Cambridgeshire's Special Educational Needs and Disability Framework

SEN Support Toolkit

Embedding high quality SEN Support for learners with disability and/or special educational needs

An introductory resource for governors, head teachers, SENCos, class teachers, teaching assistants, parents and carers and other professionals working with children and young people and their families

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An active document kept under review and development with stakeholders. Latest update 1st June 2018

Introduction

Special Educational Needs Support (SEN Support) is the term used in the Special Educational Needs and Disability (SEND) Code of Practice (2015) to describe the actions that must be taken in schools to support children and young people who have been identified with special educational needs but do not have an Educational Health and Care Plan. There is a clear message in the Code of Practice that all teachers are teachers of SEND and that school leaders must ensure that they have effective systems in place to identify and respond to SEND and improve outcomes for this group.

This guidance sets out the roles and responsibilities for delivering SEN Support in schools and joined up work with other providers in the Local Authority and Health. It outlines in general terms how schools can be expected to identify and respond to SEND. Each school is required to publish more specific information on what their provision looks like in their own school and publish this in their School SEND Information Report.

Across Cambridgeshire a number of schools are developing high quality practice in delivering SEN Support and significantly improving outcomes for these children and young people. As this guidance grows we want to include examples from these schools. An SEN Support Steering group has been set up to coordinate this work. If you have comments to share or would like to be involved please contact Teresa Grady, SEND Development Manager, SEND Leadership Adviser teresa.grady@cambridgeshire.gov.uk

Contents

Roles and responsibilities

1. The role of Governors
2. The role of Headteachers and Proprietors
3. The role of a Special Educational Needs and Disability Coordinator (SENDCo)
4. The role of class teachers/subject teachers
5. Effective deployment of teaching assistants

Identification and response

6. Recognising signs of possible SEND needs in the classroom
7. Prompts for everyday high quality teaching of SEND
8. SEN Support: How schools and settings identify and respond to needs
9. Seven Elements of Effective SEN Support
10. SEN Support templates
11. Sources of further information on SEND

Parents and Carers

12. Frequently asked questions from parents and carers

Children and young people

13. Frequently asked questions from children and young people

Accountability

14. The School's annual SEND Information Report
15. Working together

The role of the Governors

The legal duties for Governors are set out in the Children and Families Act 2014, the SEND Code of Practice 2015 and the Equality Act 2010. They include to:

- use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's SEND
- have a clear approach to identifying and responding to SEND
- publish information on their websites about the implementation of the board's policy for pupils with SEND, the School SEN Information Report
- publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans;
- ensure that there is a qualified teacher designated as special educational needs co-ordinator (SENCO) for the school.

For full information refer to the Governance handbook' Department for Education and National College for Teaching and Leadership. April 2017: www.gov.uk/government/publications/governance-handbook

Memo

How well are outcomes (in learning, attendance, participation, and wider life skills) improving for pupils with SEND?

What is the attainment gap (and gap in wider achievements) between pupils with SEND and those without? What is being done to diminish the difference?

Is there any correlation with other vulnerable groups such as Free School Meals? If so, what is being done to address this?

How satisfied are parents and carers, children and young people with the school's provision for SEND? How does the school know?

What impact does your SENDCo make on improving the quality of teaching and learning across the school?

The role of Head Teachers

Head teachers should:

- Provide strategic leadership for a whole school ethos that supports high aspirations and achievements by all children and young people including those with SEND
- Support data driven, evidence-informed practice
- Ensure that the SENCo is able to influence strategic decisions about SEND
- Ensure the wider school community understands the implications of effective SEND provision for whole school improvement (from governors to class / subject teacher and teaching assistants)
- Put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year)
- Ensure processes are in place for involving parents and young people in reviewing their individual and the school's provision for SEND
- Developing relationships with next stage educational providers including post 16 years. Support seamless transitions.

Memo

How does the school self-evaluate it's provision for SEND?

Is SEND reflected in the school's Development Plan?

Does the school's on-going Continuing Professional Development (CPD) programme ensure that the school workforce has a shared understanding of SEND and that teachers know how to plan for improved outcomes for all children and young people including those with SEND?

Is information on the school's provision for SEND (The SEND Information Report) published on the website and made accessible in other ways? Is it kept up-to-date and reviewed annually?

The role of SENCos

The SENCo role involves:

- Overseeing the day-to-day operation of the schools SEN policy.
- Coordinating provision for children with SEND
- Liaising with the designated teacher where a Looked After Child has SEN
- Ensuring staff across the school are appropriately trained in recognising and supporting children with SEND.
- Advising on the graduated approach to SEN Support
- Liaising with parents and carers of children with SEND
- Making links with other education settings and outside agencies
- Liaising with potential next step providers of education
- Working with the Head teacher and governors on the implementation of the Equality Act (2010)
- Ensuring SEND records are kept up-to-date

Memo

What impact do you make on improving the quality of teaching and learning across the school?

How do you know that there are consistently high standards of classroom teaching for SEND across the school?

How do you ensure that all class teachers and subject teachers can confidently adapt teaching and learning to meet individual needs?

What variety of means do you use to ensure there is effective communication between home and schools and across the school?

How do you celebrate success of children and young people with SEND?

The role of the classroom/subject teacher

With the support and guidance of the SENCO and specialist staff the classroom or subject teacher should:

- Recognise and respond appropriately to the needs of the pupils in the class who have or may have SEND
- Be responsible for meeting Special Educational Needs and Disability
- Have high aspirations for every pupil
- Focus on outcomes. Be clear about the small steps along the way and how to achieve them
- Use the SENCo strategically to support the quality of teaching and learning and the use of resources
- Involve parents and pupils in planning and reviewing progress. Seek their views and provide regular updates

