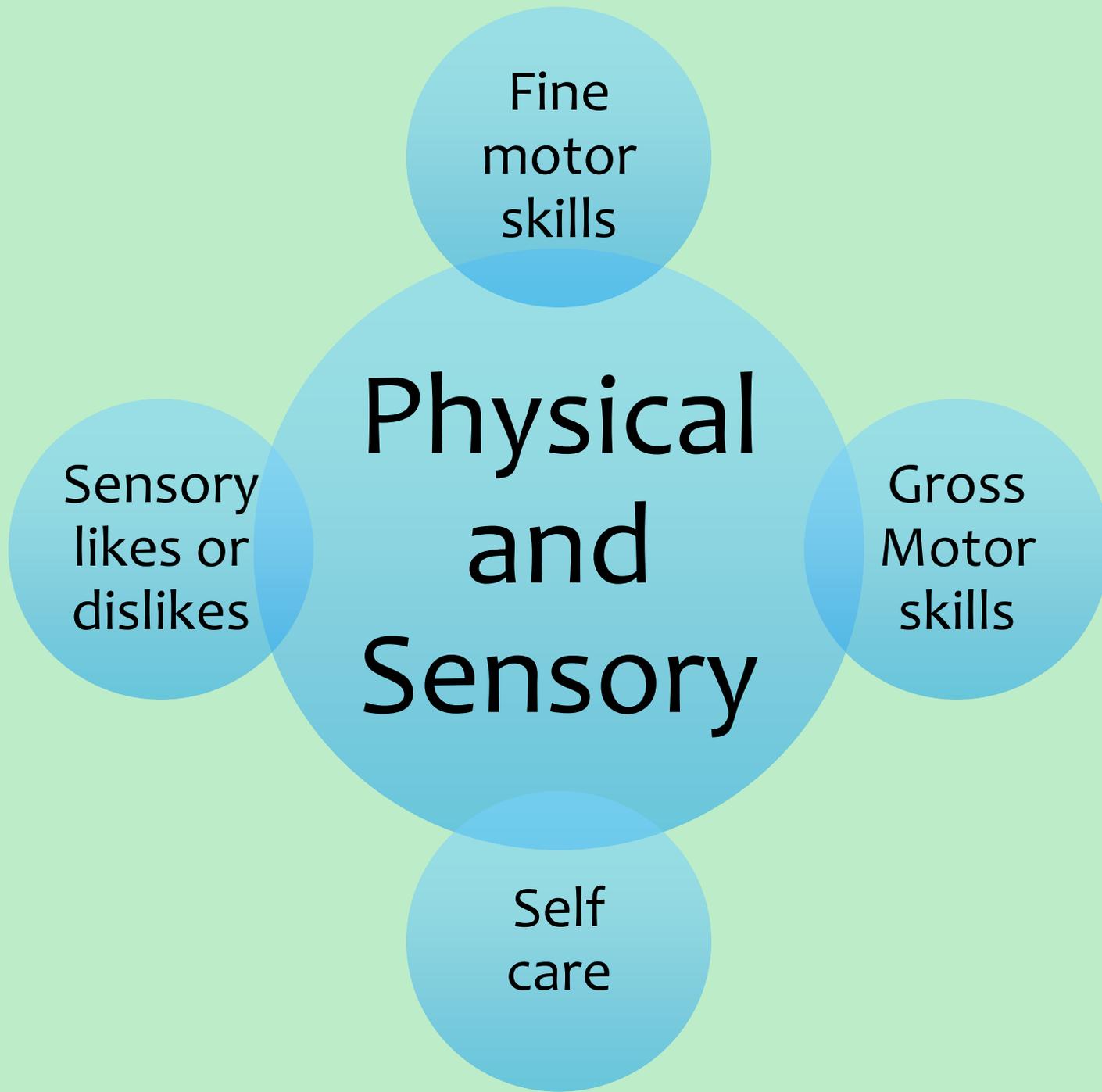
**Communication  
and Interaction**

**Receptive  
language  
(understanding  
of language)**

**Expressive  
language  
(language  
production)**







Fine  
motor  
skills

Physical  
and  
Sensory

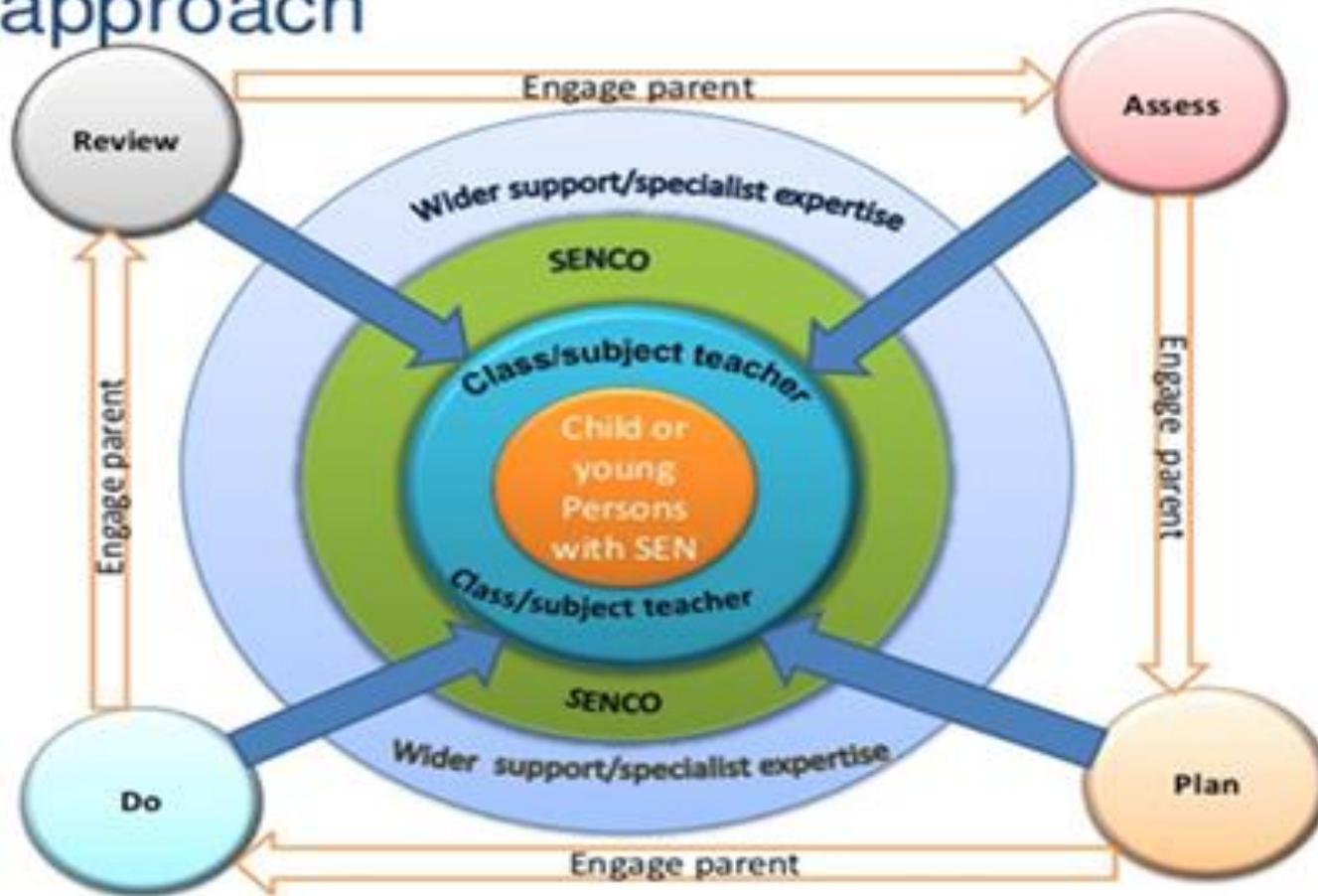
Gross  
Motor  
skills

Self  
care

Sensory  
likes or  
dislikes

# The graduated approach

## 3. The reform vision: A whole school approach

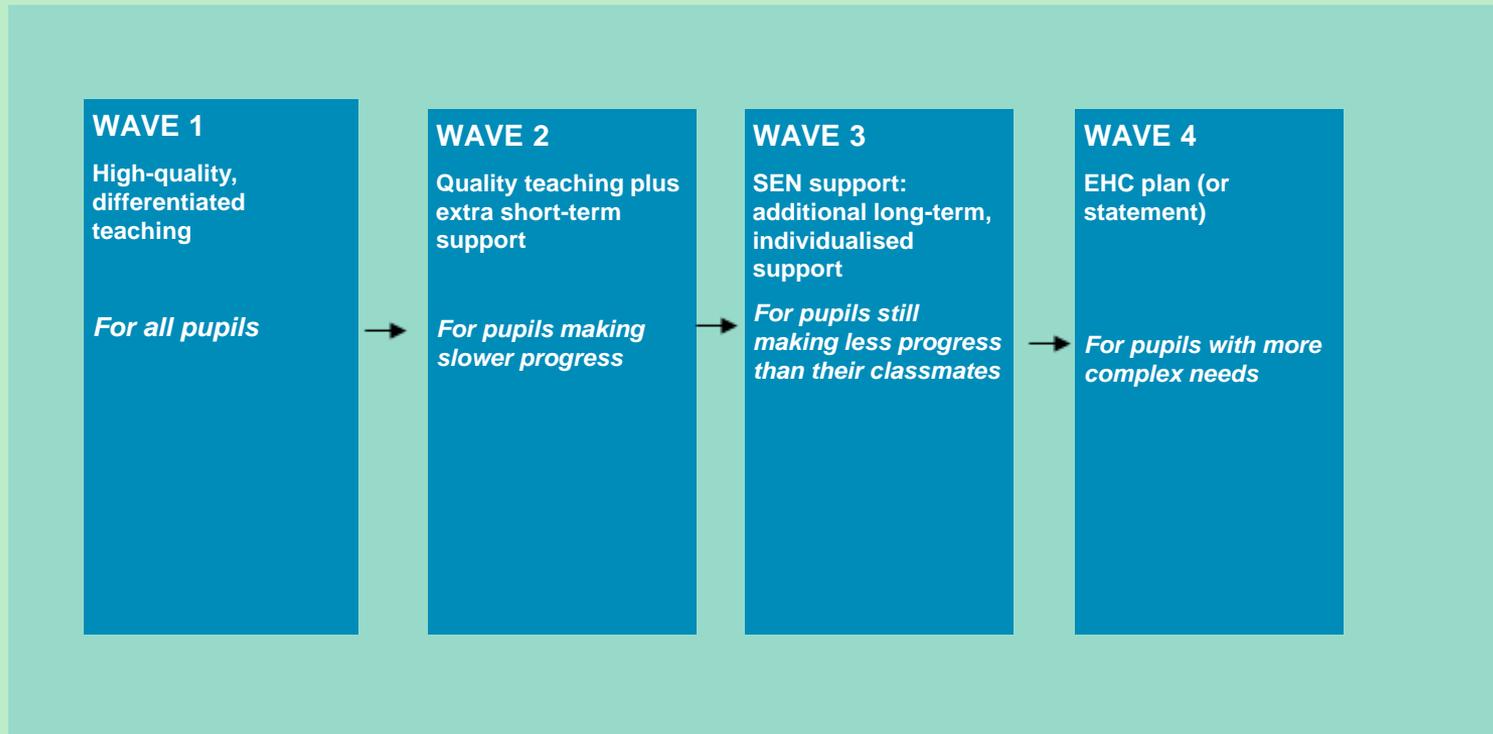


# Graduated approach

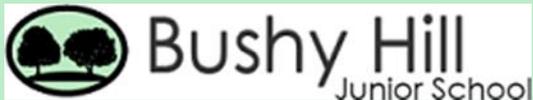
- \* **Assess:** the class/subject teacher and SENCO should clearly analyse a pupil's needs before identifying him/her as needing SEN support
- \* **Plan:** the class/subject teacher and SENCO should agree the support to be put in place. Parents must also be notified and consulted. The support will usually 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.*