Memo

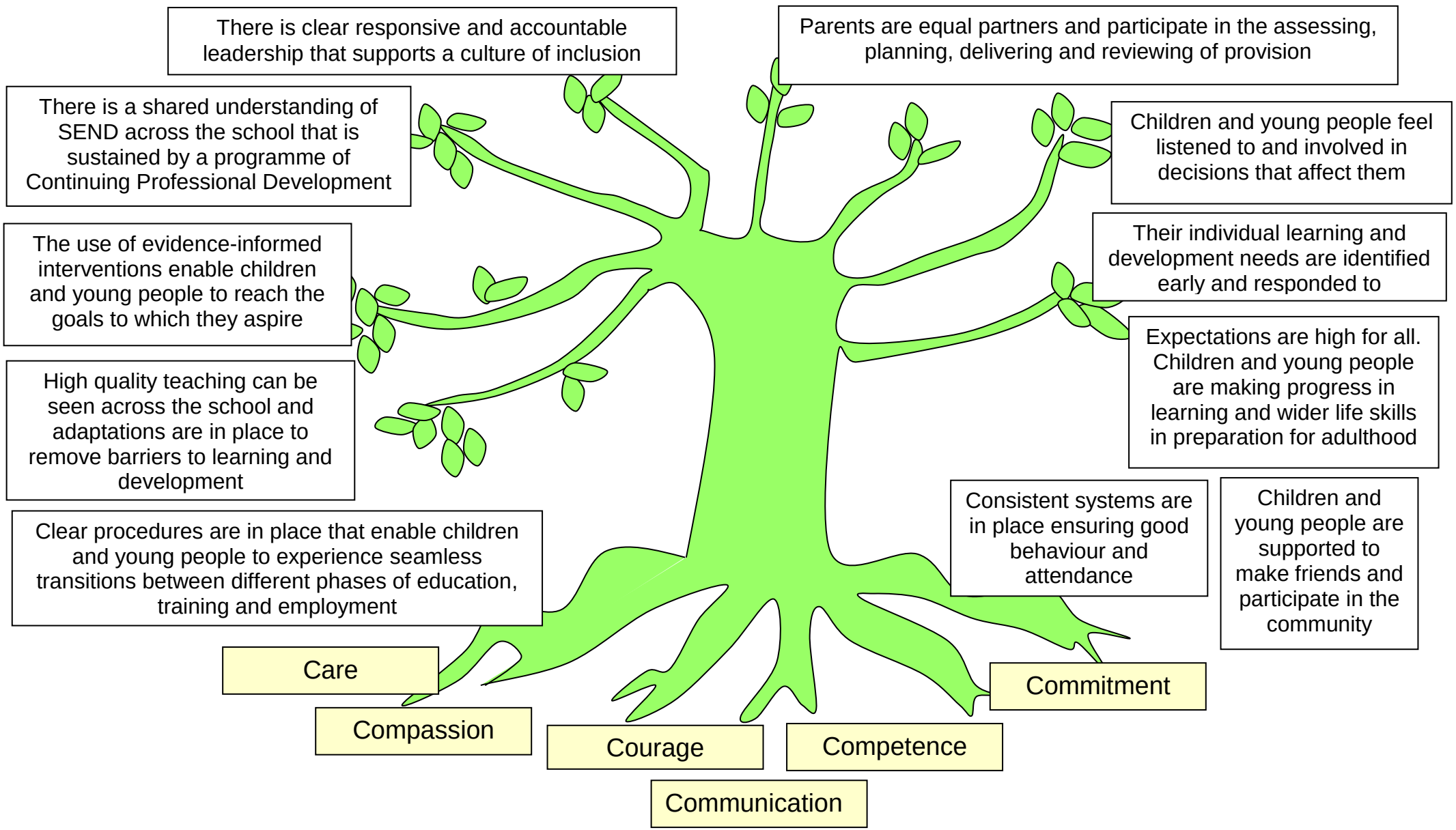
Are you building a repertoire of SEND teaching skills? These are the skills that will benefit all children and young people in your class but are essential for those with SEND.

Are you empowering your pupils to develop skills of increasing independence and choice?

How do you ensure that any teaching assistant support you have in the classroom is used effectively and flexibly to improve outcomes?

What tips have you learned by observing colleagues working with children and young people with SEND?

A whole-school SEND culture of enjoying and achieving for all



Recognising possible SEND in the classroom 4-16 years

If as a class or subject teacher you find that a pupil is not making expected progress compared to their peers or displays persistent unexplained behaviours, it may be that they have special educational needs. The chart below while not a screening tool, lists some of the indicators of possible SEND. It will enable you to begin to consider the pupil's learning profile so that any barriers to learning can be immediately addressed in the classroom. A child or young person may well display behaviours from more than one section.

The child or young person may:

- Be slower than peers to answer questions
- Be slower than peers to understand and follow instructions
- Appear to 'switch off' when someone is talking to them
- Have less vocabulary than peers
- Stutter or stammer
- Struggle telling you about something that has happened.
- Have difficulty joining in or keeping up with conversations
- Display heightened or reduced sensitivity to sounds, tastes, smells, visual stimuli
- Show withdrawn or inappropriate behaviour that cannot be explained
- Have difficulties with social use of language; initiating or sustaining conversation
- Use unusual or repetitive language
- Have difficulty with friendships. Limited understanding of others feelings
- Have a strong dislike of change. Favour rigid routines.

Possible Communication and Interaction needs

The child or young person may:

- Have difficulty blending sounds to make words
- Confuse basic words when reading
- Consistently misspell words
- Have difficulty with reading comprehension
- Possibly, but not always, a varied profile with strengths in some areas
- Have difficulty following classroom discussions and expressing thoughts
- Struggle to learn and remember basic math concepts
- Have difficulty remembering sequences
- Have poor organisational skills
- Have difficulty with coordination and spacial awareness
- Have poor concentration
- Avoid starting work, exhibit poor or distracting behaviour
- Low self esteem

Possible Cognition and Learning needs

What can I do?

Review the range of **High Quality Teaching** approaches you are using in the classroom and ensure they specifically address the area of need(s) that you have observed. See prompt sheets below.

Listen to the child or young person and their parent or carer about what works for them.

Talk with colleagues, **Observe** the child or young person in other classroom situations.

Monitor which approaches in the classroom have the best impact

The child or young person may:

- Be withdrawn
- Have persistent difficulties with anxiety or low mood
- Have frequent mood swings
- Show oppositional and defiant behaviour
- Have immature social skills and difficulty making friends
- Frequently challenge, disrupt or present disturbing behaviour
- Break or damage things
- Be aggressive
- Self-harm
- Seem hyperactivity
- Appear tired. Not sleeping
- Have poor attendance
- Have difficulties associated with eating
- Drug and alcohol abuse in older pupils

Possible Social, Emotional and Mental Health needs

The child or young person may:

- Have more difficulties with reading and writing than expected
- Cover one eye while reading
- Hold reading materials at an unusually close distance or tilt head to read
- Appear clumsy or awkward with poor hand-eye co-ordination
- Need the volume to be turned up on TV, phone
- Make slow progress compared to peers
- Need to look at a persons' face in order to understand what they are saying
- Avoid being in groups or noisy situations
- Be quieter than other children
- Become more easily frustrated
- Seem to ignore you
- Say some words unclearly
- Not aware of where a sound is coming from
- Struggles with tasks involving fine or gross motor skills

Possible Sensory and or Physical needs

What can I do?

Review the range of **High Quality Teaching** approaches you are using in the classroom and ensure they specifically address the area of need(s) that you have observed. See prompt sheets below.

Listen to the child or young person and their parent or carer about what works for them.

Talk with colleagues, **Observe** the child or young person in other classroom situations.

Monitor which approaches in the classroom have the best impact

Everyday High Quality Teaching

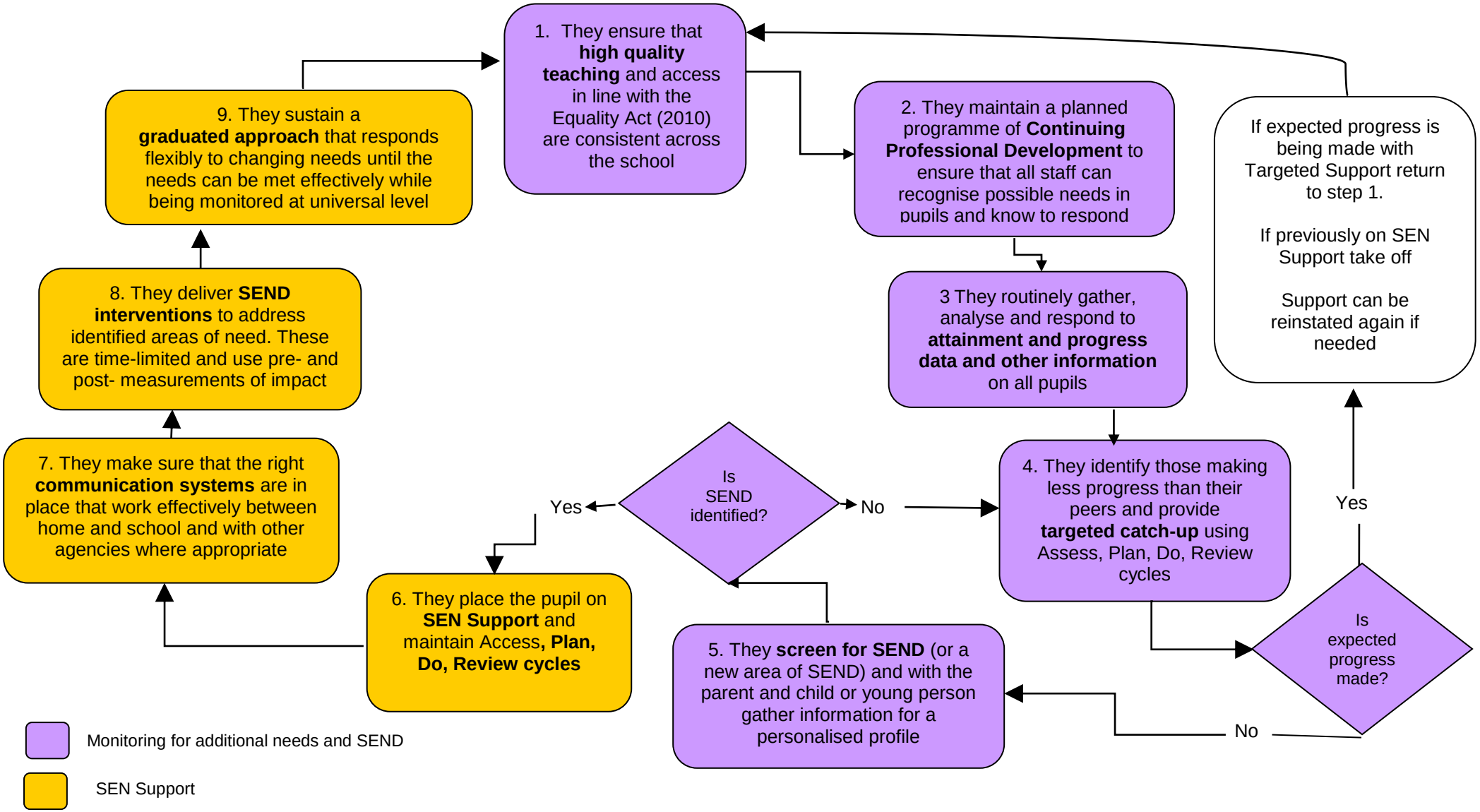
Some basic prompts for class teachers and subject teachers

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory impairment and physical
Provide key vocabulary and work lists in advance Speak clearly, use shorter sentences and include visual clues. Avoid idioms Use active learning and games in the classroom to reinforce language skills. Use props such as mobile phones and digital cameras to encourage talking Provide prompt cards for group work Give the pupil the question they will be asked in advance and allow extra time to respond without passing to another pupil Actively use classroom displays to reinforce previous lessons Model and reinforce the language of sequencing Provide visual timetables Create a quieter space within the classroom for pupil to use for specific tasks or time-out Prepare the pupil in advance of any change to routine	Use concrete resources and model what you want the pupil to do Record homework digitally Provide graphical and digital aids to scaffold written tasks Check for understanding by asking pupil to repeat back what they have to do or what they have learned. Break down tasks into small steps with immediate feedback Reinforce learning by getting the pupil to 'teach' another – peer tutoring Use a range ways for pupils to present their work e.g. role play, digital recordings, digital diagrams, 3D models. Give the pupils thinking time to process new information Teach strategies to compensate for difficulties with short term memory and organisation Systematically revisit things previously learned while gradually introducing new learning	Give authentic praise for small steps Focus on strengths and interests Co-produce classroom behaviours and consistently apply Identify triggers for behaviours and provide ways to step down Use the language of choice and consequence Say what you want the them to do rather than what you do not want them to do Model good behaviour Diffuse confrontation with humour or by changing the subject or activity Give classroom/ school responsibilities Give one instruction at a time Tactically ignore minor behaviours but quietly acknowledge good behaviour Be alert for possible underlying learning difficulties such as Dyslexia or social communication needs.	Ensure pupils are seated where they can view/ hear the lesson Allow extra time to complete tasks Pair pupils to work together who complement each other strengths and needs For those with visual impairment use digital means to enlarge text to access recordings Reduce glare by dimming lights or closing blinds Provide a reader For those with hearing impairment ensure speakers in the classroom can be seen by the pupil so that they can lip read. Use hearing loops or lapel microphones. Provide instructions in multi- media formats and check for understanding Ensure level of tasks stretches the pupils learning appropriately.