# Individual Support Plan (ISP)



## Individual SEND Support Plan (ISP)

<b>Name:</b>		<b>Plan number:</b>		<b>October 2016 (for review December 2016)</b>	
<b>Outcome:</b> To increase sight vocabulary and phonics knowledge so that I can improve reading and spelling accuracy					
<b>Targets</b>	<b>Specific Intervention</b>	<b>Actions</b>	<b>Review</b> ✓ =Target met WT=working towards	<b>Comments on progress including next steps</b>	
I can read 20 more high frequency words from the first 100 list	1:1 precision teaching daily	Focus words of week available in class for self-checking X to make word cards using of colour to highlight tricky part			
I can spell the tricky words from Phase 2, 3 and 4 letters and sounds					
<b>Outcome:</b> To improve social skills so that I can form maintain meaningful friendships					
<b>Targets</b>	<b>Specific Intervention</b>	<b>Actions</b>	<b>Review</b> ✓ =Target met WT=working towards	<b>Comments on progress including next steps</b>	
I can learn to initiate a conversation	Social skills group 2 x 15 mins weekly	Social stories Teach strategies to negotiate Role play activities			
I can take turns in a conversation					
<b>Outcome:</b> To improve my fine motor skills so that I can produce legible handwriting					
<b>Targets</b>	<b>Specific Intervention</b>	<b>Actions</b>	<b>Review</b> ✓ =Target met WT=working towards	<b>Comments on progress including next steps</b>	
I can join up all my lower case letters		Handwriting practise linked to key spellings Handwriting guide desk prompt Easy flow pen and pencil grip			

## Progress Review

**Child's views on progress**

**Parent/Carer views on progress**