A reminder: The prompts above are just a starting point. Look at the pupil's learning profile if they have one and talk with the SENDCo. Pupils are individuals and their profile and the responses needed will differ. They may span one or more areas. Listen to what the pupil and their parent carers say works.

Nine Steps: How schools and settings monitor, identify and respond to needs

SEN Support



Nine Steps: how schools and settings monitor, identify and respond to needs

1. High quality teaching and access

The provision that is available to all children in nurseries, schools and further education is called **universal provision**. Schools and other educational settings are required to create a teaching and learning environment that enables all children and young people to access learning, participate fully in the life of the school and community and develop the wider skills needed to for adult life.

At universal level all schools and settings are expected to be **inclusive** and remove barriers to learning. They must make adaptations to ensure all children and young people find learning accessible. The Department of Education (DfE) **'The Equality Act: Advice and Guidance for Schools'** clearly sets out these requirements.
https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools

Some of the adaptations schools need to consider are:

- Hands-on 'concrete' resources
- Conversation prompt cards for activities
- ICT support for learning
- Auxiliary Aids for disabled children and young people such as hearing loops, adaptive keyboards, and special software
- Teaching and social environments that are adapted for physical access
- Adaptations relating to sensory stimuli in the environment in response to individual sensory audits
- Visual instructions and timetables
- Accessible and relevant displays

High quality teaching is expected in all schools and educational settings. High quality teaching is important for all children and young people but it is essential for those with additional or special educational needs.

High quality teaching can be recognised by:

- Highly focused lesson design with sharp objectives;
- High demands of pupil involvement and engagement with their learning;
- High levels of interaction for all children/young people;
- Appropriate use of teacher questioning, modelling and explaining;
- An emphasis on learning through dialogue, with regular opportunities for children/young people to talk both individually and in groups;
- An expectation that children/young people will accept responsibility for their own learning and work independently;
- Regular use of encouragement and authentic praise to engage and motivate children/young people.

2. Workforce development programme

It is the school or settings responsibility to ensure that the workforce is adequately trained to support children all children and young people including those who may have Additional or Special Educational Needs and Disability and those in Vulnerable Groups

Below are some recommended SEND awareness training for the school or setting workforce:

- Autism Education Trust (AET) programme Level 1
- STEPS or PROACT-SCIPr behaviour de-escalation programmes
- MindEd e-learning portal

3. Attainment and progress data analysis

Schools and other educational settings are expected to routinely collect and monitor information (data) on the attainment and progress of **all** children and young people. This includes learning in literacy, numeracy and subject areas and also in wider life skills such as communication, mental health, well-being and independence.

When children and young people are not making progress in line with their peers, the reasons should be investigated by the school or setting and actions taken. Parents and carers should always be contacted and involved from the start. They should be listened to as 'experts on their own child'

Routine data that the school or setting might refer to includes the Two Year Old Integrated checks; the Foundation Stage Profile and the school or setting's own whole school progress tracking data.

4. Targeted catch-up

Sometimes children and young people do not make expected developmental or learning progress despite high quality universal provision from the school or setting. They are performing at a level a little below their peers and need additional support to catch up. They do not necessarily have Special Educational Needs and/or Disability.

There may have fallen behind because of extended absence, difficulties as home such as poor housing, domestic abuse, drug and alcohol related problems, bereavement; bullying or lack of pre-school and learning opportunities. With appropriate input they should be expected to catch up in time. In some situations it will be appropriate to seek wider support for the family. If so, an Early Help Assessment (EHA) should be made. See http://www.cambsdaat.org/wp-content/uploads/2017/01/Early_Help_Assessment_factsheet.pdf

The school or setting will arrange for appropriate 'catch-up' actions (or targeted provision) 'Catch up' actions can address areas relating to learning and/or nurturing. The actions taken should address a small number of specific outcomes for the child or young person and be delivered over a limited period of time. If

necessary they may be delivered in stepped stages. 'Before' and after' measurements must be taken at each stage so as to check that the actions have been effective and that the child is making progress.

Where the child or young person is in a **Vulnerable Group** such as Free School Meals; Looked After or English as an Additional Language, it expected that the school or setting provides a joined up response so that their needs are correctly identified and appropriate responses made.

Some schools are using their **Pupil Premium funding** (additional funding available for those in Vulnerable Groups) to buy nationally recognised programmes such as Talk Boost, a language intervention programme that has been shown to help children with language delay catch up with their peers. For more information on from the Department of Education on effective teaching of disadvantaged groups see: www.tbchttps://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf

5. Screen for SEN

A small number of children will have **Special Educational Needs and Disability (SEND).** Their needs are more significant, possibly complex and may be life-enduring. A child or young person is said to have special educational needs if they require provision that is additional to or different from that available to others of a similar age despite high quality teaching and support that is differentiated and personalised.

If it is suspected that a child or young person has (or may have) Special Educational Needs or Disability then the parent/carers and child or young person will be invited by the school or setting to meet to share their thoughts about their aspirations, strengths and areas of difficulties in different situations. Alternatively parent/carers or a young person can approach the school or setting.

The school or setting is expected to use initial SEND screening. The Local Authority has published **guidance on recommended school-based SEND screening tools.** https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-education-and-training-5-18/ The school or setting will also collect observations of the child or young person over time and analyse the findings. Parents and carers may be invited to do the same in the home environment.

Health professionals in the local community such as those linked to GP surgeries; Opticians; Children's Centers or other local Hubs can also screen for possible difficulties, for example, with hearing; vision; speech development or communication. This level of initial Health screening is open to all children and young people. Parents and carers are encouraged to share Health information with the school or setting so that a holistic (all round) picture of the child or young person's strengths and difficulties can be gathered and appropriate action taken by the school or setting.

The SEND Code of Practice 0-25 sets out **four main areas of SEN:**

Communication and interaction – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others
Cognition and learning – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.
Social, emotional and mental health difficulties – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.
Sensory and/or physical needs – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

Further information can be found in Cambridgeshire's suite of guidance materials and resources called **'Understanding Special Educational Needs and Disability and What to Do'**

https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-identifying-special-educational-needs-and-disabilities-0-25/understanding-special-educational-needs-and-disability-and-what-to-do/ .

There are currently six in total covering the areas of speech and language; dyslexia; autism; social, emotional and mental health; hearing impairment and visual impairment. They are interlinked.

The guidance materials set out how to identify needs and where to find up-to-date and evidence based information on interventions. They describe what can be reasonably expected from all providers, including schools and settings, working with children and young people 0-25 years and into adulthood.

6. Cycle of 'Assess, Plan, Do, Review'

If a child or young person needs provision additional or different to that which is available to their peers then they will be placed on SEN Support. A cycle of 'Assess, Plan, Do, and Review' will be started. Decision will be made together with the child or young person and the parent carer and actions agreed. The length and regularity of the cycle depends on the needs of the child and family or young person at the time. Children and young people and their parent carers will be central to this cycle.

Assess: The child or young person's difficulties must be assessed so that the right support is provided at the right time. This should include, asking parents, the young person and professionals such as the class or subject teacher who work closely with the child or young person what they think. This needs to be reviewed regularly so that the support provided continues to meet the child or young person's needs.

Plan: The school or setting and parents need to agree the outcomes that the SEN support is intended to achieve: in other words, how the child or young person will benefit from any support they get. All those involved will need to have a say in deciding what kind of support will be provided, and decide a date by which they will review this so that they can check to see how well the support is working and whether the outcomes have been or are being achieved.

Do: The school or setting will put the planned support into place. Parent carers may also have support and strategies that they can use at home. The teacher remains responsible for working with the child on a daily basis, but the SENCO and any support staff or specialist teaching staff involved in providing support should work closely to track the child's progress and check that the support is being effective.

Review: The support the child or young person receives should be reviewed at the time agreed in the plan. Together, schools/ setting and parent/ young person can decide if the support is having a positive impact, whether the outcomes have been, or are being, achieved and if or how any changes should be made.

7. Effective communication systems

Expectations around communication between home, the child or young person and the workforce should be agreed between the school and home. Areas to consider include the content and tone of individual profiles of the child or young person; the use of emails, communication booklets; phone calls and the protocols for family-centred meetings etc. The arrangements need to be flexible enough to adapt to the needs of different families. Where there are other agencies involved with the child and family it is important to ensure one person is acting as a **Lead Professional** to coordinate the support and avoid duplication

8. SEND Interventions

A SEND intervention (action) is determined by the child's individual needs. Information on recommended evidence-informed interventions for different needs can be found in the local authority resource booklet **'Improving Outcomes**. https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-education-and-training-5-18/ . A SEND intervention may be delivered one to one or as part of a group with children with similar needs. Interventions are not necessarily continuous. There may be breaks in which the impact is reviewed before another period of support.

All schools and settings are expected to offer SEND Interventions where the child requires support that is additional or different to that of the majority of their peers. The school must publish their offer on their website (The School Information Report). Sometimes schools cluster together to share knowledge, expertise and delivery of certain SEND interventions. Specialist provision is usually given over a limited period of time, but may be revisited in stepped stages.

It is important that the actions that are taken are 'time-limited' and address a specific outcome for the child or young person. 'Before' and after' measurements need to be recorded to check that the actions have been effective and that the child is making progress.

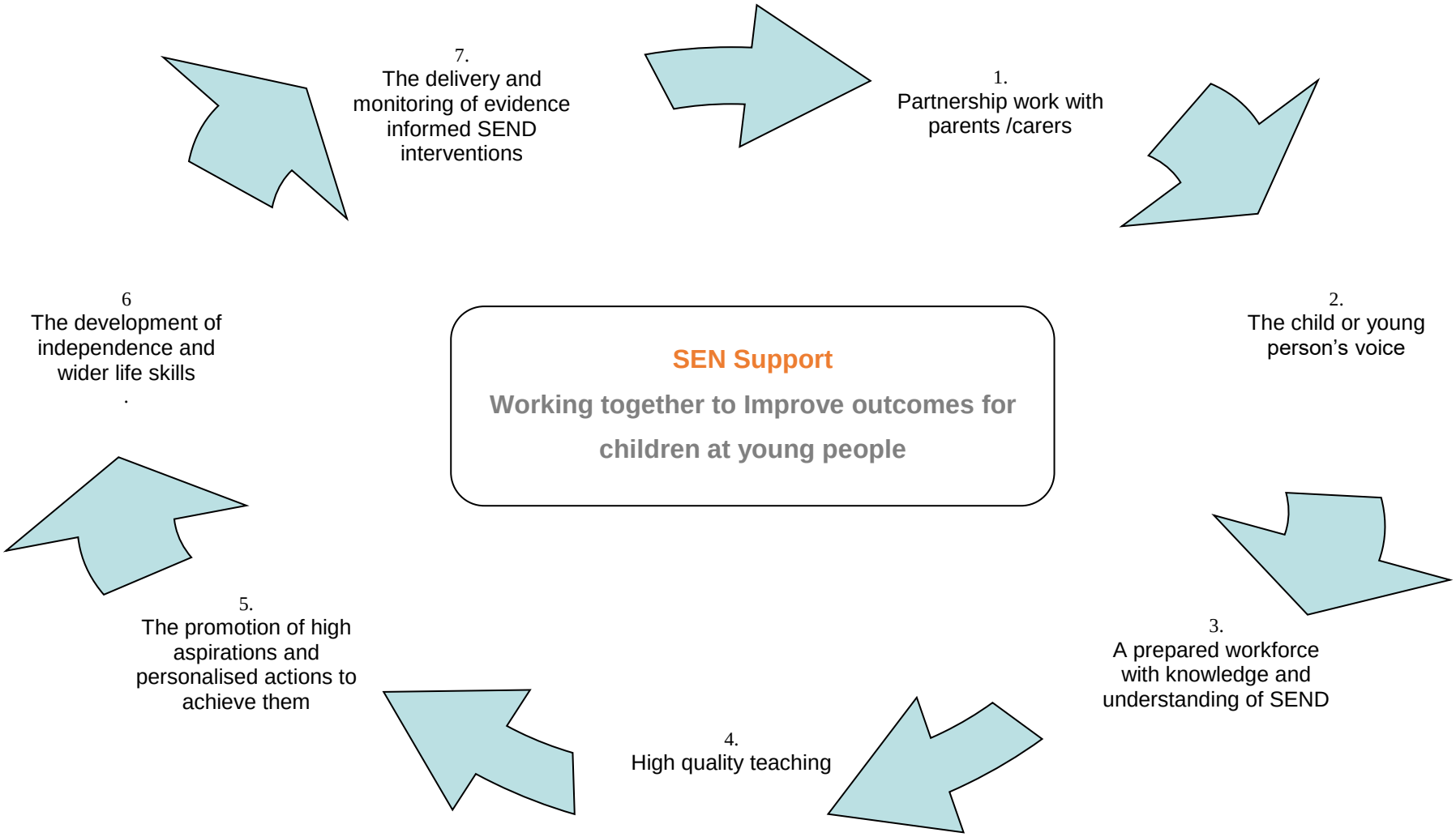
The local authority **SEND District Team can offer consultation to schools and settings** around the identification and support of special educational needs. For more information see http://www.cambridgeshire.gov.uk/learntogether/homepage/87/community_education_psychology_service_ceps

9. Flexible Graduated Approach

The cycle of Assess, Plan, Do, Review should continue in a graduated and flexible way in response to changing needs. **Independence and self-efficacy** should be encouraged. When the child or young person can achieve their desired outcomes without substantial reliance on support that is different or additional to that which is being offered to most children and young people in the school or setting (Universal Support) – they can be **taken off SEN Support**.

When this is the case, the child or young person should no longer be considered to have special educational needs. If however, new educational needs emerge at a later stage the cycle can be revisited and the child or young person, once again placed on SEN Support.

Summary: Seven Elements of Effective SEN Support in schools and settings



Evidence- informed interventions

The Sutton Trust – Education Endowment Foundation (EEF)

The Sutton Trust – Education Endowment Foundation (EEF) Teaching and Learning Toolkit brings together educational research on effective practice for disadvantaged children including those with SEND. They recognise that the impact of SEND on academic attainment is closely related to the EEF's focus on economic disadvantage. 27% of pupils with Special Educational Needs are eligible for free school meals compared to 12% of pupils without special educational needs (2018)

The research is summarised in terms of impact on attainment, the strength on the evidence supporting them and their cost. Relevant research on interventions can be found under the themes of:

- Effective deployment of teaching assistants
- One to One tuition
- Behaviour interventions
- Small group tuition
- Social and Emotional Learning
- Communication and Interaction
- Cognition and Learning

To find out more please use the following link:
https://educationendowmentfoundation.org.uk/school-themes/special-educational-needs-disabilities/

Improving Outcomes for Children with Additional Needs

This resource produced by Cambridgeshire County Council contains information on tried and tested interventions for children with additional needs. It takes account of national and local developments and the search to identify effective approaches to intervention for vulnerable groups of pupils including those with special educational needs; children eligible for Free School Meals, Children with English as an Additional Language, children from minority ethnic groups: gypsy, Roma, and Traveller pupils and families as well as other underachieving groups in Cambridgeshire. It includes information on measuring impact.

To find out more please use the following link:
https://ccc-live.storage.googleapis.com/upload/www.cambridgeshire.gov.uk/residents/children-and-families/Improving_Outcomes_SEN%20SUPPORT.pdf?inline=true

An example

Colleague Lesson Observation

Please refer to the class/subject teacher prompt sheets on **Everyday High Quality Teaching**. Each observation should focus on one of the following 4 broad areas of need or a particular sub-area within it. Highlight or circle the focus for the lesson.	**Number of pupils in class**		Number of pupils with SEND	
	Number of pupils with (see focus)		Teacher assistance presence	**Y/N**

Communication and interaction including speech and language difficulties, autism and Asperger's syndrome	**Cognition and learning** including moderate (MLD), severe (SLD) or profound and multiple difficulties (PMLD); or specific difficulties such as dyslexia, dyscalculia or dyspraxia
Social, emotional and mental health including withdrawn behaviours, challenging, or disruptive behaviours, disorders such as, attention deficit hyperactive disorder (ADHD) or attachment disorder.	**Sensory and/or physical** needs including vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI)
The following examples of good practice in high quality teaching of pupils with (see focus) were observed: What progress did the pupils make in the lesson?	
Something else the class/subject s teacher might like to consider doing	
Class/subject teacher comments:	

Colleague/SENDCo signature:

Class teacher signature:

An example

SEN Support

'Pupil's Name's' (dob) Progress Meeting

(Our Assess, Plan, Do, Review Cycle)

Date of last meeting: Date of this meeting:

The people we invited to the meeting and their roles	They attended ✓ / x	They sent information ✓ / x
Add child of young person's name		
Add parent carers name(s)		
Add school name(s)		
Add others names		

Progress update

Attendance %	Baseline data					Health and well-being update
	EYFP				Date	
	SATs				Date	
	CATS if available				Date	
	Reading (assessment used)				Date	
	Other (assessment used)				Date	

Current progress in reading, writing, maths, subject areas		Interventions delivered since the last progress meeting				
		Title	Start date	End date	Pre-measurement	Post-measurement

Summary of the meeting **start date:**

The things *'pupil name'/ I* has/have achieved since we last met (learning and wider)			
The things that work well for *'pupil name'/ me* (and may be some that do not)			
The outcomes (goals) that *'pupil name' / I* would like to achieve over the next *'state number' week(s)*	*Some prompts: learning, emotional health and well-being, participation and friendships, independence*		
What *'pupil name' / I* will do to help *him/her/me* achieve his/*her/my* goals			
What others have agreed to do to help *'pupil name' / me* to achieve *his/her/my* goals			
The additional or different offer that *'pupil name' / I* will access at SEN Support to help *him/ her/ me* achieve *his/ her/ my* goals	What	When	How often

Signed: (Pupil) date:
Signed: (Parent/carer) date:
Signed: (School named person/key worker) date:

Date of next meeting:

Sources of Further Information on Effective Provision at SEN Support

	Author/Source	Type of resources	Audience	Link
SEN and Disability and the SEND Code of Practice 0-25	NASEN website	On-line CPD, Publications	Teachers Local Authority and Health SEND professionals	www.nasen.org.uk/
	National Children's Bureau website Early Support	Booklets, Information Sheets, CPD slides	Teachers, parents ,Local Authority and Health SEND professionals	www.ncb.org.uk/early-support
Cognition and Learning	The Dyslexia SpLD Trust website	Booklets, Information Sheets, Checklists	Teachers, parents ,Local Authority and Health SEND professionals	www.thedyslexia-spldtrust.org.uk/
Communication and Interaction	The Communications Trust website	Booklets, Information Sheets, Checklists	Teachers, parents ,Local Authority and Health SEND professionals	https://www.thecommunicationstrust.org.uk/
	The Autism Education Trust website	Booklets, Information Sheets, Checklists	Teachers, parents ,Local Authority and Health SEND professionals	www.theautismedcuationtrust.org.uk/
Social Emotional and Mental Health	Anna Freud mental health toolkit	Information Assessment tools for interventions	Teachers, parents ,Local Authority and Health SEND professionals	https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/mental-health-toolkit-for-schools/
	Cambridgeshire and Peterborough Mental Health	Information Advice	Teachers, parents ,Local Authority and Health SEND professionals	http://www.keep-your-head.com/cyp
Sensory impairment and physical	The National Sensory Impairment Partnership	Booklets, Information Sheets, Checklists	Teachers, parents ,Local Authority and Health SEND professionals	www.natsip.org.uk/
	Department of Health	Social care for Deafblind Children and Adults guidance	Teachers, parents ,Local Authority and Health SEND professionals	http://tinyurl.com/DeafblindGuidance
	The Council for Disabled Children (CDC). An umbrella organisation for the disabled children's sector	Various including e-learning, bulletin, posters, publications, books, CDC resources, Factsheets. leaflets	Teachers, parents ,Local Authority and Health SEND professionals	www.councilfordisabledchildren.org.uk/

Parents and carers

The following 'Frequently Asked Questions' were developed by a group of local authorities, South East 7. Schools may find them a useful starting point for themed discussions with their own parents and carers when developing and reviewing their SEND provision

1. **How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?**
   How do you identify children/young people with special educational needs?
   How will I be able to raise any concerns I may have? If the setting / school /college is specialist which types of special educational need do you cater for?

2. **How will early years setting / school / college staff support my child/ young person?**
   Who will oversee and plan the education programme and who will be working with my child/young person and how often? What will be their roles? Who will explain this to me? How are the setting / school / college governors or trustees involved and what are their responsibilities? How does the setting / school / college know how effective its arrangements its provision for children and young people with special educational needs are?

3. **How will the curriculum be matched to my child's/young person's needs?**
   What are the setting's / school's / college's approaches to differentiation? How will that help my child/young person?

4. **How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?**
   In addition to the normal reporting arrangements, what opportunities will there be for me to discuss his or her progress with the staff? How does the setting / school / college know how well my child/young person is doing? How will I know what progress my child/young person should be making?
   What opportunities will there be for regular contact about things that have happened at early years setting / school / college e.g. a home / school book?
   How will you explain to me how his or her learning is planned and how I can help support this outside of the setting / school / college? How and when will I be involved in planning my child's/young person's education? Do you offer any parent training or learning events?

5. **What support will there be for my child's/young person's overall well-being?**
   What is the pastoral, medical and social support available in the setting /school / college for children with SEND? How does the setting / school /college manage the administration of medicines and providing personal care? What support is there for behaviour, avoiding exclusions and increasing attendance? How will my child / young person being able to contribute his or her views? How will the setting / school / college support my child / young person to do this?

6. **What specialist services and expertise are available at or accessed by the setting / school / college?**
   Are there specialist staff working at the setting / school / college and what are their qualifications? What other services does the setting / school /college access including health, therapy and social care services?

7. **What training are the staff supporting children and young people with SEND had or are having?**
   This should include recent and future planned training and disability awareness.

8. **How will my child/young person be included in activities outside the classroom including school trips?**
   Will he or she be able to access all of the activities of the setting / school/ college and how will you assist him or her to do so? How do you involve parent carers in planning activities and trips?

9. **How accessible is the setting / school / college environment?**
   Is the building fully wheelchair accessible? Have there been improvements in the auditory and visual environment? Are there disabled changing and toilet facilities? How does the setting /school / college communicate with parent carers whose first language is not English? How will equipment and facilities to support children and young people with special educational needs be secured?

10. **How will the setting /school / college prepare and support my child/ young person to join the setting /school / college, transfer to a new setting / school / college or the next stage of education and life?**
    What preparation will there be for both the setting / school / college and my child/young person before he or she joins the setting / school / college? How will he or she be prepared to move onto the next stage? What information will be provided to his or her new setting / school / college? How will you support a new setting / school / college to prepare for my child/young person?

11. **How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?**
    How is the setting's / school's / college's special educational needs budget allocated?

12. **How is the decision made about what type and how much support my child/young person will receive?**
    Describe the decision making process. Who will make the decision and on what basis? Who else will be involved? How will I be involved? How does the setting / school / college judge whether the support has had an impact?

13. **How are parents involved in the setting / school / college? How can I be involved?**
    Describe the setting's / school's / college's approach to involving parents in decision making and day to day school life including for their own child or young person.

14. **Who can I contact for further information?**
    Who would be my first point of contact if I want to discuss something about my child/young person? Who else has a role in my child's/young person education? Who can I talk to if I am worried? Who should I contact if I am considering whether my child/young person should join the setting / school / college? Who is the SEN Coordinator and how can I contact them? What other support services are there who might help me and provide me with information and advice? Where can I find the local authority's Local Offer

Children and Young People

The following 'Frequently Asked Questions' were developed by a group of local authorities, South East 7. Schools may find them a useful starting point for themed discussion with their own children and young people when developing and reviewing their SEND provision

1. **How does the setting / school / college know if I need extra help?**
   How do you identify young people with special educational needs?

2. **What should I do if I think I need extra help?**
   How will I be able to raise any concerns I may have?

3. **How will my course work be organised to meet my individual needs?**
   How will that help me?

4. **How will I be involved in planning for my needs and who will explain it and help me?**
   How will the young person be able to contribute his or her views? How will the setting / school / college support him or her to do this?

5. **Who will tell me what I can do to help myself and be more independent?**
   Who will help me and what sorts of things are available?

6. **What should I do if I am worried about something?**
   Who should I talk to? How will you help me?

7. **How will I know if I am doing as well as I should?**
   In addition to the normal reporting arrangements, what opportunities will there be for me to discuss my progress with the staff? How does the setting /school / college know how well I am doing? How will I know what progress I should be making? How will you explain to me how my learning is planned?
   How and when will I be involved in planning my education?

8. **How can I get help if I am worried about things other than my course?**
   What is the pastoral, medical and social support available in the setting/ school / college for young people with SEND? How does the setting /school / college manage the administration of medicines and providing personal care? What support is there for behaviour, avoiding exclusions and increasing attendance?

9. **Are there staff in college who have had special training to help young people who need extra help?**
   This should include recent and future planned training and disability awareness. Are there specialist staff working at the setting / school / college and what are their qualifications?

10. **Can college staff get extra help from experts outside the college if they need to? (e.g. advice and training on medical conditions)**
    What other services does the setting / school / college access including health, therapy and social care services.

11. **If I have difficulty in taking part in college activities what different arrangements can be made?**
    How will I know who can help me? Who can I talk to about getting involved in student activities if I need extra help? Will I be able to access all of the activities of the setting / school / college and how will you help me to do so?

12. **If I have a disability or additional need how can I join in college activities?**
    Is the building fully wheelchair accessible? Are there disabled changing and toilet facilities? Have there been improvements in the auditory and visual environment?

13. **What help is there to help me get ready to start college?**
    What preparation will there be for both the setting / school / college and he young person before I join the setting / school / college? What information will be provided to my new setting / school / college? How will you support a new setting / school / college to prepare for me?

14. **I am coming to college to prepare for employment, how will I be supported?**
    How will I be prepared to move onto the next stage of my life including employment and life skills?

The Local Offer:

What do schools and settings need to do?

It is a requirement of the SEND Code of Practice (2015) that schools publish on their websites information about their provision for Special Educational Needs and Disabilities (SEND), keep it up-to-date and review it annually. This is called the **School's SEND Information Report**. The information in it should reflect Cambridgeshire's Local Offer

It is expected that schools:

1. Know where to find the Local Offer on the Cambridgeshire website (www.cambrigeshire.gov.uk/SEND).

2. Put a link to the Cambridgeshire's Local Offer on their school or setting website.

3. Co-operate with the Local Authority in the development and review of the Cambridgeshire Local Offer. Encourage parents, carers and young people with SEND to do the same.

4. Use the Cambridgeshire Local Offer as a front door to information about provision for children and young people 0-25 years with SEND and their families.

5. Signpost parents and young people to this information and help them to access it.

6. Let the Local Authority know if the Cambridgeshire Local Offer provides the information that parents and carers and professionals require (there is a response box and a contact name on each webpage).

7. Publish information on their websites about the school's arrangements for identifying, assessing and making provision for pupils with SEND. Regulations and the SEND Code of Practice set out the information which should be included. (Schedule 1 The School's Information Report).

8. Engage with children and young people with SEND and their parents when developing this information.

A Cambridgeshire Local Offer Steering Group is in place with representation from parent carers and providers across services in education, health and social care. If you would like to know more or be involved please contact: teresa.grady@cambridgeshire.gov.uk

Governors and Proprietors of Maintained Nurseries and Academies

The statutory duty to publish information about the school's SEND provision

The School's SEND Information Report

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the policy for pupils with Special Educational Needs and Disability (SEND). The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.

Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language. It should include information on the school's SEN policy and named contacts within the school for situations when young people or parents have concerns. In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN. The information required is set out in the Special Educational Needs and Disability Regulations 2014 (Regulation 51; Schedule 1) and **must** include:

Information about your school/nursery	In place	Partly	Not in place yet	Comments
1. The kinds of special educational needs for which provision is made at the school. (the range and level of needs catered for)				
2. Information about the school's policies for the identification and assessment of pupils with special educational needs.				
3. Information about the school's policies for making provision for pupils with special educational needs whether or not the pupils have EHC Plans, including—				
(a)how the school evaluates the effectiveness of its provision for such pupils;				
(b)the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;				
(c)the school's approach to teaching pupils with special educational needs;				
(d)how the school adapts the curriculum and learning environment for pupils with special educational needs;				
(e)additional support for learning that is available to pupils with special educational needs;				

Information about your school/nursery	In place	Partly	Not in place yet	Comments
(f)how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; and				
(g) support that is available for improving the emotional, mental and social development of pupils with special educational needs.				
4. The name and contact details of the SEN Co-coordinator.(SENCo)				
5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.				
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.				
7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.				
8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.				
9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.				
10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils				
11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32. (mediation)				
12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.				
13. Information on where the local authority's local offer is published.				

Working together: The provision that can be expected for children and young people with SEND

	The school/nursery provides:	The local authority provides:	Health provides;
All children and young people	• An ethos of inclusion with all reasonable adaptations in place to meet individual needs in line with the Equality Act (2010) • High quality teaching • Early identification and response to needs • A published School's SEND Information Report that is reviewed annually and keep up to date in between	• Training opportunities in SEND for schools, colleges and parents from SEND Services 0-25 years • Advice and signposting on identification and response to SEND in schools and settings via link staff. • Advice and signposting on Leadership of SEND in schools and settings • A published Local Offer that is reviewed annually and kept up to date in-between. A single 'front door' to information on SEND provision from education, health and social care	• Advice and signposting to parents and young people from school nurses, Health Visitors and GPs. • Drop – in advice at local centres • Information for the Local Offer on Health provision that is reviewed annually and keep up to date
SEN Support Children and young people with special educational needs (SEN) but not an Education, Health and Care Plan (EHC Plan)	**As above plus:** • Family-centred cycles of 'Assess, Plan, Do, and Review' • Interventions with pre- and post-measurements of impact to address specific needs • Liaison with other agencies via an Early Hep Assessment (EHA) as appropriate	**As above plus:** • Support and advice on evidence-informed practice and interventions • Joined-up input to the school's cycle of 'Assess, Plan, Do, Review' where thresholds are met (via Early Help Assessment)	**As above plus:** • Training opportunities for schools, colleges and parents • Joined-up input to the school's cycle of 'Assess, Plan, Do, Review' where thresholds are met (via Early Help Assessment)
Education, Health and Care Plan (EHC Plan)	**As above plus:** • Joined up working with the child/ young person, family and all professional partners to ensure delivery and monitoring of the EHC plan	**As above plus:** • Joined up working with the child/ young person, family and all professional partners to ensure delivery and monitoring of the EHC plan	**As above plus:** • Joined up working with the child/ young person, family and all professional partners to ensure delivery and monitoring of the EHC plan